ACCEL
SAN MATEO COUNTY

Creating Pathways to Success for Adult Learners

Adult Education Regional Comprehensive Plan

March 1, 2015

Table of Contents

I. INTRODUCTION 1

II. CONTEXT AND OVERVIEW 1

III. ADULT SCHOOL-COMMUNITY COLLEGE DATA MATCH 7

IV. OBJECTIVE 1: CURRENT LEVELS AND TYPES OF ADULT EDUCATION 11

1. Adult Basic Education/Adult Secondary Education 13
2. Classes and Courses for Immigrants 21
3. Programs for Adults with Disabilities 27
4. Short-Term Career Technical Education Programs 34
5. Programs for Apprentices 37

V. OBJECTIVE 2: CURRENT NEEDS 41

1. Evaluation of Existing Adult Education Enrollment (Table 2) 41
2. Demographic Need Indicators 45
3. San Mateo Regional Economy 49

VI. ACCEL'S GUIDING FRAMEWORK 50

Core Principles for ACCEL's Integrated System 50
Pathways for Different Student Profiles 55
Flexibility: Multiple Entry and Exit Points and Career Lattices 56

VII. STRATEGIES 58

Educational and Career Pathways 60
Intake, Transition and Support Services 72
Instructional Effectiveness 76
Professional Development 78
Collaborative Leadership 79

VIII. PILOT PLANNING PROJECTS: ACCELERATED TESTS OF ALIGNMENT 81

IX. IMPLEMENTATION AND SUSTAINABILITY 85

ATTACHMENT A: PARTNERS 88

ATTACHMENT B: AB 86 ATTACHMENT C TABLES 89

ATTACHMENT C: DETAILED CATS PLANS FOR ALIGNMENT 108

ATTACHMENT D: LABOR MARKET INFORMATION 133

ACKNOWLEDGEMENTS 139

I. Introduction

This is the final Regional Comprehensive Plan for adult education in San Mateo County under the AB 86 Adult Education Consortium Program. This plan reflects an intensive planning process from March 2014 to February 2015, and presents a blueprint for alignment and partnership between adults schools, community college and partners, including employers, social service agencies, workforce development, community-based organizations and other adult education providers including city and county libraries and the County Office of Education.

The plan is intended to be a living document. ACCEL is moving ahead and identifying implementation approaches and quick wins and will update the plan based on ongoing pilots and implementation activities in Spring 2015.

The concepts presented in the plan are based on the following sources:

- **Participant input:** The input and discussions of participants in the consortium's planning process. Teachers, faculty, counselors, support service professionals, administrators and other staff met in regional meetings and small group sessions to develop the vision and strategies presented here. The views and contributions of ACCEL's external partners are also included.
- **Promising Practices:** The concepts reflect review of several local and national initiatives to align adult education and post-secondary education.
- **Steering Committee and CATS Teams Input and Synthesis:** The steering committee and Collaborative Action Teams (CATS) have reviewed summaries of input and promising practices to synthesize key directions.

II. Context and Overview

ACCEL has conducted a participatory planning process including the following key milestones:

Event	Dates	Participants
Steering Committee Meetings *Overall process management, review of data, and plan development.*	February 24 March 11 April 25 May 9 June 12 July 16 August 7 September 4 October 2 November 13 December 11 January 15 February 5	10-18
Independent Collaborative Action Teams (CATS) meetings (various meeting dates) *Develop sub-regional plans and pilots. Coordinate*	April September November December	25-40

Event	Dates	Participants
local outreach. Conduct asset mapping.		
All CATS Team Conventions *Share progress across the region, review data, conduct planning.*	May 5 December 5	25-40
Partners Meeting *Learn about AB 86 and provide input to the emerging strategies and vision*	July 10	45
Stakeholder Meeting and CATS Convention *Provide overview to school board members, community college trustees; conduct cross-CATS team coordination; conduct planning for Open Forums.*	September 12	60
Joint Adult School-Community College Open Forums (3) *Engage additional college and adult school staff in planning.*	October 13 October 14 November 4	20 55 25

Regional and Sub-Regional Planning

ACCEL promotes collaboration and innovation at both the regional and sub-regional levels. The regional collaborations reflect shared needs and opportunities across the area, for example, the change to the common-core based GED, regional labor market needs, and area-wide opportunities to share promising practices. The sub-regional collaborations developed to address the needs of adult education students who generally seek to transition between adjacent adult schools and community colleges.

ACCEL reflects this pattern of collaboration. Its organization includes regional and sub-regional elements to build on the strength of existing collaborations. A desired outcome is to develop relationships, skills and processes that will be sustained after the completion of the AB 86 Regional Comprehensive Plan.

Regional Processes. ACCEL's steering committee sets a regional vision for the initiative. Other regional elements include periodic project-wide convenings and the regional partner engagement process. The purpose of county-wide processes is to ensure coordination and to leverage shared opportunities. The Steering Committee integrates planning to balance shared and unique needs and strengths.

Sub-Regional Processes. ACCEL includes four sub-regional planning groups called Collaborative Action Teams (CATS). Each team builds on existing collaborative relationships. The purpose of the CATS is to ensure that there are locally responsive and accessible services. The CATS provide focused attention to the gaps and needs of each sub-region, for example, the geographic isolation and resource constraints of the coastal

areas. The CATS charge is to develop plans to create accessible 'front-doors' to pathways of education, training and employment.

North County	South San Francisco Adult School Jefferson Adult School Skyline College
Central County	San Mateo Adult School College of San Mateo
South County	Sequoia Adult School Cañada College
Coastal County Areas	Cabrillo School District Cañada College County Office of Education La Honda-Pescadero

Policy Implications and Needs

This section presents the key state policy implications and requests:

- **Data Integration:** Provide state policy and funding to facilitate and support the sharing of data between the K12-based adult schools and the community colleges regarding student transitions, persistence, success and completions (certificates, degrees and transfer to baccalaureate institutions).
- **Articulation:** Build on the model of high school-to-community college articulation to allow adult school teachers and college faculty to conduct course-to-course and curriculum articulation to give college credit to adult school courses based on validated quality exit standards
- **Assessments:** Develop policy to encourage, facilitate, and align entry and progress assessments. Develop an approach that promotes alignment to college and career readiness standards. Address the use of CASAS scores in the WIA funding process. Coordinate with the CCC Common Assessment Initiative.
- **Funding for Intensive Educational and Transition Services:** Develop new funding models for best practices such as intensive programming, faculty collaboration, materials contextualized to regional careers, wraparound support services, professional development, and faculty/teacher planning, design and collaboration. Provide dedicated, ongoing funding for the K12-based adult education system to work with the community college basic skills programs to align and collaborate together. Provide additional funding for wraparound support services such as child care, transportation, and financial assistance.

ACCEL Organization and Approach

ACCEL's core principles are:

- Students are the center of what we do
- Transparency of Process
- Innovation and promising practices
- Capacity building
- Collaborative learning and active
- Community wide partnerships – community, civic, partner and business leadership

Capacity Building Strategy

ACCEL is building sustainable collaborative capacity by using a principle-based decision making approach that builds shared ownership of plans and creates shared experiences of decision-making. The Steering Committee selected the organizational structure to build on existing patterns of collaboration, which reflect student attendance patterns within the county. The geographic focus also ensures dedicated participation from each college and adult school. (See figure 1.)

There are four levels of capacity building:

Collaborative Action Teams: The Collaborative Action Teams (CATS) are a key process for developing collaborative plans and build ongoing capacity. The Teams bring together staff from both sectors to review data and developed shared strategies. Each team varies in its composition, but generally include program area instructors (ABE/ASE, ESL, CTE), student service staff, and administrators.

Two Co-Facilitators, one from each segment, support each team. The Co-Facilitators received resources on facilitative practices to support effective team development. They received background information and interactive tools to lead their teams in reviewing and adapting best practices to accelerate student goal achievement. The teams will identify collaborative pilot projects to gain concrete experience in aligning services.

Program Areas: faculty and teachers from the schools and colleges have met to develop course landscapes within the areas of ESL and ABE/ASE. The landscapes are a starting point for discovery and strategy development. Creating the curriculum maps, which has been undertaken by the CATS teams, also serves to build mutual understanding between faculty/instructors of the two segments**.**

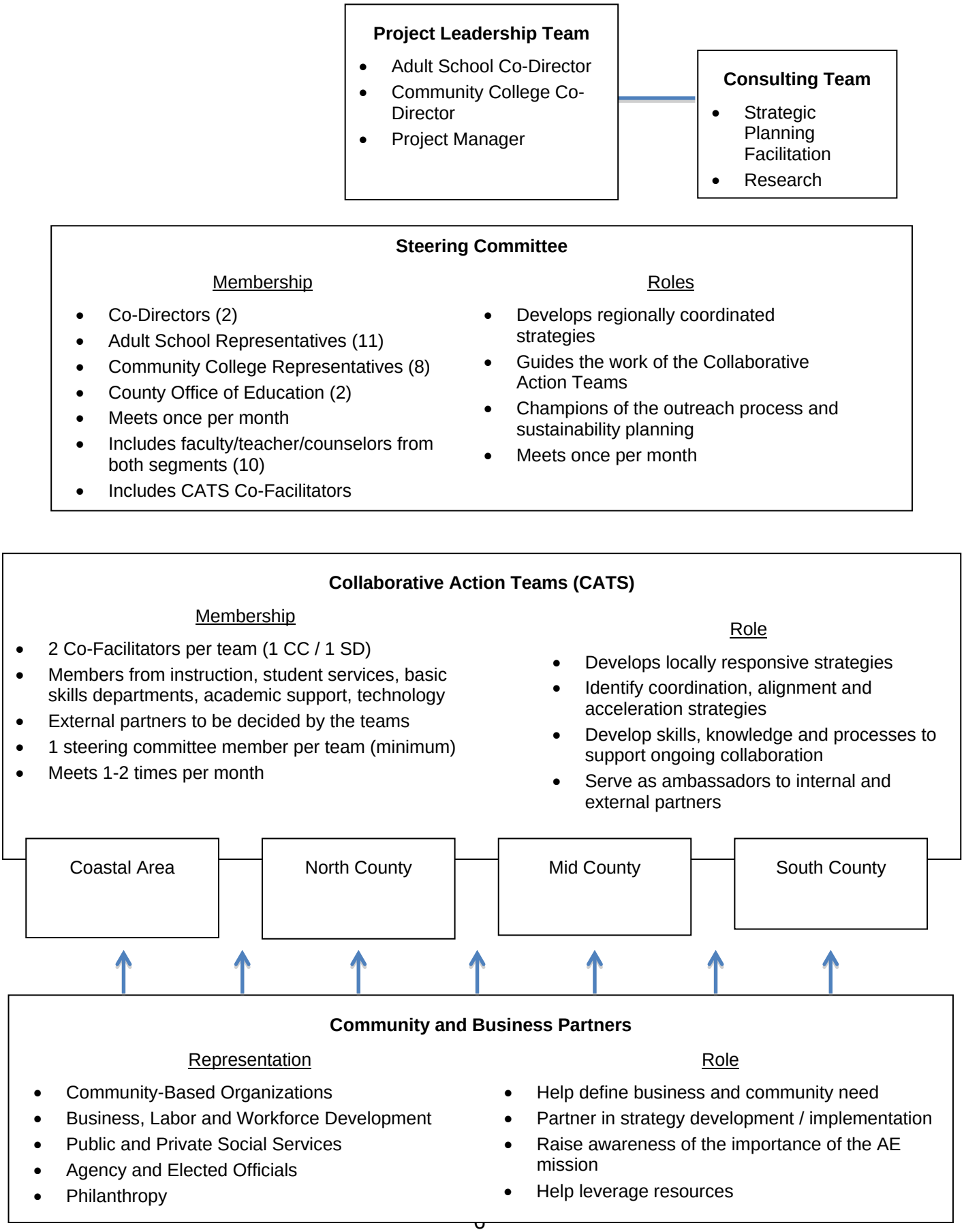
Steering Committee: The Steering Committee includes a representative from each member organization and the County Office of Education, including an instructional professional from each segment. The Steering Committee will integrate the work of the Collaborative Action Teams in the regional comprehensive plan. The Steering Committee will use a shared agreement model to develop technically sound and strongly supported solutions. The committee's roles include:

- Leads the overall planning and capacity building process
- Develops draft plans and reports
- Guides the work of the Collaborative Action Teams
- Champions the outreach process

Business, Civic and Community Partners: The Steering Committee has involved external partners to inform the vision and strategies for the plan. On July 10th, approximately 45

community partners met to review the planning process and provide input ACCEL's emerging vision. On September 12th, governing board members and a state assemblyman attended a planning session, which focused on identifying desired student outcomes and strategies to achieve them.

Figure 1: ACCEL Organization



III. Adult School-Community College Data Match

ACCEL worked with CalPASS Plus to match the student records from the consortia's adult schools and community colleges. CalPASS Plus matched students enrolled in the period FY 2006-2007 to FY 2009-10 using its current processes and student information confidentiality protections. Data was collected on attendance and completions through 2013. The data exclude high school students concurrently enrolled in adult school for credit recovery and degree completion.

This is an initial compilation of the match data. As this is the first time this data match has been conducted, ACCEL is in the process of determining what additional analyses can be completed. Areas of interest include attendance duration and patterns, including co-enrollment and the possibility of 'reverse transitions' where students first attend a community college.

Analysis. The data match strongly supports alignment and coordination, given that almost 30% of adult school students attended a community college within the study period.

The data also support ACCEL's hybrid sub-regional and regional planning approach. Students primarily attend the nearest adult school, but also will travel to other adult schools. The initial findings of the data match are:

- There is a high overall rate of cross attendance between adult schools and community college, with 28.3% of adult school students also attending a community college.
- Over half of Adult Secondary Education students attend both segments (51.4%)
- Student mobility in attending community colleges is a mixed picture
  - Adult school students predominantly attend the closest community college but there is a good deal of attending other community colleges in the county
  - Over a third (37%) attend a college outside the county (primarily the adjacent counties of San Francisco and Santa Clara)

Narrative Table 1 shows that there is a high rate of cross-attendance. Almost thirty percent of students who attended a San Mateo County adult school in the study period attend a California community college for at least one class.

Outcomes were measured in terms of awards and number of classes take (to assess intensity of enrollment). About five percent (5.4%) received a certificate or degree. The average number of classes per student was 5.3.

Narrative Table 1: Summary of Adult School-Community College Data Match

Adult School Students (2006-07 to 2009-10)					
Total	Attended A California Community College		Received an Award (certificate or degree)		Average Classes per Student
37,986	10,741	28.3%	609	5.4%	5.3

Narrative Table 2 presents cross-system enrollment patterns for Adult Basic Education (ABE), Adult Secondary Education/High School Equivalency (ASE/HSE), and English as a Second Language (ESL). As expected, students in the ASE program transitioned to the community colleges at the highest rate, with over 50% attending a community college. The high rate of ABE transitions needs further investigation, as these could be students who transitioned to ASE and were not reclassified. ESL students transitioned at the lowest rate (22.4%) as is expected, given that many ESL students' goals are English immediate employment as opposed to college-transition. Also, some ESL students have a much lower level of educational attainment.

Narrative Table 2: Adult School-Community College Data Match by Program Area

	Adult School Students (2005-06 to 2009-10)				
	Total Students	Attended CC	Received Award	Attended CC %	Award %
ABE	1,892	896	117	47.4%	13.1%
ASE/HSE	7,714	3,964	162	51.4%	4.1%
ESL	28,983	6,484	330	22.4%	5.1%

Narrative Table 3 provides data on the community college attendance patterns of ACCEL's adult school students. In general, students attend the closest community college.

Narrative Table 3: Adult School-Community College Feeder Patterns

	Ranking of Community College Destination by Number of Students Transitioning				
Adult School	**1st**	**2nd**	**3rd**	**4th**	**5th**
Jefferson	Skyline ASE 505	CCSF Main ASE 379	Skyline ESL 245	CCSF Main ESL 176	CSM ASE 142
South San Francisco[1]	Skyline ESL 209	CCSF Main ESL 41	Cañada ESL 36	CSM ESL 35	-
San Mateo	CSM ESL 890	CSM ASE 796	Cañada ESL 401	Skyline ABE 387	Skyline ESL 246
Sequoia	Cañada ESL 1,189	Cañada ASE 669	Cañada ABE 258	CSM ASE 214	CSM ABE 195

Narrative Table 4 shows transitions by San Mateo County adult school students by county of destination. Almost two-thirds (63%) of transitions are within county, and almost ten percent are to Santa Clara (9%) and San Francisco (8%)). Approximately five percent (5%) attend in the East Bay and the North Bay. Bay Area colleges account for 86% of transitions.

Narrative Table 4: Transitions by County

County	Transitions (#)	Percent (%)
San Mateo	7,091	63%
Santa Clara	1,007	9%
San Francisco	896	8%
Alameda	370	3%
Contra Costa	160	1%
North Bay (Marin, Sonoma, Solano, Napa)	109	1%
Sacramento	119	1%
Other	1,436	13%

[1] Data match not completed for ABE/ASE. To be completed in later analysis.

Total	13695	100%

Narrative Table 5 shows that the largest number of adult school student transitions are to the Cañada College. CCSF's community center are the second largest destination, mainly from Jefferson Adult and South San Francisco Adult, which are closer to CCSF campuses than to San Mateo CCD locations. Foothill and De Anza colleges have second highest out-of-county attendance.

Narrative Table 5: Community College Attendance Patterns of San Mateo County Adult School Students

Adult School Students (2005-06 to 2009-10)	
Cañada College	2,884
College of San Mateo	2,464
Skyline College	1,743
City College of San Francisco – Main Campus	896
Foothill College	534
De Anza College	246
Chabot College	155
Laney College	87
Mission College	83
San Jose City College	77
San Diego Adult College	64
American River College	52
Los Medanos College	51
Ohlone College	51
Diablo Valley College	50
Rancho Santiago CED	50

IV. OBJECTIVE 1: CURRENT LEVELS AND TYPES OF ADULT EDUCATION

This section of the report provides descriptive and numeric information about services currently provided by ACCEL members in each program area.

1. Collaboration in the Region

The county has a strong collaborative history across educational segments, and between educators and other partners.

Community College-Adult School. There is a strong foundation for collaboration between the ACCEL members who provide adult education. Based on community and philanthropic support, the educators and partners of the region have developed the following exemplary collaborations:

- Cañada College-Sequoia Adult School: Well-developed articulation and alignment of ESL classes, including co-location of a community college class at the Adult School, transition advisement, and a foundation providing financial support to adult school students transitioning to the community college.
- Skyline College, Jefferson Adult School, and South San Francisco Adult School: Coordination and alignment of ESL curricula and assessments. Community college outreach and recruiting visits.
- College of San Mateo-San Mateo Adult School: Joint faculty-teacher meetings and site visits to review curricula and assessments. Community college outreach and recruiting visits. Adult school donors provide financial support to students transitioning to college.
- ALLIES: The Alliance for Language Learners Integration Education and Success convenes ESL professionals from the region to share best practices, conduct innovation projects, and recommend supportive policies.

Adult School Collaboration. While serving distinct needs, the four area adult schools have a close collaborative working relationship. They collaborate to share professional development on special topics, including recently a coordinated effort to transition to the new GED. They are jointly implementing a CalWORKS grant in which they are sharing a social worker, who provides services at each of the schools at different days throughout the week.

Community College Collaboration. While having distinct identities, the three community colleges collaborate in several ways. All students can cross-enroll at any college, and the career-technical education programs are designed to be district-wide resources given the regional nature of labor markets and capital and infrastructure requirements of many programs.

Multi-Sector Collaboratives. The adult education system works with broader collaborative initiatives. Important examples include membership of community college and adult school representatives on the Workforce Development San Mateo County WIB and a labor market study conducted jointly by the WIB and the community college district. The ALLIES initiative and its Silicon Valley ALLIES partnership with the areas workforce investment boards is also bringing together multiple stakeholders to support English Learner adults to gain family-sustaining careers.

2. History of Innovation

Organizations within the county have implemented promising initiatives to support the success of low-skill, low-income residents:

Adult School Innovations. The adult schools participate in innovation support and professional development programs, including CalPro Trainings and professional organizations. Highlights of adult school innovations include:

- Sequoia – Cañada ESL Transition Model
- San Mateo Adult – Passport to Employment; Writing Intensive for students transitioning to college
- Skyline-Jefferson Adult-South San Francisco Adult Alignment Process

Several of the schools have ongoing Professional Learning Communities focused on improving practice through collegial assessment of data and review of best practices. Each school individually conducts strategic planning, and all have responded to the directions of California's Adult Education Strategic Plan: *Linking Adults to Opportunity: Transformation of the California Department of Education, Adult Education Program.* Some of the themes of the innovations include increasing linkages to post-secondary education and the workforce, digital literacy and technology-supported delivery, and increasing access to support services (for example, the CalWORKS grant for social work services).

Community College Innovations. The community colleges participate in innovation support and professional development programs. Having a broader mission and more diverse offerings than the adult schools, their innovation support resources are quite extensive and diverse.

Highlights relevant to the adult education / basic skills mission include the Basic Skills Initiative, the Student Support and Success Program, initiatives of the Research and Planning Group for the California Community Colleges (including the Student Success Conference), the Student Success Scorecard. Areas of focus include supplemental instruction, learning communities, developing career pathways, and supporting peer tutoring and guidance (for example, the Cañada College SLAMMERS program). The colleges also have Career Advancement Academies, including programs at Skyline and Cañada College (see Objective 1 for details).

Philanthropic Support for Innovation. The Silicon Valley Community Foundation catalyzes innovative service delivery. They have invested in many of the collaborative successes listed above, including ALLIES, the Sequoia-Cañada collaboration, as well as institution specific innovations, such as San Mateo Adult's *Passport to Employment* program. The Grove Family Foundation has provided support to initiatives at the community colleges.

SparkPoint Centers: The SparkPoint center model is a national program model that brings together multiple partners to provide wraparound support services to low-income adults seeking education. Services include financial counseling and asset building, food assistance, career development service, and access to benefits for college completion. Skyline College is home to a Spark Point Center, and another is under development at Cañada College.

3. ACCEL's Regional and Sub-Regional Organizations

As noted above, collaboration and innovation occur along both regional and subregional lines. The regional collaborations reflect shared needs and opportunities across the area, for example, the change to the common-core based GED, regional labor market needs, and area-wide opportunities to share promising practices. The sub-regional collaborations developed to address the needs of adult education students who, due to transportation constraints, generally seek to transition between adjacent adult schools and community colleges.

ACCEL reflects this pattern of collaboration. Its organization includes regional and sub-regional elements to build on the strength of existing collaborations. A desired outcome is to develop relationships, skills and processes that will be sustained after the completion of the AB 86 Regional Comprehensive Plan.

Regional Processes. ACCEL's steering committee sets a regional vision for the initiative. Other regional elements include periodic project-wide convenings and the regional partner engagement process. The purpose of county-wide processes is to ensure coordination and to leverage shared opportunities. The Steering Committee integrates planning to balance shared and unique needs and strengths.

Sub-Regional Processes. ACCEL includes four sub-regional planning groups called Collaborative Action Teams (CATS). Each team builds on existing collaborative relationships. The purpose of the CATS is to ensure that there are locally responsive and accessible services. The CATS provide focused attention to the gaps and needs of each sub-region, for example, the geographic isolation and resource constraints of the coastal areas. The CATS charge is to develop plans to create accessible 'front-doors' to pathways of education, training and employment.

OFFERINGS BY PROGRAM AREAS

1. Adult Basic Education/Adult Secondary Education

Overview. This section provides a description and evaluation of Program Area 1 – Adult Basic Education/Adult Secondary Education.[2] This program encompasses services in both systems for English-speaking adults whose skills are below the collegiate level in math, reading, and writing.

Students. Students served through ABE/ASE are diverse. Students range from very low reading and writing skills to those requiring only a few courses or preparation to complete a high school diploma or high school equivalence examination, such as the GED. The common educational factor is that these students speak fluent or near-fluent English but have reading and writing skills or content knowledge insufficient to meet the standards for a high school diploma or equivalency certificate.

Many ABE/ASE students face multiple barriers to success. Typical challenges include low income, work schedule conflicts, logistical barriers (transportation, childcare, housing, health

[2] The adult schools use the term Adult Basic Education to refer to grades 1-8 and Adult Secondary Education to refer to grades 9-12, including high school diploma and equivalency programs. The community colleges refer to all pre-collegiate levels as 'basic skills', a term which sometimes is also used to refer to English as a Second Language.

care) low awareness of the importance of education, low awareness of the requirements for educational success, low motivation, and undiagnosed learning disabilities.

Generation 1.5 Students. Many ABE/ASE students are long-time English learners. Some are first generation immigrants who arrive in the US before age 13 and develop spoken fluency. However, they need skills upgrades to succeed in reading and writing, especially to succeed at the collegiate level. Some second-generation immigrants (i.e., born in the U.S.) live in linguistically isolated households and have similar needs.

Research indicates that developing the ability for advanced cognition in a first language is critical to developing advanced reasoning in a second language.[3] In the words of the adult school director in Daly City:

> A lot of the GED participants are generation 1.5 or English learners. They typically came here at an early age and seem fluent. They often aren't fluent in language of their parents and are having trouble at a deeper level of comprehension. It might be cultural. It might be learning disabilities. Might be because they didn't get a solid foundation in any one language at a developmental period that is critical to develop advanced cognitive skills (they were too much straddling two languages) – often if a kid came late enough that they had solid ability in their own language, they do better here. Most GED candidates here are immigrants.

The importance of educating such students is evaluated in "Dual Language Learners in the Early Years: Getting Ready to Succeed in School" (National Clearinghouse for English Language Acquisition (NCELA), November, 2008):

> One of the largest demographic shifts over the last ten years is the sharp increase in the number of students in public schools who speak English as their second language (NCELA, 2007a). The majority of these children are born in the United States and thus from a very young age are acquiring both the language of their family as well as the language of the larger community. These very young children are dual language learners (DLLs).

Unlike monolingual students, DLLs must navigate two languages in order to "acquire complex syntactic structures, a fully elaborated semantic system, high-level inferential comprehension and the skills to understand nonliteral uses of language (Crutchley, 2007)" (NCELA). They must do this in family contexts that vary widely in the levels of education and English acquisition. "Dual language learners arrive at school with language backgrounds and skills which are substantially different from monolingual English speakers (NCELA).

There is an achievement gap between DLLs and monolingual English speaking students, and this persists into higher grades and adult education and college settings. In addition to the language acquisition challenges, DLL's are more likely than other learners to come from low-income communities with multiple challenges:

- Their parents are less likely to have graduated high school.

[3] Dual Language Learners in the Early Years: Getting Ready to Succeed in School (National Clearinghouse for English Language Acquisition (NCELA), November, 2008).

- They are less likely to have access to the full gamut of health care services in the critical earliest years of life.
- They are less likely than other children living in poverty to attend preschool, despite the fact that preschool attendance has more of a beneficial effect for Spanish-speaking dual language learners than for any other comparable demographic group.

Adult Schools in the area estimate that a large proportion of ABE/ASE students have the fluency/academic skill gaps of generation 1.5. This comports with the fact that, "[a]s of 2012, more than half of young adults in California ages 16-26, were first- or second generation immigrants…compared to one-quarter of youth nationwide."[4]

Generation 1.5 Critical to Future Civic and Economic Development. Demographer Dowell Myers has drawn attention to the mismatch in the long-term demographic trends facing California. Myers estimates that due to baby boomer deaths and outmigration, 100% of net workforce growth will come from first- and second-generation immigrants.[5] As summarized in the statewide Adult Education Strategic Plan (*Linking Adults to Opportunity: Transformation of the California Adult Education Program*):

> **"The replacement generation" lacking skills.** … the interaction of California's aging population and high levels of immigration will have significant impacts on California's economy. As the highly educated baby boom generation retires in the period 2011 to 2029, they will be replaced in the workforce by those who are currently 18-44 years old. As this group is more heavily drawn from first- and second-generation immigrants, especially people with lower levels of educational attainment, a skills gap is predicted to develop unless there is a focused statewide response.

Many well-documented educational practices – contextualization, academic support, individualization, learning communities - will work equally well for this group as for second, third and higher generation residents. However, identifying this group, which is sometimes called 'Generation 1.5', will be important when developing goals and strategies to improve educational outcomes.

Adult School Offerings. The adult schools offer the following programs and services for ABE/ASE:

Adult Basic Education. The schools no longer list ABE as stand-alone programs. ABE programs are generally called GED 1 or Pre-GED to reflect students' goal of attaining their GED and are often offered in the same class as higher level GED prep. Students are assessed using the CASAS reading test. Instruction is offered as direct instruction, and in tutorial format with students working on their own. The schools also use educational software such as the PLATO. Several of the schools have volunteer tutors in the classroom to help ABE students. The schools will often refer very low-level readers (below 3rd grade) to other services such as library literacy programs.

---

[4] Migration Policy Institute, Critical Choices in Post-Recession California, Executive Summary, p.1 (June 2014).

[5] John Pitkin and Dowell Myers. 2012. Generational Projections of the California Population by Nativity and Year of Immigrant Arrival. Produced by the Population Dynamics Research Group, Sol Price School of Public Policy, University of Southern California.

Some of the adult schools in the past have provided ABE at job sites. Sequoia adult school provided some math instruction on site.

Adult Secondary Education. The ASE programs are offered as High School Diploma program and high school equivalency preparation and testing.

High School Equivalency Certification: Many adult school students have obtaining a high school equivalency as their educational goal, given the course and time requirements of the adult high school diploma program. Often students seek a high-school equivalency certificate after being told by a potential employer that they will not be hired without a certificate.

Students often underestimate the effort required to pass these tests, a gap widened by recent changes to the GED. The new GED has been aligned to the common core standards and requires greater academic ability and some general content knowledge.

The Adult Schools prepare students to take the GED exam through direct instruction and individual work supervised by teachers. Three of the four are certified testing centers. Three of the adult schools provided Spanish language GED. The GED has been aligned to the common core and moved to a fully online testing system. The changes have created substantial barriers to the students attaining this certification.

Adult High School Diploma: The Adult High School Diplomas requires passage of required secondary curriculum, as determined by each school district, and passing the California High School Exit Exam. In some schools, GED and High School students are co-mingled, but in most there are separate classes. Some of the schools use an online instructional program such as Apex for some high school courses, for example math. On the other hand, San Mateo Adult moved from individualized instruction to direct instruction For some High School Diploma students in some classes.

Support Services. The schools have counselors to help with orientation, guidance, transcripts, placement and helping fill out college applications. The counselors work with college recruiters on applications and outreach events. The adult schools share a social worker to provide psychological and emotional counseling to students. Several of the schools have learning centers for self-paced learning with the support of a teacher. Several of the schools have volunteer tutors in the classroom to help ABE/ASE students. San Mateo Adult has an academic adviser to help with the GED.

Community College Offerings. The community colleges offer the following programs and services for ABE/ASE called “Basic Skills” (The colleges do not differentiate ABE and ASE).

Instruction. The colleges offer pre-collegiate math and English. Non-degree applicable math basic skills offerings include Arithmetic Review, Pre-Algebra and Developmental Algebra. Non-degree applicable English basic skills offerings include basic composition and reading, and introduction to college-level reading and writing.

Support Services. The colleges offer a wide range of support services:

Academic Support Initiatives

- Student Support and Success Program – orientation, assessment and individual education plan for all students
- Supplemental Instruction
- Math Jam and Word Jam: intensive 1-week preparation program

- Learning Communities
- First Year Experience Programs
- Learning Centers – general and disciplinary
- Discipline Based Learning Centers
- Reading Apprenticeship
- Summer Bridge Programs
- Basic Skills Committee/ Funding / Coordinators – paying for Reading Apprenticeship, ESL Faculty working with SMAS, Summer Bridge, Acceleration
- Pathway to College (CSM)
- Student Support and Success Program
- Faculty Inquiry Groups
- Tutor Inquiry Groups

Student Support Services

- Extended Opportunity Programs and Services
- Disabled Students Programs and Services
- Project Change (CSM) – Juvenile Hall program bridging gap from incarceration
- CARE / CalWORKS
- Counseling
- Spark Point Center

Partner Offerings. Partner programs and services in the ABE/ASE area include:

The County Office of Education provides GED instruction in the county jails.

PERFORMANCE RESULTS BY FACILITY – County Office of Education INMATE EDUCATION PROGRAM - YEAR-END REPORT JULY 1, 2013 THROUGH JUNE 30, 2014			
	MAGUIRE	WOMEN'S	TOTAL
Assessment	128	85	213
Instruction	121	82	203
GED Starts	80	25	105
GED Pass	47	21	68
GED Tests Given	374	247	621
Vocational Counseling	99	0	99

The County's libraries' Project Read initiatives provide one-on-one tutoring to low-literacy adults.

Adequacy and Quality

The following section addresses the issues of adequacy and quality based on focus group discussions and demographic data in comparison to service levels.

Adequacy. The adequacy of current Adult Education programs is evaluated in terms of programs' instructional and support service capacity to meet student demand and address student need. There are no readily available and reliable estimates of demand so the following narrative focuses on need.

This discussion of adequacy is based on instructional capacity. However, there is a significant need for student services. Therefore this discussion needs to be supplemented by an assessment of the adequacy of support services.

The following estimates are based on the U.S. Census American Community Survey from 2009, which is the most recent data available for the analyses required to assess adequacy:

- 43,644 residents 25-64 years of age lack a high school degree or completion certificate, with 25,840 having less than a 9th grade education, and 17,803 having 9-12th grade attainment without a degree or certificate of completion.
- The census estimates that approximately 20% of the county age 5 or older speak English less than very well. However, it is possible that a higher proportion of those 25-64 and lacking a high school degree speak English less than very well, given the large share of immigrants who lack post-secondary attainment.[6]

[6] A high proportion of immigrants also have high educational attainment, i.e., educational attainment is bifurcated with a smaller group in the middle.

- Therefore the share of those without a high school level certificate and who speak English – i.e., candidates for ABE/ASE – is estimated here as a range. The lower number, 26,186, assumes 40% of those lacking high school speak English less than very well. The higher number, 34,784, assumes that the countywide English proficiency rate of 20% applies to the population lacking high school. [7]

An evaluation of adequacy of the capacity of ABE/ASE programs and services depends on a goal or standard. The following table presents several potential standards based on a share of the population who could access services. Several assumptions provide a foundation for the higher standards/goals regarding the share of the population that could be served:

- All 43,644 residents could benefit from some level of educational programs and services, but its unlikely that all would simultaneously seek services.
- Intensive diagnostic and case management services would provide information for academic/career counseling to recommend most effective services, which could increase persistence
- Flexible delivery models such as online education, worksite classes, and distributed instructional settings could also increase service levels
- Learning while earning, and stop in/stop out educational models could increase access
- Outreach and effective program design could increase access

The table below shows that given the estimate that 26,186 to 34,784 San Mateo County English speaking residents ages 25-64 would benefit from ABE/ASE, it is likely that there are gaps in availability of instruction (adequacy) if the goal was to serve approximately 17% of the need or higher.

The instructional capacity is estimated from the 2012-13 ADA/FTES assuming that students take one class for three terms and attend approximately half-time. (As mentioned above, the low and high need estimates reflect the two potential levels of ESL need that are subtracted from this calculation from the overall population who could benefit from ABE/ASE services.)

[7] Removing likely ESL students from this calculation reflects their special linguistic needs. This may also reflect the needs of generation 1.5 discussed above. However, an important consideration is how to best contextualize and integrate instruction for language learners. This is outside the scope of this adequacy discussion.

Narrative Table 6: Estimates of Gaps in ABE/ASE for English Speaking Residents Aged 25-64

Potential Goals Regarding % of the Need Served	Intended Level of Need to be Served Based on Goal		2012-13 Instructional Capacity at 50% Load	Gap in Instructional Service	
	Low Estimate	*High Estimate*		*Low Estimate*	*High Estimate*
17%	4,467	5,934	4,467	0	1,467
20%	5,237	6,957	4,467	770	2,490
30%	7,856	10,435	4,467	3,389	5,968
40%	10,475	13,914	4,467	6,008	9,447
50%	13,093	17,392	4,467	8,626	12,925

As noted above, this discussion is limited to the adequacy of instruction only. Effective practice research suggests that intensive support services are necessary for good outcomes.

Also, this analysis is based on the program-by-program structure of AB 86. This analysis does not reflect blended program designs such as integration of basic skills into CTE, or contextualization of English language acquisition with ABE/ASE or CTE.

Quality. Evaluation of program *quality* takes into consideration each program's effectiveness at moving students toward their academic, career and other goals. Measures of quality include student learning outcome assessments, student persistence, advancement of skill level, completion, and transition to higher-level or credit-bearing coursework, employment and job retention. Many of these metrics are routinely collected by the Adult Schools and Community Colleges under reporting mandates, presenting opportunities for aggregation and analysis of data across systems.

A thorough evaluation of current program effectiveness is not within the scope of this Progress Report but will be considered to the extent feasible in future AB86 activities.

2. Classes and Courses for Immigrants

Overview. This section provides a description and evaluation of Program Area 2 – Classes and Courses for Immigrants including services in citizenship and English as a second language, and workforce preparation classes in basic skills.

Students. Student served in this area are diverse. At the low-skill end of the spectrum are students who lack English and who have very low reading and writing skills in their native language. Some in this group require fewer language gains to support work or academic goals. At the higher end, the region is home to non-US trained professionals who need higher language gains and to validate their education and get US licensure.

The common educational factor is the need to acquire English language competency. Another key need is to acquire cultural competence in the new culture. It goes beyond the concept of "soft skills" for work settings, and includes understanding what "success" means in the life settings that immigrants need to interact within.

As documented further in Objective 2, many immigrant students share many of the barriers to success faced by English speaking basic skills students. Typical challenges include low income, work schedule conflicts, logistical barriers (transportation, childcare, housing, health care) low awareness of the importance of education, low awareness of the requirements for educational success, low motivation, and undiagnosed learning disabilities. In addition, immigrants face many additional barriers related to learning the norms and practices of a new culture. Some also have emotional and psychological challenges related to having lived in war zones or having made traumatic border crossings. Some immigrants lack residency documentation and face associated challenges.

Generation 1.5 Students. As noted above in Program Area 1, a subset of the immigrant population is the transitional generation of immigrant children who have oral English fluency but have need for skill building in reading, writing and reading.[8] While many of these students self-identify as English speakers, this cohort is noted here because appropriate educational response to this group merits additional assessment through the AB 86 planning process. Some of generation 1.5's learning challenges may be closer to issues of second language acquisition than the problems of students from multi-generational English speaking families.

Adult Schools in the area estimate that a large proportion of ABE/ASE students have the fluency/academic skill gaps of generation 1.5. This comports with the fact that a high percentage of public school students are 1st and 2nd generation immigrants.[9]

Adult School Offerings. The adult schools offer the following programs and services for immigrants:

English as A Second Language. The schools offer multiple levels of ESL from literacy to intermediate, classes focus on reading, writing, listening and speaking. The schools use the CASAS assessment system to meet performance payment points from the portion of state funding that is allocated according to the student learning gains. The ESL curriculum is

[8] This group has been called 'generation 1.5' to denote they are 'between' first and second generation immigrants in terms of language. This group is sometimes called long-term English Language Learners.

[9] Get citation used by SVCF and/or ask W/E data team or MPI.

contextualized to life skills such as financial literacy, education, family and citizenship. Some of the schools provide online ESL.

EL Civics. The schools integrate EL Civics curricula in their ESL courses. EL Civics is a federally funded program to provide ESL contextualized to US government and political institutions. It assists students to be able to understand and navigate governmental, educational, workplace systems and key institutions, such as banking and health care.

Citizenship for ESL. The adult schools offer ESL/Citizenship to prepares ESL students for the US Citizenship Test and interview.

ESL at Community Sites. The schools provide ESL at a range of community sites. Many of these programs are connected to childcare sites at elementary schools. This represents a highly distributed access network:

- Jefferson Adult: ESL/Family Literacy[10] classes are offered at seven Jefferson Elementary School Sites. These classes meet the need for for students without immediate career goals. However, these classes can lead to career education. Participants in these courses have gone on to become certified Early Childhood Education teachers.
- San Mateo Adult: ESL is offered at K12 districts. SMAS provides a computer ESL class for San Mateo-Foster City Elementary School District parents who are low basic skills and have no computer access. SMAS provides laptops to the parents. The school also offers an ESL class at the San Bruno district, which takes place right after parents drop students off. There were more extensive community sites before the recession.
- South San Francisco: ESL is offered at the Community Learning Center and Magnolia Senior Center. Instruction base on the discontinued Community Based English Tutoring (CBET) model are English classes for parents or members of the community who need English language instruction and pledge to tutor school age children with limited English skills. This approach is still offered at Sunshine Gardens Elementary School, Martin Elementary School, Los Cerritos Elementary School.

ESL at Employer Sites. In the past, several of the adult schools have offered ESL at businesses. For example, San Mateo Adult provided ESL in restaurants, hotels, and the airport. Sequoia Adult offered instruction at area businesses. Under the ADA funding model, the instruction was free to employers, but now they need to pay the cost through contract education. Very little work-site instruction is offered now. While this is a good way to take education to the student, it requires a high level of coordination and specialization. It is most effective when employers offer something to students, such as paid time off or a bonus for completion. Employers are not always willing to provide this support.

Program Highlights. Several of the schools have implemented innovative programs:

Sequoia English Learners Ladders to Success: A partnership with the Workforce Investment Board and Palo Alto Adult School providing:

- Career Assessment & Goal Setting

[10] Family Literacy programs help parents strengthen their role as their child's first and most important teacher; how to provide support for homework, good study environment, discipline strategies, etc.)

- ESL Instruction for Job Search
- Computer / Digital Literacy
- Job Search Tools & Techniques
- Interviewing Skills
- Personal Job Advisor

San Mateo Adult Passport to Employment. The class for ESL provides instruction, support, coaching and counseling contextualized to employment seeking. Topics include job applications, cover letters and resumes, job search methods including extensive use of online resources. There is weekly access to the computer lab. Students practice effective job interview skills while learning the cultural aspects of finding work in the United States.

Jefferson Adult School Fabulous Fridays. This program is focused on digital literacy and job skills. They offer multi-level classes that focus on a specific topics:

- Job searching/resume writing
- A restaurant simulation (worked with students to pass entry-level SERV Safe, mapped out the
- different types of jobs in restaurant, went through application/interview process, and then put on a restaurant role play)
- Keyboarding/typing
- "Immigrant guide" life skills
- Emailing
- Google Docs

Community College Offerings. The community colleges offer the following services for immigrants:

English as a Second Language. The colleges offer five levels of ESL to prepare for academic courses of study and the workforce. Programs of special note:

- Cañada provides ESL contextualized to careers: ESL for Child Development for students taking Early Childhood Education courses in Spanish; ESL for Workforce Careers
- Skyline provides ESL contextualized to careers: English for Childcare Providers; and English for Healthcare
- Word Jam is a free, one-week, non-credit program for current and in-coming Cañada College students in all levels of English, Reading, and ESL.

Support Services: The colleges provide a range of support services for English learners.

- Canada College - English Institute provides English as a Second Language instruction and classes to non-native speakers of English in order to prepare students for entry into occupational programs or university transfer courses.
- The College of San Mateo - Reading & ESL Center: staffed by instructors and instructional aides, so you can get personalized attention. Books and other print materials, videos, DVDs, and computer programs will also assist your instruction.
- Skyline College - English Learning Institute provides intake and ongoing support designed to meet the needs of ELL students. Includes targeted outreach, intake, and

counseling for ELL students. Created under the Spark Point grant, but has since been institutionalized under Language Arts.

- Skyline College PACE Learning Community Starting Fall 2014, the ESOL Department offers the PACE Learning Community for ESOL students who want to accelerate through to ENGL 100. This one-year learning community provides English composition and grammar, college preparation, and core college courses applicable to the Associate degree.
- Student Mentors: Canada has Student Learning Assistance Mentors (SLAMERS) who are high-level ESL students hired to support adult school students transitioning to college.

Awards and Certificates

Awards and certificates are important 'promising practices' that allow students to accumulate (or 'stack') evidence of progressive competencies attained over their educational career.

Cañada College

- Preparation for Academic Scholarship and Success (PASS) Certificate. This 12 unit certificate combines core requirements in ESL and English composition with electives computer skills and information competency.
- Academic Command of English (ACE) Award: recognition for successful completion of all Level IV ESL courses.
- English for the Workforce (EFW) Award: combines two ESL courses with two computer courses

Skyline College

- Proficiency in American Culture and English (PACE) Certificate (available Fall 2014). A multi-skill academic language certificate formally recognizing the acquisition of the English language necessary to succeed in college-level courses and compete successfully in the labor market. Assists employers in determining the level of English language qualifications and vocational skills of potential employees.

Overview of Sequoia Adult School-Cañada College ESL Transition - LEAP

The ESL Transition program started in 2005 to respond to community need for college access. Supported by Silicon Valley Community Foundation, the program includes the following features:

- College ESL course contextualized to college success course offered at Sequoia Adult
- Adult school transition specialist community college transition liaison ensure successful pathway from the adult school to the community college
- Curriculum aligned between adult school and college
- Ties in to contextualized ESL pathway
- Scholarships provided to pay for books and travel
- Data on students success tracked between institutions

Adequacy and Quality

The following section addresses the issues of adequacy and quality based on focus group discussions and demographic data in comparison to service levels.

Adequacy. The adequacy of current Adult Education programs is evaluated in terms of programs' instructional and support service capacity to meet student demand and address student need. There are no readily available and reliable estimates of demand so the following narrative focuses on need.

This discussion of adequacy is based on instructional capacity. However, there is a significant need for student services. Therefore this discussion needs to be supplemented by an assessment of the adequacy of support services.

The following estimates are based on the U.S. Census American Community Survey from 2009, which is the most recent data available for the analyses required to assess adequacy:

- There were 407,877 San Mateo County residents 25-64 years of age.
- The population speaking English less than very well was 20.3% for the population 5 or older (estimates are not available for the age range 25-64.)
- The English speaking rate for the working age 25-64 range is not available and could be higher than the population over 5 (if a high proportion of adults arrive without English arrived in the U.S.) or lower (if low English adult arriving population is lower, and children gain English competencies through schooling). Therefore this section brackets the rate for the 5 or older population by 25% higher and lower to reflect this uncertainty:

  Low Estimate of Speaks English less than Very Well: 62,099 (15% of 25-64)

  High Estimate of Speaks English less than Very Well: 103,499 (25% of 25-64)

An evaluation of adequacy of the capacity of ESL programs and services depends on a goal or standard. The following table presents several potential standards based on a share of the population who could access services. Several assumptions provide a foundation for the higher standards/goals regarding the share of the population that could be served:

- All residents speaking English less than very well – from 62,099 to 103,499 residents - could benefit from some level of educational programs and services, but its unlikely that all would simultaneously seek services.
- Intensive diagnostic and case management services would provide information for academic/career counseling to recommend most effective services, which could increase persistence
- Flexible delivery models such as online education, worksite classes, and distributed instructional settings could also increase service levels
- Learning while earning, and stop in/stop out educational models could increase access
- Outreach and effective program design could increase access

The table below shows that given the estimate that 62,099 to 103,499 San Mateo County residents ages 25-64 would benefit from ESL, it is likely that there are gaps in availability of instruction (adequacy) if the goal was to serve more than 7% of the need.

The instructional capacity is estimated from the 2012-13 ADA/FTES assuming that students take one class for three terms and attend approximately half-time. (As mentioned above, the low and high need estimates reflect the two potential levels of ESL need.)

Narrative Table 7: Estimates of Gaps in ABE/ASE for English Speaking Residents Aged 25-64

Potential Goals Regarding % of the Need Served	Intended Level of Need to be Served Based on Goal		2012-13 Instructional Capacity at 50% Load	Gap in Instructional Service	
	Low Estimate	*High Estimate*		*Low Estimate*	*High Estimate*
7%	4,621	7,701	4,621	0	3,080
20%	12,420	20,700	4,621	7,799	16,079
30%	18,630	31,050	4,621	14,009	26,429
40%	24,840	41,400	4,621	20,219	36,779
50%	31,050	51,749	4,621	26,429	47,128

As noted above, this discussion is limited to the adequacy of instruction only. Effective practice research suggests that intensive support services are necessary for good outcomes. These estimates do not include the population 64 and older, which includes potential ESL students; the gap estimates would therefore be higher.

Also, this analysis is based on the program-by-program structure of AB 86. This analysis does not reflect blended program designs such as integration of basic skills into CTE, or contextualization of English language acquisition with ABE/ASE or CTE.

Quality. Evaluation of program *quality* takes into consideration each program's effectiveness at moving students toward their academic, career and other goals. Measures of quality include student learning outcome assessments, student persistence,

advancement of skill level, completion, and transition to higher-level or credit-bearing coursework, employment and job retention. Many of these metrics are routinely collected by the Adult Schools and Community Colleges under reporting mandates, presenting opportunities for aggregation and analysis of data across systems.

A thorough evaluation of current program effectiveness is not within the scope of this Progress Report but will be considered to the extent feasible in future AB86 activities.

3. Programs for Adults with Disabilities

Overview. This section provides a description and evaluation of Program Area 3 – Programs for Adults with Disabilities.

Background.

In January 2015, the State of California announced a shift to focus employment services for people with intellectual and developmental disabilities on the concept of “competitive integrated employment” (CIE). This is a shift toward inclusion in contrast to employment in “sheltered workshops” at below minimum wages. The California Department of Rehabilitation (DOR), Department of Developmental Services (DDS), and Department of Education (CDE), in collaboration with Disability Rights California (DRC), will develop a policy framework for CIE in 2015 including:

- A directive from each department to employees and partners that employment in integrated, competitive settings is preferred for individuals with intellectual and developmental disabilities;
- Establishment of measurable goals and benchmarks including timelines for performance outcomes and a process for reviewing the outcomes, to be completed within five years;
- Delineation of state and local agency roles and responsibilities in planning, services, coordination, and dispute resolution between departments;
- Development of requirements for annually informing individuals and their families about opportunities and supports for integrated, competitive employment;
- Development of specific recommendations for policy and regulatory change, and stakeholders’ recommendations for statutory changes;
- Creation of an informal resolution process for disputes among the departments regarding the implementation of the blueprint at the state and local levels.

According to Title 17, Section 54000 of the California Code of Regulations, a developmental disability is defined as a disability that is attributable to any of the following conditions:

- Intellectual disability (formerly known as "mental retardation")
- Cerebral palsy
- Epilepsy
- Autism
- Disabling conditions found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability

Students. Students with disabilities shared many of the challenges of other adult education students: low income, work schedule conflicts, logistical barriers (transportation, childcare, housing, health care) low awareness of the importance of education, and low awareness of the requirements for educational success. They also face many other challenges related to

the stigma of disability and the lack of access to the resources that normally abled people can expect.

Many well-documented educational practices – contextualization, academic support, individualization, learning communities - can be effective for this group of students. They also benefit from specific methods and processes designed specifically for differently abled people.

This section addresses these areas of disability:

- **Learning:** Differences that affect the brain's ability to receive, process, store, respond to and communicate information. Learning disabilities are actually a group of disorders, not a single disorder. People with learning disabilities are of average or above-average intelligence but still struggle to acquire skills that impact their performance in school, at home, in the community and in the workplace.[11]
- **Physical:** Physical or visual differences that require assistive or adaptive technologies to access resources designed for typically-abled people.
- **Psychological:** Differences related to a person's emotions or psychology that affect the ability to succeed in education, employment or other settings. Includes behavioral conditions, stress and anxiety related conditions, and post-traumatic stress disorder.
- **Developmental:** Differences in development or cognitive processes, including Down syndrome and autism.

Adult School Offerings. The adult schools offer the following programs and services listed in the table below for people with disabilities. The adult schools are accredited by the Western Association of Schools and Colleges, and governed by state and federal law regarding accommodations for students with disabilities.

Learning	No dedicated resources or programs for adults with learning disabilities.
Physical	Accommodation provided according to the Americans with Disabilities Act
Psychological	A therapist provides services one day per week at each school (shared resources funded by a CalWORKS grant)
Developmental	San Mateo Adult School partners with Community Gatepath to provide classes in reading instruction, computer skills and general life skills at one community location.

[11] The National Center for Learning Disabilities

South San Francisco Adult School

Adult Transition Program: The Adult Transition Program is a program of young adults with special needs ages 18-22 who have not received a diploma. The ATP is a continuum of federally-mandated Transition services for students receiving special education. The program serves students with a wide range of challenges especially those with developmental disabilities. All students access the community at some level. Many students attend classes at Skyline College taking elective and academic classes.

The ATP prepares students for involvement in adult community programs and, if possible employment. The unemployment rate of persons with disabilities is very high. Our program hopes to help the students find a part-time or full-time job.

All instruction takes place in integrated, age appropriate, functional, community based settings. ATP utilizes a supported employment model to place students in appropriate work, community and school settings, teach the skills necessary for success in those settings and identify and put in place natural supports.

High School Transition Partnership Program. The TPP is a partnership with the South San Francisco Unified School District and the Department of Vocational Rehabilitation. The goal of the program is to assist special needs youth with the transition from high school to work. The program creates linkages between high school juniors and seniors with community resources and the Department of Vocational Rehabilitation.

Services include pre-employment skills and job seeking skills; getting to know rehabilitation counselor and system; developing an individual plan for employment; occupational classes, work experience and volunteer options. Post-graduation services include vocational counseling from Department of Rehabilitation, follow-up by SSFUSD Transition Coordinator, employment supports (e.g., job training, job analysis, and job coaching); collaboration with Peninsula Works, Golden Gate Regional Center and others.

Community College Offerings. The community colleges offer the following programs and services for people with disabilities.

Learning **Physical** **Psychological**	**The Colleges Disabled Students Programs Services program provide:** **Services:** Services include but are not limited to: ASL interpreting, registration assistance, extended time on placement tests, lockers, adaptive physical education classes, Assistive Technology classes, note-taking, equipment loans, textbooks and tests/exams in alternate format, and referral services. **Academic Adjustments:** Reasonable academic adjustments in order to create an educational environment where students with disabilities have equal access to instruction **Differential Learning Skills Assessment Classes**: Classes in which students conduct group and/or individualized. Areas assessed include cognitive ability, academic performance and information processing. **Program Planning:** Services include identification of

	educational goals, career planning, course selection, course load, priority registration, and transfer services. **Courses:** Courses are offered for learning disabilities assessment, assistive computer access, study skills, and adapted physical education.
Developmental	No dedicated resources or programs for adults with developmental disabilities

College Specific Programs

SKYLINE: The Workability III Program: Services to assist persons with disabilities to obtain and retain competitive employment. WAIII is a cooperative program between Skyline College and the California Department of Rehabilitation (DOR).

COLLEGE OF SAN MATEO: Caminar's Supported Education Program: In collaboration with the County's Behavioral Health and Recovery Services and College of San Mateo, Caminar's Supported Education Program provides students with the opportunity to experience a safe beginning or re-entry to college and to acquire skills to be a successful student. For students with co-occurring and psychiatric disabilities. Students can receive classroom accommodations, college counseling, priority registration, and individual support for school needs. Also provides specialized classes in Peer Support Services for students interested in working as a peer mentor in the human services field. Our classes can lead to certificates, degrees and most of all, a life changing experience.

Personalized Services

- Walking through all paperwork needs
- On-going support
- On and Off campus support groups
- A safe place to network and make friends
- Peer Counseling services
- Referral to community agencies and services
- Specialized skill enhancement and Career Classes

Partner Offerings

Community Gatepath is a non-profit organization providing day activity programs and vocational training to adults with disabilities in San Mateo County. Clients include children and adults with disabilities and their caregivers.

Participants must be clients of Golden Gate Regional Center (GGRC) for day activity programs or Department of Rehabilitation for employment programs; though those without GGRC funding may be able to use private funds to pay for services.

Community Gatepath provides assessment, case management, occupational training (retail, service, hospitality, etc.) mentoring and general counseling. They provide support and job coaching and job placement and development services for volunteer and paid jobs.

Current Adult Education Partnership: San Mateo Adult School provides one instructor who teaches classes on-site at Community Gatepath.

Other Partnerships:

- Golden Gate Regional Center
- Baden Adult School
- Department of Rehabilitation
- San Carlos Senior Center
- Saint Vincent de Paul
- Goodwill
- Food Banks
- Watch Me Grow – Children collaboration in north county
- Big Lift – Reading countywide project

Employer Relationships: Gatepath has successful relationships with over 100 employers, and supports over 200 individuals in jobs throughout the county.

Challenges: Community Gatepath staff report that it is difficult for adults with developmental disabilities to access education opportunities at adult schools or community colleges, due to a lack of supports and coordination/personalization.

Potential Strategies: Community Gatepath staff expressed the following goals for a coordinated and aligned system serving adults with disabilities:

- Adults with disabilities are able to attend adult school classes during the day as well as community colleges; our clients could also use these spaces as connection/meeting points (an example is Baden Adult School).
- Create path of access, support, and assistance with goal setting, that is realistically sustainable, and provide funds for books, transportation, childcare, etc.
- Create a pipeline to entry-level jobs in the non-profit sector (more than child care). Direct care and mid-management/coordination positions.

Adequacy and Quality

The following section addresses the issues of adequacy and quality based on focus group discussions and demographic data in comparison to service levels.

Adequacy. The adequacy of current Adult Education programs for adults with disabilities is evaluated in terms of programs' instructional and support service capacity to meet student demand and address student need. There are no reliable estimates of demand and therefore the following narrative focuses on need.

Estimate of Need for AWD Classes.

Census Data on Disability

Among the population of adults 18-64 in San Mateo County, 23,394 adults have some kind of disability. 14.2% are unemployed.[12]

Learning Disability

This report does not present precise estimates of the incidence of learning disabilities for the consortium's service area.

[12] From the U.S. Census American Community Survey (ACS) 2009 1-year estimate S2301 table. This data was not available as part of the 2009 3-year or 5-year estimates.

To the extent that learning disabilities are persistent lifelong conditions, information on the incidence of learning differences from school age students is relevant to the adult population. The National Center on Learning Disabilities provides the following estimates, which may help to inform the consortium's response to the need of people with learning disabilities[13]:

- 5% of the school age population is formally identified as having learning differences, and 15% or more of students have unidentified and unaddressed learning and attention issues.
- College completion rates are lower for LD students than the general population (41% vs 52%).
- 55% of young adults with LD report having some type of involvement with the criminal justice system within 8 years of leaving high school
- Close to half of secondary students with LD perform more than three grade levels below their enrolled grade in essential academic skills (45% in reading, 44% in math).
- 67% of students with LD graduate from high school with a regular diploma vs. 74% of students in the general population.
- 20% of students with LD drop out of high school vs. 8% of students in the general population.
- 10% of students with LD are enrolled in a four-year college within two years of leaving school, compared with 28% of the general population.
- Among working-age adults with LD versus those without LD: 55% vs. 76% are employed; 6% vs. 3% of adults are unemployed; and 39% vs. 21% are not in the labor force partly because of lack of education.

Discussion

This section is a preliminary discussion of adequacy. Further refinements will be developed after submittal of this draft.

Developmental Disability. Community Gatepath and the Golden Gate Regional Center are the lead agencies for adults with developmental disabilities. Partnerships exist with adults schools and community colleges to some extent. The policy landscape is moving towards inclusion in competitive employment. Adequacy and quality will be further assessed in the implementation process.

Learning Disability. Students who struggle academically in secondary education due to learning disabilities are potential adult education participants. Many adult education practitioners suggest that people with learning disabilities may be over-represented in adult education. However, they also note that it is often difficult to determine whether learning difficulties are due to a lack of English language competencies, lack of first language literacy, learning differences, or a combination of the these factors. There is a general

[13] Data are from IDEA Data Center, which funded by the U.S. Department of Education's Office of Special Education Programs to provide technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality data.

consensus among adult education practitioners that there are insufficient resources to diagnose or serve adults with disabilities. This topic will be addressed more intensively in subsequent planning.

4. Short-Term Career Technical Education Programs

Overview. This section provides a description and evaluation of short-term vocational programs with high employment potential consist of a course of study, or an organized sequence of courses leading to a vocational/career technical objective, certificate or award that is directly related to employment not resulting in a degree.

Please note: This section presents information related to all of the College's CTE programs. Very few, if any, of these are short-term CTE programs. These data are presented to provide a context for future discussion of the development of pathways to post-secondary education or employment.

Students. Student served in this program are seeking skills to enter employment, perform better in current jobs, or attain better jobs.

Adult School Offerings. The adult schools offer the following short-term CTE programs:

Jefferson Adult Education	Advanced Certified Nursing Assistant (CNA) Course: ServSafe Instruction and Certification ServSafe embedded into ESL Continuing education for nurses Workforce Development/Computer Tools for Success (career transition program for 17-21 year olds)
San Mateo Adult School	Modern Office Technology Home Care Aide Training Notary Public
Sequoia Adult School	No current offerings
South San Francisco Adult School	Certified Phlebotomy Technician (Laboratory Field Services partnership) Clinical Medical Assistant (Learning Oasis partnership) Pharmacy Technician (Learning Oasis partnership) Keyboarding, Introduction to Computers for ESL Students, Microsoft Office, Computer Repair

Community College Offerings (See also Strategy EP1). As noted above, the programs in this section are not short-term career technical education courses as defined by being offered as non-credit, but are presented as background for future discussions of potential career pathways. Also, the concept of 'stackable' certificates could be applied to longer CTE sequences. (It is also important to note that this college generally does not offer any non-credit course work as a matter of policy, so non-credit status would not a marker for short-term CTE.)

The community colleges offer a diverse array of career-technical education offerings. As shown in the table below, CTE (occupational) is from 15 to 22 percent of the enrollments of the district. (Data are still being developed to separate the short-term career technical education programs, which are the focus of AB 86, and longer-term CTE offerings leading to a degree.)

San Mateo County CCD Total	2012-2013	
ENROLLMENT COUNTS	147,951	100.00%
Advanced Occupational (not limited to apprentices)	2,668	1.80%
Apprenticeship (offered to apprentices only)	393	0.27%
Clearly Occupational (but not advanced)	20,390	13.78%
Non-Occupational	115,322	77.95%
Possibly Occupational	9,178	6.20%

The district offers over 80 occupation and possibly occupational courses. The top 20 by enrollments are listed below. It is noteworthy that the third largest enrollments are in Child Development/Early Care and Education. English Language learners are represented in this field in high numbers. As shown in Objective 2 above Cañada College provides ESL contextualized ECE and other workforce careers, and Skyline provides ESL contextualized to ECE and Healthcare.

Credit Course Sections Summary Report (CCCCO Data Mart)	
SAN MATEO COUNTY CCD TOTAL	Enrollment Counts 2012-2013
Accounting	4054
Office Technology/Office Computer Applications	3025
Child Development/Early Care and Education	2885
Business and Commerce, General	1732
Health Education	1457
Administration of Justice	1286
Digital Media	1210
Automotive Technology	1101
Cosmetology and Barbering	1009
Nutrition, Foods, and Culinary Arts	879
Registered Nursing	827
Computer Programming	766
Electronics and Electric Technology	749
Real Estate	620
Medical Office Technology	615
Fashion	606
Interior Design and Merchandising	557
Fire Technology	531
Administrative Medical Assisting	506

Career Advancement Academies

The San Mateo Community College Career Advancement Academy (San Mateo CAA) offers courses that bridge students into higher wage employment opportunities and college degrees through job training and basic skills programs that provide contextualized education designed to help individuals who are seeking a new career path.

The focus is to provide an educational experience that fosters improved motivation, accelerated learning, broadened career aspirations, and increased interest in knowledge is central to our mission. This is accomplished with support through faculty and staff who are dedicated to student success, programs with relevant content, and partnerships within the community.

All San Mateo CAAs build on partnerships between the local community colleges, employers, workforce boards, social service agencies and community based organizations. These partnerships are instrumental in designing and implementing broad-based outreach, providing individual support and case management, and employment gateways to businesses and labor. The San Mateo CAA serves students who want to pursue careers in the healthcare or automotive industries.

The Career Advancement Academies are a Statewide initiative with programs in the San Francisco East Bay, the Central Valley and El Camino College in the LA region. The San Mateo CAA is supported with funding from the California Community College Chancellors Office with additional assistance from the Bay Area Workforce Funding Collaborative. The Career Ladders Project provides technical assistance to all of the CAAs.

The San Mateo CAA is built on the following model practices:

- Community learning groups where students support each other through the program
- Coordinating support services from the College, Workforce Investment Board and community partners
- Contextualization of math and English to the career path
- Stackable certificates - allowing students to obtain employable skills throughout the training which includes incremental exit and entry points

Academies[14]

Auto: The Entry Level Automotive CAA provides students who have little or no automotive experience the basic skills they need to begin a career in the automotive industry. The Automotive Program offers contextualized Math and English courses (for students needing reinforcement in those areas) to support students' success in the automotive industry. The Automotive Program also incorporates a cohort model/learning community to further support students' academic success. In one semester, students will have met the prerequisites for the Generic or Asian Import Certificate programs and will have the skills necessary for an entry-level automotive job.

---

[14] The academies are open to any district student. Skyline College runs the Allied Health, Automotive, Paralegal and ECE academies. Cañada College runs a Medical Administrative Assistant academy.

Allied Health: The Allied Health CAA is designed to provide students with little to no medical knowledge the basic skills to begin a career in the Allied Health industry. Currently free to accepted applicants, students take “Bridge” courses to prepare them for entry into various Allied Health certificate programs. These basic skills courses are taught with contextualized instruction to bring students in step with healthcare occupational practices, while providing hands-on instruction. Students also have the benefit of the cohort model/learning community to support their academic success.

After completing the Bridge courses, students can choose to enter into the Certified Nursing Assistant Certificate program, Medical Office Assistant Certificate Program, Emergency Medical Technician Certificate Program, and Sterile Processing Certificate Program. Once a student receives their certification, they can choose to move into a position in the Allied Health field or continue on to additional certificate programs and degrees.

Early Childhood Education: The Early Childhood Education CAA is designed to provide individuals with introductory level preparation for occupations in childhood settings serving preschool children, infants/toddlers, and school-age children. Beginning in fall 2013, this two-semester program provides you with foundational courses in Early Childhood Education (ECE) and culminates with a career certificate in Foundations in Early Childhood Education. Skyline’s Education program offers courses taught by experienced and knowledgeable faculty in the field of child development, early childhood, and special education. Students will gain experience through teaching at the Skyline Child Development Center and will also have the benefit of the cohort model/learning community to support their academic success. After the completion of the two semester Bridge courses, students can pursue a position in the early care and education field at the assistant level. They will also be more than halfway to the Associate Teacher level on the Teacher Permit of the California Department of Education.

Paralegal: The Paralegal Career Advancement Academy (PCAA) provides a challenging academic experience in a highly supportive environment. The PCAA combines English, Counseling, and Paralegal courses to prepare students for work as legal professionals and for transfer to four-year colleges and universities. Upon successful completion of the program, students will be able to demonstrate highly sought after legal knowledge and skills.

5. Programs for Apprentices

Overview. This section provides a description and evaluation of programs for apprentices.

Students. As noted, students can be from any of the program areas.

Adult School Offerings. The adult schools have no explicit programming to link to apprenticeships.

Community Colleges: Classes are offered for apprentices in certain trades. These classes follow the course outlined by the Joint Apprenticeship Committee and the Division of Apprenticeship Standards of the State of California.

Electrical Apprenticeship - Inside Wireman: The courses required for this program are administered by College of San Mateo in conjunction with the San Mateo County Electrical Joint Apprenticeship Training Center. Registration is limited to those students fulfilling the related instruction requirements of the State of California as an indentured apprentice. Required preparation: at least 18 years of age; high school diploma or GED; one semester

of college-level algebra with a grade of C or higher. Certificate of Specialization (CS) Insider Wireman. (Union local located in San Carlos.)

Sprinkler Fitter Apprenticeship: The courses required for this degree are administered by the Sprinkler Fitters' Joint Apprenticeship and Training Committee in conjunction with College of San Mateo. Registration is limited to those individuals fulfilling the related instruction requirements of the State of California as an indentured apprentice. Required high school preparation: at least 18 years of age, high school graduate or GED, one semester of algebra with a grade of C or higher, and one other semester of high school math with grade of C or higher. (Union local located in Hayward.)

Other Apprenticeships

San Francisco Peninsula Automotive And Machinist Joint Apprenticeship	48-month apprenticeships for • Auto Machinist • Painter • Upholsterer • Auto Body Repair Requires HS Diploma or GED
Carpenters Training Committee For Northern California	36 to 48-month apprenticeships for • Carpentry • Cabinetry • Insulation • Acoustics • Drywall • Floor laying Requires HS Diploma or GED

Pre-Apprenticeship Programs

The San Mateo County Union Community Alliance and local apprenticeship programs have the pre-apprenticeship programs for Carpentry, Pipe Trades, Electrical, Sheet Metal and other trades. Partners include CalApprenticeship.org, College of San Mateo, San Mateo County Building Trades, Bay Area Apprenticeship Coordinators Association, and Workforce Development San Mateo County (WIB).

Trades Introduction Program - TIP San Mateo is a certificated, 90 hour pre apprenticeship training course that will prepare trainees to enter a green construction career ladder through state certified joint apprenticeship training programs. The construction sector offers middle-wage jobs with full benefits and career pathways. TIP will deliver the nationally approved Multi-Craft Core curriculum. The program will help trainees navigate the construction sector,

offering them exposure to a wide variety of trades and hands-on experiences to help them choose an appropriate career path for their skills and interests.

Programs Supporting Success in All AB86 Program Areas

The colleges offer the following support programs:

Extended Opportunity Programs and Services (EOPS). Each colleges has an Extended Opportunity Programs and Services (EOPS) program designed to improve access, retention and completion of educational goals for students who are low income and educationally disadvantaged. EOPS students have the potential to succeed in college but have not been able to realize their potential because of economic and/or educational barriers.

Services include: Counseling Bilingual counseling in Spanish Transfer assistance (Transfer Center) UC and CSU application fee waiver Book Services Program (for required textbooks-amount varies) Vocational grants (up to $300 Cosmetology, Automotive, Tcom) Priority Registration Calculator Loans Testing Supplies.

Cooperative Agencies Resources for Education (CARE). The CARE program provides additional services and support to students by way of special programs specially tailored to the needs of students. CARE students are EOPS eligible, single heads of household and 18 years of age or older, receiving AFDC/TANF or CalWORKS, and have a child under the age of 14.

CalWORKs. The Skyline College CalWORKs program provides assistance to continuing or new students who are receiving TANF/CalWORKs (Cash Aid) benefits.

- Academic Counseling, Priority Registration, Welfare to Work Advocacy and workshops for personal and professional development.
- Liaison with county social services regarding welfare-to-work plans and mandated hours, referrals to on-off campus programs and community based-services.
- On campus work-study opportunities while pursuing an educational goal. Students gain valuable work-based knowledge and skills.
- Transportation and educational supplies assistance. Other resources include calculator loan, reference textbooks, and ancillary educational expenses.
- Additional services include career and personal counseling and a safe and confidential environment for welfare-to-work transitional students.

Other Populations

Prison Re-Entry

Project Change is a unique program providing comprehensive educational services and resources to serve students and the community. The program's strong network of support provides incarcerated youth opportunity for career and postsecondary attainment at College of San Mateo (CSM).

Project Change is the first community college supported program in California to provide

wrap-around student support services, direct access to postsecondary education for incarcerated youth, and in-person college instruction inside juvenile youth facilities.

The project connects students to resources and programs at CSM, such as a college readiness summer bridge program, social and academic support services, nationally recognized cohort learning communities (Puente, Umoja, and Mana), and career and technical education programs. Students are provided a clear pathway to resources on campus to enhance success.

A supportive network of volunteer faculty and staff mentors, as well as a project director, assist students with navigating their first year in college.

This program unites CSM and San Mateo County community organizations together in a joint effort to help underrepresented populations of students make the transition to community college.

Evaluation of Existing Adult Education Programs Offered by Consortium Members (Table 1.1A)

Table 1.1A, *"Evaluation of Existing Adult Education Programs Offered by Consortium Members"* has been completed and is presented in Appendix A. Variables for Table 1.1A included: Program area (Elementary and secondary basic skills, short term career technical education, apprenticeships, etc.), type of program (credit, non credit, enhanced etc.), unduplicated enrollment FY 12-13, ADA or FTES FY 12-13, operational costs per instructional program by year (12-13, 13-14) disaggregated by cost categories 1000 – 7000.

An analysis of Table 1.1 A. (Cost) will be provided when data become available.

Total Dollar Amount by Funding Source for Consortium Members (Table 1.1B)

Representative(s) from each consortium member were contacted to collect funding data to complete Table 1.1B *"Total Dollar Amount by Funding Source for Consortium Members"* and also provide assistance on clarifying the requirements. Variables included: dollar amount for each funding source (apportionment, WIA I, WIA II, VTEA, Perkins, Fees, State Categorical Basic Skills, SSSP, Other grants, other) by consortium member by year (12-13; 13-14). The completed table is provided in Appendix A.

An analysis of Table 1.1B (funding source) will be provided when data become available.

Evaluation of Existing Adult Education Programs Offered by Consortium Partners (Table 1.2)

The consortium planning team has contacted representative(s) from each consortium partner organization to collect data for Table 1.2: *"Evaluation of Existing Adult Education Programs Offered by Consortium Partners"* and also provide assistance on clarifying the requirements. Variables included: Type of organization, source of funding (state, federal, fees, private donations, other), unduplicated enrollment by year (12-13; 13-14), ADA or FTES by year, if applicable (12-13; 13-14), operational costs per program area (elementary and secondary basic skills, short term career technical education, apprenticeships, etc.) by year (12-13, 13-14). Data are currently being compiled and will be presented in Appendix A.

V. Objective 2: Current Needs

This section of the report provides an evaluation of current needs for adult education programs within the consortium's region.

To help establish the need for adult education services, the consortium planning team collected and analyzed both quantitative demographic data and qualitative data from convenings, focus groups, and a survey.

Demographic data were collected from the California Department of Education (CDE) DataQuest system, the US Census, and the National Center on Education Statistics. 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.

1. Evaluation of Existing Adult Education Enrollment (Table 2)

Table 2, "*Evaluation of Existing Adult Education Enrollment"* has been completed and is presented in a separate data table. Variables for Table 2 included enrollments by program area from FYs 08-09, 12-13, 13-14, and projections (to be provided at a later date) for 15-16. In some cases, consortium members also provided 2007-08 data, as this represented a better baseline year for analysis, given cuts beginning in the 2008-09 school year.

Narrative Table 8 below presents an excerpt of data from Table 2 — enrollment data from FYs 07-08, 08-09, 12-13, and 13-14, by program area — with calculated changes from 08-09 to 12-13. This demonstrates that while need was increasing due to the rise in unemployment and associated training and educational need, the funding crisis reduced services drastically.

Non-credit basic skills courses are free of charge and equivalent to the courses offered by adult school. Unlike some community college districts, SMCCCD does not provide non-credit basic skills instruction. Therefore, some courses that would be offered as non-credit instruction are offered as credit in this consortium

Narrative Table 8. San Mateo County Unduplicated Enrollments by Program Area for Fiscal Years FYs 07-08, 08-09, 12-13, and 13-14

Program 1: Elementary & Secondary Basic Skills					
	FY 07-08	FY 08-09	FY12-13	FY13-14	% Change 08-09/12-13
Jefferson Adult School	872	959	674	632	-30%
San Mateo Adult School	--	1201	831	640	-31%
Sequoia Adult School	973	1294	725	841	-44%
South SF Adult School	--	633	489	360	-23%
Total Adult Schools	1845	4087	2719	2473	-33%
Canada College					
Credit Basic Skills	--	2413	2547	2404	6%
Noncredit Basic Skills	--	979	1467	1598	50%
College of San Mateo					
Credit Basic Skills	--	1816	2357	2228	30%
Noncredit Basic Skills	--	0	564	594	
Skyline College					
Credit Basic Skills	--	2146	2816	2634	31%
Noncredit Basic Skills	--	314	964	1379	207%
Total Community Colleges	0	7668	10715	10837	40%
Total	1845	11755	13434	13310	14%

Program 2: Classes for Immigrants (ESL, Citizenship, Workforce Prep)					
	FY 07-08	FY 08-09	FY12-13	FY13-14	% Change 08-09/12-13
Jefferson Adult School	1611	2566	1260	1189	-51%
San Mateo Adult School	--	6786	4044	3865	-40%
Sequoia Adult School	2482	2290	915	859	-60%
South SF Adult School	--	1541	790	771	-49%
Total Adult Schools	4093	13183	7009	6684	-47%
Canada College					
Credit ESL	--	1784	1250	1252	-30%
College of San Mateo					
Credit ESL	--	895	764	729	-15%
Skyline College					
Credit ESL	--	756	637	653	-16%
Total Community Colleges	0	3435	2651	2634	-23%
Total	4093	16618	9660	9318	**-42%**

* Transfer-level ESL; ** Basic skills level

Program 3: Short-Term CTE					
	FY 07-08	FY 08-09	FY12-13	FY13-14	% Change 08-09/12-13
Jefferson Adult School	373	154	53	60	-66%
San Mateo Adult School	--	939	514	465	-45%
Sequoia Adult School	2330	2207	261	91	-88%
South SF Adult School	--	847	422	223	-50%
Total Adult Schools	2703	4147	1250	839	-70%
Canada College					
Credit CTE *	--	3037	3087	3070	2%
Noncredit CTE	--	0	0	0	
College of San Mateo					
Credit CTE *	--	--	--	--	
Noncredit CTE	--	0	0	0	
Skyline College					
Credit CTE *	--	5239	5488	5332	5%
Noncredit CTE	--	0	0	0	
Total Community Colleges	0	8276	8575	8402	4%
Total	2703	12423	9825	9241	**-21%**

* Still grappling with operational

Program 4: Adults w/Disabilities					
	FY 07-08	FY 08-09	FY12-13	FY13-14	% Change 08-09/12-13
Jefferson Adult School	0	0	0	0	
San Mateo Adult School	--	868	249	140	-71%
Sequoia Adult School	37	31	0	0	-100%
South SF Adult School	--	0	0	0	
Total Adult Schools	37	899	249	140	-72%
Canada College					
Credit	--	148	0	0	-100%
Noncredit	--	0	0	0	
College of San Mateo					
Credit	--	352	255	247	-28%
Noncredit	--	0	0	0	
Skyline College					
Credit	--	229	162	121	-29%
Noncredit	--	0	0	0	
Total Community Colleges	0	729	417	368	-43%
Total	37	1628	666	508	**-59%**

Program 5: Apprenticeships					
	FY 07-08	FY 08-09	FY12-13	FY13-14	% Change 08-09/12-13
Jefferson Adult School	0	0	0	0	
San Mateo Adult School	--	0	0	0	
Sequoia Adult School	0	0	0	0	
South SF Adult School	--	0	0	0	
Total Adult Schools					
Canada College	--	0	0	0	
College of San Mateo	--	395	282	275	-29%
Skyline College	--	7	5	6	-29%
Total Community Colleges	0	402	287	281	**-29%**
Total	0	402	287	281	**-29%**

The enrollment data above reveal key information: changes over time, program area comparisons, Adult School enrollment compared to Community College enrollments, and differences among Adult School enrollments.

Changes over time. The most salient finding to be discerned from the above data is the decrease in enrollments between 2008-09 and 2012-13. Programs for AWD experienced the greatest percentage drop in enrollment: 59%, going from nearly 1,628 enrollments in 2008-09 to just over 666 in 2012-13. The greatest absolute reduction occurred in classes for Immigrants, including ESL, which decreased by 42%, going from 16,618 to 9,660. Apprenticeships reduced by 29%, and CTE programs overall decreased by 21%. ABE/ASE reduced by 33% at the adult schools, but increased by 40% at the colleges for a net 14% increase in enrollments; much of this was in non-credit supervised tutoring.

Program area comparisons. As presented above, the largest program offered in 2012-13 in the region is the ABE/ASE program area with enrollments of 13,434. The high number is due to high Community College enrollments (10,715); Adult School CTE is 2719. Next highest overall is short-term CTE with 9825 enrollments, following closely by classes for immigrants at 9660 enrollments.

Adult School versus Community College enrollments. Adult School enrollments were highest in classes for Immigrants (7,009) and lowest for Apprenticeships (0). Community College enrollments were highest for ABE/ASE/Basic Skills (10,715) and lowest for Apprenticeship (287). In ABE/ASE/Basic Skills, Community College enrollments were four times Adult School enrollments; in CTE Community College enrollments were seven times Adult School enrollments; and for AWD, Community College enrollments almost twice Adult School enrollments. In classes for Immigrants/ESL Adult School enrollments were 2 and a half times Community College enrollments.

2. Demographic Need Indicators

Narrative Table 9 below presents key demographic data from the region. These data provide evidence of need for adult education services.

Narrative Table 9. ACCEL Demographic Data

	K-12 Student Profile (Most Recent - 2012-13)				Community Profile by School District Boundaries			
School District	**Enrollment**	**English Learners**	**4 Yr Drop Out Rate**	**Free or Reduced Price Meals**	**Percent Unemployed**	**Poverty**	**Less than HS Graduate**	**Language other than English at Home**
Cabrillo Unified	3,324	986 (29.7 %)	4.9 %	1,268 (39.1%)	6.00%	5.10%	14.74%	28.30%
Jefferson Union High	4,870	453 (9.3 %)	6.9 %	1,899 (40.1%)	8.80%	6.90%	12.16%	54.40%
San Mateo Union High	8,244	924 (11.2 %)	3.5 %	1,316 (16.5%)	6.70%	5.30%	8.64%	42.60%
Sequoia Union High	9,247	1,609 (17.4 %)	5.6 %	3,395 (38.7%)	7.60%	7.90%	12.85%	38.30%
South San Francisco Unified	9,265	2,466 (26.6 %)	3.5 %	4,061 (44.8%)	6.50%	4.70%	14.28%	60.60%
County Totals	**93,931**	**22,861 (24.3 %)**	**7.1%**	**33,347 (36.3%)**	**5.10%**	**7.40%**	**11.70%**	**45.60%**
State Totals	**6,226,989**	**1,346,333 (21.6%)**	**11.6%**	**3,509,407 (58.0%)**	**10.10%**	**13.10%**	**19.18%**	**43.20%**

Data Sources: DataQuest 2012-13, NCES, and the US Census American Community Survey 2007-2011

Additional demographic data for San Mateo County as a whole provide a fuller picture of need.[15]

- Total San Mateo County population: 721,183
- Adults 25 years and over, total: 506,386
- Adults 25 years and over, total foreign born: 246,459
- Adults 25 years and over, total foreign born, not a U.S. citizen: 113,055

[15] All data is from the U.S. Census American Community Survey (ACS) 2008-2012 DP02 table unless otherwise noted.

- The population (age 5 or older) speaking language other than English at home is 307,569, or 45.6%. 130,689, or 19.4% of the over 5 population, speak English less than "very well."
- The population 25 years and older lacking a high school diploma is 11.8% across both the native and foreign born population, totaling 59,589.[16] Of these, 35,281, or 7.0%, have less than a 9th grade education; 24,308 or 4.8% have education 9th-12th grade, no diploma.
- The population 25-64 lacking a high school degree is 43,644. Of these, 25,840, have less than a 9th grade education; and 17,803 have education 9th-12th grade, no diploma.[17]
- In 2009, the unemployment rate for adults in San Mateo County without a high school diploma is 11.4% compared to 11.5% for those with a high school diploma or equivalent, 8.2% with some college, and 6.1% for a bachelor's degree or higher.[18] Pre-recession data show a more normal differential between educational levels.
- For the foreign born (246,459), it is estimated that 25% lacks a high school diploma; for the foreign born who are not U.S. citizens (113,055), 32.9%, or 58,814 lack a high school diploma.
- The population of adults ages 25-64 — working age population — in San Mateo County is 407,877.[19] If 19.4% of the population speaks English "less than very well", it is estimated that 79,304 adults in the working age population in San Mateo County speaks English "less than very well".
- Among the population of adults 18-64 in San Mateo County, 23,394 adults have some kind of disability. 14.2% are unemployed.[20]

Population and English language data broken out by community are presented in Narrative Table 10.

---

[16] This data is from the U.S. Census American Community Survey (ACS) 2009 1-year estimate DP02 table.

[17] This data is from the U.S. Census American Community Survey (ACS) 2009 1-year estimate S2301 table, using the percentages of less than 9th grade and 9-12 grade from the DP02 estimates for the over 25 population.

[18] This data is from the U.S. Census American Community Survey (ACS) 2009 1-year estimate S2301 table. This is the most recent year for which such data is available. It should be noted that as a consequence of the recession, unemployment rates were much higher in the 2009 1-year survey than in the 3- or 5-year estimates (2007-2009 and 2005-2009, respectively). Because the unemployment rate for adults with disabilities – which is also provided in this report – is only available as part of the 1-year estimate, the 1-year estimate was chosen for all unemployment rate data presented.

[19] From the U.S. Census American Community Survey (ACS) 2009 1-year estimate S2301 table.

[20] From the U.S. Census American Community Survey (ACS) 2009 1-year estimate S2301 table. This data was not available as part of the 2009 3-year or 5-year estimates.

Narrative Table 10. ACCEL Language Data

Community	Total Population (5 years and over)	Speak English less than "very well"	Language other than English*
Belmont	23,981	2,369 (9.9%)	7,962 (33.2%)
Brisbane	4,026	354 (8.8%)	1,322 (32.8%)
Burlingame	26,854	3,106 (11.6%)	8,546 (31.8%)
Daly City	95,901	29,204 (30.5%)	65,272 (68.1%)
East Palo Alto	25,931	9,683 (37.3%)	18,066 (69.7%)
Foster City	28,722	5,035 (17.5%)	13,872 (48.3%)
Half Moon Bay	10,662	2,281 (21.4%)	3,902 (36.6%)
Millbrae	20,631	4,274 (20.7%)	10,371 (50.3%)
Pacifica	35,670	2,716 (7.6%)	9,486 (26.6%)
Portola Valley	4,262	162 (3.8%)	502 (11.8%)
Redwood City	70,758	14,847 (21.0%)	31,794 (44.9%)
San Bruno	38,762	7,807 (20.1%)	19,638 (50.7%)
San Carlos	26,735	1,517 (5.7%)	5,127 (19.2%)
San Mateo	90,731	17,486 (19.3%)	38,998 (43.0%)
South San Francisco	59,839	14,638 (24.5%)	36,250 (60.6%)
Totals	563,465	115,479 (20.5%)	271,108 (48.1%)

Source: U.S. Census Bureau, 2008-2012 American Community Survey (DP02); Population 5 years and over

(note: data to be presented for population >25 or 25-64 if available)

Adults with Disabilities and English Language Learners

Narrative Table 11 presents differential graduation rates by subgroup. The key findings relate to adults with disabilities and English Language Learners. As shown below, these two groups have the lowest graduation rates, and are likely to be present in the population seeking adult education services. However, the adult schools lack diagnostic and programmatic responses to serve these two groups.

Adults with Disabilities. Among the population of adults 18-64 in San Mateo County, 23,394 adults have some kind of disability, and of these, 14.2% are unemployed.[21] Anecdotal reports from community college staff indicate that adults with disabilities enroll in low-level courses and do not progress. The college staff members express concern that these students are not accessing services that would help them achieve a higher degree of success and meaningful contribution.

[21] From the U.S. Census American Community Survey (ACS) 2009 1-year estimate S2301 table. This data was not available as part of the 2009 3-year or 5-year estimates.

Students with Unidentified Learning Differences: To the extent that learning disabilities are persistent lifelong conditions, information on the incidence of learning differences from school age students is relevant to the adult population. The National Center on Learning Disabilities provides the following estimates, which may help to inform the consortium's response to the need of people with learning disabilities[22]: five percent of the school age population is formally identified as having learning differences, and 15% or more of students have unidentified and unaddressed learning and attention issues. It is likely that these percentages are higher in the adult school population. It is possible that, due to a lack of adequate screening, language differences may be confused with learning difference, and vice versa, leading to sub-optimal learning strategies.

Generation 1.5. Adult school and community college instructors recognize the challenges and needs of generation 1.5, but there are not widely understood or supported responses. With graduation rates in the 70th percentile, there is likely a sizable population facing a double barrier: they lack English proficiency and they lack a high school credential. The scale of this challenge is indicated by the number of English Language Learners in the county's high schools. In 2012-13, there were 3,559 ELLs in the high schools. At the average county-wide graduation rate for ELLs at 73%, this would translate to about 2,600 students exiting without a diploma and lacking English proficiency over a four-year period.

Narrative Table 11: Four-Year High School Graduation Rates by Race/Ethnicity and Other Subgroups 2012-2013

Cohort Graduation Rate by Percent

	Cabrillo Unified	Jefferson Union High	La Honda-Pescadero Unified	San Mateo Co. Office of Education	San Mateo Union High	Sequoia Union High	So. San Francisco Unified
Asian	100.0	97.4	-	86.4	95.9	97.4	91.1
Filipino	100.0	94.0	-	92.4	97.2	97.5	96.9
White	92.4	91.9	90.9	84	95.7	94.7	90.9
Pacific Islander	-	78.6	-	77.9	89.8	78.7	100.0
Migrant	88.9	-	100	81.8	-	73.8	100.0
Latino	83.5	85.6	90.0	77.3	91.7	79.9	92.9
Economically Disadvantaged	77.0	88.5	90.9	76.3	89.8	78.9	91.4
Black	-	78.4	100.0	71.3	85.7	84.0	81.3
Current English Language Learner	75.0	80.7	90.0	67.5	85.1	69.5	78.2
Special Education Students	79.3	71.2	75.0	57.0	79.1	73.1	69.7

Source: DataQuest

[22] Data are from IDEA Data Center, which funded by the U.S. Department of Education's Office of Special Education Programs to provide technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality data.

3. San Mateo Regional Economy

According to a recent report by the Silicon Valley Institute for Regional Studies, the San Mateo County economy combines overall strength with areas of high need. In the broad economy, the information, professional, scientific and technical services sectors provide the broad base of jobs and economic activity. Job gains will also be seen in health care and the leisure and hospitality sectors (including restaurants). Reversing the last downturn, construction and related sectors will continue to grow.

The report highlights two workforce trends that have relevance for the work of ACCEL:

- Bifurcation in the job market. There will be “more low-wage and high-wage jobs, and fewer in the mid-range. Specifically, the Peninsula will have more jobs that have a median wage under $20 per hour and more jobs above $35 per hour, and either segment will outnumber middle wage jobs paying between $20 and $35 per hour. Helping all low wage workers move up will be extremely challenging.”

- As has been documented overall, the majority of job growth will be in replacement jobs: “over the next ten years more than 2 of every 3 job openings available to workers/students and needed by businesses will be to replace people who retire or change occupations. Identifying and working to prepare job seekers for these jobs, rather than concentrating primarily on job growth, will become increasingly important.”

Another study provides important context for the AB 86 effort. The San Mateo Regional CTE Pathways Consortium noted a similar bifurcation in the economy:

> While San Mateo County's overall economy is strong, there are growing inequities between communities. Although San Mateo County's median household income is 43.4% higher than the statewide average ($82,748 vs. $57,708) there are sub-regions of low-income households throughout the County. The Self Sufficiency Standard (SSS) for a family of three for 2014 in San Mateo County is $79,056 per year. Close to half (41.9%) of families in San Mateo County with children live below the SSS (Insight Center for Community Economic Development).

They note that the region was identified as having the second highest income inequality in the US. Further, over one third of the students in San Mateo County qualify for free or reduced lunches, which is an indicator of family poverty.

Against this background the CTE Pathways consortium selected career pathways they felt would address the significant need for greater economic mobility and sustainability. They identified 12 pathways that fall within four overall industry sectors: three priority high skill, high wage, high growth sectors and one emerging sector:

- Health Science
- Energy, Utilities and Building Trades
- Information and Communication Technologies/Digital Media
- Hospitality, Tourism and Recreation (emerging)

VI. ACCEL's Guiding Framework

This section presents the core principles and models ACCEL will use to create an aligned system to support the success of adult learners, communities and the regional economy:

Core Principles for ACCEL's Integrated System

Below are our core principles and concepts for a redesigned system.

1. Support for Our Diverse Students

Our students are at the core of the redesigned system. Key principles regarding students include the following:

- **Build on Student Strengths:** Our integrated system recognizes and integrates student strengths – from prior employment and life experience – into students' educational path.
- **Support Diverse Student Educational Goals:** The integrated system encourages long-term career awareness and engagement with learning, but provides options for those who are not immediately college-bound, including core life skills for immigrants, re-entry students, adults with disabilities and others.
- **Increase Awareness and Viability of Pathways to Post-Secondary Education:** The redesigned system raises the bar by combining high expectations with high levels of support, so that more students see post-secondary education as viable and successfully transition and complete valued-added amounts of course work.
- **Expand Alignment to Careers:** Infusing career options and the possibility of career growth into adult education will support expanded student success, and support the educational and career success of the children of adult education students.
- **Provide Differentiated Instructional Options**: Reflecting the goal-orientation of adult students, the redesigned system seeks to tailor education to the strengths and needs of all students.

2. Coordinated and Integrated Agency Roles

The roles of the K12-based adult schools and the community colleges need to be coordinated, and aligned to community partnerships. Key principles include:

- **Structurally Integrate Agency Functions:** The two agencies, along with CBO and governmental partners, operate as ongoing strategic partners through formal agreements, joint programming, joint professional development, co-located services, and shared success metrics and data systems.
- **Differentiate Agency Roles:** The structural integration in the redesigned system allows the strengths of both systems to be fully leveraged:
  - **Adult Schools** provide an open door to educational opportunities leading to contributions to society and economic self-sufficiency, primarily for students who have not succeeded in previous education or been out of school for a period of time, never had much formal schooling, or are unfamiliar with US customs and institutions. Adult schools are located in the communities of greatest need and therefore can have great potential positive impact. Adult Schools provide supports for individuals who have had low engagement or success with education and use differentiated and innovative strategies to engage these students and promote learning. Adult Schools efficiently assess students, provide robust information about educational and career

options, and refer students to the programs at their Adult School, another Adult School, a Community College or other programs that will most effectively meet their needs. Students who can benefit from post-secondary education will be encouraged to continue on and be provided with the transition and other support services needed to transition and succeed.

- **Community Colleges** provide an open door to educational opportunities leading to societal contributions and economic self-sufficiency, primarily for students who have a base of foundational skills and behavioral characteristics that prepare them for success in a college setting and levels. The colleges' core missions are transfer, basic skills and career-technical education, and offer a wide range of academic and wraparound support services.
- **Educational Partners** provide services for students lacking literacy or having very low literacy, including students who are low literate in their language of origin. Our partners also provide education in jails and other correction settings.
- **Public, Community and Faith-Based Organizations:** CBO's and public agencies provide funding for child care, transportation, other life needs, as well as case management and social and personal support.

3. Access to Diverse Employment and Career Paths

Adult education student have a wide variety of employment needs and desired career pathways. This is a key pathway to success, as economic studies show that postsecondary education – defined in the research as including On-the-Job training (OJT), apprenticeships, and military service occupations, as well as college and university – is increasingly important in career success. Key principles and concepts include:

- **Include Options for Job Upgrades and Immediate Employment within Pathways:** Many students need to work for economic self-sufficiency. Further, labor market competitiveness requires job experience in addition to classroom learning.
- **Support Small Business Ownership:** Small business ownership and independent work is a growing and preferred choice in the economy generally, and for adult education students. The integrated future system will support students who seek skills to start their own businesses.
- **Provide Access to Apprenticeships:** The integrated system includes apprenticeships as potential careers, and includes apprenticeships and other bridges to connect students to these rewarding pathways.
- **Support Transition to Supported Employment:** Some adults with developmental disabilities can achieve the greatest level of autonomy and success in careers not supported by current college pathways. The redesigned adult education system includes bridges to supported employment and other forms of meaningful service and contribution.

4. Effective Educational Pathways and Transition Support

Educational pathways and transitions are central integrating mechanisms for the AB 86 opportunity. Key principles and concepts include:

- **Provide Effective Pathways for All AB 86 Programs:** The integrated system provides pathways and transition supports for low-skill English speakers, immigrants, and adults with disabilities.

- **Ensure Multiple Points of Entry and Exit:** Provide education in components that allow adults to enter and various skill levels and exit with meaningful learning gains and evidence of success. Use stackable designs to facilitate progressive attainment of skills.
- **Provide Intentional and Resourced Transition Support:** The redesigned system has explicitly funded and staffed transitions.
- **Integrate Basic Skills and Post-Secondary Training:** Contextualized approaches make learning college and career relevant.
- **Co-Locate and Blend Services:** Provide dual and concurrent enrollment, and provide adult school and community college services at the partner agency's location.

5. Adequate and Leveraged Resources

The research literature stresses the value of intensive programming, faculty collaboration, original materials that contextualize to regional careers, and the necessity of wraparound support services. At the same time, the adult education segment in both agencies has been historically underfunded. The core principles related to resources include:

- **Provide Support for Adoption of Best Practices:** Provide funding for professional development, faculty/teacher planning, design and collaboration.
- **Coordinate Funding Across Programs:** Provide sufficient funding and training for the administration and coordination of multiple funding streams such as private philanthropy, WIOA, Perkins, Calworks support services, etc.

6. Professional and Organizational Development

Individual and institutional capacity must be expanded to create a coordinated and aligned system. Key principles and concepts include:

- **Conduct Joint Professional Development:** Professionals from multiple agencies develop a common language, understanding, and approaches to their shared mission
- **Promote Active Learning:** Learning among faculty and staff is active and oriented to solving real problems.
- **Provide Skills-Based Learning:** Professional development builds instructional and program design competencies.
- **Leverage Employer Engagement:** Employers advise on the skills required of the incoming workforce and on the needs of specific workplaces. Employers host faculty to learn through direct exposure to workplaces. Advisory boards jointly serve Adult School and Community College programs.
- **Build on the Student Voice:** Faculty and staff are guided in their program development by the systematic input of students.
- **Develop Ongoing Capacity-Building for System Improvement:** Training for ongoing collaboration and change management is an integral component of professional development.

System Alignment for Adult Learners

The graphic on the next page depicts an integrated system. This approach is based on the principles described above, and will be implemented through the strategies described in Section VI. Key elements of the integrated approach include:

Aligned Assessment, Career Planning and Placement: The student's first experience sets a foundation for success. The intake process has common elements, including aligned assessments across systems. The student clarifies their long-term educational and career plans and understands the pathways for achieving them. The student is referred to best combination of institutions and services to get them to their goal as quickly as possible.

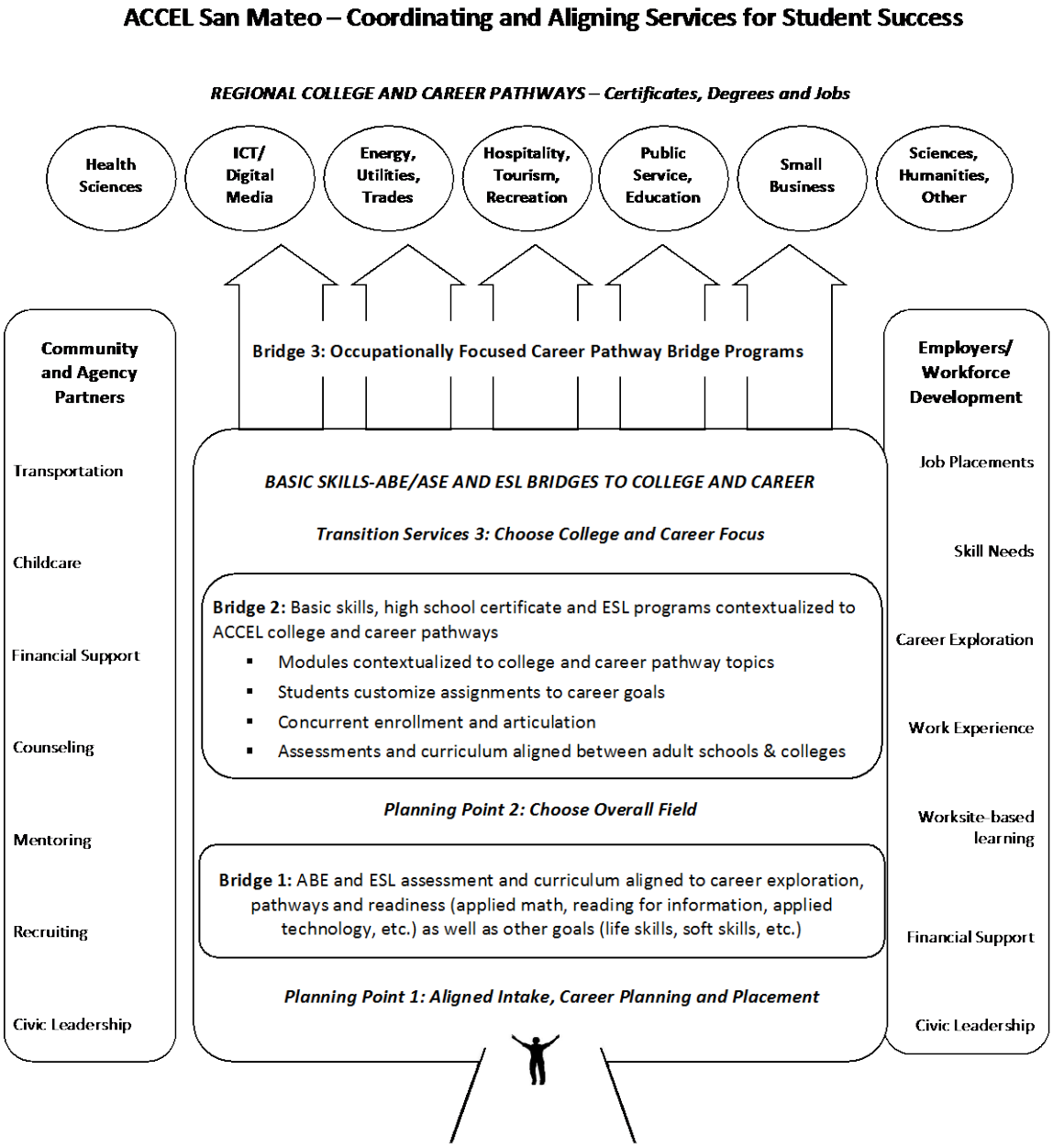
Bridges to Colleges and Careers: The redesigned system reinforces college and career preparation, while aligning the programs and services of the partners. Students take classes that are contextualized to their goals, whether immediate employment, life skills or career pathways. Career awareness and soft skills are integrated into courses and activities such as advising, job and college tours, and speakers. Assessments and curriculum are aligned across all educational partners: basic literacy programs, adult schools, and community colleges, and programs offered in correctional and other settings. There is also alignment of pedagogical approaches, creating a common language for student success. Transition services provide dedicated support for students moving between educational providers, and between education and work. Educational strategies accelerate success, including dual enrollment, cohorts, technology, and individualized learning.

Community Engagement and Wraparound Support Services: Community partners are integral parts of the integrated system. They extend services provided internally by school, college and other educational providers. As trusted institutions in the community, partners provide access points for educational services, and help provide the guidance, resources and encouragement necessary for success. Partners also advocate for the community recognition and resource support for the adult opportunity system.

Employer Engagement and Near-Term Employment: Employers and industry organizations play a foundational role. They provide information on skill needs and demand occupations. They support students in exploring career options, and building resumes through internships and work based learning. They provide jobs for program completers, and provide civic leadership for adult education programs.

College and Career Pathways: The integrated system is focused on building skills, competencies and work histories that prepare students for employment in living wage jobs. The college and career pathways provide jobs with upward mobility in stable or growing industries, and connect the adult education system to regional workforce and economic development initiatives.

Figure 2: Integrated Adult Education System



Pathways for Different Student Profiles

Narrative Table 12 illustrates the diversity of potential pathways. Students access educational and career pathways on varying timelines reflecting their educational readiness and their career, family and other life circumstances. The table suggests options for exploration in system design, and these pathways would require collaborative efforts of adult schools, community colleges, community-based organizations, faith communities libraries, employers and government agencies.

Narrative Table 12: Illustrative Educational Pathways Based on Student Profiles

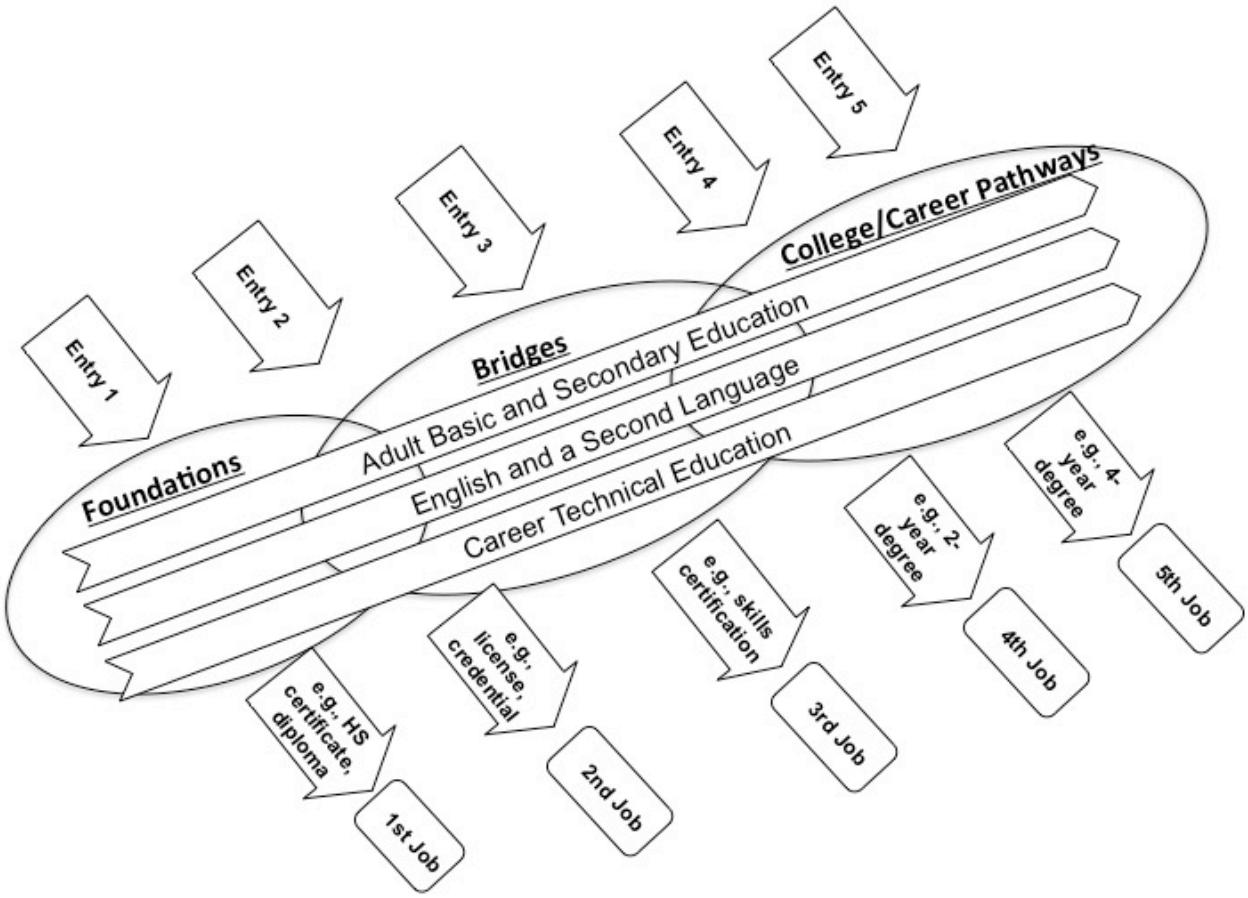
	Potential Areas of Near-Term Focus	***Potential Areas of Medium- to Long-Term Focus***
Low-Skill English Learner	First language literacy at a community-based organization English contextualized to US norms, school communications, life skills Short-term occupational training, including contextualized English	High School Equivalency (HSE) Post-secondary certificate Associate's Degree
High-Skill English Learner	English contextualized to US norms, school communications, life skills English contextualized to existing profession, and validation of non-US credentials	Ongoing professional development Continued English acquisition Lateral move into new career
Low-Skill English Speaker	Attainment of 9th Grade reading, writing, Math contextualized to an overall occupational target	High School Equivalency contextualized to career goal Career Pathway Leading to Post-Secondary Certificate Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees
Intermediate-Skill English Speaker	HSE contextualized to career goal Career Pathway Leading to Post-Secondary Certificate	Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees
Adult with Developmental, Behavioral or Emotional Disability	Development of a career plan and support system Development of skills in a chosen occupational field HSE contextualized to career goal	Career Pathway leading meaningful engagement with a chosen occupation Ongoing skill building and education Career Pathway Leading to Post-Secondary Certificate Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees
Formerly Incarcerated Re-Entry Students	Development of a career plan, support system, and immediate income/employment stability Attainment of 9th Grade reading, writing,	Career Pathway Leading to Post-Secondary Certificate Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees

	Potential Areas of Near-Term Focus	*Potential Areas of Medium- to Long-Term Focus*
	Math contextualized to an overall occupational target HSE contextualized to career goal	

Flexibility: Multiple Entry and Exit Points and Career Lattices

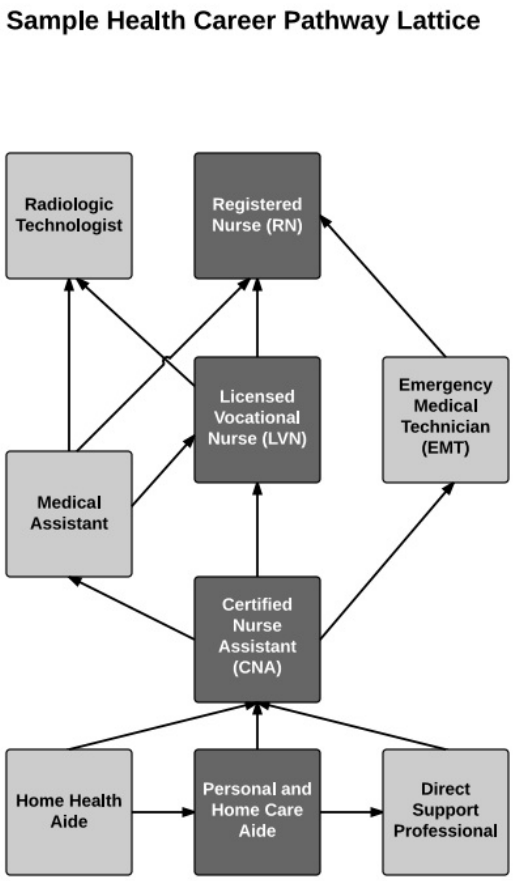
A key feature of the integrated adult education system is that it promotes a long-term progression of education and work experience, as shown in Figure 2. Many people who can benefit from adult education seek to gain immediate employment or upgrade their current employment. The redesigned system explicitly communicates to students that entry into employment after a short-term course of study is a success. Students are encouraged to alternate between education and employment to achieve progressively higher levels of education and career success.

Figure 2: Multiple Entry and Exit Points



Career lattices are pathways that involve horizontal job changes. The new job is in a different content area, but does not involve a change of pay, status or level of responsibility. A lateral moves allows exploration of new fields, and may have advantages such as an improved work environment or more upward mobility.

Figure 3: Career Lattice Example



VII. Strategies

ACCEL will implement the following strategies to create an integrated system for adult learners.

STRATEGY AREAS				
Educational Pathways	**Intake, Transition and Support Services**	**Instructional Effectiveness**	**Professional Development**	**Collaborative Leadership**
EP1 Refine and expand educational and career pathway programs ▪ ESL ▪ ABE/ASE ▪ CTE EP2 Maintain and expand access to meet needs ▪ Areas with high need and low access ▪ Target populations (Adults with Disabilities, Prison Re-Entry Students) EP3 Conduct regular community and workforce needs assessments	ST1 Align and improve assessment, planning and placement processes ST2 Provide transition support services ST3 Expand counseling and wraparound support services ST4 Coordinate student outreach and communication	IE1 Integrate and contextualize ABE/ASE and ESL with career exploration, readiness and pathways IE2 Support instructional strategies to support effective teaching and learning	PD1 Conduct ongoing regional professional development PD2 Support cross agency learning communities	CL1 Participate in regional leadership for a competitive and equitable region CL2 Develop ACCEL's collaborative infrastructure and data systems CL3 Increase resources to promote access and success

The strategies above align to the AB 86 objectives:

AB 86 Objective	**ACCEL Strategy**
3. Transitions/Program Integration	EP1, ST1, ST2, ST3, ST4
4. Strategies to Address Gaps	EP2, EP3
5. Accelerate Goal Achievement	IE1, IE2
6. Professional Development	PD1, PD2
7. Regional Coordination	CL1, CL2, CL3

Regional and Sub-Regional Strategies

The Steering Committee has synthesized these strategies based on the input of the CATS teams, as well as review of data and external partner input. The strategies here represent the core areas for ongoing refinement and problem solving by the CATS teams and the Steering Committee.

Please see Appendix C, which reflects the detailed strategies and options identified by the CATS Teams and their community college and adult school colleagues. Appendix C is the product from a series of three “CATS Open Forums” held in October and November 2014. The CATS and Steering Committee will review these options in the ongoing implementation of the plan.

The strategies in this section describe key where ACCEL will coordinate and align their efforts through Regional Processes and Projects. The core regional role is to define shared regional principles, processes and approaches that promote coordination and collaboration. Goals of the regional approach include promoting promising practices and leveraging resources.

The CATS teams will provide input to the regional strategies and then tailor regional strategies to local opportunities and needs during implementation. The CATS teams work with staff from the adult schools and community colleges to deliver services. Staff working at the sub-regional level solve problems and adapt to changing circumstances.

See Section IX of this plan, which describes the process for integrating the regional and sub-regional perspectives through an annual cycle that uses the following milestones:

- Identification of regional themes, priorities and areas of collaboration
- Implementation of CATS and regional action projects
- Review of results and refinement of priorities for the following cycle

Educational and Career Pathways

This section describes ACCEL's approach to educational and career pathways. ACCEL will continue developing its existing ESL and will prioritize development of new pathways for Adult Basic Education/High School Equivalency and additional Career Pathways. Also, the strategies in this section including maintaining existing adult school capacity to serve identified needs, and exploring partnerships to connect targeted populations to educational and career pathways.

ACCEL members began developing pathway and transition programs several years before AB 86 was passed and have identified additional pathway pilots:

- **ESL Pathways:** ACCEL has well-established pathways for ESL that include aligned assessments and curriculum and clear transition protocols. The South CATS LEAP program also includes transition specialists and a community college ESL transition course taught at the adult school. The Central CATS team is developing a college transition pathway in ESL, and the Coastal CATS team is establishing a pathway from Puente to the Adult School to Cañada College. North CATS have a transition model that has been in operation for approximately four years.
- **Career Pathways:** ACCEL has good foundations for establishing Adult School-to-Community College career pathways. The community college district has Career Advancement Academies in Allied Health, Automotive, Early Childhood Education, and Paralegal occupations. The North CATS team is exploring career exploration and advising linking to Skyline College's Career Advancement Academies, the Central CATS team has a "Passport to Employment" class, and the South CATS Team has a pilot with a CBO to create a computer programming pathway.
- **High-School Diploma/Equivalency:** The North CATS team is developing a transition pathway modeled on the ESL pathway, and the South CATS team is conducting a study of college English/ESL students' readiness for the ELA component of the GED, combined with an intensive preparation called GED Jam.

ACCEL will continue to develop potential pathways in additional areas. These efforts will include partnerships with organizations with primary responsibility with target populations. ACCEL has collected need information and begun planning conversations regarding Adults with Disabilities and Prison Re-Entry Students. This work will continue in winter-spring 2015. Similarly, ACCEL will explore collaborative solutions for other need groups, including veterans and foster youth.

ACCEL will also partner to promote access to quality pathways for targeted populations.

- Geographic areas of high need and low access
- Immigrants
- Generation 1.5 students
- Adults with disabilities
- Veterans
- Prison re-entry students
- Former Foster Youth
- Youth 16-24 not in school and not in the labor market

STRATEGIES

EP 1 Refine and Expand Educational and Career Pathway Programs

The ACCEL Steering Committee will support the implementation of new and expanded bridge and pathways programs by reviewing regional need and asset data, and promoting resource sharing and coordinated action across the CATS teams. Pathway development will also include developing partnerships with external partners including:

- Employers and organizations representing businesses and industry
- Social service providers (Human Services Agency, Rehabilitation, Housing)
- WIOA services
- Community-based organizations

Pathway Best Practices: There are critical best practices that will be assessed and implemented for all pathway programs:

- **Partners:** Enhance partnerships with community partners to leverage resources, especially support services, and to expand access to adult learners
- **Financial Support for Students:** Provide financial support and income substitution for high need students
- **Industry Partnership:** Incorporate industry programs into pathways and obtain industry sponsorship for pathways and/or students in them
- **Multiple Entry/Exit Points:** Provide multiple entry and exit points with stackable credentials
- **Integrated/Contextualize Education:** Use integrated and contextualized basic skills education
- **Transition Support:** Provide dedicated transition support, such as transition specialists
- **Managed Enrollment for Transition Classes:** Explore possible expansion of managed enrollment for adult school classes sequenced with community college courses
- **Expanded Instructional Time:** Increase instructional time available to students
- **Aligned Enrollment:** Explore opportunities for co-enrollment, co-location and articulation
  - Develop processes to support effective concurrent enrollment, e.g., ensuring students have the right skills for the class and have appropriate supports.
  - Provide articulated credit if the adult school class has the same recognized exit criteria.

Action Projects

1. **Expand career pathways and bridges:** Identify priorities and phasing for the development of sector and occupationally targeted career pathways and bridges. Assess community needs for adult education and inventory CTE programs and pathways at the college district, the adult schools, non-profit providers, and apprenticeships (see Narrative Table 13). Build on existing career pathways that are relevant to adult learners, for example, the Career Advancement Academies.
   - Convene college CTE Deans and Adult School directors to identify careers of opportunity for adult learners

- Consult with Steering Committee, employers, external partners, faculty/instructors and students to set priorities and phasing
- Develop detailed project plans

2. **Develop contextualized and aligned high school equivalency pathways:** Develop aligned curriculum and assessments for ABE and HSE students. Continue the asset mapping conducted in Fall 2014.
   - Investigate dual enrollment at college for students on HSE programs
   - Explore contextualization of HSE to CTE pathways
   - Research how HSE passing scores align with college entrance scores.
3. **Expand existing ESL pathways:** Continue to refine existing ESL pathways and share information and practices between CATS teams. Continue the asset mapping conducted in Fall 2014.
   - Explore the idea of a transitional ESL reading class co-located at the adult schools.
   - Provide an ESL to ABE bridge program
   - Co-teach vocational classes with ESL
4. **Standardize career readiness preparation:** Standardize career readiness preparation and placement; for instance, place students based on WorkKeys credentials/outcomes.
5. **Engage employers:** Engage employers in pathway development from selection onwards. Create a Pathway Advisory Counsel

Narrative Table 13 Current ACCEL Bridge and Pathway Initiatives

ACCEL has a range of implemented or pilot bridge and pathway initiatives:

	North	Central	South	Coast
ESL Pathways	▪ Alignment of AS-CC ESL curriculum; transition without placement test ▪ GED/ESL "Ready to Work" Program*	▪ Academic Reading and Writing	▪ LEAP Transition Program and co-located college class	▪ CBO-Adult School-College ESL Pathway*
ABE/ASE Pathways	▪ GED/ESL "Ready to Work" Program* ▪ Aligned English and Math curriculum, including concurrent enrollment ▪ Elements of Success School to Career Transition (17-21 ages)		▪ GED Jam	
Career Pathways	▪ Pathway to ECE: Foundations Certificate* ▪ Career exploration and advising with a focus on Skyline Career Advancement Academies (Allied Health, Automotive, Early Childhood Education, Paralegal) *	▪ Passport to Employment	▪ Computer Programming Career Pathway* ▪ Cañada Medical Administrative Assistant Career Advancement Academy	

* Pilot

CTE Programs for Potential Pathways

The following are the current CTE programs in San Mateo County, which are currently being evaluated for potential pathway development, integration/contextualization in ABE/ASE and ESL, and career exploration.

SMCCD CTE Programs			Other CTE Programs
Skyline – North CATS	*CSM – Central CATS*	*Cañada College – South CATS*	*County Wide*
Accounting Administration of Justice Allied Health Science Automotive Technology Biotechnology Business Administration Business Management Central Services Technology Computer Information Specialist Cosmetology Early Childhood Education Emergency Medical Technician Energy Systems Technology Management Entrepreneurship Esthetician Family and Consumer Sciences Fashion Merchandising General Supervision International Logistics International Trade Lawyer's Assistant Legal Assistant Massage Therapy Medical Billing and Coding Medical Editing Medical Insurance Billing Medical Administrative	Accounting Administration of Justice Alcohol and Other Drug Studies Apprenticeship Training Architecture Building Inspection Technology Business Business-Microcomputer Applications Computer and Information Science Cosmetology Dental Assisting Digital Media Drafting Technology Electronics Technology Fire Technology Management Nursing Personal Training Certificate Real Estate	Accounting Architecture Business Administration Business Management Computer Business and Office Technology Chemical Laboratory Technology Early Childhood Development/Child Development Environmental Technology Fashion Design Human Services Interior Design International Business Medical Assisting Multimedia Art and Technology/3D Animation and Video Game Paralegal Radiological Technician	<u>County Office of Education</u> Medical Billing Medical Assistant Dental Assistant Child Development <u>Job Train</u> Business Administration Skills Culinary Arts Laborers Construction Fundamentals Training Program Medical Assistant Professional Health Care Worker Project Build (Construction, Green Technology and Carpenter Pre-Apprenticeship) <u>Apprenticeships</u> Classes are offered for apprentices in certain trades. Electrical Apprenticeship - Inside Wireman Sprinkler Fitter Apprenticeship

SMCCD CTE Programs			Other CTE Programs
Skyline – North CATS	*CSM – Central CATS*	*Cañada College – South CATS*	*County Wide*
Assisting Multimedia Technology Office Assistant Office Management Office Reception Paralegal Pharmacy Technician Real Estate Respiratory Therapy Solar Energy Technology Surgical Technology Telecommunications/ Networking Wellness			Carpentry Auto Body / Machinist <u>Pre-Apprenticeships</u>[23] Carpentry Pipe Trades Electrical Sheet Metal Green Construction (TIP San Mateo)

[23] Offered by San Mateo County Union Community Alliance and local apprenticeship programs.

EP 2 Maintain and expand access to quality services for underserved areas and populations

ACCEL will coordinate with partners to ensure equitable access to services across geographic areas and groups that have access or service needs (see Narrative Table 14). ACCEL will vary by the need area. In some cases, like geographic areas with high need but low access, such as coastal San Mateo, ACCEL plays a lead role in promoting access through direct adult education services and leveraging partner resources. In other areas, such as adults with disabilities and jail education, other partners play a lead role, and ACCEL will partner to explore additional transitions, pathways and resource leveraging opportunities.

Narrative Table 14: Populations and Areas of Need

Need Area / Group	Overview	Need Indicators
Geographic areas of high need and low access	Low-income areas within the county are the focus of need for educational pathways. Some of these areas are: East Palo Alto, Redwood City, Menlo Park, Daly City, South San Francisco, Coastal San Mateo County	Unemployment, poverty, low educational attainment, English language need
Immigrants	San Mateo County is home to a diverse immigrant community. Immigrants range from people with low literacy in their first language to those with advanced degrees who are English learners.	33% of the county population is immigrant (vs. 27% for California) 113,055 age 25+ are foreign born and not US citizens 72% of county residents 25-64 without a HS credential speak English less than very well.[24] 24% of ELLs do not complete high school in the county.[25]
Generation 1.5 students	US-educated students who have spoken fluency but lack reading and writing skills necessary for college, training or higher paying jobs.	31% of county residents who lack a HS credential are from homes where a language other than English is spoken and indicate they speak English Very Well or Well.[26]
Adults with disabilities	Many adults with disabilities are able to access pathways to employment, training or postsecondary education	27% of special needs students do not complete high schools in the county.

[24] US Census Public User Microdata Sets.

[25] California Department of Education, DataQuest

[26] US Census Public User Microdata Sets.

Need Area / Group	Overview	Need Indicators
Veterans	Veterans face special needs, especially those with PTSD and acquired brain injury	3,967 veterans in the county have a service-connected disability.
Prison re-entry students	Residents in county jail facilities often have low educational attainment, alcohol/drug dependence, low-income and other challenges. Many have learning disabilities.	16,000 – 18,000 bookings per year into county correctional facilities 900-1,200 in custody at any given time
Former Foster Youth[27]	Foster Youth often have interrupted educational histories and face other challenges.	2,095 children in the county are estimated to be foster or other unrelated children.
Opportunity Youth (ages 16-24 not in school and not in the labor market)	These youth do not have access to structured opportunities.	TBD

Action Projects

1. **Maintain current adult school capacity:** It is essential to maintain existing adult school capacity to avoid the further reduction of the schools' ability to meet demonstrated need. Furthermore, there is a clear need to strategically expand access to San Mateo residents who lack the education and skills needed to compete successfully in an increasingly knowledge-intensive workplace. Expansion growth assumptions in Narrative Table 15 are relative to enrollments in 2013-14. The goals are to establish an adult education program in the coastal areas (closed in 2008-09), as well as closing the gaps for services in the bayside communities with high levels of unmet net (high poverty, low educational attainment).

Narrative Table 15: Targeted Enrollment Expansion

Additional Students Served (all programs)		
2015-16	2016-17	2017-18
3,302	4,593	6,192

2. **Partner to expand access to target populations:** Work with partners to identify priorities and resource leveraging approaches to meet the highest levels of need across the county, both geographically and reflecting the needs of special populations. In all

[27] S0901 CHILDREN CHARACTERISTICS 2011-2013 American Community Survey 3-Year Estimates

cases, ACCEL will disseminate the pathway opportunities it develops to partners so they can direct their students to relevant programs.

- Restore adult education offerings in coastal San Mateo county
- Explore partnerships to expand access for adults with disabilities
- Create connections to jail education and re-entry programs

3. **Promote digital access and literacy.** Support adult learners in gaining digital literacy skills to gain access to education, training and employment. Promote access to broadband services.
   - Partner with the California Emerging Technology Fund “Get Connected!” program to assist students in gaining access to low-cost computers, broad band services and training services.
   - Explore opportunities for hybrid and online education to augment school and worksite education.
4. **Explore opportunities for worksite education and other alternative delivery sites.** Partner with employers and worksite training organizations (for example, Building Skills Partnerships) to deliver contextualized training at employment sites. Explore opportunities for education at community sites.

Narrative Table 16: Strategy Parameters for Populations and Areas of Need

Need Area / Group	Overview	Need Indicators	Partners	Potential Strategies
Geographic areas of high need and low access	Low-income areas within the county are the focus of need for educational pathways. Some of these areas are: East Palo Alto, Redwood City, Menlo Park, Daly City, South San Francisco, Coast,	Unemployment, poverty, low educational attainment.	El Concilio Puente de la Costa Sur Nuestra Casa Samaritan House	Leveraged transportation Online/hybrid delivery Alternative delivery sites
Immigrants	San Mateo County is home to a diverse immigrant community. Immigrants range from people with low literacy in their first language to those with advanced degrees who are English learners.	33% of the county population is immigrant (vs. 27% CA) 113,055 age 25+ are foreign born and not US citizens 72% of county residents 25-64 without a HS are ELs 24% of ELLs do not complete high school in the county.	Building Skills Partnership El Concilio International Institute Nuestra Casa Puente de la Costa Sur Refugee Transitions Upwardly Global	Expansion of ESL pathways under way in the county Development of linkages to Career Advancement Academies and other CTE pathways Exploration of alternative educational sites
Generation 1.5 students	US-educated students who have spoken fluency but lack reading and writing skills necessary for college, training or higher paying jobs.	31% of county residents who lack a HS credential are from homes where a language other than English is spoken and indicate they speak English Very Well or Well.	San Francisco State University	Support for academic reading and writing (tutoring, labs)
Adults with disabilities	Many adults with disabilities are able to access pathways to employment, training or postsecondary education	27% of special needs students do not complete high schools in the county.	Community Gatepath WIB	Competitive, integrated employment
Veterans	Veterans face special needs, especially those with PTSD and acquired brain injury. Veterans are thought to have high rates of unemployment, homelessness and other challenges	3,967 veterans in the county have a service-connected disability.	Department of Veterans Affairs	Learning cohorts Partnerships with veteran-serving groups and agencies
Prison re-entry students	Residents in county jail facilities often have low educational attainment, alcohol/drug	16,000 – 18,000 bookings per year into county correctional facilities	San Mateo County Corrections	Alignment of assessments Pathways with adult schools

Need Area / Group	Overview	Need Indicators	Partners	Potential Strategies
	dependence, low-income and other challenges. Many have learning disabilities.	900-1,200 in custody at any given time	CSM Project Change	and colleges
Former Foster Youth	Former foster youth often face multiple barriers (interrupted education, family losses, unemployment)	2,095 children in the county are estimated to be foster or other unrelated children. Some percentage is emancipated each year.	San Mateo County Office of Education	Learning cohorts Pathways with adult schools and colleges
Youth 16-24 not in school and not in the labor market)	These youth lack access to school or work to promote their development. This is a good age to reconnect them to work and education.	TBD	K12 districts WIB	Learning cohorts Pathways with adult schools and colleges Expansion of existing opportunity youth programs

EP 3 Conduct Periodic Community and Workforce Needs Assessments

An accurate and timely assessment of community and workforce needs is the foundation of ACCEL's coordinated and aligned system. This drives both pathway development, and provides essential information for pedagogical innovation. This strategy describes ACCEL's approach for assessing needs to identify ideas for new or modified programs. Areas of need include workforce development, demographics, and needs of special populations:

- Native English speakers lacking skills for post-secondary education and family-sustaining careers
- Students with learning disabilities and other emotional/psychological disabilities
- Generation 1.5 students
- Veterans
- Adults with disabilities
- Prison re-entry students
- Foster Youth
- Opportunity Youth (ages 16-24 not in school and not in the labor market)

Areas of analysis. The needs analysis will examine other factors, which overlap with the populations identified above.

- Incumbent workers needs, including clusters of low- and middle-wage jobs to identify opportunities for worksite-delivery of education. For example, San Francisco Airport.
- Access to technology, to inform options for hybrid and online delivery.

Action Projects

1. **Assess needs for adult education:** Conduct a periodic regional needs assessments (2-3 year cycle). The goal is to develop a comprehensive and timely analysis of the needs of the populations above for education, training and support services. The needs assessment will help to identify needs for program and bridge development, as well as needed teaching and learning strategies.
2. **Analyze labor market needs*:*** Identify occupations of opportunity for low-skill adults that have stable or growing job openings.

Intake, Transition and Support Services

This section describes ACCEL's approach to assessment, transition and support services. ACCEL will enhance advising and assessment to increase students ability to succeed in the pathways of their choice, including establishing aligned assessment approaches and expanding the ability to identify special learning an language development needs. This section also includes strategies to expand access to barrier-remediation support services.

ACCEL's current processes for intake, transition and support services are the foundation for continuing improvements:

- The adult schools use the CASAS assessment system, which is tied to federal funding. ACCEL has identified the cross-walk between CASAS and college assessments.
- Currently, the adult schools provide limited career and college planning and advising at the point of entry. Counseling is provided for those students expressing interest in transitioning to the colleges. As noted above, there are significant college transition processes, especially for ESL.
- Support services are limited relative to the level of need for transportation, childcare, counseling/advising, and financial support.
- Outreach is through the dissemination of adult school catalogs, presentations, and word of mouth in the community.

ST1 Align and Improve Assessment, Planning, Placement Process

The initial entry point into the adult educational experience sets the foundation for ongoing educational success. Support services and follow-up ensure that students can stay on the path and achieve their goals. This strategy describes ACCEL's approach for developing an aligned intake and educational/career planning, placement and support services delivery approach.

Action Projects

1. **Expand Adult School assessment and counseling:** Develop consistent and effective student assessment and educational planning processes across the ACCEL partnership. Enhanced assessment an advising will help member agencies to
   - Identify students interested in college or career transitions
   - Assess learning disabilities
   - Identify Generation 1.5 students
   - Promote career exploration and goal setting
   - Identify potential career pathways

Specific options for adaptation include:

- Provide community college counseling and assessment testing at the adult schools.
- Provide at adult schools a brief and intensive process targeted on community college placement test preparation.

2. **Define a regional approach to identify students for career assessment.** ACCEL will identify principles and tools for identifying students who want to access a career/college transition process. Preliminary concepts include:

- Career Assessment Level: Identify the level by which students should be able to articulate career goals, for example, at the reading level of simple sentences and short paragraphs. This will set a common benchmark in students' educational career to determine their interest for college and career and will help inform curriculum development
- Career Exploration/Clarification Tool: Develop common set of questions or other tools to determine a students' career direction
- Career Planning: Develop a process to narrow down the desired career path
- Skills Assessment in Line with Career Goal: Based on the students' career goal, develop common or aligned tools for assessing core skills (writing, reading, math, content, soft skills, etc.) that are appropriate to career or college track identified.

3. **Align Assessments:** Align assessments for placement based on successful promising practices such as ESL alignment at Sequoia-Cañada and Skyline-Jefferson-South San Francisco.
4. **Support collaborative professional develop for support services.** Conduct cross-training of advisers, counselors and other support service staff across CBO's, adult schools, community college and other partners.
5. **Integrate advising into the curriculum (perhaps EL Civics in ESL)**. In addition to dedicated advising, bring advising and career topics into the curriculum so that it is reinforced on a regular basis.
6. **Obtain student input on success factors:** Hold focus groups of students who completed and those who did not complete and compare results.
7. **Develop student "success ambassadors":** Bring students who have completed programs successfully back to mentor and advise new students. Students should be engaged from the first point of entry.
8. **Engage employers:** Have employers participate in support services, for example, for career advising, from first point of entry. This can also include employers communicating job requirements directly to students.

ST2 Provide Transition Support Services

The transition point between adult schools and community colleges is a critical milestone in a student's experience. Having intention and well-supported transition services is essential to providing a 'warm hand-off' for students. This strategy outlines ACCEL's plans to support students in transitioning successfully to post-secondary education, including strategies to ensure students are aware and prepared for the academic expectations and know of available support services.

Action Projects

1. **Create an institutionally supported transition model, including paid staff time.** Develop agreements and MOUs between the college and adult school in each CAT region.
2. **Staff a dedicated transition specialist position(s).** Build on existing effective practices within ACCEL to staff a position whose primary responsibility is to ensure that students

effectively transition to the colleges. These positions would serve as cross-organizational case managers/navigators starting at point of entry

Responsibilities would include:

- Providing ongoing counseling to coach, encourage and develop students, including reviewing college and career pathway opportunities
- Supporting the application process and assessment process
- Trouble-shooting barriers
- Developing working relationships across the adult schools and colleges
- Following up after transition to ensure progress
- Hire bilingual retention specialists in all programs

3. **Develop career exploration and college readiness courses for adult students.** Provide a class on college readiness skills and goal setting. The class would familiarize students with the expectations and requirements of college studies. This course would also provide an opportunity to explore career pathway options available to students.
4. **Conduct field trips from adult schools to the college.** A key transition element is to allow adult learners to learn about and feel confident at the colleges. College tours are a key component of this strategy. Include visits to career classrooms/meet college students and instructors
5. **Customize and modularize existing college bridge programs for adults.** Existing college bridge programs are often designed for high school students. This strategy is to adjust existing bridge models to have content, time, and locations appropriate for adult learners.
6. **Explore the possibility of a college bridge program for ESL students.** Build on existing bridge initiatives to create dedicated ESL bridges.

ST3 Expand Counseling and Wraparound Support Services.

A key element will be to partner with social service providers to connect students to support services. ACCEL will also identify regionally leveraged strategies, such as is currently being used to share a social welfare counselor.

Key potential partners include the SparkPoint Centers (Skyline College, Cañada College and others under development) and Single Stop USA[28].

Areas of support services need include but are not limited to:

- Transportation
- Childcare solutions
- Tutoring support for students who have transitioned

[28] Single Stop is a nonprofit organization that aims to reduce poverty in the United States by helping individuals and families access billions of dollars in public benefits and tax credits while providing essential counseling services. In San Mateo County, Single Stop partners with JobTrain to offer a broad range of services from benefits screening (e.g. CalFresh, medical insurance and unemployment insurance), application assistance, legal and financial counseling, and tax preparation services.

- Financial aid, income substitution, or pay students to be in college (monetary incentives for attendance, GPA achievement and completion)
- Mentoring and peer tutoring groups

ST4 Coordinate Student Outreach and Communication

ACCEL's experience to date shows that students develop higher expectations when new alignment and transition strategies are deployed. This strategy outlines steps to communicate to students, families and communities the new opportunities and expectations of the aligned system.

1. **Create common communication tools.** Develop a tool kit and messages communicating educational pathway opportunities to be adapted sub-regionally.
2. **Create marketing programs to outreach to the most in need.** Conduct outreach to address the needs and priorities identified in EP 2 to address populations and areas of high need. Options include social media, use of student ambassadors, involving employers to communicate needs and opportunities.
   - Geographic areas of high need and low access
   - Immigrants
   - Generation 1.5 students
   - Adults with disabilities
   - Veterans
   - Prison re-entry students
   - Former Foster Youth
   - Youth 16-24 not in school and not in the labor market
3. **Reach multiple audiences.** Conduct outreach to students/families and community centers.
4. **Use student outreach ambassadors:** Employ college students who adult school students can identify with the give presentations to adult school students about college as an option

Instructional Effectiveness

This section describes ACCEL's approach to enhancing instructional effectiveness. Core strategies in this section promote contextualization and other teaching and learning practices known to support student success. ACCEL will provide professional development and other opportunities to ensure ongoing opportunities for skill building and professional collaboration across adult schools, community college and other partners.

ACCEL's partners currently provide a range of professional development activities. Both segments promote professional learning communities, and active engagement in professional development.

IE1 Integrate and Contextualize ABE/ASE and ESL with Career Exploration, Readiness and Pathways

Contextualization of basic skills and ESL promotes persistence, motivation and success. This strategy will promote contextualization along a spectrum: lower level classes will align to broadly relevant career topics, while higher level classes will align to specific pathways. In addition, classes will continue to include contextualization to life skills and soft skills.

Action Projects

1. **Provide regional professional development.** Conduct regular professional development and technical assistance for contextualization. Bring together ESL, ABE/ASE and CTE faculty to develop contextualization strategies. Focus on areas of priority developed through the pathway process
2. **Integrate career awareness into adult school course work.** Add career and pathways awareness components within adult school curriculum. Address high priority occupations and pathways as identified by ACCEL's career pathways analysis.
3. **Contextualize high school equivalency (HSE).** Explore opportunities to contextualize high school equivalency preparation courses to college English and Math and to college and career pathways.

IE2 Support Effective Teaching and Learning

ACCEL instructors provide highly effective instruction. This strategy will support them to expand and extend their current practices to support the new strategies of alignment and pathways. Potential promising practices include differentiated instruction, compressed/accelerated courses, team teaching, online / flipped / hybrid teaching, incorporating computer literacy into classes, academic supports (supplemental instruction, cohorts, tutoring), and supports and accommodations for students with learning differences

Action Projects

1. **Conduct an annual professional development conference.** Convene adult school, community college and educational partner staff to explore promising practices for teaching and learning.
2. **Develop tools and guidelines for learning disabilities and generation 1.5.** Provide evidence-based practices that are known to be effective for special population and needs such as generation 1.5 and students with learning disabilities.

3. **Provide organizational support.** Develop policy, administrative and learning systems to support implementation of promising practices.
4. **Support peer-led development groups.** Convene peer-led cross-agency development groups to examine and adapt promising practices.
5. **Learn from peer agencies**. Visit peer institutions to observe promising practices.
6. **Conduct ongoing PLCs to support success of transitioning students.** Create cross-agency PLCs who meet to discuss needs of transitioning students each quarter or semesters and share student challenges and progress
7. **Explore industry team teaching.** Co-teach pathway classes with industry representatives.

Professional Development

This section describes ACCEL's approach for professional development. Core strategies in this section promote regional leveraging and collaborative professional development across the adult schools, colleges and partners.

ACCEL's partners currently provide a range of professional development activities. Both segments promote professional learning communities, and active engagement in professional development.

PD1 Conduct Ongoing Regional Professional Development

Instructors, faculty student service staff, and administrators need the opportunity to build skills to deliver coordinated services. ACCEL will provide professional development to support all areas of the plan through a regionally coordinated and leveraged professional development program.

Action Steps

1. **Identify annual regional professional development priorities and actions.** Develop a regional approach and management process for ACCEL to ensure effective professional development. Support ACCEL and sub-regional priorities through development activities that are active, problem-based, and engage student and employer input.
    - Instructional strategies (see IE1, IE2, IE3)
    - Student services strategies (see ST1, ST2, ST3)
    - Pathway development strategies (EP1, EP2, EP3)
    - Administrative and collaborative changes strategies (CL1, CL2, CL3).
2. **Identify regional coordination and leveraging opportunities.** Leverage resources through regional activities that support the ACCEL plan.

PD2 Support Cross Agency Learning Communities

An essential part of the change process is to create ongoing forums for adult school, community college, and partner staff to collaborate and learn together. This strategy will ensure that such ongoing cross-agency learning communities are supported.

Action Steps

1. **Fund ongoing joint staff meetings.** Fund ongoing for cross-agency learning communities to keep programs aligned and avoid unnecessary duplication.
2. **Identify areas of focus for learning communities.** Engage faculty to identify the areas of learning to be pursued in ongoing PLCs.
3. **Provide coordination and tools for learning communities.** Ensure effective PLC processes by providing logistical coordination and learning tools.
4. **Disseminate findings to broader audiences.** Support PLC participants in sharing their work with colleagues within ACCEL and other audiences.

Collaborative Leadership

This section describes ACCEL's approach for providing leadership for ongoing innovation for adult learners. The strategies focus on engaging a larger pool of external partners, given that adult learners have a wide range of needs and seek opportunities for employment. This section also describes ACCEL's plans to sustain its collaboration by providing organization structures and staffing. Finally this section includes actions to bring additional resources to ensuring the student.

ACCEL builds on a recent history of collaboration. The adult schools and colleges have engaged in several alignment initiatives and have participated in the collaborative ALLIES process. Also, during the planning process ACCEL has strengthened collaborative relationships through the CATS. In particular, the CATS pilots have helped to deepen the collaborative working relationships.

CL1 Participate in Regional Leadership for a Competitive and Equitable Region

To create the highest levels of student success, coordination and collaboration will include a diverse set of partners (see Appendix A). This strategy describes ACCEL's approach for engaging regional leadership groups to create a multi-sector partnership for the success of adult learners.

Action Projects

1. **Engage external partners in ACCEL's regional vision.** Partner with regional educational, civic and workforce development initiatives (Career Pathways Trust, WIB, economic development groups, regional business and industry groups). ACCEL will continue to participate on external processes, such as HSA strategic planning and advisory processes for WIOA.
2. **Partner with business, community and social services on CATS projects.** Work with local organizations to leverage and coordinate with local educational and workforce development initiatives including career pathways.
3. **Collaborate with local civic and community initiatives.** ACCEL will work with initiatives such as Redwood City 2020, Peninsula Conflict Resolution Center's Strengthening Families initiative to expand access and success.

CL2 Develop ACCEL's Collaborative Infrastructure and Data Systems

Developing a sustainable collaborative infrastructure requires dedicated systems and support. This strategy describes how ACCEL will build on existing structures to maintain and expand regional collaboration for adult education across educational, community, social service and business partners.

Action Projects

1. **Maintain ACCEL's steering committee.** Continue to refine and update the regional vision and strategies with representation from adult schools, community colleges and partners (community-based organizations and public agency partners).
2. **Share student information.** Develop a regional system to share student data on transitions, outcomes, educational plans, etc. (Coordinated with ST 1.)

3. **Track Referrals.** Develop a coordinated transfer referral and tracking system
4. **Maintain a regional asset map.** Expand access to educational and support services by maintaining a regional asset map of programs and services. Leverage existing asset inventories:
   - SMC Connect. The County of San Mateo's Human Services Agency maintains an extensive online database of community services. Includes service and contact information for government and non-profit assistance programs.
   - 211. The United Way of the Bay Area provides a telephone referral service using the SMC Connect database.
   - ALLIES Asset Map. ALLIES developed a prototype online database to hold course data and provide a referral function.
5. **Provide adequate staff and support for ACCEL's ongoing work.** ACCEL will provide resources to support ongoing regional coordination. Provide additional resources and personnel to manage collaborations
6. **Conduct outreach and communication.** Conduct advocacy and communication to support plan implementation.
7. **Promote facilitation capacity building.** The success of ACCEL relies on ongoing collaboration. The goal is to engage a widening circle of faculty and staff in developing student transition programs, new pathways and support services. ACCEL will promote facilitation competency by
   - Supporting the CATS co-facilitators and CATS team member and other staff participation to maintain sub-regional collaborations.
   - Provide facilitation training widely at the colleges and schools

CL 3. Increase and Leverage Resources to Support Adult Education Access and Success

The plan includes more intensive services across the board. Without additional resources for program development, inter-agency collaboration and support services, the full potential of the plan will not be achieved. This strategy includes steps to develop resources to support the vision contained in the plan.

Action Projects

1. **Diversify funding:** Secure additional funding to support adult learners (Perkins, WIOA, CalWorks, Scholarship programs, private philanthropy).
2. **Manage and integrate multiple funding streams.** Develop capacity to manage and braid multiple funding streams.

VIII. Pilot Planning Projects: Accelerated Tests of Alignment

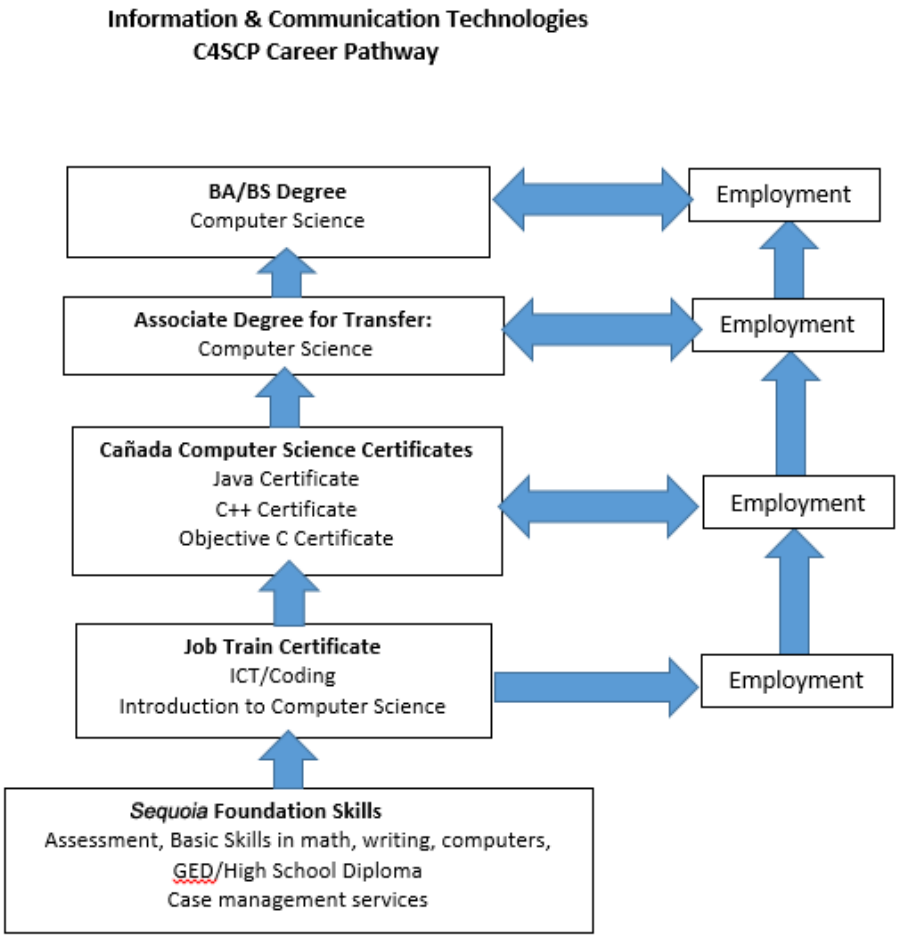
The CATS teams are conducting pilot tests to inform implementation of the plan. The pilots will run during the spring of 2015, and were developed to test the strategies contained in this plan.

Pilot Project	Features
North CATS – Jefferson Adult School, Skyline College and So. SF Adult School	
Bridge to Skyline	Extend alignment of AS-CC ESL curriculum to SSF Develop curriculum alignment agreement for ASE (English and Math), including concurrent enrollment in both Skyline and SSF/Jefferson ASE programs Transition without placement test Career exploration and advising with a focus on Skyline Career Advancement Academies
Pathway to ECE: Foundations Certificate	Pathway to complete initial ECE Certificate ESL Contextualized to ECE Explore having intro ECE at AS campus
GED/ESL "Ready to Work" Program	Explore increased soft skills in GED and ESL at AS *(WorkKeys)* Career exploration and preparation counseling Course of resumes and interviews leading; Job Fair
Central CATS – College of San Mateo, San Mateo Adult School	
Academic Reading Course at San Mateo Adult School	The pilot will complete the next phase of the SMAS "transition to college pathway" The focus is to develop an academic reading course alignment to College and Career Readiness Standards. ▪ Two leveled 6-hour per week reading courses for highest ESL courses

Pilot Project	Features
	focused on academic reading skills ▪ SMAS Reads will prepare students for • College courses at CSM • Information-based reading at work and in training programs • Outcomes include student transition to CSM Level 3 and 4 • Program elements • Assessment • Texts that precede those used at CSM • Computer-assisted vocabulary module • Goal setting and follow up via monthly instructor meetings • Final exam
College Readiness Checklist	Skill list for use in advising students at both SMAS and CSM Includes mastery of academic skills as well as college expectations
College Readiness Workshop	Adapted from 8 week, credit-based series Delivered on SMAS campus
South CATS – Cañada College and Sequoia Adult School	
GED Jam	Collect data to learn if Cañada ESL 400 / ENGL 100 students are prepared for the GED English Language Arts exam Provide an intensive GED Jam to the 20 most prepared students Re-take Cañada assessment and GED if desired
Computer Programming Career Pathway *(See figure 4)*	Create a “no wrong door” system for low-income residents leading to a high-wage, high-growth career in programming

Pilot Project	Features
	Assessment and referral to right starting point ▪ Foundation skills at Sequoia ▪ Work-based learning at Job Train ▪ College/Career program at Cañada (computer science) Cohort-based, contextualized learning opportunity Employer engagement Support Services ▪ Case management ▪ Soft skills ▪ Food stamps/medical/financial/legal Job Placement
Coastside CATS	
ESL Pathway	Align ESL offerings from first language through college levels ▪ Spanish Language Literacy ▪ Basic ESL ▪ ESL paired with computers, Math, career exploration
ABE/HSE Pathway	Create integrated pathways for students seeking high school diplomas or equivalency
CTE	Develop connections to SMCCCD and other potential CTE pathways

Figure 4: South CATS Information and Communication Technology (ICT) Pathway



IX. Implementation and Sustainability

ACCEL will implement and sustain an integrated system serving adult learners.

Ongoing Consortium Role

ACCEL will play an ongoing role to:

- Support implementation
- Maintain the collective vision and plan
- Monitor student results
- Ensure ongoing relevance of plans and strategies

Implementation Structure

ACCEL will build on its existing organizational structure. The Steering Committee and CAT roles remain as implemented during the 2014-15 planning process, as shown below:

Steering Committee Roles

- Overall stewardship of the regional plan and vision
- Identify areas of regional leveraging
- Set county-wide priorities
- Promote best practices
- Work out any areas of overlap or competition
- Monitor and update plan implementation
- Lead a coordinated approach to strategic partners

CATS

- Adapt regional strategies to meet local needs
- Build working relationships
- Set regional priorities
- Engage faculty, staff, and administrators
- Participate in collaborative professional development

CATS Administrators Support Groups

A new element has been added: the CATS administrators support groups. There will be an Administrators Support Group for each CATS team comprising the adult school and community college administrators who served on the Steering Committee and/or CATS team in 2014-15. The administrative support groups' role is as follows:

- Support the success of CATS initiatives by gaining administrative support
- Briefing the respective administrative leadership of the colleges and schools
- Leverage internal resources
- Gain the participation of new instructors, support service staff, administrators
- Being the official representatives of the respective agencies.

Sustainability - Memorandum of Understanding

ACCEL will refine this approach and develop a memorandum of understanding to formalize this organizational approach for sustainability.

Plan Update Cycle and Process

ACCEL will implement an annual priority setting and action timeline. This will be piloted in 2015-16. The process balances the regional and sub-regional perspectives.

Feb-April 2015 - Refine ACCEL Core Strategies
▪ Identify current CC and AS promising practices for each Core Strategy (including pilots, existing programs, etc.) and ▪ Develop decision points for SC and CATS discussion that would generate our regional strategies building on these current practices, needs assessments and external examples, etc. ▪ Identify the overall planning / implementation themes and areas of focus for 2015-16
April/May 2015 - ACCEL Action Planning Summit: The expanded CATS teams and expanded CCC administrators cadre would meet to
▪ Review the decision points and review/bless/finalize the regional approaches ▪ Review the 2015-16 Planning/Implementation Themes ▪ Develop preliminary CATS outcomes and milestones within the Regional Guiding Framework ▪ Develop CATS Action Plans to prepare for the 2015-16 year ▪ Schedule Fall events (Fall CATS kick-off and meetings, etc.)
Summer 2015 - Preparation for Fall work (recruiting additional participants, data, decision tools, timelines, etc.)
Fall 2015 - CATS Launch Summits - Joint meetings in each CATS region with Expanded CATS and Administrators Council to:
▪ Review Regional Guiding Framework ▪ Confirm action plans and projects for 2015-16
Fall/Winter/Spring 2015-16 - Implement new processes, pilots and planning studies
▪ Jan/Feb 2016 - ACCEL Summit to present progress reports on pilots. Share and align promising practices across the CATS ▪ Feb-April: Steering Committee o Track legislative process about 2016-17 AE program o Assess and support progress of CATS o Identify Planning Themes for the 2016-17 Regional Guiding Framework
April/May 2016 - ACCEL Action Planning Summit:

- Assess results of 2015-16
- Confirm the 2015-16 Planning Themes
- Develop preliminary CATS outcomes and milestones within the Regional Guiding Framework
- Develop CATS Action Plans to prepare for the 2015-16 year
- Schedule Fall events (Fall CATS kick-off and meetings, etc.)

The Steering Committee will update this plan every year to ensure relevance to changing conditions. The plan update will include:

- Input from faculty, teachers, administrators, school counselors, administrators from all schools and colleges
- Stakeholder input
- Review of need data
- Review of implementation success and issues
- Review of promising practices

Attachment A: Partners

ACCEL is engaging a broad spectrum of partners to increase the success of adult learners. ACCEL convened an information and input session with over 50 partners on July 10, 2014, to being an ongoing process of coordinated effort for the benefit of our shared students, communities, and the regional economy. The list below represents the current inventory of the groups with which ACCEL seeks to build sustaining collaboration.

Alliance for Language Learners Integration, Education, and Success (ALLIES)

Building Skills Partnership

Caminar

Catholic Workers English Language Program

Chicana/Latina Foundation

Community Gatepath

Community Learning Center of South San Francisco

CORA - Communities Overcoming Relationship Abuse

San Mateo County Jail System

Department of Industrial Relation, Division of Apprenticeship Standards

E4FC (Educators for Fair Consideration)

Each One Reach One

El Concilio of San Mateo County

Fair Oaks Community Center

Family Connections

Golden Gate Regional Center

Goodwill Industries

Head Start through/Institute for Human and Social Development

HIP Housing

International Institute of the Bay Area

Job Corps

JobTrain

Multicultural Institute

Nuestra Casa

One East Palo Alto Sponsored Employment Program

Parent Involvement Project

Project READ (Menlo Park Library, Redwood City Library, Redwood City Library, San Mateo Public Library, South San Francisco Library)

Puente de la Costa Sur

Renaissance Entrepreneurship Center

Samaritan House

San Francisco Welcome Back Center

San Mateo Adult School Federation of Teachers, Local 4681

San Mateo Child Care Coordinating Council

San Mateo Community College Federation of Teachers (AFT 1493)

San Mateo County Central Labor Council

San Mateo County Human Service Agency

San Mateo County Housing Authority

San Mateo County Library

San Mateo County Office of Education

San Mateo County Workforce & Economic Development (Workforce Investment Board)

San Mateo County Sheriff's Office

Silicon Valley Community Foundation

Silicon Valley ALLIES

Attachment B: AB 86 Attachment C Tables

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	**Strategy/Approach to be Employed**	**Resources Needed**	**Estimate of the Cost**	**Responsible Parties (specific school districts and/or community colleges)**	**Methods of Assessment**	**Timeline**
Transitions among and between educational and support service providers Transitions to the workforce	ST1 - Align and improve assessment, planning and placement processes	AS: counselors, teachers and administrators CC: counselors/advising staff, EOPS, DSPS, English, Math and ESL faculty, Common Assessment Initiative team members	$60,325	ACCEL Steering Committee	TBD	2015-16
Transitions among and between educational and support service providers Transitions to the workforce	ST2 - Provide transition support services	AS: teachers, administrators, intake specialists CC: counselors, discipline faculty, assessment and admissions staff	$1,663,168	ACCEL Steering Committee	TBD	2015-16
Transitions among and between educational and support service	ST3 Expand counseling and wraparound support	AS: teachers, administrators, intake specialists	$1,205,277	ACCEL Steering Committee	TBD	2015-16

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	**Strategy/Approach to be Employed**	**Resources Needed**	**Estimate of the Cost**	**Responsible Parties (specific school districts and/or community colleges)**	**Methods of Assessment**	**Timeline**
providers Transitions to the workforce	services	CC: counselors, discipline faculty, assessment and admissions staff				
Adult School – Community College Transitions	ST4 - Coordinate student outreach and communication	AS: teachers, administrators, intake specialists CC: counselors, discipline faculty, assessment and admissions staff	$75,406	ACCEL Steering Committee	TBD	2015-16
Transitions among and between educational and support service providers Transitions to the workforce	EP1 Align programs with educational and career pathways	AS: teachers, administrators, counselors CC: CTE faculty and deans, Basic Skills/ESL faculty and deans, support service staff Partners: WIB, employers, industry associations, apprenticeships,	$117,634	ACCEL Steering Committee	TBD	2015-16

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	**Strategy/Approach to be Employed**	**Resources Needed**	**Estimate of the Cost**	**Responsible Parties (specific school districts and/or community colleges)**	**Methods of Assessment**	**Timeline**
		public agencies, CBOs				

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	**Strategies to Address the Gap**	**Resources needed**	**Estimate of the Cost**	**Responsible Parties (Specific school district(s) or college(s))**	**Methods of Assessment**	**Timeline**
Low level of services and access: ▪ All ACCEL Areas ▪ Multi-Generational English Speakers ▪ Immigrants ▪ Generation 1.5 ▪ Adults with Disabilities ▪ Incarcerated and Re-Entry Students ▪ Foster Youth ▪ Veterans	EP3 Assess Community /Workforce Needs	AS: teachers, administrators, counselors CC: faculty, administrators Partners: County Offices of Education, Libraries, public agencies, CBO's faith and community organizations, businesses and industry leaders, community and civic leaders	$134,223	ACCEL Steering Committee	TBD	FY 2015-16
Low level of services and access: ▪ All ACCEL Areas ▪ Multi-	EP2 Maintain and expand access for all geographic area and populations	Same as above	$11,068,449	ACCEL Steering Committee	TBD	FY 2015-16

Generational English Speakers ▪ Immigrants ▪ Generation 1.5 ▪ Adults with Disabilities ▪ Incarcerated and Re-Entry Students ▪ Foster Youth ▪ Veterans						
Gap in regional coordination and leadership	CL1 - Participate in Regional Leadership for a Competitive and Equitable Region	Same as above	$67,866			FY 2015-16
Gap in regional coordination and information systems	CL2 - Develop ACCEL's Collaborative Infrastructure and data systems	Same as above	$324,432			FY 2015-16
Gap in resources to meet needs and delivery quality services	CL3 - Increase resources to promote access and success	Same as above	$45,244			FY 2015-16

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
IE1 - Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways	1. Develop a toolkit and promising practice guidelines to support integration and contextualization of basic skills to educational and career pathways. 2. Provide regional professional development and technical assistance for contextualization (annual contextualization summit?) 3. Continue 2014 mapping of basic skills and ESL courses. Expand the dialogs to include collaboration between ESL, ABE/ASE and CTE faculty to promote	AS: teachers, administrators CC: Faculty, Deans (Language Arts, Math, Counseling) Partners: Employers	$203,597	ACCEL Steering Committee	TBD	FY 2015-16

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	contextualization. 4. Align assessments for placement based on successful promising practices such as ESL alignment at Sequoia-Cañada and Skyline-Jefferson-South San Francisco. 5. Add career awareness components within adult school curriculum. 6. Contextualize high school equivalency (HSE) preparation courses to college English and Math and to college and career pathways. 7. Research how HSE passing scores align with college entrance scores.					

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
IE3 - Support instructional strategies to support effective teaching and learning.	1. Conduct an annual professional development conference for ACCEL members and partners. 2. Develop tools and guidelines for effective pedagogy for special population and needs such as generation 1.5 and students with learning disabilities. 3. Develop policy, administrative and learning systems to support implementation of promising practices. 4. Convene peer-led cross-agency development groups to examine and adapt promising practices.	AS: teachers, administrators CC: Faculty, Deans (Language Arts, Math, Counseling) Partners: Employers	$292,577	ACCEL Steering Committee	TBD	FY 2015-16

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	5. Visit peer institutions to observe promising practices.					

Table 6.1 Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
ESL Writing and Reading	ESL instructors at SMAS did the Evidence Based Writing Community of Practice from CALPRO It provided the theory and strategies to align writing from the intermediate through advanced levels at SMAS to go along with the work done previously with aligning with CSM ESL. One of he pilot projects is the development of ESL Reading classes. We anticipate that the ESL department will do another CALPRO Community of Practice, this time with their Reading Module.	ESL	Included in budget below
Pre-GED and GED	The Pre-GED and GED programs have worked with Reading Plus software program to help students develop reading and academic vocabulary skills. Next year High Intermediate and Advanced ESL instructors will also train on using the program. Pre-GED and GED instructors will work with partner Adult Schools on providing staff development on the use of Work keys in the curriculum.	ABE/ASE	Included in budget below
Self-Efficacy Self-Regulated Learning in Support of Content Mastery	CSM has conducted Habits of Mind trainings, and faculty participate in a HOM Community of Practice. The HoMCoP supports faculty as they (1) create structures and practices that promote self efficacy and preclude poor choice-making; (2) intentionally incorporate and assess habits of mind as part of instruction and support services; and (3) adopt strategies that promote self-regulated learning in support of content mastery.	All	Included in budget below

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
HSE	The County's Adult Schools provided collaborative training on the new GED. This approach can be replicated with other topics	All	Included in budget below
HSE Generation 1.5	E.L. Achieve "Constructing Meaning" methodology that GED instructors at Sequoia, San Mateo and Jefferson Adult Schools participated in throughout 13-14 school year. Constructing Meaning is geared toward English language learners in secondary education; we found it to be a perfect match with the 1.5 generation youth and applicable to any of the subject areas. (Of course, E.L. Achieve trainers were excellent in building a bridge between the methodology and the adult ed. challenge of preparing academically unsuccessful candidates for passing the Common Core aligned GED test.) The thrust is developing specific, intentional language and literacy support for content learning. Very applicable to the Advanced Career Academies. Participants witnessed students' confidence increase enormously when given tools to develop their oral and written expression, an important element for student engagement and success. www.elachieve.org The staff that attended ERWC (Expository Reading and Writing Curriculum) training through the County Office of Education was very enthusiastic – it was complimentary to the "EL Achieve Institute" - again written for K-12 but definitely applicable to basic skills adult ed.	All	Included in budget below
Career Readiness	[Proposed] Career Ready 101 from ACT. Jefferson Adult School is working on becoming a test site for National Career Readiness Certification.	All	Included in budget below

Table 6.2 Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for ***collaborative*** professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Strategies related to objectives 3, 4 and 5	PD1 Conduct ongoing regional professional development: professional development activities will be identified by the Steering Committee and CATS teams at the May 2015 regional convening and subsequent meetings.	All	$173,435
Strategies related to objectives 3, 4 and 5	PD2 Support cross agency learning communities: cross agency learning communities will be identified by the Steering Committee and CATS teams at the May 2015 regional convening and subsequent meetings.	All	$105,569

Table 7.1 Leverage of Existing Regional Structures from Partners

NOTE: This table reflects partners' initial indication of potential partnership areas and does not reflect commitments to collaborate.

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
San Mateo County WIB/Peninsula Works (To be coordinated/ delivered by NOVA Workforce Investment Board under contract to San Mateo County)	All	• Labor market information • Support services (childcare, transportation, work items) • Job preparation, job search, job training, job placement, assessment • Employer engagement and input • Case management • Asset mapping information • Referral platform developed under the SV ALLIES federal grant	Adult schools and community colleges	TBD	FY 2015-16
San Mateo County Department of Housing	All	▪ Support services – subsidized housing linked to economic self-sufficiency goals/needs	Adult schools and community colleges	TBD	FY 2015-16
Human Services Agency / CalWORKS		▪ Coordination and Information Sharing ▪ Referrals and individual fee reimbursements	Adult schools and community colleges	TBD	FY 2015-16
Community Gatepath (primary contact with	AWD	• Literacy • Assessment			

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Department of Rehabilitation and Golden Gate Regional Center)		• Case management • Occupational training • Mentoring • General counseling • Job development and coaching			
County Sherriff's Office / Probation	All	• Referrals • GED prep	Adult schools and community colleges	TBD	FY 2015-16
Building Skills Partnership	All	• Job skills and VESL for property service workers • Citizenship, digital literacy, health/wellness, financial literacy, college access	Adult schools and community colleges	TBD	FY 2015-16
Renaissance Entrepreneurship Center	CTE	• Small business development/entrepreneurship training • Financial literacy	Adult schools and community colleges	TBD	FY 2015-16
Community Overcoming Relationship Abuse	All	• Case management • General counseling • Emergency and transitional shelter/housing • Support services • Financial education • Parenting • Tennant rights	Adult schools and community colleges	TBD	FY 2015-16

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
San Mateo Public Library	All	• Literacy • Pre-GED prep • Career development: resumes, job applications • Support services: childcare	Adult schools and community colleges	TBD	FY 2015-16
Puente de la Costa Sur	ESL ABE/ASE	• Literacy • GED/HSD • Assessment • Case management • ESL • Tutoring • General Counseling • Support services: childcare, transportation, safety net, economic security, health care enrollment, group therapy • Farmers market • Farm worker support • Zumba class	Adult schools and community colleges	TBD	FY 2015-16
International Institute of the Bay Area		• ESL/Citizenship • Immigration Services	Adult schools and community colleges	TBD	FY 2015-16
HIP Housing	All	• Case management • General counseling • Career development: Self Sufficiency program includes financial planning, nutrition,	Adult schools and community colleges	TBD	FY 2015-16

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		parenting, referrals • Support services: financial support for housing, holiday season support • Home sharing program:			
Nuestra Casa	ESL ABE	• Literacy • ESL • Case management • General counseling • Support services: tools needed to receive financial support	Adult schools and community colleges	TBD	FY 2015-16
JobTrain	ESL ABE/ASE CTE	• GED/HSE • Assessment • Case Management • CTE Training • ESL • Counseling • Career Development • Support services • Peninsula Works One-Stop	Adult schools and community colleges	TBD	FY 2015-16
San Mateo Labor Council / Building Trades Council	CTE	• Pre-Apprenticeship • Apprenticeship programs	Adult schools and community colleges	TBD	FY 2015-16
Samaritan House	ESL	• ESL • Assessment	Adult schools and	TBD	FY 2015-16

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		• Case management • Counseling • Financial guidance	community colleges		
Child Care Coordinating Council	All	• Assessment • Case management • Mentoring • Career development: training and support for CC providers; Parent education • Support services: Child care subsidies • Developmental screenings for children • Inclusion services for families and CC providers	Adult schools and community colleges	TBD	FY 2015-16
Project Read Menlo Park	ESL ABE	• Literacy • Assessment • ESL • Tutoring • Mentoring • Integrate language training with job search and vocational training	Adult schools and community colleges	TBD	FY 2015-16
Project Read Redwood City	ABE	• Literacy • Assessment • Tutoring • Career development: Individualized, goal-directed			

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		services for students			

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

ATTACHMENT C: DETAILED CATS PLANS FOR ALIGNMENT

ACCEL
SAN MATEO COUNTY

Creating Pathways to Success for Adult Students

Draft Regional Comprehensive Plan

North CATS Action Project Options

The strategies and improvement options in this report were identified at the CATS Open Forum held on October 14, 2014 at Skyline College.

CATS Team Co-Facilitators

Leigh Anne Shaw, Professor of ESOL, Skyline College

Seemaa Prasad, ESL Instructor, South San Francisco Adult School

December 5, 2014

STRATEGY AREA 1 – Educational Pathways

EP 1 Conduct Periodic Community and Workforce Needs Assessments

Assess multiple community and workforce need indicators to identify need for new or modified programs. Need indicators include workforce development, demographics, and needs of special populations (veterans, adults with disabilities, re-entry).

EP 2 Align with educational and career pathways

Develop integrated and contextualized programs based on community needs and regional career and college pathways.

EP 3 Expand access to quality services for underserved areas and populations

Increase access to educational opportunities for under-served populations (high-need neighborhoods, incarcerated and re-entry individuals, generation 1.5, adults with disabilities) by creating on-ramps and targeted support for educational pathways. (Use findings from EP 1.)

CATS Action Projects

ESL	ABE/ASE	CTE
1. Academic "Bridge to Skyline" Curriculum Alignment 2. Accelerated preparation for Skyline College Career Advancement Academies 3. Pathway to ECE: Foundations Certificate	1. GED/ESL "Ready to Work" program **Employer Engagement** 2. CTE mentors and guest speakers 3. New innovations in the field 4. Most current materials to align 5. Career centers lay a role, outreach, work with students 6. Hands on outreach activities, build rapport of employers 7. Measures of accountability for employers and students 8. Internships 9. Classes for company's employees to improve skills in exchange for providing time off for employees to attend classes 10. Evaluations of internships to ensure quality	1. Accelerated preparation for Skyline College Career Advancement Academies 2. Pathway to ECE: Foundations Certificate

	11. Recommendations as a result of internships 12. Companies take active role in classes, speakers, Workshops 13. Alumni network for follow up 14. Identify point people for these network	

STRATEGY AREA 2 – Transition and Support Services

ST1 Align educational planning, placement, support, and follow-up

Develop an aligned intake and educational/career planning, placement and support services delivery approach.

ST2 Provide transition support services

Assist students to transition successfully to post-secondary education, including strategies to ensure students are aware and prepared for the academic expectations and know of available support services.

ST3 Coordinate student outreach and communication

Develop a coordinated outreach and recruitment approach for the aligned system.

CATS Action Projects		
ESL	**ABE/ASE**	**CTE**
Alignment of Assessment and Placement 1. Interpreting services for orientation employing student assistants 2. Early career assessment in multiple languages about career paths 3. Goal setting aligned to career pathways. Career awareness component with Skyline possibilities added to AS curriculum. Special class presented by adult school or at adult school by college personnel for	**Alignment of Assessment and Placement** 1. Help students see opportunities beyond their initial goal. Educate them that they can return after they achieve their immediate goal. Maintain ongoing engagement with the students. 2. Use multiple assessments 3. Have community college counselors go to adult schools to provide counseling. Adult schools	**Alignment of Assessment and Placement** 1. Align calendars 2. Leverage resources 3. Align assessments for placement for English and math modeled on ESL transition 4. Provide placement tests on adult school sites 5. Financial aid for concurrent students

college readiness skills, goal setting, preparing for placement test Collaboration with Chamber of Commerce for Job Fair and employment outlook 4. College counselor at Adult School to help students define goals and connect to appropriate pathway 5. College placement testing to take place at the Adult School sites. Combine placement testing with some counseling. 6. Shared data to follow Adult School students' progress in college. 7. Compensated time for alignment activities 8. Student interviews about obstacles/difficulties 9. Field trips from Adult Schools to Skyline to see career classrooms/meet Skyline students & instructors 10. Outreach to students/families 11. Outreach to community centers 12. College students "who look like me" give presentations to adult school students about college as an option **Transition** 13. Counseloßrs/transition 14. Transition adviser for both AE/college 15. Coordinating advising between the two systems **Wraparound Support**	lack counseling. They need to go on a regular basis. This will build a relationship between college and adult school staff. 4. Leverage the teaching and basic skills innovations at the colleges, for example, SSSP, learning communities, supplemental instruction, and acceleration initiatives 5. Make test prep (Boot Camp /Jefferson) or Math Jam (Skyline) mandatory to do real assessment on basic skills. A strong orientation pathway before testing will inform the potential student and facilitate a successful entrance and completion of requirements. 6. Creating a clear pathway for GED and college testing practices, with check points before and after enrollment occurring in a timely manner. 7. Offering a schedule of Prep opportunities for practice to inform student about the material to be tested and the ways to refresh knowledge as ways of testing in order to respond well through the process. **Transition** 8. Create a planning group to develop the transition services with everyone at the table.	

16. Look at existing duplicated resources (SSF adult child Parent Observation class – could it be maximized to serve evening classes' need for child care?) 17. Leverage existing services and collaborate 18. Connections with Social Services and easy referral 19. Transportation infrastructure	9. Ensure that the transition services creates a sense of options for students, to shift career directions and transfer options. 10. Assess students as part of transition services. Where are students in their skills and In their career trajectory. 11. Provide career planning assistance to define the feasible next steps based on students' background, skills and preparation. 12. Mentor students to provide motivation 13. Engage community members and employers to provide exposure to careers, job shadowing, internships, etc. **Wraparound Support** 1. Bring in social services to ID existing programs 2. Conduct a geographic resource analysis 3. Find physical space to provide services 4. Survey to determine needs, intake process 5. Identify areas of greatest need 6. Counselors join instructor planning, industry professional/contextualized counseling 7. Evaluate progress, financial	

	support continues, flexible schedules (day/evening) 8. Peer mentoring, program completers 9. Identify sources of funding 10. Work with transit authorities, bus pass 11. ID cards for adult schools	

STRATEGY AREA 3 – Instructional Effectiveness

IE1 Explore opportunities for articulation, dual enrollment and co-location

Allow students to accelerate their completion of college-level classes and gain experience in college expectations and norms.

IE2 Integrate and contextualize ABE/ASE and ESL with career exploration, readiness and pathways

Support ongoing alignment and integration of ABE/ASE and ESL to broadly relevant career topics and specific pathways, as well as life skills and soft skills.

IE3 Support effective teaching and learning

Support instructors to expand their existing effective classroom practices and evaluate and adapt promising instructional practices from other disciplines and institutions.

CATS Action Projects

ESL	ABE/ASE	CTE
Curriculum/Assessment Alignment 1. Provide long-term support as this is a 3-5 year project 2. Provide credit if same assessment from Adult Education – recognized exit criteria 3. Classes at both sites: college as AS and vice versa 4. Managed enrollment for all AS classes 5. Create adult ESL Common Core-aligned assessment (currently it's all	**Curriculum/Assessment Alignment** 1. Align curriculum so that a student passing an adult school class would be eligible to directly enter a community college class with no test. 2. Map Skyline's SLO's onto the Jefferson Adult GED course modules, so that an AS student would know where they fit with regard to Skyline courses 3. Contextualize GED courses to	1. Co-teaching

K-12). Additionally, align assessment so that both systems are using the same test, or at least the same descriptors. WIA funding requires use of CASAS – we may need to involve WIA 6. Curriculum mapping 7. Study skills/academic readiness/soft skills 8. Counseling at AS 9. Work with local business/industries 10. Align curriculum 11. Professional development 12. Team teaching 13. Cohort instruction and Co-teaching ▪ Students stay with same teacher for several levels of instruction at college ESL in order to build in persistence. ▪ Community College and Adult School teachers co-teach highest level at Adult School and cohorts entry level at college ▪ Same teacher to teach ESL 400 and English 100 to help ESL students transition to native English classes 14. Contextualized instruction at Adult School ▪ Develop a class with some elements common to CTE instruction (soft skills, common work vocabulary)	Skyline English and Math courses 4. Concurrent enrollment at both programs, sharing information to assist student on which level is most beneficial, adult education or college. 5. GED for trades, college prep, health, ESL 6. Shorter classes per semester 7. Potential career tracks that have great interest 8. Professional development, RA, L.D. (Reading Apprenticeship, L.D.?) 9. Individualized and differentiated instruction 10. Assigning teachers together 11. Technology staff/resources 12. Both transfer and CTE 13. Foundational ABE courses needed 14. Offer alternatives for practice and refresh information, like weekend classes or 1-week intensive class on math, social studies, science formatted as modules so that each person may choose which module is what they need, i.e., science or math instead of social studies. **Concurrent** 15. Develop processes to make concurrent enrollment work, i.e., make sure the students have the right skills for the class, and provide adequate	

	advising/counseling so they are placed into the right concurrent class. 16. Concurrent enrollment at both programs: assist student on which level is most beneficial, adult education or college. 17. Adult Ed and college should each know what the lowest / highest class levels are. 18. Community classes on Saturdays at colleges could be an introduction for the adult education students to experience “being in college” at the college campus. 19. Concurrent allows shared learning experiences; being in classes together. **Overall Goals** 20. Prioritize a long-term AA/CC partnership exchange ongoing information on student needs, enrollment opportunities, school curriculum, etc. 21. The warm hand-off approach - orientation and referral process must include follow-through to verify the student’s outcome. 22. Collaboration on a clear pathway to enrollment and successful follow-through needs backing of the top authority in each campus to delegate and monitor the implementation of the goals when	

	the support staff changes.	

ACCEL
SAN MATEO COUNTY

Creating Pathways to Success for Adult Students

Draft Regional Comprehensive Plan

Central CATS Action Project Options

The strategies and improvement options in this report were identified at the CATS Open Forum held on October 13, 2014 at the College of San Mateo.

CATS Team Co-Facilitators

Jennifer Taylor-Mendoza, Dean of Academic Support and Learning Technologies

Lisa Dolehide, ESL Instructor, San Mateo Adult School

December 5, 2014

STRATEGY AREA 1 – Educational Pathways

EP 1 Conduct Periodic Community and Workforce Needs Assessments

Assess multiple community and workforce need indicators to identify need for new or modified programs. Need indicators include workforce development, demographics, and needs of special populations (veterans, adults with disabilities, re-entry).

EP 2 Align with educational and career pathways

Develop integrated and contextualized programs based on community needs and regional career and college pathways.

EP 3 Expand access to quality services for underserved areas and populations

Increase access to educational opportunities for under-served populations (high-need neighborhoods, incarcerated and re-entry individuals, generation 1.5, adults with disabilities) by creating on-ramps and targeted support for educational pathways. (Use findings from EP 1.)

CATS Action Projects		
ESL	**ABE/ASE**	**CTE**
• San Mateo Adult School "transition to college pathway" - Writing Intensive & Academic Reading Pilot.		

STRATEGY AREA 2 – Transition and Support Services

ST1 Align educational planning, placement, support, and follow-up

Develop an aligned intake and educational/career planning, placement and support services delivery approach.

ST2 Provide transition support services

Assist students to transition successfully to post-secondary education, including strategies to ensure students are aware and prepared for the academic expectations and know of available support services.

ST3 Coordinate student outreach and communication

Develop a coordinated outreach and recruitment approach for the aligned system.

CATS Action Projects

ESL	ABE/ASE	CTE
Alignment of Assessment and Placement 1. Explore the COMPASS test for placement. Are there barriers for the students? Identify what they are. Maybe it's more logistic (applying to the college, then making an appointment). Perhaps the test could be administered at SMAS. As a first step, it was suggested the Adult School teachers will take the COMPASS test. (Contact Carol Ulrich.) 2. Explore the goal setting/identification process at intake; if we can get a better handle on what students' goals are, we can better guide them to the appropriate institution, class and program.	**Alignment of Assessment and Placement** 1. Conduct a CSM career class at the Adult School, perhaps as an embedded unit in the GED class. 2. Provide professional development to Adult School faculty and staff so they can communicate to students what expectations are at the college. 3. Re-evaluate the Adult School intake process so that it is tailored to student needs and goals ("so they don't have to go through processes that aren't relevant to them"). 4. Brief students on options beyond the high school degree or high school equivalency. Many left high school before 11th grade when they would have received information and	

3. Look at other AS to see how they do intake. What works? Can we replicate their models? 4. Explore a checklist to help students know when they are ready for college classes. Whatever "document" we use to help inform a student's decision about their readiness for CSM, it could also be formatted so that CSM could use it to help students determine if they are not ready for CSM and need to go to the AS. **Transition** 1. Revisit the CSM presentation at SMAS/tour of CSM that Amy used to do. Consider adding in a SMAS alumni mentor component. This mentor program could also serve an outreach function, with students returning to the AS to discuss CSM. This transition model "Needs to be a college priority, not just an Amy Sobel priority." Critical to this is remuneration for key staff's time. 2. Explore the possibility of an "ESL Transition Advisor" who can help students determine CSM readiness, navigate the college application process and offer continuing support (including through an ESL alumni mentor program). Part of this would be to develop a checklist of competencies a student must	guidance about college and careers. 5. Prepare adult school students for the college placement exams 6. Customize and modularize CSM's "Pathways" to college program for adult school students. May need different times of day or lengths, and content appropriate to students with more life and career experience.	

achieve/demonstrate for readiness for CSM.		

STRATEGY AREA 3 – Instructional Effectiveness
IE1 Explore opportunities for articulation, dual enrollment and co-location

Allow students to accelerate their completion of college-level classes and gain experience in college expectations and norms.

IE2 Integrate and contextualize ABE/ASE and ESL with career exploration, readiness and pathways

Support ongoing alignment and integration of ABE/ASE and ESL to broadly relevant career topics and specific pathways, as well as life skills and soft skills.

IE3 Support effective teaching and learning

Support instructors to expand their existing effective classroom practices and evaluate and adapt promising instructional practices from other disciplines and institutions.

CATS Action Projects

ESL	ABE/ASE	CTE
Curriculum/Assessment Alignment 1. Identify ways to measure students' reading level – contact Nancy Paolini about observing her classes as well as using her placement test with some of our students to better inform our alignment. 2. Explore the idea of a Reading Professor from CSM conducting some kind of professional development on teaching reading for the AS teachers. 3. Explore the idea of a transitional reading class co-located at AS 4. Explore the differences between life skill reading and academic reading – how are they similar? What skills are transferable? 5. Explore the possibility of some kind of Bridge program (similar to the summer bridge for HS students) for ESL students.	**Curriculum/Assessment Alignment** 1. Pilot a class that includes foundational basic skills for college within the GED. What are the gaps in the curriculum in areas needed for college success, for example, computers, writing? How does the common core (college and career readiness standards) align with the content and skills needed at CSM? 2. Research how GED passing scores align with college entrance scores. 3. Exchange information on the pedagogical philosophy or overall approach at both institutions. Learn from each other and look for common themes and alignments. It will be helpful to reinforce common elements so that a student transitioning will already have some exposure to the skills and orientations. (For example, CSM uses the Reading Apprenticeship approach along with Habits of Mind. This creates a common language and approach across the college. 4. Conduct joint professional development across with community college and adult	**Curriculum/Assessment Alignment** 1. Contextualize and integrate broad basic skills in basic skills and ESL classes to align to career areas and avoids the challenging of recruiting sufficient numbers of students for programs with narrowly defined content or eligibility requirements.

	school staff. For example, adult school faculty could participate in workshops on Reading Apprenticeship and Habits of Mind. 5. Establish regular in-person collaboration opportunities for adult school and community college faculty and staff to work on alignment of curriculum, assessments and pedagogy. The goal is to sustain a coordinated and aligned system after the planning process. 6. Explore opportunities for co-located classes, for example, the CSM career awareness class at SMACE, and offering reading, writing, math courses at either location.	

ACCEL
SAN MATEO COUNTY

Creating Pathways to Success for Adult Students

Draft Regional Comprehensive Plan

SOUTH CATS Action Project Options

The strategies and improvement options in this report were identified at the CATS Open Forum held on November 4, and November 21 at the Canada College.

CATS Team Co-Facilitators

Lionel de Maine, Natacha Matute (Sequoia Adult School)

Nadya Sigona, David Johnson (Cañada College)

December 5, 2014

STRATEGY AREA 1 – Educational Pathways

EP 1 Conduct Periodic Community and Workforce Needs Assessments

Assess multiple community and workforce need indicators to identify need for new or modified programs. Need indicators include workforce development, demographics, and needs of special populations (veterans, adults with disabilities, re-entry).

EP 2 Align with educational and career pathways

Develop integrated and contextualized programs based on community needs and regional career and college pathways.

EP 3 Expand access to quality services for underserved areas and populations

Increase access to educational opportunities for under-served populations (high-need neighborhoods, incarcerated and re-entry individuals, generation 1.5, adults with disabilities) by creating on-ramps and targeted support for educational pathways. (Use findings from EP 1.)

CATS Action Projects		
ESL	**ABE/ASE**	**CTE**
☐ Review data regarding high growth and demand careers; create new pathways for low skilled and ESL population; develop the courses to prepare students for the career pathways; implement apprenticeship programs ☐ Increase number of ESL classes and mentors at adult school: i.e increase morning ESL Literacy class from 3 days/wk to 5 days/wk, add evening ESL High Intermediate class. Review the pros and cons of replacing the Level 4 class with a Writing class and a Reading class (San Mateo Adult School Model); provide in-class aides for Level 3 and 4 teachers integrating technology into the curriculum.	☐ Provide students with pathways choices at the adult school ☐ Implement the use of Workeys to contextualize some of the teaching ☐ Provide students with college transition services ☐ Select possible pathways that already exist ☐ Create new pathways for low skilled and LD population ☐ Develop the courses to prepare students for the pathways ☐ Review Data regarding high growth and demand careers	☐ Review Data regarding high growth and demand careers ☐ Provide students with pathways choices at the adult school ☐ Select possible pathways that already exist ☐ Create new pathways for low skilled and LD population ☐ Significantly increase outreach and marketing ☐ Explore “Earn as you learn”—funded by industry, govt, foundations ☐ On the training (internships/paid or unpaid)

☐ Partner with Renaissance and JobTrain so that ESL students at SAS and CC so SASS and CC can recommend students to these programs as appropriate. ☐ Implrement mandatory college readiness workshops (study CSM / SMAS example) ☐ Integrate Workkeys into top level ESL classes		

STRATEGY AREA 2 – Transition and Support Services **ST1 Align educational planning, placement, support, and follow-up** Develop an aligned intake and educational/career planning, placement and support services delivery approach. **ST2 Provide transition support services** Assist students to transition successfully to post-secondary education, including strategies to ensure students are aware and prepared for the academic expectations and know of available support services. **ST3 Coordinate student outreach and communication** Develop a coordinated outreach and recruitment approach for the aligned system.		
CATS Action Projects		
ESL	**ABE/ASE**	**CTE**
Alignment of Assessment and Placement ☐ Implement common assessment for placement in adult school and community college ESL classes ☐ Implement common database for students in AS and CC classes.	**Alignment of Assessment and Placement** ☐ Define and implement ways to serve students with disabilities and learning differences; include other agencies such as county, ROP and others ☐ Help the different organizations	☐ standardize on career readiness preparation (workkeys etc) and pathway plan ☐ placement into career classes based on workeys certificates/outcomes ☐ find Spanish assessment and skill development materials—on-lien or paper

☐ Implement "Support for success" on college placement tests (practice tests, word and math jam, etc. Use Math Jam and English jam to provide hands-on practice). *Aren't we doing this already?* **Provide Transition Services** ☐ Hire AS Transition Advisor or Counselor to inform students about college and career pathways, coordinate between JobTrain, Renaissance, and Canada; help students complete college application and financial aid forms, and inform them about scholarships. ☐ Use ACCEL network to share information about new tools and approaches so that it can be a county-wide solution **Provide Support Services** ☐ Provide child care vouchers or make childcare available for students taking AS and/or CC classes. ☐ Provide referrals for community services (SparkPoint?P ☐ Provide therapeutic counseling services both both day and evening AS students. ☐ Workwith SamTrans to provide	understand each other and create awareness of program offerings ☐ Create a joint website for people to access information portal on college and career, course offerings maintained by a working group. Create a resource site, something like the regional transportation but for education and all programs ☐ Use common assessment tools; align assessment, ☐ Hold focus groups of students who have completed and those who did not complete compare results. Create an environment of success, bring students back who have completed ☐ Provide services to students to get them emotionally prepared for college and careers; ,determine students' personality type to better align services ☐ Provide incentive for mentoring students **Provide Transition Services** ☐ Create career development courses at AS ☐ Implement the use ACTs Career Ready 101 or share CC resources such as Eureka ☐ Hire college Transition advisor for	

discounted rates for AS and College students with IDs; explore feasibility of having a bus from EPA aod Canada at selected times of the day (GoogleBux) ☐ Provide academic support – tutors, cohorts, etc. – to students transitioning to college. ☐ Provide book loans ☐ Provide micro loans or a stipend while in the training, that you can pay back after the training	HSD and GED ☐ Recruiters for different programs and Cohorts ☐ Develop marketing tools for programs and campus services ☐ Seek employers for internships ☐ Hire a employment transition Advisor **Provide Support Services** ☐ Address main issues of students at Canada are transportation and child care ☐ Identify all barriers at intake ☐ Hold Community forums ☐ Hire a Bi-lingual Retention Specialist needed for basic case management for every student (modeled after work done by Diana Espinoza at Canada) ☐ Tutoring services at all times and normalizing tutoring(groups and one-on-one) ☐ Student advocate, ambassador, tutor in the class “slammer” ☐ Pay students to be in college(monetary incentives for attendance, GPA achievement and completion) ☐ Find ways to get financial support-explore crowd funding	

	☐ Create Student Success Teams, small group model ☐ Create an alumni association and use as a resource for job development ☐ Provide childcare and transportation support ☐ Incentives and recognition for students provided by campus leaders and community members ☐ Shared the services of each organization ☐ Have a counselor assigned to students with regular check-ins	

STRATEGY AREA 3 – Instructional Effectiveness

IE1 Explore opportunities for articulation, dual enrollment and co-location

Allow students to accelerate their completion of college-level classes and gain experience in college expectations and norms.

IE2 Integrate and contextualize ABE/ASE and ESL with career exploration, readiness and pathways

Support ongoing alignment and integration of ABE/ASE and ESL to broadly relevant career topics and specific pathways, as well as life skills and soft skills.

IE3 Support effective teaching and learning

Support instructors to expand their existing effective classroom practices and evaluate and adapt promising instructional practices from other disciplines and institutions.

CATS Action Projects

ESL	ABE/ASE	CTE
Curriculum/Assessment Alignment ☐ Create GED Jam program (for math and English), similar to Math and Word Jam provided by Cañada for high level (ESL 400) students. ☐ Provide a s transition pathway from ESL to ABE classes; determine criteria for transitioning to ABE vs. CC ESL classes. **Innovations to accelerate student success** ☐ Define career and technical education pathways, develop curriculum for those classes; hire a second teacher who is an expert in the content area. ☐ Integrate advising into the curriculum – themes each week, e.g., college and career awareness, career planning, financial aid. This could be part of an EL Civics course.	**Curriculum/Assessment Alignment** ☐ Create workgroup to define steps needed for adults to "concurrently" enroll in CC ☐ Provide transition courses that are taught at SAS ☐ Identify transition workshops such as College Success courses or JAM courses to bridge students who complete their GED or HSD mid semester ☐ Explore CTE courses that can taught at SAS ☐ Create Mentoring and peer tutoring groups ☐ Explore best courses for dual enrollment **Innovations to accelerate student success**	☐ Engage students in career advising from first point of entry ☐ Engage employers in career advising for students from first point of entry ☐ Engage employers in pathway development from step selection onwards. Create a Pathway Advisory Counsel ☐ Carrer exploration to help select clasee ☐ Job Readiniess workshops ☐ Conteztualized ESL for each pathway ☐ Conteztualized ABE/ASE for pathways ☐ conteztualise college class for career pathways—certificate focus rather than AA ☐ co-teaching pathway classes with industry reps ☐ co-teach vocational classes with ESL ☐ incorporate industry programs into

	☐ Explore ways to create intensive courses in English and Math ☐ Share learning center resources ☐ Create career pathways for low skilled students (6th to 9th grade and under) ☐ Create CTE pathways for HSD or GED grads ☐ Test flipped learning courses at SAS ☐ Develop Apprentice programs ☐ Integrate Workeys into all SAS classrooms including a career aptitude assessment ☐ Map out Workeys to CC ☐ Explore team teaching (Academics and CTE) ☐ Provide PD for professors and teachers to implement strategies for LDs and learning styles	pathways ☐ get industry sponsorship ☐ provide case-manager/navigator at point of entry regardless of organization ☐ Allow concurrent credits at SAS, CC and JT ☐ Create Mentoring and peer tutoring groups ☐ Incorporate distance learning (such as Wadwani Health care) into classes ☐ Incorporate computer literacy into classes ☐ bridge modules prior to transition to JT clases

STRATEGY AREA 4 – Professional Development

PD1 Conduct ongoing regional professional development

Develop a regionally coordinated and leveraged professional development program to support effective implementation of the strategies above.

PD2 Support cross agency learning communities

Create ongoing forums for ongoing improvements and refinements supported by professional development.

CATS Action Projects

*** Professional development is mentioned in the action items in Strategy Areas 1-3**

ESL	ABE/ASE	CTE
☐ Hold meetings once a semester for CC and AS faculty to align curriculum and identify gaps in curriculum ☐ Provide professional development for Adult School teachers teaching reading and write college-prep classes ☐ Provide professional development for integrating technology into the curriculum per the AS technology plan.		

STRATEGY AREA 5 – Collaborative Leadership

CL1 Participate in regional leadership for a competitive and equitable region

ACCEL will participate in regional leadership groups to support the development of a competitive and equitable region.

CL2 Develop ACCEL's collaborative infrastructure and data systems

Maintain and expand ongoing regional collaboration for adult education across educational, community, social service and business partners.

CL 3. Increase and leverage resources to support adult education access and success

Develop resources to implement the intensive programming, support services and collaboration needed for best-practice educational pathways.

CATS Action Projects

Brainstorm action steps to support and maintain CATS collaboration.

ESL	ABE/ASE	CTE
☐ Tie career and technical education programs to partnerships ☐ Form technical advisory committees ☐ Hire apprenticeship manager ☐ Hire industry partnership manager	☐ Develop internship programs ☐ Develop apprentices programs ☐ Explore the use of Workeys to match students skills to jobs ☐ Develop and publicize partnerships with local employers who designate the required skills for jobs and upon certification of skills by SAS ☐ Welcome groups from different organizations, career college day ☐ Accept higher education as an outcome for JobTrain (i.e. not just jobs placement)	

Attachment D: Labor Market Information

This attachment presents data on “occupations of opportunity.” The research was conducted by Working Partnerships USA under the Silicon Valley ALLIES Department of Labor Workforce Innovation Grant, a partnership of ALLIES, San Mateo County Workforce Development, labor, CBOs, the Silicon Valley Community Foundation and others (see svallies.org). The work is contributed to ACCEL by the SV ALLIES initiative, which is a partner of ACCEL in support the success of adult learners.

EP 1Occupations of Opportunity Requiring HS or Less - San Mateo / San Francisco

Occupation	Projected Job Openings Over 10 Years	25th Percentile Hourly Wage	Median Hourly Wage	75th Percentile Hourly Wage	Minimum Education Required
Property, Real Estate, and Community Association Managers	1,950	$16.70	$34.87	$54.47	HS diploma + 1 to 5 years experience
Computer Support Specialists	2,250	$22.12	$31.94	$44.08	Some college + medium-term OJT
Teacher Assistants (1)	2,270	n/a	$16.18	n/a	Some college
Police and Sheriff's Patrol Officers	2,050	$42.26	$48.38	$54.50	HS diploma + medium-term OJT
Security Guards	3,820	$12.07	$14.17	$17.25	HS diploma + short-term OJT
First-Line Supervisors of Food Preparation and Serving Workers	2,870	$13.93	$17.91	$23.01	HS diploma + 1 to 5 years experience
Bartenders	2,860	$10.40	$11.53	$17.28	Less than HS + short-term OJT
Maids and Housekeeping Cleaners	4,570	$12.66	$17.59	$20.86	Less than HS + short-term OJT
Landscaping and Groundskeeping Workers	2,570	$11.96	$13.82	$17.15	Less than HS + short-term OJT
First-Line Supervisors of Retail Sales Workers	1,970	$16.37	$21.24	$28.65	HS diploma + 1 to 5 years experience
First-Line Supervisors of Office and Administrative Support Workers	3,460	$23.31	$30.78	$39.67	HS diploma + 1 to 5 years experience
Customer Service Representatives	4,180	$15.30	$21.24	$28.22	HS diploma + short-term OJT
Receptionists and Information Clerks	2,090	$13.44	$16.59	$19.31	HS diploma + short-term OJT
Stock Clerks and Order Fillers	3,010	$9.58	$11.84	$16.77	Less than HS + short-term OJT
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3,510	$15.91	$20.36	$25.79	HS diploma + short-term OJT

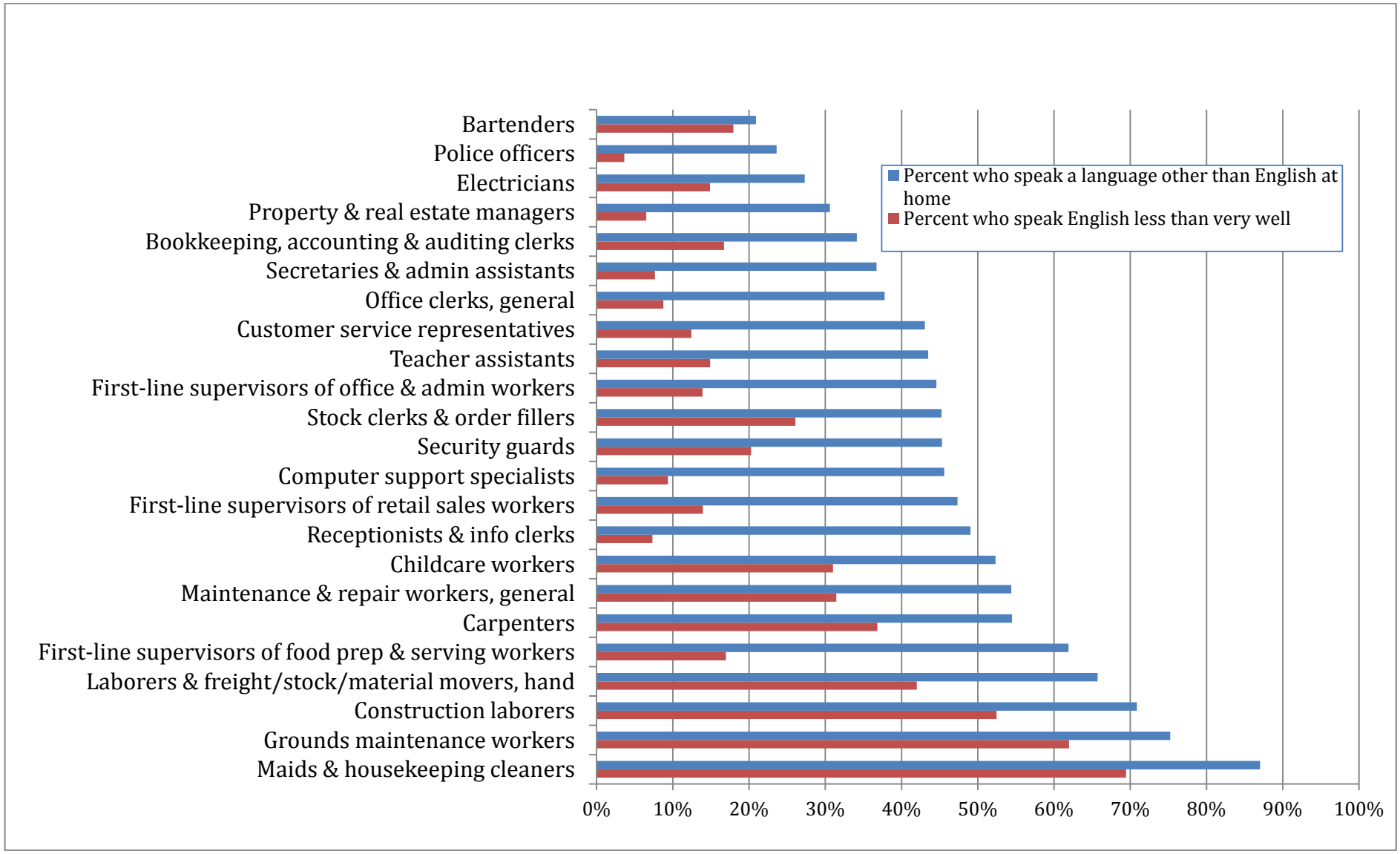
Office Clerks, General	5,230	$12.81	$18.14	$23.94	HS diploma + short-term OJT
Carpenters	2,680	$21.83	$28.86	$38.82	HS diploma + apprenticeship
Construction Laborers	2,930	$17.37	$24.91	$29.56	Less than HS + short-term OJT
Maintenance and Repair Workers, General	2,050	$16.74	$22.79	$30.74	HS diploma + long-term OJT
Laborers and Freight, Stock, and Material Movers...	3,940	$11.02	$13.75	$17.80	Less than HS + short-term OJT

EP 1Occupations of Opportunity Requiring Associate's, Bachelor's or Professional Degrees - San Mateo / San Francisco

Occupation	Projected Job Openings Over 10 Years	Median Hourly Wage	Minimum Education Required
Marketing Managers	2,110	$76.13	Bachelor's degree + 1-5 years experience
Computer and Information Systems Managers	2,620	$80.72	Bachelor's degree + >5 years experience
Financial Managers	2,220	$68.61	Bachelor's degree + >5 years experience
General and Operations Managers	5,680	$66.97	Associate's degree + 1-5 years experience
Management Analysts	5,450	$50.00	Bachelor's degree + 1-5 years experience
Market Research Analysts and Marketing Specialists	5,630	$51.22	Bachelor's degree
Accountants and Auditors	6,060	$38.06	Bachelor's degree
Financial Analysts	2,470	$51.90	Bachelor's degree
Computer Systems Analysts	3,800	$47.24	Bachelor's degree
Computer Programmers	2,290	$46.21	Bachelor's degree
Software Developers, Applications	7,250	$57.14	Bachelor's degree
Software Developers, Systems Software	4,980	$63.58	Bachelor's degree
Web Developers	1,910	$43.14	Associate's degree

Medical Scientists, Except Epidemiologists	2,060	$52.83	Professional degree
Lawyers	3,640	$85.93	Professional degree
Elementary School Teachers, Except Special Education	2,800	$29.42	Bachelor's degree
Registered Nurses	4,790	$60.40	Associate's degree

EP 1 Characteristics of workers in occupations of opportunity (among occupations that do not require a college degree)



ACKNOWLEDGEMENTS

Co-Directors

Gregory Anderson, PhD, Vice President of Instruction, Cañada College

Larry Teshara, Director, San Mateo Adult School

Project Manager

Tim Doyle, Assistant Director, San Mateo Adult School

Steering Committee

Adele Berg	CTE Administrator, San Mateo County Office of Education
Diana Rumney	Director, Jefferson Adult School
Gregory Anderson	Vice-President of Instruction, Cañada College
Jennifer Castello	ESL Professor, Department Coordinator, Cañada College
Jennifer Taylor-Mendoza	Dean, Academic Support & Learning Technologies, College of San Mateo
Joan Rosas	Associate Superintendent, County Office of Education
John Corry	Assistant Superintendent, Cabrillo Unified
Larry Teshara	Director, San Mateo Adult School
Leigh Anne Shaw	CSI Representative, Skyline College
Lionel de Maine	Chief Operating Office, Sequoia Adult School
Lisa Dolehide	ESL Instructor, San Mateo Adult School
Majken Talbot	ASE Instructor, Jefferson Adult School
Mary Gutierrez	Dean, Language Arts, Skyline College
Melvin Hom	Math Professor, College of San Mateo
Michael Coyne	Director, South San Francisco Adult School
Nadya Sigona	Basic Skills Academic Counselor, Cañada College
Natacha Matute	Sequoia Adult School
Patricia Brown	ESL Instructor, San Mateo Adult School
Raj Bechar	Principal, Pilarcitos Continuation High School and Adult Education, Cabrillo Unified School District
Seemaa Prasad	Instructor, South San Francisco Adult School
Tim Doyle	Assistant Director, San Mateo Adult School

Collaborative Action Teams

Coast

Jenny Castello, ESL Professor, Department Coordinator, Cañada College (Co-Facilitator)

Joan Rosas, Associate Superintendent, County Office of Education (Co-Facilitator)

Rajan Bechar, Principal, Adult Education and Pilarcitos Continuation High School and Alternative Education, Cabrillo Unified (Co-Facilitator)

John Corry, Assistant Superintendent, Personnel and Pupil Services, Cabrillo Unified

Larry G. Buckley, PhD, President, Cañada College

Elizabeth Schuck, Associate Superintendent, Cabrillo Unified

Jackie Sullivan, Administrative Assistant IV, Pilarcitos Continuation High School and Alternative Education, Cabrillo Unified

Rosalva Segura, Migrant Program Specialist, Cabrillo Unified

Allison Silvestri, Principal, Half Moon Bay High School, Cabrillo Unified

Lalo Lopez, Principal, Cunha Intermediate School, Cabrillo Unified

Linda Souza, former Adult Education teacher

Amy Wooliever, Superintendent, La Honda Pescadero

Rita Mancera, Puente de la Costa Sur

South

Nadya Sigona Basic Skills Academic Counselor, Cañada College (Co-Facilitator)

Natacha Matute, Counseling and Support Services, Sequoia Adult School (Co-Facilitator)

David Johnson, Dean of Humanities and Social Sciences, Cañada College

Noel Chavez, College Recruiter, Cañada College

Raymond Lapuz, Professor, Mathematics, Cañada College

Elizabeth Weal, ESL Instructor, Sequoia Adult School

Sandra Sharp, ABE, HSD and GED Instructor, Sequoia Adult School

Lionel de Maine, Chief Operating Officer, Sequoia Adult School

Ruben Avelar, Manager of Client Services, Job Train

Central

Jennifer Taylor-Mendoza, Dean, Academic Support & Learning Technologies, CSM (Co-Facilitator)

Lisa Dolehide, ESL Instructor, San Mateo Adult (Co-Facilitator)

Amy Sobel, ESL Professor, CSM

Krystal Romero, Director of Student Support Services, CSM

Theresa Martin, Professional Development Coordinator and Biology Professor, CSM

Ron Beall, Counselor ABE/GED/ASE, San Mateo Adult

Patty Villar, ESL Registrar/Student Support Services, San Mateo Adult

Eric Saavedra, Assistant Director, San Mateo Adult

Patricia Brown, ESL Instructor, San Mateo Adult School

Tim Doyle, Assistant Director, San Mateo Adult School

North

Leigh Anne Shaw, CSI representative, Skyline College (Co-Facilitator)

Seemaa Prasad ESL Teacher; South San Francisco Adult, (Co-Facilitator)

Kay Johnson ESL/Citizenship; Distance Learning; High School Diploma Coordinator, Jefferson Adult

Majken Talbot, ASE instructor, Jefferson Adult

Francisca Wentworth ESL instructor; Instructional Technology Coordinator, Jefferson Adult

Garry Nicol, ESL faculty, Skyline College

Julie Carey, VESL faculty, Skyline College

Javier Urena, Counselor, Skyline College

Jon Freedman, Math faculty, Skyline College

CAL Pass Plus

David Johnson

Consulting Team

Paul Downs, Principal, Paul Downs Consulting

Paul Rosenbloom, Project Manager, ALIGN Consulting

Peter Simon, Senior Consultant, Career Ladders Project

Abby Norris, Norris Policy

Svetlana Darche, Senior Research Associate, WestEd

June Bayha, Senior Research Associate, WestEd

Karina Jaquet, Researcher, WestEd

Cindy Wijma, Researcher, WestEd