



Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number

13-328-53

1.2 Consortium Name

ACCEL San Mateo County

1.3 Primary Contact Name

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1.4 Primary Contact Email

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1.5 Fiscal Agent Name

San Mateo Union HSD

1.6 Fiscal Agent Email

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Table 1.7 – Consortium Membership

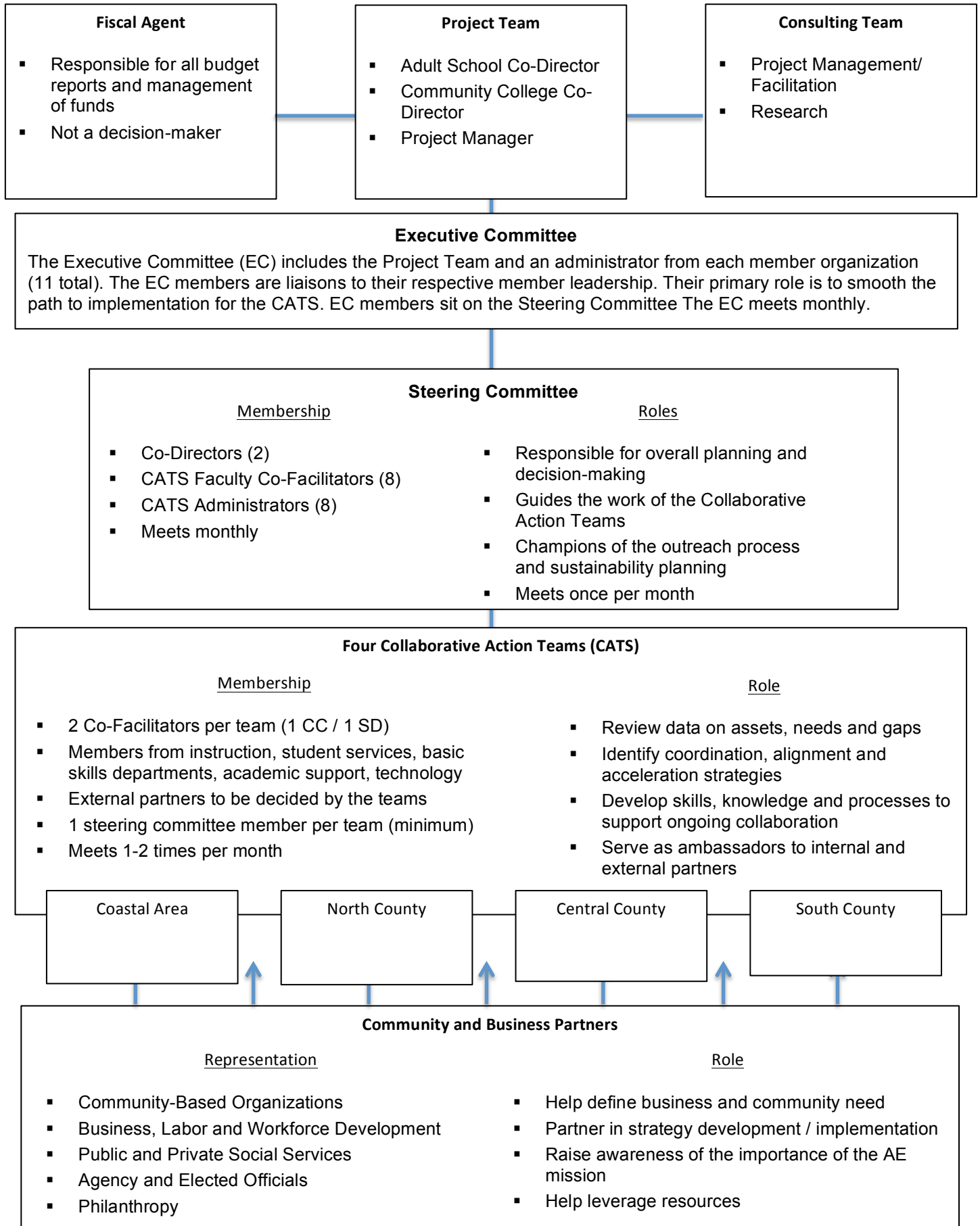
1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
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Jefferson Union HSD	Diana Rumney	650 550-7870	DRumney@juhsd.net	10/6/15
Cabrillo Unified School District	Raj Bechar	650-712-7224	becharr@cabrillo.k12.ca.us	10/13/15
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Skyline College	Mary Gutierrez	650-738-4343	gutierrezm@smccd.edu	9/30/15
San Mateo County Office of Education	Anne Campbell Vera Jacobson-Lundeberg	650-802-5554 650-598-2007	acampbell@smcoe.org vjlundeberg@smcoe.org	10/29/15
La Honda Pescadero USD	Amy Wooliever	650-879-0286	amyw@lhpusd.com	10/13/15

1.8 Governance Template

Submitted separately

1.9 ACCEL Organizational Chart



1.10 Block Grant Fiscal Management and Certifying Officer

San Mateo Union High School District will use existing fiscal procedures to manage the block grant. We will establish standards, protocols, timelines and procedures to collect and roll up grant expenditures for reporting to the state. Certifying Officer is Elizabeth McManus, Associate Superintendent for Business Services.

Section 2: Plan Summary for Program Year 2015-16

2.1 Executive Summary

San Mateo County ACCEL will continue to build collaborative capacity to serve students. Building on the work in 2014-15 of the four Collaborative Action Teams (CATS), we will focus on five strategic priorities:

1. Continued Development and Learning from CATS 2014-15 Pilots: The Collaborative Action Teams (CATS) will explore options for institutionalizing the successes of their planning pilots (Bridge to Skyline, ECE Pathway, GED/ESL “Ready to Work” Bridge, SMAS-CSM College Bridge, GED Jam, Coding Pathway). ACCEL will also continue to support the ongoing development of a restored Adult School on the coast.
2. Adult Pathway Bridge Development: We will build an integrated Pathway Bridge model for adults, modeled on Minnesota Fast TRAC, with progressive levels of transition:
 - Bridge Prep: Intentional focus on work by embedding work skills into beginning adult basic education and ESL
 - Bridge 1: Low intermediate reading, writing, speaking and math contextualized to multiple occupations: Allied Health, Early Childhood Education, ICT/Coding, Sustainable Construction
 - Bridge 2: Occupationally specific bridge using dual enrollment, cohorts, work experience
 - College or other CTE training: stackable certificate programs leading to family sustaining careers
3. Expansion to Meet Needs for Adult Education: ACCEL will add promising-practice instructional and student services to meet unmet need for education and training. Expanded programs will be aligned to the ACCEL Pathway Bridge model.
4. Pathway-Retention Coordinators: ACCEL will hire Pathway-Retention coordinators to help students succeed at higher levels and transition seamlessly between and among educational institutions, employment, and careers.
5. Collaborative Infrastructure: ACCEL will incrementally build out its coordinating structures, including ongoing coordination and facilitation, data and fiscal management, leveraged consortial purchases, and regional strategic partnerships.

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated).

Table submitted separately.

Section 4: Overview of 2015-16 Action Plans

4.1a AEBG Regional Assessment Plan

ACCEL will continue to use existing tools for all phases of assessment and develop greater levels of alignment across ACCEL to be consistent with our Pathway-Bridge model (see Objective 3 in Section 4).

Initial assessment and placement

- CASAS Reading, Listening, Mathematics
- English Oral Communication Interview
- Student High School Transcripts
- SMCCCD Compass

Progress assessments

- CASAS Reading, Listening, Mathematics
- CASAS Writing (Jefferson/San Francisco/Skyline)
- Hi-Set (South San Francisco)
- English Oral Communication Interview
- Student High School Transcripts-course completions
- CTE course completions
- GED exam (pass/fail)

Moving among the schools

- High School Transcripts
- College District-COMPASS (entry test)
- High School Equivalency certificate
- Achievement of CASAS plus a writing sample
- Passing highest level Adult School ESL

Resources

Minnesota Fast TRAC

National Work Readiness Certificate

ACT WorkKeys

National Reporting System (Adult Education)

4.1b Student Enrollment, Demographics, and Performance Tracking

ACCEL will use existing data tracking tools and build towards a common or aligned management information system for our students that will track targeted program outcomes. Adult schools will work with the colleges as they move toward multiple measures to define college entry points based on level completion.

The overall tracking approach is for teachers to report weekly on

- Demographic changes
- Report if students pass GED
- Attendance, Grades, Course credit
- Course completions

For WIOA students

- We will continue using CASAS TOPS Enterprise
- Core Performance: a sample follow up with students on employment
- CASAS TOPS Update Record (WIOA)

College

- Course completions
- Certificates
- Degrees
- Score card metrics

4.1c – Objective 3: Other Key Integration and Seamless Transition Activities

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
1. Region wide development of Bridge Prep and Bridge 1 ACCEL will coordinate curriculum development for a Bridge Prep and Bridge 1 approach that will be common across San Mateo County.	Under way	All	Curriculum infusing career awareness into ABE/ASE and ESL A San Mateo County career sampler	Completion of tools and materials for each pathway element. Engagement of faculty, staff and administrators
2. CATS Pilot Projects to build Bridge 2 Each CAT will develop Pathway Bridges to link students to employment and college. ACCEL will provide faculty release time	Under way. 10/16/15 Pathway Bridge Institute Team meetings Jan-June 2016	All	Model curricula, student service approaches, transition agreements Bridge 2. Detailed pathway maps, plans and agreements for Allied	Completion of tools and materials for each pathway element. Engagement of faculty, staff and administrators

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
and professional development to support bridge development.			Health, Early Childhood Education, ICT/Coding, Sustainable Construction	
3. Transition coordinators ACCEL will transition coordinators to ensure students can navigate the transitions between adult schools, colleges and employment.	Hire staff by March or April 2016	All	Student awareness of transition Increased transitions Increased retention	ACCEL Steering Committee developmental, formative, and summative assessments of coordinators
4. ACCEL collaborative infrastructure Provide fiscal management, data services, facilitation, coordination, and partnership development on behalf of ACCEL as a whole. Hire staff as necessary for ACCEL coordination and fulfillment of state accountability requirements and fiscal management.	Ongoing	All	Consortium effectiveness Effective transitions Leveraged resources Accountability for AB 104 funds.	See Section 6.4
5. Provide technology, facilities improvements, equipment, supplies and other supports for effective collaboration and transitions Provide needed resources.	Ongoing	All	Overall program effectiveness	Program outcomes

4.2 - Objective 4: Key Activities for Addressing Gaps

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
1. Add classes and/or sections in ABE/ASE aligned to the Pathway-Bridge Model.	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
2. Add classes and/or sections in ESL/citizenship aligned to the Pathway-Bridge Model.	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
3. Add classes and/or sections in CTE aligned to the Pathway-Bridge Model.	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
4. Implement online/hybrid, colocation, alternate time of day program delivery options	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
5. Develop options for delivering education at worksites	Winter, Spring and Summer 2016		Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
6. Explore transportation options	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
7. Provide coordinated outreach and communication to students	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys

4.3 - Objective 5: Key Activities for Accelerating Student Progress

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
1. Develop tools and promising practice guidelines to support integration and contextualization of basic skills to educational and career pathways.	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
2. Provide regional professional development and technical assistance for acceleration approaches (contextualization, compression, individualized instruction, competency-based models).	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
3. Support collaboration between ESL, ABE/ASE and CTE faculty to promote contextualization.	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
4. Align assessments for placement based on successful promising practices such as ESL alignment at Sequoia-Cañada and Skyline-Jefferson-South San Francisco.	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys

4.4 - Objective 6: Key Activities for Professional Development Collaboration

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
1. Conduct regional professional development on Work Keys Career Ready 101	Winter, Spring and Summer 2016	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
2. Provide Pathway-Bridge Institutes	November, February, May	All	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys

4.5 - Objective 7: Key Activities for Leveraging Structures and Assets

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
1. Explore collaboration with WIB to support ACCEL Pathway Bridge model	San Mateo County / NOVA Workforce Investment Board	TBD	All	2015-16	TBD	MOUs for collaboration Financial contributions In-Kind contributions
2. Continue discussions with partners to identify collaborative projects and referral processes	<ul style="list-style-type: none"> Human Services Agency WIB County Probation County Office of Education Adult Schools Delta College CBOs 	TBD	All	2015-16	TBD	MOUs for collaboration Financial contributions In-Kind contributions
3. Conduct an annual CBO convening	<ul style="list-style-type: none"> Building Skills Partnership El Concilio International Institute 	TBD	All	2015-16	TBD	MOUs for collaboration Financial contributions

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
	<ul style="list-style-type: none"> ▪ Nuestra Casa ▪ Puente de la Costa Sur ▪ Refugee Transitions ▪ Upwardly Global ▪ Community Gatepath ▪ WIB ▪ Samaritan House ▪ Job Train ▪ Renaissance Entrepreneurship Center 					In-Kind contributions

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated).

Table submitted separately.

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service and 6.2 Project Performance Outcome Targets.

Table submitted separately.

6.3 Optional


Nothing to submit at this time.


6.4 Consortium Evaluation and Effectiveness

ACCEL is considering the following approaches and methods to evaluate consortium effectiveness:

- Baseline data (number of students, learning outcomes (transition to community college and the workforce))
- Improvement in TopsPRO Data integrity report
- Implementation of alignment projects (developing bridges, hiring transition staff, etc.)
- Collaboration metrics (member participation, member assessments of effectiveness, adherence to plans and agreements, use of shared agreement for decisions)
- Awareness metrics (student, community, partners and staff awareness of the ACCEL collaborative approach and aligned programs)

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