

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-53	53 ACCEL (San Mateo)

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Doyle, Tim	Assistant Director	(650) 558-2102	tdoyle@smace.org

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Doyle, Tim	Assistant Director	(650) 558-2102	tdoyle@smace.org

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Wooliever, Amy	La Honda-Pescadero Unified School District	(650) 879-0286	amyw@lhpusd.com	10/13/2015
Jacobson-Lundeberg, Vera	San Mateo County Office of Education	(650) 598-2007	vjlundeberg@smcoe.org	10/29/2015
Taylor-Mendoza, Jennifer	San Mateo County Community College District	(650) 574-6572	mendezaj@smccd.edu	09/30/2015
Guttierrez, Mary	San Mateo County Community College District	(650) 738-4343	guttierrezm@smccd.edu	09/30/2015
Rana, Anniqua	San Mateo County Community College District	(650) 306-3470	rana@smccd.edu	09/30/2015
Wentworth, Francisca	Jefferson Union High School District	(650) 550-7874	fwentw@juhsd.net	10/06/2015
Coyne, Mike	South San Francisco Unified School District	(650) 877-8700	mcoyne@ssfusd.org	10/06/2015
Anderson, Gregory	San Mateo County Community College District	(650) 306-3353	andersong@smccd.edu	09/30/2015
Doyle, Tim	San Mateo Union High School District	(650) 558-2102	tdoyle@smace.org	10/13/2015
DeMaine, Lionel	Sequoia Union High School District	(650) 306-8866	ldemaine@seq.org	10/06/2015

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- Yes
 No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

[accelgovernancetemplaterevised201617.docx](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

[accelorchart1617.jpg](#)

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

We have decided to go with the direct funding model. Some operating funds will be retained by the San Mateo Union High School District which will hire an Executive Director for ACCEL. The Executive Director will be responsible for working with member agencies to collect the county-wide information on expenditures as well as outcome data. The program manager, Tim Doyle, will be responsible for these roles until the Executive Director is hired.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- Yes
 No

ACCEL uses direct-funding. Member Agency allocations approved by the steering committee are provided directly to the member agencies. The San Mateo Union High School District holds and administers funds available for consortium-wide activities.

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
South San Francisco Unified School District	\$1,043,398
Sequoia Union High School District	\$1,362,621
San Mateo Union High School District	\$4,626,023
La Honda-Pescadero Unified School District	\$0
Jefferson Union High School District	\$1,338,391
Cabrillo Unified School District	\$259,273
San Mateo County Office of Education	\$0
San Mateo County Community College District	\$483,580
Total	\$9,113,286

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

San Mateo County ACCEL will continue to develop collaborative capacity to serve students. Building on the 2015-16 work of the four Collaborative Action Teams (CATs), North County, Central County, South County and Coast, we will focus on five strategic priorities:

1. **New Staff Team Development:** ACCEL will support the development of an engaged and robust staff of new hires that includes an Executive Director, Transition Coordinators at each Community College campus and Career Navigators at each of the Adult Schools. The new team will coordinate with the CATs to provide leadership on the creation of the Adult Pathway Bridges to college and career.
2. **Continued Development and Learning by the CATs:** The Collaborative Action Teams (CATs) in conjunction with local ACCEL staff will develop existing or planned programs such as the ESL Academic Bridge to Skyline, ECE Pathway, Hospitality Bridge, Sustainable Construction, Career Exploration courses and assessments, Certification programs including North Star Digital Literacy, ServSafe Food Handler and Microsoft Office, development of Career Advancement Academies and related contextualized curriculum, assessment prep (ESL and GED Jam), SMAS-CSM College Bridge, VESL programming on the Coast, Entrepreneurship, Medical Assisting (a partnership between JobTrain, Sequoia Adult School and Canada College), Introduction to Health Careers and the Coding Pathway.
3. **Adult Pathway Bridge Development:** We will continue development of an integrated Pathway Bridge model for adults with progressive levels of transition. The overall bridge development will be supported by the work of the Implementation Design Team (IDT), made up of a cross section of ACCEL Staff and instructional advisers. The work of each team described below will be supported by targeted and ongoing professional development activities.
 - **Bridge Prep:** Intentional focus on work, social, and community integration by embedding these skills into beginning adult basic education and ESL. The Bridge Prep team will adapt the Transition Integration Framework (TIF) for local use.
 - **Bridge 1:** Adult school students beginning at Intermediate ESL and ABE levels will complete an interest inventory and learn about local job opportunities and pathways to careers.
 - **Bridge 2:** Occupationally specific bridge using dual enrollment, cohorts, work experience contextualized instruction, co-designed classes for students entering college classes including pathway targets such as Allied Health, Early Childhood Education, ICT/Coding, and Sustainable Construction
 - **Other College or other CTE training:** Stackable certificate programs leading to family sustaining careers
4. **Meeting the Needs for Adult Education:** ACCEL will continue to sustain, develop and implement promising-practice instructional and student services to meet unmet needs for education and training. Expanded programs will be aligned to the ACCEL Pathway Bridge model. ACCEL will also continue to support the ongoing development of La Costa, the recently restored adult school on the coast.
5. **Collaborative Infrastructure:** ACCEL will incrementally build out its coordinating structures, including ongoing coordination and facilitation, data and fiscal management, leveraged purchases, and regional strategic partnerships.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Building Skills Partnership	CBO	<ul style="list-style-type: none"> • Job skills and VESL for property service workers • Citizenship, digital literacy, health/wellness, financial literacy, college access
Community Gatepath	CBO	<ul style="list-style-type: none"> • Literacy • Assessment • Case management • Occupational training • Mentoring • General counseling • Job development and coaching
County Probation	County Agency	<ul style="list-style-type: none"> • Referrals • GED prep
El Concilio	CBO	Support Services
Human Services Agency	County Agency	Support Services
International Institute	CBO	<ul style="list-style-type: none"> • ESL/Citizenship • Immigration Services
JobTrain	CBO	<ul style="list-style-type: none"> • GED/HSE • Assessment • Case Management • CTE Training • ESL • Counseling • Career Development • Support services • Peninsula Works One-Stop
NOVA Workforce Investment Board	Workforce Development	<ul style="list-style-type: none"> • 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
Nuestra Casa	CBO	<ul style="list-style-type: none"> • Literacy • ESL • Case management • General counseling • Support services: tools needed to receive financial support
Project Read Menlo Park	Agency Program	<ul style="list-style-type: none"> • Literacy • Assessment • ESL • Tutoring • Mentoring • Integrate language training with job search and vocational training
Project Read Redwood City	Agency Program	<ul style="list-style-type: none"> • Literacy • Assessment • Tutoring • Career development: Individualized, goal-directed services for students
Puente de la Costa Sur	CBO	<ul style="list-style-type: none"> • 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
Refugee Transitions	CBO	Support Services
Renaissance Entrepreneurship Center	CBO	<ul style="list-style-type: none"> • Small business development/entrepreneurship training • Financial literacy
Samaritan House	CBO	<ul style="list-style-type: none"> • ESL • Assessment • Case management • Counseling • Financial guidance
San Mateo County Department of Housing	Public Agency	<ul style="list-style-type: none"> • Support services - subsidized housing linked to economic self-sufficiency goals/needs
San Mateo Public Library	Public Agency	<ul style="list-style-type: none"> • Literacy • Pre-GED prep • Career development: resumes, job applications • Support services: childcare
Upwardly Global	CBO	Support Services

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

In April 2015, Canada College, JobTrain and Sequoia Adult School collaborated to pilot a Coding/Web Development class targeted to low-income individuals, with the goal of providing the training and support services students need to transition to high paying jobs and/or college. An assessment process was developed using Career Ready 101 Locating Information test that was determined by the web development teachers to be the most important skill needed for success. Students who did not have the HSE and/or scored low on the test were referred to the Adult School. Qualified candidates took the class as a cohort. Canada College adjusted its classes so as to position them as the next in a sequence if the students wanted higher level certificates.

The first cohort of 23 students graduated in July 26, 2015. A second cohort completed in late 2015 and a third cohort started in January 2016. After the finish of each cohort, the intake, assessment and teaching is adjusted. The program has proven to be an effective collaboration leveraging the expertise of each organization, and providing career pathways for students who traditionally do not have a pathway to the technology field.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

A key success of 2015-16 school year was the restoration of adult school programs on the San Mateo Coast; an underserved area with high need. La Costa Adult School has campuses in Half Moon Bay and Pescadero, serving residents from Montara to Año Nuevo.

During its inaugural semester in Half Moon Bay, La Costa served a total of 267 students; 252 in four levels of ESL and 15 students in GED classes. About half of the students have an 8th grade education or lower and about 73% are employed. Of the 225 students who attended more than 12 hours, 88 were promoted to the next level with a completion rate of 39%.

At the other campus in the more rural town of Pescadero, the majority of students are farmworkers with an even lower level of education. Spanish literacy and conversational ESL classes lay an excellent foundation for students to advance to upper level classes.

Additionally, La Costa hosts a workforce/career exploration class in coordination with Cañada Community College and is spearheading collaboration among other organizations on the coast to serve students fully, avoid duplication and identify gaps in service.

During the 2015-16 school year, South San Francisco and Jefferson Adult Schools recruited students to participate in a Hospitality Pathway program in partnership with Skyline College. The classes were taught by a Skyline College professor at the South San Francisco Adult School. The Fall 2015 class was a not for credit, 12 module course called Hospitality ADVANCE which contextualized Restaurant Operations topics for Intermediate High/Advanced ESL students. The recruitment efforts for the class were successful; 27 students enrolled and 22 students completed. The key challenge was maintaining student interest to participate in the next course in the pathway progression. Of the 22 students from the Fall program only 3 students enrolled in the next course. The class had 9 students, 8 passed and received Skyline credit. Upon reflection, administrators recognized that students who were recruited to participate did not understand the time commitment required or did not have sufficient interest in the hospitality industry to complete the Hospitality Pathway. This experience highlighted the need to work with students in advance of their enrollment in occupationally specific pathway programs to determine their interests and abilities, as well as their availability to complete a program.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

With the Maintenance of Effort (MOE) capped for several years at the 2012-2013 level, Adult Schools were not able to open any new classes and in several instances were forced to limit availability for students in order to stay within budget. With the new money available above MOE, new classes were added at Jefferson Adult, San Mateo Adult, and expanded computer curriculum and availability was added at South San Francisco Adult. La Costa Adult School, in the Cabrillo School District, was the re-opening of the District's closed adult school with a new name. Many students who were traveling from the coast to San Mateo Adult School in the evenings were able to take advantage of a local school where their persistence was much higher. The new school also offered classes for those who did not have the automobile required to travel from the coast in the evenings.

A continuing challenge remains that the level of resources provided makes it difficult to expand services to isolated populations who lack transportation and/or time to come to Adult Schools. Although more resources were provided with the above MOE money, much of those funds were used to pilot offerings that are developing pieces of the pathways to college. Choices needed to be made between addressing unmet needs and developing programs that lead to sustainable careers for

students. It is hoped that with the hiring of a full time Executive Director and other dedicated staff, that we will be able to leverage the resources of other providers to stretch the dollars for each and create more capacity for students who have not been able to attend traditional classes

Section 3: Consortium Expenditures by Program Area and Objective

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
Total	\$0	\$0	\$0	\$0	\$0	\$0	-								

Key
 ▼ = Under
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

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.

- 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/South San Francisco/Skyline)
 - HiSET (South San Francisco)
 - English Oral Communication Interview
 - Student High School Transcripts-course completions
 - CTE course completions
 - GED exam (pass/fail)
 - College & Adult School course completions
- 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)
- CASAS TOPSpro

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
COMPASS	ACT	College Placement Testing
GED	Pearson	High School Equivalence (HSE) testing
High School Equivalence (HSE) testing	ETS	High School Equivalence (HSE) testing

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

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.

ACCEL will also be supporting WestEd/ Ed Results Partnership in the development of an Adult Education Dashboard.

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

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
AIM	Harris School Solutions	Attendance Tracking Demographic Information
ASAP	ASA	Attendance Tracking Demographic Information
COMPASS	ACT	Placement Testing
TOPSpro	CASAS	Standardized Testing in Math, Reading, Listening

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

ACCEL has made strong progress towards the implementation of the 15-16 strategies.

Highlights included:

- Developing of an ACCEL staffing strategy and the successful hiring of an Executive Director, three Transition Coordinators and four Career Navigators
- The continued success of the Steering Committee as a cohesive and collaborative decision making body
- The development of an Executive Committee as a forum for administrator to administrator discussions
- The continued work of the Collaborative Action Teams (CAT) to implement the goals of ACCEL at a local level, supporting curriculum innovation and developing methods to support student success
- Three All CAT meetings that provided opportunities for ACCEL-wide updates, engagement and discussion, and for each CAT to develop and review local strategies

Lessons learned included:

- Understanding the importance of developing student commitment to a pathway program before they start. Students will benefit from exposure to a variety of career/pathway options before embarking on targeted training for a particular program.

Moving forward:

- ACCEL pathway development will be guided by the Implementation Design Team (IDT) that will oversee and provide input to the work of the Bridge Prep, Bridge 1 and Bridge 2 teams.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
1. Region-wide development of Bridge Prep and Bridge 1	Curriculum infusing career awareness into ABE/ASE and ESL A San Mateo County career sampler/ career awareness and planning course or curriculum	Completion of tools and materials for each pathway element. Engagement of faculty, staff and administrators
2. CATS Pilot Projects to build Bridge 2	Model curricula, student service approaches, transition agreements Bridge 2. Detailed pathway maps, plans and agreements for Allied Health, Early Childhood Education, ICT/Coding, Sustainable Construction	Completion of tools and materials for each pathway element Engagement of faculty, staff and administrators
3. Transition Coordinators and Career Navigators	Student awareness of transition Increased transitions Increased retention	ACCEL Steering Committee developmental, formative, and summative assessments of Coordinators and Navigators
4. ACCEL collaborative infrastructure	Consortium effectiveness Effective transitions Leveraged resources Accountability for AB 104 funds.	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
5. Provide technology, facilities improvements, equipment, supplies and other supports for effective collaboration and transitions	Overall program effectiveness	Program outcomes

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

ACCEL has made strong progress towards the implementation of the 15-16 strategies.

Highlights included:

- The reopening of La Costa Adult School served 267 students, 252 in four levels of ESL and 15 students in GED classes.

Lessons learned included:

- There is a need for ongoing professional development support to implement the Pathway Bridge concepts. Successful tools such as the Transitions Integration Framework (TIF) need to be supported through continuous information exchange and support by teachers.

Moving forward:

- ACCEL will continue to support teachers through targeted professional development.
- ACCEL will continue to support information sharing between teachers and across schools.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
1. Add classes and/or sections in ABE/ASE aligned to the Pathway-Bridge Model.	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 and ESL/citizenship aligned to the Pathway Bridge Model.	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.	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.	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.	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.	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	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

ACCEL has made strong progress towards the implementation of the 15-16 strategies.

Highlights included:

- Increasing ACCEL member awareness of and fluency with the Pathway Bridge Model including the various levels and potential local level adaptation and integration of the model.

Lessons learned included:

- The importance of the Bridge Prep level to developing a successful Bridge 1 and Bridge 2 level. Bridge Prep is a foundational level. The South San Francisco Hospitality Program successfully recruited students into a Bridge 2 level program who were not adequately prepared for or committed to the program. A robust Bridge Prep and Bridge 1 program may have prevented this.

Moving forward:

- ACCEL will continue to support professional development at the school level and through the work of targeted teams with a specific focus (Bridge Prep, Bridge 1 and Bridge 2).
- ACCEL will continue to explore the potential use of new and emerging technology to support adult learning on various platforms including home computers and mobile devices. Potential programs being considered include Career Ready 101, Burlington English and Revolution English.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
1. Develop tools and promising practice guidelines to support integration and contextualization of basic skills to educational and career pathways.	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).	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.	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.	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

ACCEL has made strong progress towards the implementation of the 15-16 strategies.

Highlights included:

- Successful work at the CAT level
- Successful all CAT gatherings to share ACCEL-wide information including teaching and student support approaches

Lessons learned included:

- There is a strong value to both local level and regional level strategy development. Future professional development will be both regionally and locally focused. The newly hired ACCEL staff will play a key role in supporting local implementation of regional strategies.

Moving forward:

- ACCEL will continue to support CAT level activity.
- ACCEL will provide specific Pathway Bridge (Bridge Prep, Bridge 1, and Bridge 2) level professional development activity on a local and regional basis.
- ACCEL will build on the Minnesota FastTrac model and Transitions Integration Framework (TIF).

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
1. Conduct regional professional development on programs that support implementation of the Pathway Bridge such as Work Keys Career Ready 101, Leading from the Middle Project Management, Contextualized Teaching and Learning.	Educational gains Stackable certificates Associates degrees Job entry Job retention Wage gains	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

ACCEL has made strong progress towards the implementation of the 15-16 strategies.

Highlights included:

- Integrating the San Mateo County Office of Education into ACCEL as a member agency
- Building the ACCEL infrastructure to support strong future resource leveraging and partnership development
- Convening a series of meetings with key partner agencies including the San Mateo County Human Services Agency,

San Mateo County Corrections, San Mateo County Probation and WIB

Lessons learned included:

- There are opportunities and interest for targeted programming with partner agencies
- The 2015-16 year was highly developmental and not a strategic time to invest in external resource leveraging and expanded partnership. The outcomes of the year in terms of hiring and developing a strong ACCEL-wide understanding of the pathway bridge model creates an opportunity for meaningful and impactful resource leveraging during the coming year.

Moving forward:

- ACCEL is in a much stronger position to leverage resources with partner agencies in a strategic and coordinated vision under the direction of the Executive Director and with the full support of the newly hired ACCEL staff to provide project management support.
- ACCEL will convene potential partners to provide ACCEL updates and have targeted discussion about potential projects or programs.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
1. Explore collaboration with WIB to support ACCEL Pathway Bridge Model.	San Mateo County/NOVA Workforce Investment Board	TBD	TBD	MOUs for collaboration Financial contributions In-Kind contributions
2. Continue discussions with partners to identify collaborative projects and referral processes.	Human Services Agency WIB County Probation County Office of Education Adult Schools CBOs	TBD	TBD	MOUs for collaboration Financial contributions In-Kind contributions
3. Conduct an annual CBO convening.	TBD	TBD	TBD	MOUs for collaboration Financial contributions In-Kind contributions

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

- Click here to confirm that you are ready to submit your Annual Plan.