

29 Marin County Adult Education Block Grant Consortium

Plans & Goals - Consortium Approved

Executive Summary

In order to address the disparate education and income levels between affluent and lower income communities, adult education programming in Marin County is offered to assist all adults in securing sustaining wages and benefits for themselves and family members. Focus areas of the consortium are English as a Second Language (ESL) classes in geographic areas of need, adult high school diploma program and services to aging out newcomer high school students, increasing non-credit short-term career technical education (CTE) offerings and providing education to adults/guardian in support child success.

Regional Planning Overview

Throughout 2018-19, Marin CAEP members engaged in a quarterly discussion regarding the next iteration of the 3-year regional plan to decide on critical geographical areas where programs need to be provided, which members will provide the services/programs, and how limited funding can be maximized across CAEP members to best support adult learners in the agreed-upon programs areas. Based on a consortium data review of 2017 – 18 as well as additional data reports from a consultant, TopsPro, and California Community College Chancellor's Office reports, the Marin consortium will focus on ESL, high school diploma (HSD) courses, high school equivalency (HSE) courses, short-term non-credit Career Technical Education (CTE), and adult-child success workshops for parents/guardians. These are agreed upon areas of focus by the voting members of the consortium and will seek to fill educational needs in specific geographical areas.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The consortium has identified the need to continue adding ESL classes in previously under-served areas. The Tamalpais Adult School (TAS) will offer one or more evening ESL classes at Bahia Vista Elementary in Fall 2019. Additionally, TAS will offer an adult parent literacy class at an elementary school site in San Rafael's Canal District. Bay Area Community Resources, a CBO, supports this class with child care. Shoreline Unified will continue to offer ESL in Pt. Reyes and Tomales, serving adults in the rural section of the county. Another CBO, Canal Alliance, located in San Rafael, continues to offer ESL courses at varying times to accommodate adult workers; with one of the well-attended classes held from 7 – 10 PM. Novato Adult School continues to offer morning and evening ESL classes and provides babysitting during evening classes. Novato Adult will offer Citizenship preparation to serve students in north Marin County.

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

San Rafael Adult School was closed in 2008 when dedicated adult ed funding was discontinued. With CAEP, we were able to bring back classes in ESL after a 9-year absence. ESL Enrollment was at maximum at TAS and COM prior to CAEP funds being awarded. The San Rafael city region houses a large population of immigrants with ongoing need for ESL training.

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

In 2019 – 20, regular data reviews are planned to assess student enrollment and participation in all programs offered by CAEP funds. The use of CASAS assessment tools will be used to monitor student progress. In addition, members will track student persistence.

Regional Need #2

Gaps in Service / Regional Needs

Expand and also maintain programs and services for adults seeking HSD/HSE: The Novato Adult School has now attained certification for Pearson Vue and HiSET testing, which added a new testing location for students who live in the north end of the county. Novato Adult will offer HSE in English and Spanish and provide babysitting during evening classes. Novato Adult

School utilizes digital and traditional curriculum to help students reach their goals of a high school diploma or equivalent while also building technology skills. San Rafael Adult School will focus on HSD programming to serve aged-out, newcomer high school seniors whom do not have enough credits to complete high school requirements. The San Rafael program continues to incorporate the use of Chromebooks and on-line curriculum to build student skills in technology use. The Marin County Office of Education will continue to assist students at the county jail with HSE preparation and testing.

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

1. Data from the GED and HiSET website showed that north Marin county residents were signing up to take exams in Sonoma. Prior to developing the Pearson Vue testing center at Novato Adult School, Tamalpais Adult School was the only Marin county location authorized for the needed testing. The Marin County Office of Education is authorized to test HiSET only. 2. San Rafael Adult School receives data from the high school identifying the number of students who are not completing high school due to reaching the age limit. The data is tracked on a monthly basis to determine the number of students that will age out in June. A pathway chart was developed to determine if a student will be offered one more year of high school vs transferring to adult school. 3. The need for HSE preparation at the Marin County Jail is on-going. The jail has an authorized HiSET proctor on-site. Volunteers are brought in to provide study materials.

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

1. The Novato Adult School has already compiled benchmark data for their authorized testing center and will continue to track the number of students accessing tests at their center throughout 19 – 20.2. HSD rates are expected to increase modestly amongst the identified population of aged-out high school students who enroll in HSD programming. The number of student enrollments is anticipated to remain stable as immigration to the area continues. 3. Measuring the effectiveness and plan for measuring student progress at the county jail is hindered by the variable rates of participation, per short-term sentences. HSE preparation and training will continue regardless.

Regional Need #3

Gaps in Service / Regional Needs

College of Marin is focused on increasing non-credit course options for students. Two non-credit courses were approved in 18 – 19 in hospitality. The College also developed a non-credit introduction to construction course offered at a partner location in 18 – 19 with plans to offer a third cohort this program year. A business basics workshop series was sponsored by the College in partnership with the SBDC. Tamalpais Adult School will continue to explore partnerships with Marin CAEP members to provide its In Home Care class in locations such as San Rafael, Novato and elsewhere. After a pilot program in 2018-2019, the Marin County Office of Education, in partnership with the Marin Builders Association, will continue and expand the North Bay Construction Corp program. The program offers certification and training preparing for employment in the construction trades. The program includes evening courses during the spring semester, a two-week on the job boot camp and a hiring event for program graduates connecting them to local construction employers. The program is for students who are potentially entering the workforce directly out of high school.

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

1. College of Marin: gaps in hospitality training were identified by persistence of public inquiry into hospitality training courses, such as Food Handler Safety. Construction: Gap was identified by the local CBO, Canal Alliance, that services the immigrant Latino/a population in San Rafael. Business Basics: gap was identified by continued success of course offerings that are managed by the Marin Small Business Development Center, a local non-profit organization. 2. Tamalpais Adult School: gaps for Home Care training was identified by meeting with local employers through partnership with the Workforce Alliance of the North Bay (WDB). Employers assisted in the development of the course and participate in a hiring fair at the conclusion of the class. 3. MCOE: Gap identified for construction corp program was determined by the success of the 18-19 pilot program and continued regional need for construction labor.

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

Follow up with all program completers will track attainment of work and impact of training on wages earned. Continued enrollment will also measure the effectiveness of non-credit program offerings.

Regional Need #4

Gaps in Service / Regional Needs

This program year will include the continuation of parent/child success workshops at county schools. With CAEP funds, these workshops will be offered to additional school locations, reaching more families.

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

Enrollment in parent/child success workshops demonstrates the continued need for this program.

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

MCOE continues to develop and discuss milestones which can be measured to gauge the positive impact of these workshops when combined with other additional student services and support programs.

Gaps In Service**New Strategies****Strategy #1**

Develop additional non-credit CTE offerings throughout the county. College of Marin will continue to develop non-credit CTE offerings, adding to the hospitality and construction offerings. Partner agency Marin City Community Development Corporation is interested in non-credit courses held at their location. The Adult Schools are interested in exploring janitorial and instructional aide courses. Tamalpais Adult School will continue to explore partnerships with Marin CAEP members to provide its In Home Care class in offsite locations such as San Rafael, Novato and elsewhere. Through the end of 2019, the North Bay Trades Introduction Program, a 120-hour apprenticeship readiness course, will be offered through a Prop 98 grant through College of Marin in partnership with the North Bay Building Trades Council.

Seamless Transitions**New Strategies****Strategy #1**

1)Improving Seamless Transitions through options after adult school completion. The consortium used funds to hire a dedicated part-time adult education bilingual counselor who sees students at all adult programs in the county. This has made a difference in assisting students to understand the importance of educational and career counseling and planning, and making successful transitions from adult school to College of Marin. The San Rafael Adult School has hosted the CTE coordinator from Santa Rosa Junior College (SRJC) to introduce students to the programs available at SRJC. Novato Adult School has matriculating HSD/HSE students present a "Next Steps" presentation. This credit assignment showcases the career and education choices in which the student is interested. The student presents research they have completed about the career/educational program including the needed education, earnings potential and future career growth. The presentation is attended by adult school staff and friends and family of the student presenter. Consortium members refer young adult students to the County of Marin summer internship program. This special program for young adults was developed to introduce young adults to possibility of a career in county departments and government. This program is appealing to young adult students as it includes paid summer internships in a variety of county departments.

Strategy #2

2)Improving seamless transitions from high school to adult school for aged-out newcomer high school students. San Rafael Adult School will continue to focus on transitioning aged out, newcomer high school seniors to adult school high school diploma programs. A Case Manager was hired who individually interviews each aging-out newcomer student prior to the end of their senior year and encourages them to attend the adult school. With a second cohort eligible to attend adult school in summer 2019, the anticipated enrollment will be around 80+ students in 2019 – 20. Many of the students are eligible for completing a high school diploma program in 2 – 3 years. Tamalpais Adult School continues to provide expanded instructional hours during the summer for GED and HS Diploma programs. Additionally, Pearson Vue test hours were expanded during the summer months to provide a local testing option for Marin County residents.

Student Acceleration

New Strategies

Strategy #1

In 19 – 20, the consortium will focus on reviewing data to track student progression as well as student outcomes to employment, education, or higher wages. Quarterly data reviews will be incorporated into the Consortium Program Outreach and Support Coordinator position description.

Strategy #2

Two members will offer adult summer school for 6 weeks during this program year. Tamalpais Adult School will continue to pilot online learning platforms, such as KET Fast Forward and Acellus, to allow students to learn outside of regularly scheduled classroom hours.

Professional Development

New Strategies

Strategy #1

Several members are involved with a variety of professional organizations and are working to streamline and combine meetings when possible. Limited funding makes travel to conferences prohibitive for members so reliance on free professional development is used as offered by OTAN and AEBG TAP. From time-to-time, larger adult education consortia will offer professional development for neighboring consortia.

Leveraging Resources

New Strategies

Strategy #1

College of Marin received competitive grant funding through the California Apprenticeship Initiative, Prop 98, to offer apprenticeship readiness classes throughout the North Bay. In partnership with the North Bay Labor and Trade Council, two apprenticeship readiness classes will be offered in 2019 – 20 in the North Bay. This partnership helps students prepare, apply and compete for careers as union trades workers. The consortium has benefitted from data provided by the CTE advisory committees hosted by College of Marin. Useful data points garnered include sought after job skills, important on-the-job customer service skills, employer expectations, and industry insights on anticipated need for future workers.

Strategy #2

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Strategy #3

College of Marin, working with partner Canal Alliance, will continue to offer an introduction to construction course at the partner location as part of the e2c, Education2Career, program. Canal Alliance is able to provide additional services to students including housing, legal assistance, ESL classes, and community support.

Strategy #4

All consortium members work in conjunction with CareerPoint Marin, who provides services and support for job seekers. Additional community agencies such as the YWCA and Marin City Community Development Corporation offer services for job

seekers.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The 2019 – 20 budget was allocated to support the areas of continued and improved course offerings. All members agree in supporting the focus areas in ESL, HSD/HSE, short-term CTE and adults/guardian supporting child success seminars. Several members must also abide with the policies and practices of their organizations and are abiding by both sets of guidelines and requirements. During 2019 – 20 the consortium will discuss the pros and cons of changing to direct funding vs the fiscal agent model. A change in current practice is being considered in an attempt to maximize funding allocations across CAEP members.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

To address the carry-over balance at the College of Marin, the 2019-20 CAEP allocation for College of Marin will be reallocated to select MAEP members via the allocation amendment in NOVA. This one-time re-allocation will allow to members to address fiscal restraints and advance program goals in 19-20. All members agree for the need to periodically reallocate of funding during the program year to maintain progress toward program goals. These reallocations will be determined by member voting at monthly governance meetings.

Certification

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