

29 Marin | Consortium 2017-18 Annual Plan

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

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

Section 1: Plans & Goals

Executive Summary

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

The Marin Consortium will build on the progress made in 2016 - 17 including: 1) The addition of Shoreline Unified School District as a consortium member to offer ESL in West Marin County; 2) Re-establishing evening ESL classes at Madrone High School, located in central San Rafael; 3) Investigate re-establishing an adult school in San Rafael; 4) Adding ESL sections at College of Marin and offering short-term CTE in health and culinary; 5) Establishing programs for adults supporting child academic success; and, 6) Implementing support services, including career, academic, and post-secondary counseling to students across all program areas. Additional focus will include active transitioning activities and programs for adult newcomer students who desire to finish a high school equivalency program then transition to college while employed.

In alignment with the consortium's 3-year plan, additional classes in ESL and HSE will be added, including new summer offerings at Tam Adult School, Novato, and San Rafael during 2017 - 18. The Marin County Office of Education currently provides a HSE support program for inmate adults. MCOE will be evaluating programs in conjunction with the Marin County Sheriff to review potential expansion and new program development especially related to English Learner needs and math remediation, which is a barrier for many inmates in completing the equivalency exam. Additional focus will include transitioning activities for adult newcomer students who desire to finish high school equivalency programs then transition to college while employed. College of Marin will implement embedded tutors in basic skills courses in order to accelerate student learning.

Additional COM priorities include implementing support workshop and tutoring programs in basic skills courses in order to support below-grade level students; Statway math classes; support new CTE ECE program designed to accelerate students to higher level certificates for higher pay; continue to provide direct college counseling and support to Adult/Returning students through orientations, career counseling and educational planning.

One additional priority is to complete implementation of CASAS assessments and data collection via TOPSpro Enterprise. A common, WIOA-aligned student information form was developed last year to collect required data. Members will continue to use this common form in 2017 - 18 for the collection of important student demographic information in line with WIOA needs.

Regional partnerships with Marin's AJCC's and other local businesses will continue to be expanded and strengthened to increase student access and success in English language acquisition, basic skills, employment, career development and higher education pathways.

Meeting Regional Needs

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

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Number of ESL course offerings	To address 23% of Marin residents who speak a language other than English at home (from the American Community Survey), and those who were on waiting lists for ESL classes, the number of ESL class offerings was increased A new summer ESL course for adult newcomer students in San Rafael will be implemented as a transition to fall ESL classes at Tam Adult, San Rafael, and Novato Tam Adult School will increase program hours in 2017 - 18.	All members will implement the use of CASAS assessments and TE for data collection Quarterly reports from CASAS will be compared to prior year. Additional class expansion and attendance will be monitored closely. Learning gains will be measured using MRS tables and CASAS data.
Number of HSE summer class offerings	Tam Adult, Novato Adult schools will continue to offer summer classes 2017 - 18 Novato Adult School will expand Spanish GED prep classes in summer session.	Progress will be measured by attendance rosters, course completions, learning gains. Students at Tam Adult and NUSD schools meet with a counselor to develop completion plans and set targets for testing.
Courses for adults geared toward supporting child academic success for San Rafael City Schools and Marin's Community School	There were few programs addressing this need in Marin. This was a new program offering for the consortium in 2016 - 17 and was very successful.	Continue tracking number of participating families and number who complete classes.
Amount of time College of Marin students spend in basic skills courses in math & English	According to COM's 2016 Data Scorecard 24% of COM students place in college-level English and only 15% place into college-level math. This means that most COM students require at least one level of remediation in math and/or English if not more to be college ready. To improve student preparedness, COM is creating math and English workshops to help understanding and practice of certain basic skills.	To assess the success of this program, students will complete workshop evaluations. In addition, we will analyze the success rates of students from the same classes and their attendance of the workshops.
College enrollment matriculation workshops for adults returning/entering College of Marin	Student feedback regarding needed education in how college works -- to preserve student retention for learners who prefer in-person vs online orientation	COM will follow up with student attendees to ensure comfort/successes in registering for the next semester and answering questions.

GAPS IN SERVICE

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

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

The Marin Consortium plans to continue ESL in the San Rafael area where the need is the greatest in the county for adult ESL. The offering through San Rafael City Schools increases the number of options for adults in addition to courses offered by community partner Canal Alliance. San Rafael City Schools is investigating the feasibility of establishing an adult school and is working with CDE for guidance. In addition, implementing AEBG funded ESL in West Marin is a new offering to complement courses offered by community partner Marin Literacy, a nonprofit CBO.

MCOE's adults supporting child success and College of Marin's basic skills workshops are new offerings for students in Marin.

San Rafael City School's planning of a summer ESL program for aged-out newcomer students will focus on continued language acquisition and transition to adult school in fall 2017.

Seamless Transitions

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Expand partnership with WDB to increase program access to Marin County adult students	3 - Somewhat implemented	In Marin, the Marin WIB merged with Lake and Napa Counties to form the Workforce Alliance of the North Bay. The new organization held two stakeholder meetings in 2016 - 17 to develop priority focus areas for adult clients.		Continue with reports on top job opportunities and wages.
Implementing support services position to Northern Marin County, NUSD	5 - Fully implemented		NUSD hired a part-time counselor dedicated to adult students in HSE and ESL.	Continued AEBG funding.
Informational Presentations by AEBG Outreach Coordinator and Members	5 - Fully implemented	A consortium wide Program Outreach & Support Coordinator was hired in June 2016 to market current member programs and outreach to students through participation in career fairs and presentations at CBO's.	Continue with outreach in the community and develop Spanish language program outreach materials.	
MCOE will pilot program for Adults Training to support child school success through a Parent and Family Engagement Project focused on College Access and Success.	5 - Fully implemented		Programming will be offered in new locations in 2017 - 18.	
Professional Learning Communities	3 - Somewhat implemented	Differences in school schedules makes consortium wide meetings difficult to plan. Marin professionals will participate in local meetings as well as by invitation from other consortia for professional learning.	We continue to plan for a local learning community meeting.	
San Rafael City Schools will build infrastructure to implement and expand adult ed programming	5 - Fully implemented		Will continue program evaluation during 2017 - 18 for new programs to offer adult students.	

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

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

Key challenges: Need for increased funding to provide for ongoing student transition tracking and job status throughout the consortium by educational counselors and/or career placement staff.

Additional funding needed in order to have dedicated data collection/reporting/TE entry personnel for each agency and/or consortium.

As all programs increase, funds are needed for salary support for dedicated adult ed admin assistants to process enrollments, track participation, and provide follow-up tracking.

An additional strategy is to employ a designated Case Manager for the consortium who will actively facilitate and link students to counselors, employers, and additional educational programs to meet student goals.

Student Acceleration

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type “None”	What state support would be most helpful to fully implement this strategy?
Develop I-BEST program in at least one CTE industry area Expand Y2	5 - Fully implemented		Focused outreach is necessary to identify appropriate students for short-term culinary training.	
Maintain and expand blended distance learning in HSE, ESL	1 - Not at all implemented		This strategy may not be attainable in the Marin Consortium.	
Technology infused program, curriculum, school settings	3 - Somewhat implemented		Physical limitations of classrooms must be considered when incorporatig new technology for student use.	State recommendations on proven programs or hardware to use would be helpful.

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

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

Focus on short term CTE certificates offered by College of Marin are currently being developed. New areas of industry needs are being explored for development of curriculum that will lead to valued industry certification.

College of Marin will off Basic Skills workshops to improve student performance which will accelerate advancement.

Funding for additional offerings in HSE and ESL is needed in order to serve more students and keep waiting lists at bay.

Shared Professional Development

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Conference Attendance	5 - Fully implemented	Local budgeting and approval procedures at member level can be lengthy making registration for appropriate events difficult.	With 2017 - 18 funds being distributed on a scheduled basis, local approvals should happen in a timely manner for conference attendance.	
Contextualized Curriculum Training	5 - Fully implemented		College of Marin will continue to provide faculty for members interested in contextualized math.	
Professional development training in student data collection, analysis and software	5 - Fully implemented			Continue to provide training and consultants on a local basis.
Site Visits	3 - Somewhat implemented		Program Outreach & Support Coordinator will continue to visit members sites throughout the year to provide program and data collection support to all members.	
Technology Training & Staff Development	5 - Fully implemented			Continue to provide CASAS training sessions for the field.

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

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

Consortium members have been invited to PD opportunities in other consortia and have used resources from curriculum companies in learning about available tools to aid in classroom instruction.

Continued, individual consortium training in CASAS is needed to ensure data collection and reporting is properly executed.

Marin Consortium members will continue to participate in PD opportunities offered through AEBG CCCC and CDE organizations.

Leveraging Resources

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Expand Pearson Vue Test Center support Services	3 - Somewhat implemented	NUSD is interested in becoming a test site. This would provide a location on the north side of Marin county for students to take HSE exams.		
Localized, regionalized marketing and promotion of programs	5 - Fully implemented		Continued emphasis on producing Spanish language outreach materials and flyers.	
Partnering with NCCPA for PD	5 - Fully implemented		Marin consortium members will participate in Bay Area Community College Consortium meetings and work sessions which focus on NCCPA career pathway development.	
Partnering with Sonoma County Adult Education Consortium (SCAEC) for Professional Development	5 - Fully implemented		Marin will continue to participate in appropriate professional development programs offered by the Sonoma consortium.	
Utilizing services and information from WDB	2 - Mostly not implemented		The Marin Consortium will work with the Workforce Alliance of the North Bay as their strategy is developed in aiding adult with job services and employment.	

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

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

Continued work with the Marin Building Trades is planned for the upcoming year in order to explore offering an additional North Bay Trades Introduction Program in Marin County. This pre-apprenticeship class was funded by Prop 39 with positive outcomes for the 17 Marin participants in Summer 2016.

The Marin consortium will continue participation in the health care field job outlook and requirement meetings sponsored by the Workforce Alliance of the North Bay, launched on April 20, 2017.

Tam Adult School will continue to provide instruction at off-site locations including the Marin Employment Connection and the Marin City Community Development Center for HSE. TAS will also continue ESL at a health care site for employees of that facility. The consortium will investigate ESL classes for other employers.

Section 2: Fiscal Management

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

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$1,374,305	\$1,369,684	\$4,621
2016-17	\$1,397,321	\$298,520	\$1,098,801
Total	\$2,771,626	\$1,668,204	\$1,103,422

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

As new program implementation and ramp-up takes time, it has been difficult to plan across the member districts to exhaust PY funding within the timeline given by AEBG. Because Marin AEBG funding allocation is small, thoughtful and conservative planning is required to ensure adult learners are served with limited resources.

The Marin Consortium will continue to evaluate member allocations to provide members and partners with available funding to provide adult education programming in the seven state- approved funded areas.

Members will expend all 2015-16 funding to ensure AEBG grant monies are exhausted by PY expiration dates.

Three members (NUSD, SRCS, and TUHSD) have fully expended 2015 - 16 funds with remaining members encumbering funds for spending by 12/20/2017.

Three members (NUSD, SRCS, and TUHSD) are spending 2016 - 17 funds. Remaining members have budgeted 2016 - 17 funds for expenditure by 12/30/2018.

The Marin Consortium will re-evaluate member allocations for 2017 - 18 due to the joining of Shoreline Unified School District, which plans ESL classes, and the expansion of ESL course offerings in San Rafael. Both members will present plans to consortium for review and discussion of funds needed to accomplish course and student goals.

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

Members with remaining 2015 - 16 funds presented encumbrance plans to the Marin Consortium in May 2017.

All members are keeping records in order to formulate assessments of accurate, actual costs to provide adult education in Marin County. These figures will help the consortium understand the cost of adult education while prioritizing program need and accessibility throughout the county. Realistic evaluation and programming will be essential once expenditures begin using only current year funding.

Section 3: Certification and Submission

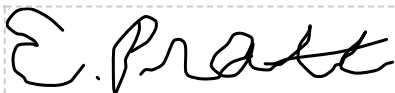
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.

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

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)



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