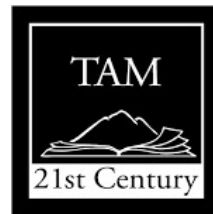
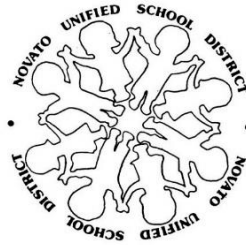


AB 86 Comprehensive Regional Plan: Marin County Adult Education Consortium



Compiled by:

Resource Development Associates (RDA)

February 24, 2015

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This plan would also not be possible without the participation and contributions from our adult education community partners in Marin County including, but not limited to: Marin County Workforce Investment Board (WIB)/Marin One Stop; Conservation Corps North Bay; Marin City Community Development Corporation (MCCDC); Alfred J. Boro Community Center; General Consulate of Mexico in San Francisco; Canal Alliance; The Marin Literacy Program; Community Action Marin; and Homeward Bound of Marin.

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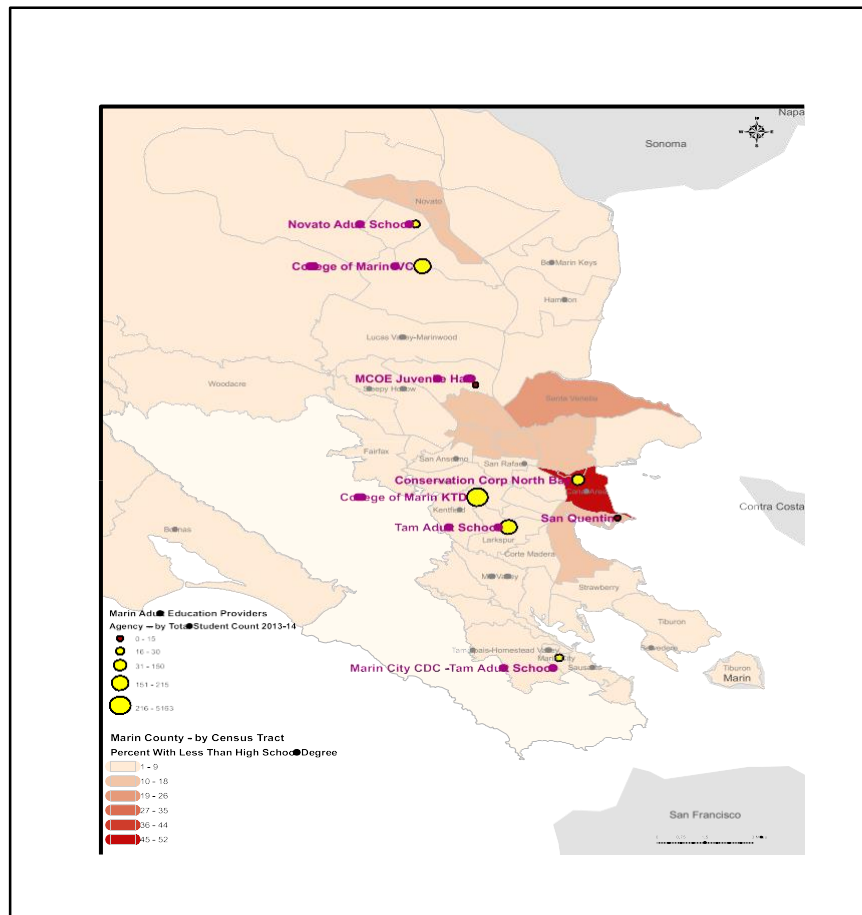
Executive Summary

According to recent demographic data provided by the AB 86 State Workgroup, Marin County has a total population of 255,980. Of the total Marin County population, 17% (43,773) live in poverty, 8.1% (20,734) lack a high school diploma, and about 5% (13,311) are unemployed.

In Marin County, 19% of the total population was born in another country, as compared to 27% statewide. Within Marin, the largest pockets of foreign-born residents include Novato in Northern Marin (20%); Strawberry CDP¹ (23%), Marin City CDP (24%) and Alto CDP (27%) in Southern Marin; and San Rafael and Santa Venetia CDP in Central Marin, which are 29% respectively.

The percentage of the population five years of age and older who speak a language other than English at home is 23% overall for the County (as compared to 44% statewide). The locations in Marin with the highest concentration of this population (20% or higher) include Novato (24%), Lagunitas-Forest Knolls (27%), Pt. Reyes Station (27%), Marin City (30%), Tamales (32%), San Rafael City (37%), and Santa Venetia CDP (38%).

The total number of adults over 25 years of age who have less than a 9th grade education is 7,809 and the total number of adults over 25 years of age who reached at least 9th grade but do not have a high school diploma is 6,694. The total number of adults over 25 years of age who do not have a high school diploma. Those two numbers combined, is about 14,503. It is important to note that the number of available slots for students who want to take GED preparation courses in Marin County represents only a tiny fraction of this number.



¹ CDP = Census Designated Place

The Marin County Adult Education Consortium was formed in response to California Assembly Bill (AB) 86, which directed regional adult education institutions and partners to develop common educational and career technical pathways.² The Marin County Adult Education Consortium’s members include one Community College (College of Marin), and four school districts (Tamalpais Union, Novato Unified, San Rafael City Schools, and Shoreline Unified), San Quentin State Prison (California Department of Corrections and Rehabilitation), the Marin County Jail GED program for incarcerated adults, and the Marin County Office of Education’s Regional Occupational Program and Special Education/Workability Program.

Members of the Leadership Working Group are:

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Administrative Support	Kathy Takemoto, Program Specialist (COM) Laurie Loeffler, Administrative Assistant (COM)

The Marin County Adult Education Consortium’s goal is to address a set of objectives outlined by the AB 86 Planning Guidelines and designed to align academic and career pathways for adult learners across county institutions. Throughout their planning process, Consortium members met regularly and worked collaboratively to develop a shared vision for improving County adult education service delivery in the five program areas described in the AB 86. The focus of Marin’s planning includes Elementary and Secondary Basic Skills, English as a Second Language (ESL), Citizenship and Workforce Preparation for Immigrants, Education for Adults with Disabilities, and Short-Term Career and Technical Education (CTE) programs.

The Marin County Adult Education Regional Comprehensive Plan describes current services and provides an evaluation of each program within each school district organized by program area(s). Consortium members highlight gaps in adult education programs and service delivery methods, and propose strategies to increase the likelihood of student success and to create more effective pathways for adult

² California Assembly Bill 86, Chapter 48, Approved July 1, 2013, http://www.leginfo.ca.gov/pub/13-14/bill_asm/ab_0051-0100/ab_86_bill_20130701_chaptered.pdf.

learners to navigate the regional adult education system. Where possible, selected strategies build on existing linkages between Consortium partners, underscoring the high level of collaboration already in place. Finally, consortium members offer strategies to address emerging County-wide needs for professional development.

Program Area 1: Elementary and Basic Skills Education Summary

High School Equivalency

Tamalpais Adult School (TAS), a Western Association of Schools and Colleges (WASC) accredited institution, is part of the Tamalpais Union High School District located in Larkspur. TAS is funded by the Adult Education and Family Literacy Act (AEFLA), and serves local, state, and national interests by providing educational opportunities to adults in Marin County with the primary goal of assisting students in improving their lives through education. TAS serves just under 500 students annually through its two primary programs: 1) High School Equivalency (HSE) which encompasses both GED and high school diploma attainment, and 2) English as a Second Language (ESL). TAS partners with Pearson Vue to offer Marin County residents weekly testing opportunities for a variety of exams, including the GED test.

The HSE program provides a personalized and flexible learning environment where students are able to complete high school subject requirements or GED subject requirements in small teacher-directed classrooms, while also pursuing employment or post-secondary pathways, caring for their families, or fulfilling other personal responsibilities. TAS serves over 200 students annually in HSE programs offered at two Marin County locations, Larkspur and Sausalito. Classes are primarily held in the evenings, Monday through Thursday. There is one morning class currently offered for GED preparation.

There are a sizable number of Marin County adults not being served by the current HSE structure. Additionally, there is significant need for additional basic skills courses in language arts and math to meet student demand for a HSE credential. Current data indicates that the total number of adults in Marin County over the age of 25 who have less than a 9th grade education, or who reached the 9th grade but did not receive a diploma, is over 14,000.

The following five points represent the most significant unmet needs of HSE Programs in Marin County:

1. Lack of capacity, including the limited number of HSE programs available to accommodate regional need since 2008-09 flexible spending was implemented statewide
2. Lack of accessibility, including insufficient HSE programs available in various geographic locations and at varying times to accommodate regional need
3. Inadequate support services and qualified bilingual personnel available to accommodate regional need
4. Absence of transition and/or bridge pathways that enable students to move between program levels (e.g., ESL to HSE to post-secondary education)
5. Lack of HSE programming available in Spanish to accommodate regional need

Marin County's AB 86-focused collaborative efforts over the past year have allowed for a shared understanding of the unmet needs in the region. Marin County providers have already begun to strengthen partnerships which will support better HSE program coordination and continuity in the region. Increasing HSE program capacity in Marin County by offering programs in geographic locations where the unmet need is greatest (such as San Rafael and Novato) will increase access and enable adult learners to find a program that meets their basic educational needs. Increasing support services for adult students is essential to promoting fairness and access in the region. There is also a need for bilingual HSE programs and support services connected to adult schools for learners in Marin County. Providers will benefit from coordinated countywide meetings which will enhance program referrals, track student enrollment, and evaluate ongoing needs and gaps.

A shared vision and action plan to serve adult school students through high school equivalency programs will result in greater equity and access across Marin County. The unmet need is substantial, and providing more program opportunities is essential to serving the adults in the region. Increased capacity and access to HSE programs will provide adults with the education and support required to become high school graduates, earn a family-sustaining wage, enter college, and pursue a career of their dreams.

Novato Adult School is part of the Novato Unified School District. Novato Adult School serves local, state, and national interests by providing educational opportunities to adults in Marin County with the primary goal of assisting students in improving their lives through education. Novato Adult School serves just under 200 students annually through its two primary programs: 1) High School Equivalency (HSE) which encompasses both GED and high school diploma attainment, and 2) English as a Second Language (ESL).

The HSE program provides a personalized and flexible learning environment where students are able to complete high school subject requirements or GED subject requirements in small teacher-directed classrooms while also pursuing employment or post-secondary pathways, caring for their families, or fulfilling other personal responsibilities. Novato Adult School serves around 100 students annually in its HSE program in Novato. Classes are held in the evenings on Monday and Wednesday. Students can work online to complete additional credits through [Apex Learning](#).

In 2013 – 14, the Novato Adult School ESL program served 247 students in beginning and intermediate levels.

Basic Skills Instruction in English and Math

According to the 2008-2012 American Community Survey from the U.S. Census Bureau, the total number of adults in Marin County over the age of 25 who have less than a 9th grade education is 7,809, and the total number of adults over the age of 25 who reached at least 9th grade but do not have a high school diploma is 6,694. The total number of adults over 25 who do not have a high school diploma, if these two numbers are combined, this totals about 14,503. Additionally, having a high school diploma or its equivalent does not necessarily mean that a student is college-ready.

During 2014, the **College of Marin (COM)** Assessment Office reports that 77.3% of students tested below college-readiness on the English test, and 84.2% tested below college-readiness on the math test. Given this need, the college offers English and math classes that not only assist students in developing skills to pass the GED or get a high school diploma, but also help to bring students up to college level.

COM currently offers multiple sections of a sequence of courses designed to develop its students' reading and composition levels as well as mathematical skills to the point where they are ready for college-level work. Enrollment in these classes averages about 580 student in English and 1,624 in math annually. Data for 2013 and 2014 show that an average of 372 students were on wait lists for developmental math classes.

The College is currently developing a Basic Skills Master Plan, which will outline agreed-upon strategies, intended outcomes and next steps. The plan will identify, incorporate, synthesize, and operationalize best practices in pre-college curriculum and student support services. Accelerated pathways are being developed. Faculty and counselors are also linking counseling and study skills courses with the English and math courses to better support and prepare students.

In addition to developing strategies to meet basic skills education needs in Marin County and implementing best practices for the college's basic skills program, faculty look forward to better communication and alignment between COM and the Adult School HSE programs. There is a proposal for the math curriculum to develop an initial two-year collaboration between COM and Marin County adult education instructors, providing the opportunity to engage in Lesson Study through a redesigned delivery of the pre-Algebra curriculum.

COM faculty will increase outreach to the Marin County workforce trainers to explore and create basic skills courses to meet the specific needs of students working towards vocational certificates or licenses, particularly in the area of math.

Another area in which COM could provide additional support is the assessment office, which could determine a student's readiness for GED preparation courses or for college level work. This would provide counselors at COM and the Adult Schools with a common point of reference to more seamlessly guide students to the appropriate courses, as well as to develop a preliminary education plan.

Program Area 2: Courses and Classes for Immigrants Summary

According to the American Community Survey from the U.S. Census Bureau, Marin County's population includes over 50,000 people over the age of five who speak a language other than English at home, and over 20,000 who do not speak English well. Adult English as a Second Language (ESL) programs in the County are provided primarily by the College of Marin, the Tamalpais and Novato Adult Schools, and by the nonprofit organizations Canal Alliance and the Marin Literacy Program. Over 4,700 students are currently served by these Consortium members and partners, primarily in Central and Northern Marin.

Serving nearly 3,000 students, **College of Marin (COM)** offers a full range of English as a Second Language (ESL) instruction through its noncredit integrated skills classes, from beginning through intermediate levels. Computer literacy, civics lessons, and life skills topics are woven into the curriculum in addition to the formal language development. The noncredit ESL program also offers several vocational ESL courses and a citizenship course. COM's also offers a credit ESL program, whose individual skills courses cover pronunciation, listening, speaking, reading, and composition skills, take students from an intermediate level up to one level below transfer. Classes are offered at the Kentfield and Indian Valley campuses as well as at three off-campus locations.

The Tamalpais and Novato Adult School ESL programs serve adult students by providing progressive levels of ESL classes from beginning through advanced levels and serve over 300 students annually. Most classes are held in the evenings at Redwood High School in Larkspur and at the Hill Education Center in Novato. The Tamalpais Adult School also offers "satellite" programs in a variety of locations in Marin in partnership with other agencies. Students receive instruction in listening, speaking, reading, and writing, in addition to California Department of Education (CDE) approved units related to practical life situations (employment skills, nutrition, banking, housing issues, health issues, etc.). Basic computer skills and citizenship preparation are also incorporated into the curriculum. A distance learning program is also available to all ESL students.

A Consortium partner, **Canal Alliance**, offers eight levels of ESL classes plus specialty courses in writing, pronunciation, and English for the job search. Classes are available mornings, afternoons, evenings, late evenings, and weekends, allowing community members to study at whatever time they have available.

The **Marin Literacy Program** provides one-on-one ESL tutoring and small ESL classes to beginning and low intermediate students to enable them to obtain GEDs, pursue citizenship, attend credit classes at College of Marin, and/or succeed in ESL classes at TAS and Canal Alliance.

While each of the public agencies must align their curriculum, placement testing, and assessment strategies to either the California Community Colleges Chancellor's Office (CCCCO) or the CDE, one of the conundrums that became apparent was the lack of understanding and coordination between these public agencies. In addition to increased communication between agency personnel, it was agreed that there needs to be more advising and orientation available to make students' transitions between the various programs smoother.

Strategies utilized to address ESL program gaps will be discussed at regularly scheduled Consortium member and partner meetings. Curricula will be coordinated, professional development will be scheduled, and bilingual personnel will be recruited. In addition, coordination between member and partner services will be implemented in order to provide any necessary scaffolding for students, whether academic, personal, financial, or employment-related. Academic counseling services for goal planning and support with transitions between programs will also be provided.

The students in the ESL programs within the consortium will be provided with a high quality curriculum that is correlated across the County. Students will have full knowledge of what programs and resources are available to them, and support from counselors and bilingual personnel will be provided to utilize these resources in a seamless and accessible way. ESL program staff will maintain ongoing communication among and between agencies in order to provide continued support for all students.

Program Area 3: Programs for Adults with Disabilities Summary

Marin County's programs for adults with disabilities play a critical role in providing opportunities for this population to gain marketable job skills, find placement opportunities, and obtain ongoing support for maintaining employment and living independently. The Marin County Office of Education's **Workability and Transition Partnership** programs provide pre-employment and marketable job skills training, employment placement, and follow up to assist adults with disabilities in pursuing their goals and meeting their needs.

The primary gap in programs for adults with disabilities is the need for a bridge program and curriculum to provide enhanced academic support for those who are able to pursue community college coursework. The Consortium recommends addressing this gap through developing more systematic and consistent collaboration between the Workability Program and the **College of Marin Student Accessibility Services**.

Adult education providers for adults with disabilities should be included in regular meetings with adult education providers in other areas, as well as relevant meetings with local chambers of commerce and industry leaders. Local businesses will help to expand placement opportunities for adults with disabilities, and will help to identify which emerging industry-recognized and "stackable" certificates may be appropriate for this population. An intake and navigator system established in geographically strategic locations around the County should be implemented, with resources and options for adults with disabilities to offer consistent information, guidance, and support.

The Consortium proposes identifying intake and navigation centers in Southern Marin, San Rafael, Novato, and West Marin public transit accessible locations, with a variety of adult education offerings from all program areas. A council of adult education providers and navigators will work closely with key industry representatives, including instructors and career counselors, to effectively integrate a menu of services and help provide targeted training and skills development to accelerate adults through the system and into the workforce. The council will work closely with the Consortium and leverage current efforts to develop career pathway programs in high schools.

Program Area 4: Short-Term Career Technical Education (CTE) Summary

Short-Term career technical education (CTE) with high employment potential plays a vital role in the community by serving as the critical link for adult learners who have gained basic language and employment skills to leverage their skills in the context of current and evolving demands of business and industry. Current Short-Term CTE programs (courses and classes that do not lead to a certificate or degree)

available to the adult education community include business office technology, construction technology and engineering, transportation services and auto technology, and an outstanding culinary skills academy that serves as a model job training program. *This overview does not include the longer-term college-level programs, courses and classes offered by the College of Marin that can lead to a degree.*

The most notable gaps in the area of Short-Term CTE are the need for more direct coordination with other program areas, and for direct links to ever changing demands of local businesses. Although some overlapping support services exist between CTE programs and other program areas, there is not a holistic and systematic approach that helps to funnel adult learners into a training and skills pipeline at an appropriate level to support their accelerated progress into the workforce. While a strong model exists with a culinary academy, and the quality of the existing CTE programs is commendable, strong and consistent connections are lacking between these programs and local businesses to identify emerging high employment potential careers.

The primary strategy discussed and recommended by CTE providers is the development and implementation of a more cohesive, coordinated and systematized approach to adult education in Marin County. Short-term program CTE providers will meet regularly with local chambers of commerce and industry leaders, and engage in the development of industry-recognized and “stackable” certificates. ESL, GED and Basic Skills providers will invite speakers and presenters from CTE providers and local industry. An intake and navigator system will be established in geographically strategic locations around the County so that adults in need at any phase of the pipeline to the workforce are provided with consistent information, guidance, support, and resources.

Short-term CTE providers envision identifying intake and navigation centers in Southern Marin, San Rafael, Novato, West Marin public transit accessible locations, with a variety of adult education offerings from all program areas. A council of adult education providers and navigators will work closely with key industry representatives, including instructors and career counselors, to effectively integrate a menu of services that will provide targeted training and skills development to accelerate adults through the system and into the workforce. The council will work closely with the Consortium and leverage current efforts to develop career pathway programs in high schools.

Consortium Membership

The Marin County Adult Education Consortium currently includes one Community College (College of Marin), and four school districts (Tamalpais Union, Novato Unified, San Rafael City Schools, and Shoreline Unified), San Quentin State Prison (California Department of Corrections and Rehabilitation), the Marin County Jail Education Program for incarcerated adults, and the Marin County Office of Education's Regional Occupational Program and Special Education/Workability Program. Tamalpais and Novato are the only two school districts in Marin County that provide adult education programs. The Consortium aims to establish educational and career pathways to transition adult learners from programs enabling them to obtain basic knowledge and skills, through to higher education and/or employment.

The partners included in the Consortium have long standing working relationships aimed at providing high quality education and training to adult learners in the region. This planning period has provided Consortium members with an opportunity to assess current programs and courses offered to adult learners, including incarcerated adults and special education students, and to identify strategies needed to improve the transitions of students through different educational or partner institutions. A summary description of each partner agency and their history providing courses and programs to adult learners in Marin County is provided below.

Consortium Members

College of Marin

The College of Marin (COM) was founded in 1926, and serves 7,000 students per semester. COM is committed to serving the academic and lifelong learning needs of county residents, developing the workforce, and helping build a sustainable economy. COM offers credit and noncredit ESL, noncredit vocational ESL, noncredit citizenship classes and off-site noncredit ESL courses at two community-based organizations, one in San Rafael, and the other in Novato. The college also offers credit basic skills English and math at both campuses. The Novato campus houses the majority of Career Technical Education (CTE) programs that lead to a certificate or degree.

Marin County Office of Education (MCOE)

The Marin County Office of Education (MCOE) offers four programs that contribute to adult learning in Marin County:

- ❖ **The Marin Regional Occupational Program (ROP)** provides quality vocational education to Marin County adult students. ROP closely collaborates with business in program design; teaches, reinforces, and enriches core academic curricula; prepares students for gainful employment; provides real-world applications of skills to connect adult students' present activities and future lives; and prepares students to meet the needs and expectations of employers today and in the future. ROP is a partner in the State and County CalWORKs reform. ROP also coordinates efforts,

programs, and resources to help implement and support the Marin County School to Career Program.

ROP offers a wide variety of career classes for high school students and adults in the County. These classes are intended for anyone seeking a new career, a career focus, or an upgrade of current skills. ROP provides adult courses in the following Pathways:

- Business & Marketing: Business Office Technology is offered at the Marin Employment Connection on a walk-in basis five days per week. This Pathway offers job training in a variety of basic and advanced specialized office skills, including the use of technology in the modern office environment. Advanced course work requires previous office experience or prerequisite training.
 - Transportation & Service Occupations: Due to demands and resource allocations, Automotive Technology Courses focused primarily on high school students in 2014-15. However, historically these programs have also been offered to the adult education community.
 - Construction Technology & Engineering: This is an evening course which covers flooring, framing, plumbing, electrical, sheet rock, windows, doors, cabinetry, roofing, blue print reading, and the use of hand tools. Demonstrations by master craftsmen, construction projects, and opportunities for placement are provided.
- ❖ **Marin County Jail Education Program** - Incarcerated adults ages 18 and over in the Marin County Jail may participate in this educational program taught by credentialed teachers on a voluntary basis. Incarcerated adults may use this program to prepare for and take the GED test. On a case by case basis, students may also participate in a contracted learning program for credits leading to a high school diploma. Incarcerated adults with identified special needs are also offered direct support through this program.
 - ❖ **The Workability Program** provides comprehensive pre-employment skills training, employment placement, and follow-up for adult students in special education who are transitioning between school, work, independent living, and post-secondary education or training. The program offers special education students the opportunity to complete their secondary education while also obtaining marketable job skills at employment sites offered by employers in the local business community.
 - ❖ **The Transition Partnership Program (TPP)** is similar to the Workability Program in terms of job development and placement. However, TPP is designed to prepare students attending Marin County Office of Education secondary and post-secondary programs with the skills necessary to secure and maintain competitive employment. Classroom teachers provide curricula and activities designed to prepare the student for employment, including interviewing techniques, resume development, application preparation, appropriate work behaviors, and work ethics, appropriate grooming and hygiene, and relevant work practices. The TPP also provides non-

supported employment job coaching. More intensive services may be provided as on-site support or off-site interventions, including

- Job orientation
- Job destination training
- Job tasks
- Supervision at the worksite
- Integration of the student into the work environment through natural supports
- Assistance with public support agencies
- Family and residential provider consultation
- Support and counseling to maintain employment

Novato Unified School District

Novato Unified School District offers Adult Education courses for GED Prep, high school diploma attainment, and ESL courses. Most courses are offered in the evening in a central location. ESL courses are offered in partnership with COM during the day at Lynwood Elementary School through the Lynwood Family Literacy program.

Tamalpais Adult School

Tamalpais Adult School (TAS), a WASC accredited institution, opened in 1932 and is part of the Tamalpais Union High School District located in Larkspur. TAS, an Adult Education and Family Literacy Act (AEFLA) funded agency, serves local, state, and national interests by providing educational opportunities to adults in Marin County with the primary goal of assisting students in improving their lives through education. Programs provide a personalized and flexible learning environment where students are able to complete graduation requirements in small classes while also pursuing employment opportunities, caring for their families, or fulfilling other personal responsibilities. TAS serves just under 500 students annually through its two primary programs: 1) High School Equivalency (HSE) which encompasses both GED and high school diploma attainment, and 2) English as a Second Language (ESL). TAS partners with Pearson Vue to offer Marin County residents weekly testing opportunities for a variety of exams, including the GED test. For TAS Profile see Appendix D.

San Rafael City Schools (SRCS) & Shoreline Unified School District (SUSD)

San Rafael City Schools (SRCS) was established by city charter in 1861. SRCS represents two school districts: elementary (K – 8) and high school (9 – 12). SRCS serves 5,700 students.

Shoreline Unified School District (SUSD) has two elementary schools and one high school which serve students in West Marin County.

Resource constraints have resulted in reductions and/or elimination of programs over the past several years at both SRCS and SUSD.

San Quentin State Prison

San Quentin State Prison offers elementary and basic skills in GED preparation and testing. Courses, taught in English, are open to all approved inmates. San Quentin also offers Short-Term Career Technical Education (CTE) programs with high employment potential. Five CTE programs are offered to inmates: Machine Shop, Computer Literacy, Electronics, Sheet Metal, and Building Maintenance. The Machine Shop, Sheet Metal, and Building Maintenance programs are industry certified.

Partner Organizations

In this planning process, the Consortium identified several different partners in the community that contribute to educational and career pathways for adult learners. These partners include:

Marin County Workforce Investment Board (WIB)/Marin One Stop

Marin County Workforce Investment Board (WIB)/Marin One Stop operates the Marin Employment Connection. The Marin Employment Connection assists clients with job placement services, resume and cover letter preparation, and interview skills. The Marin County Adult Education Consortium will look to the WIB to provide internships for appropriate clients and participation in local skills panels.

Conservation Corps North Bay

Conservation Corps North Bay, a non-profit organization, provides ESL instruction, a high school diploma program offered through John Muir Charter School, and a Post-Secondary Adult Education Program in which students earn credit towards AmeriCorps Education Scholarships.

Marin City Community Development Corporation (MCCDC)

Marin City Community Development Corporation (MCCDC), a non-profit organization, promotes employment, skill-building, business opportunities, and income-generating programs to improve the economic quality of life of Marin City residents. MCCDC and Tamalpais Adult School (TAM) have partnered to provide on-site GED instruction throughout the school year for the past five years. The GED class is held in Marin City at the same agency where multiple ‘wraparound’ employment services are provided. This partnership has expanded in recent years to provide summer remediation instruction for high school age students participating in summer internships coordinated through MCCDC. An intensive instructional focus is placed on writing and math skills necessary for success in these internships. TAS will continue to work with MCCDC to help students obtain internships and job placements.

Alfred J. Boro Community Center

Since 2011, TAM has partnered with the Alfred J. Boro Community Center in San Rafael, where a significant percentage of the population needs ESL instruction. The Boro Center provided, free of charge, classroom space for the Partnering with Parents (PwP) ESL satellite program. TAS provided ESL instruction to parents

of elementary aged students attending nearby Bahia Vista Elementary School. ESL instruction was provided during the school day to alleviate the need for childcare or transportation. TAS will continue to partner with the Boro Community Center to provide space and access to ESL instruction for the local community.

General Consulate of Mexico in San Francisco

The General Consulate of Mexico in San Francisco, in collaboration with the Lynwood Family Literacy Program, offers a new and innovative program unique to Marin County adult learners called *Plaza Comunitaria*. The program consists of three progressive levels which teach Spanish speaking adults to read, write, and speak in their native tongue and to complete their education. Participants can complete programs in Literacy, Elementary Education, and Secondary Education, made accessible through the latest distance-learning technology including web-based courses provided by the Mexican Government, and through study groups provided by volunteers. Lynwood also provides a physical location to make this technology accessible to adult learners in Marin County.

Canal Alliance

Canal Alliance is a non-profit community based organization whose mission is to help low-income, Spanish-speaking immigrants in Marin County acquire the tools they need to thrive. They help improve family stability and prepare immigrants for success at school and work. ESL courses are one of the services offered to clients.

The Marin Literacy Program

The Marin Literacy Program (MLP) offers one-on-one and small group English literacy tutoring for native English speakers and second language learners. In addition, MLP offers ESL classes in geographically challenging areas such as West Marin.

Community Action Marin

Community Action Marin operates SparkPoint Marin, an evidence-based “one-stop” financial empowerment center for low-income to moderate income individuals and families that are struggling to make ends meet. SparkPoint Marin is a program comprised of partnerships with other Marin County organizations, including Marin Health and Human Services, Marin City CDC, Canal Alliance, United Way of the Bay Area, and YWCA.

The ultimate goal of SparkPoint Marin is to help move every individual and family living in poverty in Marin County towards self-sufficiency. SparkPoint Marin prioritizes both asset development and workforce development by focusing on four major aspects of members’ financial health: Increasing Income, Improving Credit Score, Increasing Savings, and Reducing Debt.

Homeward Bound of Marin

Homeward Bound operates the only emergency shelter for homeless families in Marin County, which serves as the entry point for the Family Services Program. Homeward Bound also operates four transitional and permanent housing programs for families. Homeward Bound assists clients in pursuing new educational goals, obtaining job training, and securing long-term housing. Fresh Starts Culinary Academy stands at the center of Homeward Bound's job-training program, operating in partnership with the Marin County Office of Education's Regional Occupation Program.

Project Management Plan

The Marin County Adult Education Consortium is committed to sharing project management for the development of its AB 86 Regional Comprehensive Plan. The Consortium will collaborate effectively to ensure that all planning objectives are met and deliverables are completed within the timeline outlined in its Certificate of Eligibility. Below is an outline of the Consortium’s leadership structure, workgroups, and partner agencies integral to the Plan’s successful implementation.

Consortium Membership & Organizational Structure:

The *AB 86 Adult Ed Leadership Team* provides leadership in Marin County for this grant. The members are:

- ❖ College of Marin, Nanda Schorske, Executive Dean
- ❖ Marin County Office of Education:
 - Mike Grant, Regional Occupational Program
 - Lisa Schwartz, Marin County Jail Education Program
 - Teri McLaughlin, Special Education/Workability
- ❖ Novato Unified School District, Lynn Erikson, Coordinator of Student Services
- ❖ San Quentin State Prison, California Department of Corrections & Rehabilitation, Anthony Beebe, Principal, and Michael Wheelless, Vice Principal.
- ❖ Tamalpais Adult School, Corbett Elsen, Principal, Tamalpais Union High School District
- ❖ San Rafael City Schools, Michael Watenpaugh, Superintendent
- ❖ Shoreline Unified School District, Tom Stubbs, Superintendent

College of Marin serves as the fiscal agent.

The following Work Groups and Coordinators were identified to oversee and complete the work of this grant.

Work Groups	Coordinators
GED and High School Diploma	Corbett Elsen, Principal, and Jaemi Naish, HSE Coordinator, Tamalpais Union High School District (TUHSD) Lynn Erikson, Student Services Coordinator, Novato Unified School District (NUSD)
Basic Skills English and Math	Karen Koenig – English Skills Instructor and Maula Allen – Math Instructor – College of Marin Sara McKinnon and Rebecca Beal, College of Marin ESL Instructors
ESL	Joan Prigian, TAS ESL Coordinator
ROP/CTE/Disabled Adults/Incarcerated Adults	Mike Grant
Apprenticeships	Nanda Schorske

Regional Comprehensive Plan Objective 1

An evaluation of current levels and types of adult education programs within the region

The Marin County Adult Education Consortium provides a host of education, training, and adult learning opportunities that reflect the diversity of both their regional population and the region's unique workforce education and training needs. In Fiscal Year (FY) 2012-13, Consortium members and their partner organizations served 5,066 adult learners across a variety of skills building, language, and workforce development training programs.

A significant number of adult students in Marin County have not completed high school, live in poverty, are immigrants in need of a variety of services, are incarcerated, or have disabilities. These students are looking for pathways to better opportunities by obtaining a GED or high school diploma, learning English, or enrolling in job training programs. Consortium members and their partners provide a number of programs specifically designed to facilitate these goals and address these needs.

Since FY 2008-09, the capacity of some Consortium partners to serve students in need of basic education and career training has been drastically reduced. K-12 Adult Schools currently have no funding promised beyond June 30, 2015 as a result of the State's implementation of the Flex Funding model. Only one Adult School in the region, Tamalpais Adult, is partially funded by the Adult Education Family Literacy Act (AEFLA) grant. Pending the outcome of the Governor's 2015-2016 budget, funding dedicated to adult education programming may allow current programs to remain in place and to continue an additional year while regional planning is continued. Prior to the budget cuts, all Adult School programs were much more robust than they are today. Part of the Consortium's effort in developing this AB 86 Regional Comprehensive Plan is to identify the needed strategies to enhance the existing capacity of Adult Schools and their partners in order to better serve the community of adult learners at levels not seen in the past six years.

Objective 1 provides an evaluation of the current levels and types of adult education programs offered by Consortium members as well as a narrative explanation of their adequacy and quality. The data used in this objective was derived from FY 12-13 enrollment figures provided by Consortium members and partner organizations.

Current Consortium Services and Programs

The Marin County Adult Education Consortium currently includes one Community College (College of Marin), four school districts (Tamalpais Union, Novato Unified, San Rafael City Schools, and Shoreline Unified), San Quentin State Prison (California Department of Corrections and Rehabilitation) and Marin County Jail GED Program, and the Marin County Office of Education's Regional Occupational Program and Special Education/Workability Program. Tamalpais and Novato are the only two school districts in Marin County that host adult education programs. Together, these educational institutions and their partners

served 5,066 adult learners in FY 2012-13 across five Adult Education Program Areas³. Table 1 below reflects student enrollment in FY 2012-13 by program area.

Table 1. Adult Education Program Unduplicated Enrollment FY 2012-13, by Program Area

Program Area	Total Enrollment	% of Total Enrolled
Elementary and Basic Skills	3,206	33%
Class and Courses for Immigrants	3,278	65%
Adults with Disabilities	39	1%
Short Term CTE (not including credit-bearing courses at COM)	102	2%
Apprenticeship Programs	-	0%
Total	6,625	100%

Source: Consortium Enrollment Data

Program Area 1: Elementary and Basic Skills Education Programs

Elementary and Basic Skills Education Programs are intended to help adults learn basic literacy and math skills, and can include everything from basic literacy to elementary basic skills to classes required for a high school diploma or high school equivalency certificate. Four of the seven Consortium members currently offer credit and noncredit Elementary and Basic Skills courses for adult learners. Elementary and Basic Skills courses served 3,206 students in FY 2012-13. Four of the seven Consortium members also provide instruction for English as Second Language (ESL) students. This is discussed in the ESL section later in this Plan. The Consortium is developing a collaborative relationship with their partners at San Quentin State Prison and did not have enrollment information at the time this Plan was written.

Table 2. Elementary and Basic Skills Unduplicated Enrollment FY 2012-13, by Consortium Member

Consortium Member	Credit Basic Skills	Noncredit	Total
College of Marin	2,248	92	2,340
Marin County Office of Education	499	-	499
Novato Unified School District	173	-	173
Tamalpais Adult School	194	-	194
Total	3,114	92	3,206

Source: Consortium Enrollment Data

³ San Rafael City Schools & Shoreline Unified School District have opted not to participate in this planning process at the time this plan was written.

Discussion of Adequacy and Quality

1. **There are strong partnerships in place between the Consortium and its partners upon which to build better coordination and continuity across the adult education system.** Basic Skills Education Programs are currently offered at member institutions and at partner locations throughout the County. Being able to offer multiple programs at locations spanning various geographic areas of the County increases the ability of adult learners to find a program that meets their basic educational needs while managing their competing work and childcare priorities. However, there are populations outside the mainstream who are often overlooked and lack access to or knowledge of the Basic Skills Education Programs currently available. Improved coordination and communication about how to enter and navigate the educational system will likely increase the inclusion of adults with special needs, those in custody and being released, and adults transitioning into entry-level employment.
2. **There is significant need for additional basic skills courses in language arts and math to meet student demand for HSE credentials.** Current data indicates that the total number of adults in Marin County over 25 who have less than a 9th grade education, or who reached the 9th grade but did not receive a high school diploma, is over 14,000. As the Marin County Adult Education Consortium moves toward a more collaborative planning process and identifies areas for improvement and expansion, its members acknowledge that the current estimate of students needing basic skills courses exceeds the current placement availability by about 5,000.

Program Area 2: Courses and Classes for Immigrants

Courses and classes for immigrants provide educational services in citizenship, civics, and English as a Second Language (ESL), as well as workforce preparation classes and vocational ESL. ESL courses are an integral component to educating immigrants and include listening, speaking, reading, writing, grammar, and survival skills. Citizenship classes help students apply for naturalization, prepare for the United States Citizenship and Immigration Services (USCIS) interview, understand American history and government, and inform students of their rights as U.S. citizens. In FY 2012-13, the Consortium’s three adult education programs offered courses and classes for immigrants to 3,278 students.

Table 3. Courses and Classes for Immigrants Unduplicated Enrollment FY 2012-13, by Consortium Member

Consortium Member	Noncredit	Credit ESL	Total
College of Marin	2,339	564	2,903
Novato Unified School District	125	-	125
Tamalpais Adult School	250	-	250
Total	2,714	564	3,278

Source: Consortium Enrollment Data

College of Marin

The ESL program at College of Marin (COM) has been a primary resource for adult second language learners in Marin for over 35 years. Through free noncredit ESL classes and credit ESL classes COM has helped countless Marin residents from over 75 countries fulfill their educational, career and personal goals to become productive members of our community. ESL courses are designed to respond to the needs of the growing English learner population in Marin.

COM's College Skills Department includes noncredit and credit ESL courses, which offer a sequence of levels from the beginning through to one level below transfer. Noncredit includes four primary levels and two sub levels (10, 20, (25), 30, (35), and 40); credit includes the next four levels plus two courses that parallel English courses one and two levels below transfer. Students take placement tests to determine their most appropriate entry point into the program. The noncredit classes give promotion tests at the end of each semester to better advise students when they are ready to move on to the next level. In 2008, 3,126 credit and noncredit ESL students were served. In 2012-2013, 2,903 credit and noncredit ESL students were served. In 2013-2014, 3,018 credit and noncredit ESL students were served and it is projected that over 3,000 ESL students will be served in 2015-2016. For a more extensive description of all the ESL courses and classes taught to COM adult learners, please see Appendix C.

Novato Adult School

Beginning and intermediate classes are offered at Hill Education Center on Monday and Wednesday evenings. Lynwood Elementary School provides space for COM ESL class two mornings a week. In 2008, 213 students were served. In 2012-2013, 125 students were served. In 2013-2014, 105 students were served and it is projected that 150 students will be served in 2015-2016.

Tamalpais Adult School (TAS):

Classes are offered twice a week for 2 hours each during the fall and spring sessions. Beginning, intermediate and advanced levels are offered on Tuesday and Thursday evenings at Redwood High School, and intermediate and advanced levels on Monday and Wednesday mornings at the Carlisle Building in Larkspur. TAS also offers a distance learning program which offers students DVDs and work packets for extra practice at home. Student progress at the adult schools is assessed using the CASAS Life and Reading Series Assessments and the CASAS Citizenship Preparation Assessment.

In 2008, 524 students were served. In 2012-2013, 250 students were served. In 2013-2014, 296 students were served and it is projected that 300 students will be served in 2015-2016. A further description of each type of ESL course taught by TAS is also included in Appendix C.

In addition to the courses offered by Consortium members, other partner agencies in the region also teach courses and classes for immigrants. See below for enrollment by partner agency.

Table 4. Courses and Classes for Immigrants Unduplicated Enrollment FY 2012-13, by Partner Agency

Partner Agency	Total Enrollment
Canal Alliance	1,200
Marin Literacy Program county wide	192
Marin Literacy Program at San Quentin	125
Marin Literacy Program at the Marin County Jail	180
Total	1,697

Source: Consortium Enrollment Data

Canal Alliance is a non-profit organization whose mission is to help low-income, Spanish-speaking immigrants in Marin County acquire the tools they need to thrive. Canal Alliance’s programs help improve family stability and prepare immigrants for success at school and work.

Canal Alliance offers eight levels of ESL classes plus specialty courses in writing, pronunciation, and English for the job search. Classes are available mornings, afternoons, evenings, late evenings, and weekends, allowing community members to study at whatever time they have available. Classes generally meet four hours per week. Some morning classes and Saturday classes include free childcare. Canal Alliance runs 15-week courses in the fall and spring, plus an 8-week summer term. They offer about 30 different classes in a variety of locations both inside and outside the Canal neighborhood, serving about 700 students each term. Fees are \$50 for 15 weeks of twice per week classes, including materials.

The Marin Literacy Program provides one-on-one ESL tutoring and small ESL classes to beginning and low intermediate students to enable them to obtain GEDs, pursue citizenship, attend credit classes at College of Marin, and/or succeed in ESL classes at TAS and Canal Alliance. Adult students are assessed for literacy level and then matched with a Marin Literacy Program trained tutor to work with them individually. Many of the students attend or aspire to attend beginning level ESL classes. Common goals are to achieve a GED, attend College of Marin as a credited student, obtain citizenship, or find a better job. Tutoring times and places are set to the student’s availability. ESL classes are offered in geographically difficult to reach areas like Tomales in West Marin. The Marin Literacy Program also serves San Quentin and the Marin County Jail with tutoring services.

Discussion of Adequacy and Quality

- 1. Consortium schools are not able to adequately meet demand for courses and classes for immigrants.** According to enrollment data submitted by Consortium members, courses and classes for immigrants have the highest enrollment rates of any program area. Consortium schools note that courses are offered in multiple locations throughout the region and multiple courses are offered throughout the day. However, due to decreased funding, there are an inadequate number of classes available to meet existing need.

- Partnerships with culturally competent, community-based organizations strengthen the relationships between schools and immigrant communities. However, more effort can be made to reach out to and engage underserved populations. In addition to providing their own courses and classes for immigrants, the Consortium partners with several community based organizations (CBOs) to provide ESL instruction to immigrant students. CBOs provide instruction in the communities where many immigrants live, decreasing transportation barriers and making attending class in a familiar location less stressful for students, many of whom are attending class for the first time since arriving in Marin. By enhancing relationships with immigrant communities, Consortium schools are contributing to these students’ likelihood of successfully continuing their education and gaining employment.

Program Area 3: Programs for Adults with Disabilities

Education programs for adults with disabilities accommodate students with cognitive, physical, sensory, or medical disabilities as well as mental illnesses. Adult education settings provide modified equipment, materials, and instructional strategies to increase literacy and workforce skill development for both individuals and their families. Just one of the four Adult Schools in the Consortium offered programs for Adults with Disabilities in FY 2012-13. Tamalpais Adult School and Novato Unified Adult School both provide HSE to students with active Individualized Education Programs (IEPs), work with special education students and their districts to uphold their IEPs, and provide accommodations for testing. During the Consortium’s planning process, it was decided to limit the participation in Programs for Adults with Disabilities to only adult learners enrolled in the Workability Program. Thirty-nine students accessed the Workability Program in FY 2012-13.

Table 5. Programs for Adults with Disabilities Unduplicated Enrollment FY 2012-13, by Consortium Member

Consortium Member	Credit Basic Skills
Marin County Office of Education (Workability)	39
Total	39

Source: Consortium Enrollment Data

Discussion of Adequacy and Quality

- The Workability Program and Transition Partnership Program provide comprehensive pre-employment skills training, employment placement, and follow-up for adult students in special education who are transitioning between school, work, independent living, and post-secondary education or training. The program offers special education students the opportunity to complete their secondary education while also obtaining marketable job skills at employment sites offered by employers in the local business community.
- Stigma is a barrier in accessing the appropriate level of support and individualized special education for adult learners with disabilities. Consortium members recognize that transitions

between secondary and post-secondary education and the acquisition of vocational skills are difficult for adult learners with disabilities because stigma acts as a barrier to smooth transitions. Some students may fall through the gaps, especially where accommodations are difficult to obtain.

3. **Secondary education to achieve a high school diploma or GED is working well to meet the needs of adult learners with disabilities, but a lack of appropriate college level skill building courses hinders their post-secondary success.** Because of program cuts for adult learners with disabilities, providing adequate support for students to obtain college-level critical thinking and writing skills is difficult. Consortium members indicate that it may be appropriate to develop a bridge curriculum to provide adult learners with disabilities more enhanced academic support if they choose to pursue community college coursework.

Program Area 4: Short-Term Career Technical Education (CTE) that does not lead to a degree. Longer-term programs that can lead to a degree are offered by the COM

Short-term Career Technical Education (CTE) programs are vocational programs with high employment potential based on industry demands in the local region that do not lead to a degree. These programs consist of a course of study or an organized sequence of courses leading to a vocational/career objective, certificate, or award that is directly related to employment and does not result in a degree. Short-Term CTE programs are offered by the Marin County Office of Education via the Regional Occupational Program. In FY 2012-13, members served 102 students in Short-Term CTE programs.

Table 6. Short-Term CTE Unduplicated Enrollment FY 2012-13, by Consortium Member

Consortium Member	Noncredit
Marin County Office of Education (Regional Occupational Program)	102
Total	102

Source: Consortium Enrollment Data

In addition to the Short-Term CTE programs offered by Marin County Office of Education, several partner agencies within the region also provide Short-Term CTE programs to an additional 234 students. See below for the student enrollment by partner agencies for Short-Term CTE programs.⁴

Table 7. Short-Term CTE Unduplicated Enrollment FY 2013-14, by Partner Agency

Partner Agency	Enrollment
Homeward Bound - Culinary Training	125
Canal Alliance ESL & Computers	100
Marin City Community Dev. Corps, Construction	9
Total	234

⁴ Please note that Short-Term CTE enrollment for Consortium partners was only available for FY 13-14. Enrollment figures were reported for FY 12-13 in every other program area as requested in the State’s guidance in developing AB 86 Comprehensive Regional Plans (Appendix C).

Source: Consortium Enrollment Data

Discussion of Adequacy and Quality

- 1. Maintenance of effort has prevented expansion of Short-Term CTE courses.** With overall budget reductions since 2009 and the shift to a flex-fund formula model, resources have been diverted from expanding the diversity of short-term CTE courses for students offered through the ROP. As a result, the Consortium has had to focus on maintaining current efforts, but would like to expand course offerings to include culinary, hospitality, home health, and automotive technology programs.
- 2. Lack of elementary and basic skills education prevents some interested students from transitioning into Short-Term CTE courses.** Some Consortium members note that a small subset of the students interested in enrolling into Short-Term CTE programs still lack basic and elementary skills that would prepare them for vocational training. At the community college level, elementary and basic skills course offerings may be too advanced for some students needing more rudimentary support in language comprehension and math. Lack of a high school diploma or equivalency certificate poses a barrier for students seeking to enroll in some of the Short-Term CTE programs.
- 3. Consortium schools experience varying levels of success in job placement efforts.** The success of job placement in Short-Term CTE programs varies by program type. Currently, health-related tracks see the most successful rates of student employment upon certification. Consortium members report industry demand exceeds supply for Certified Nursing Assistants (CNA), Home Health Aides (HHA), Medical Assistants (MA), and Radiology Technicians. However, Consortium members note the challenges faculty and staff face balancing program offerings with industry demand. From this list, only a Medical Assistant Program is currently offered. Consortium members suggest that training in job readiness development for faculty and staff would be helpful.
- 4. Consortium members acknowledge that additional job readiness training would better support adult learners.** Regardless of the level of education achieved, the work that goes into finding, applying for, and interviewing for a job can be overwhelming.

Program Area 5: Apprenticeship Programs

Apprenticeship Programs provide on-the-job training integrated with classroom learning. Experiential learning has long been recognized as a method that embeds learning in a way that more traditional didactic and text-based teaching do not. Apprentices are paid employees, “earning while they learn,” and they are usually hired into skilled crafts.

The College of Marin operates one apprenticeship program in organic farming. Currently no apprentices are enrolled in this program.

Discussion of Adequacy and Quality

The Consortium recognizes the limited reach of its current apprenticeship program. There may be demand for more skilled workers and tradespeople in the region than what its current programs can supply and train. Amid large construction projects that are planned for the future, the Consortium recognizes the opportunity to develop more apprenticeship programs for journeymen and skilled trades.

Programs for Adult Learners in Correctional Facilities

San Quentin State Prison offers short term Career Technical Education (CTE) programs with high employment potential. Five CTE programs are offered to inmates: Machine Shop, Computer Literacy, Electronics, Sheet Metal, and Building Maintenance. The Machine Shop, Sheet Metal, and Building Maintenance programs are industry certified.

The Marin County Office of Education operates the Marin County Jail Education Program. Incarcerated adults ages 18 and over in the Marin County Jail may participate in this educational program taught by credentialed teachers on a voluntary basis. Incarcerated adults may use this program to prepare for and take the GED test. On a case by case basis, students may also participate in a contracted learning program for credits leading to a high school diploma. Incarcerated adults with identified special needs are also offered direct support through this program.

Incarcerated adults who are identified with Special Needs are also offered direct support through this program. Gaps in this program include ability to provide programs for non-English speakers, and to offer vocational programs.

Attendance data for adults enrolled in education programs through San Quentin State Prison and the Marin County Jail were not available at the time this draft plan was written.

Regional Comprehensive Plan Objective 2

An evaluation of current needs for adult education programs within the region.

Consortium Region Overview

According to recent demographic data provided by the AB 86 State Workgroup, Marin County has a total population of 255,980. Of the total Marin County population, 17% (43,773) live in poverty, 8.1% (20,734) lack a high school diploma, and about 5% (13,311) are unemployed.

Marin County is influenced by economic factors occurring within County's boundaries as well as the surrounding counties of Alameda, Contra Costa, Napa, San Francisco, Solano, and Sonoma (see Figure 1).

Taken collectively, the Bay Area region is expected to experience substantial job growth between 2010 and 2040, with nearly 73% of total job growth expected in the professional services, health, education, and leisure and hospitality sectors. More than half of the projected 1.1 million new jobs in the Bay Area by 2040 are expected to be created between 2010 and 2020.⁵

According to the Association of Bay Area Governments (ABAG), industry sectors, specifically professional services and health and education, are expected to contain a wide spectrum of wages, each requiring different skill levels and educational requirements. It is estimated that less than half of the jobs in the professional services sector will require the higher levels of education typically associated with this sector.⁶ This suggests that more than half of professional services sector jobs will be available to individuals without Bachelor's Degrees.

Figure 1. San Francisco Bay Area Counties



Source: www.bayareacensus.ca.gov

Nativity Demographic Data for Marin County

The following data⁷ comes from 2008-2012 American Community Survey tables that show estimates based upon samples of the population. Each year, a sample of persons from each geographic area is surveyed. The 2008-12 tables show a weighted average for a combination of the survey results for each of the five years specified. Estimates for 2012 are higher due to population growth. While the population continues to grow, the geographic distribution remains instructive.

⁵ Association of Bay Area Governments & Metropolitan Transportation Commission, 2013. Bay Area Plan: Strategy for a Sustainable Region.

⁶ Ibid

⁷ Selected Social Characteristics: Nativity, Language at Home and Ability to speak English. 2008-2012 American Community Survey (ACS), 5-year. U.S. Census Bureau.

In Marin County, 19% of the total population was born in another country, as compared to 27% statewide. Within Marin, the largest pockets of foreign-born residents include Novato in Northern Marin (20%); Strawberry CDP (23%), Marin City CDP (24%) and Alto CDP (27%) in Southern Marin; and San Rafael and Santa Venetia CDP in Central Marin, which are 29% respectively. The percentage of the population five years of age and older who speak a language other than English at home is 23% overall for the County (as compared to 44% statewide). The locations in Marin with the highest concentration of this population (20% or higher) include Novato (24%), Lagunitas-Forest Knolls (27%), Pt. Reyes Station (27%), Marin City (30%), Tomales (32%), San Rafael City (37%), and Santa Venetia CDP (38%). The percentage of the population five years of age and older who speak English less than “very well” is 10% in Marin and 20% statewide. Of the areas listed above, the highest percentages include: Marin City (11%), Novato (11%), Santa Venetia CDP (19%) and San Rafael City (20%).

Multiplying the number of people five years of age and older by the percentages in the two categories above, the numbers non-native English speakers in Marin County by region in 2008-2012 was estimated to be as follows:

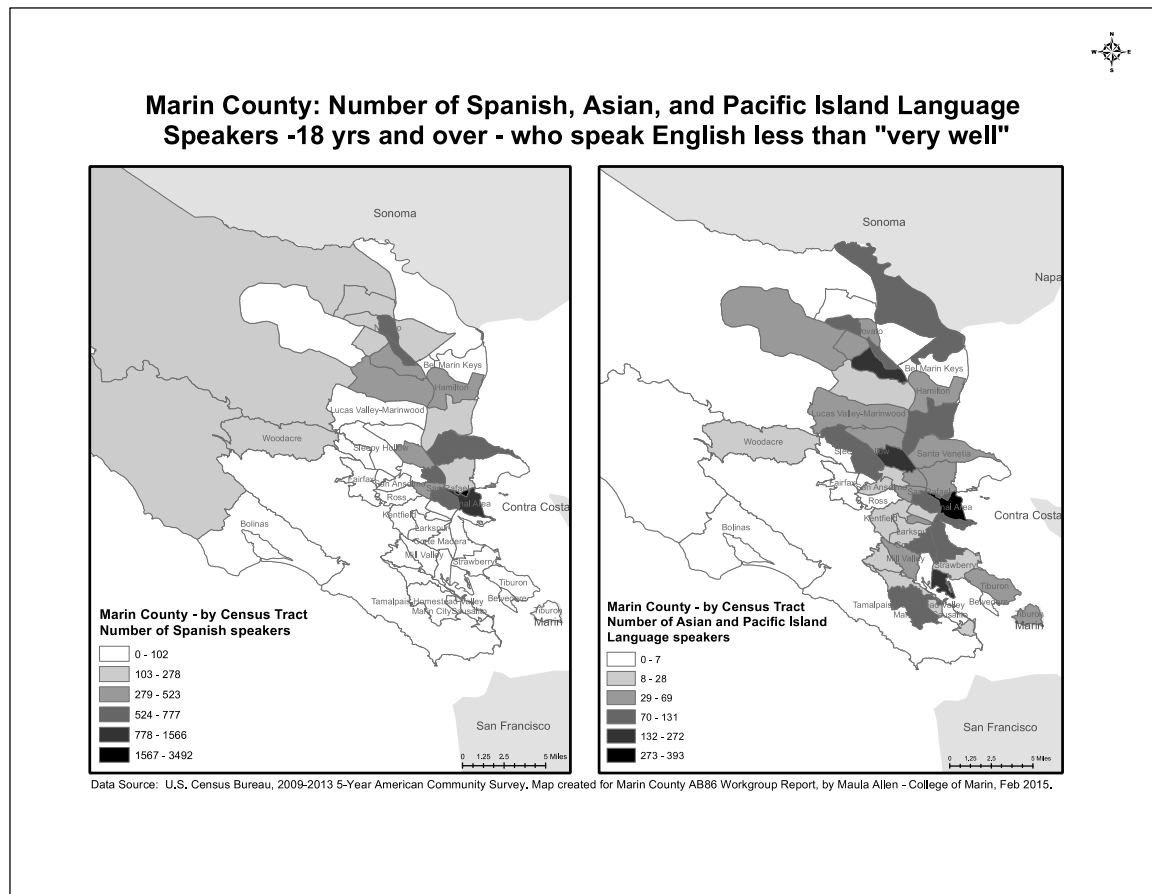
Table 8: Non-Native English Speakers in Marin County, 2008-2012

County Area	Speak another language at home	Don't speak English well
West Marin	1,332	406
Southern Marin	8,463	1759
Northern Marin	11,822	5,284
Central Marin	29,850	13,982
Total	51,468	21,430

Table 9: Enrollment in Existing ESL Programs Versus Population Statistics

County Area	Number of people 5 years old and over who don't speak English very well	Consortium Members	Students Served 2012-2013	Students Served 2013-2014
West Marin	406		-	-
Southern Marin	1,759		-	-
Northern Marin	5,284	College of Marin - IVC	179	212
		Novato Adult School	125	105
Central Marin	13,982	College of Marin - KTD	2,724	2,806
		Tam Adult School	250	296
		Canal Alliance (Partner Agency)	1,200	1,275
Totals	21,430		4,478	4,694

Figure 2: Marin County's Geographic Distribution of Adult Spanish, Asian, and Pacific Island Language Speakers, by Census Tract



Regional Economic Analysis for Marin County

The overall economy of the North Bay is slowly growing and has one of the lowest unemployment rates in the State of California (4.2% per State of California Employment Development Department (EDD)). A large proportion of Marin County’s residents are college-educated (54% with Bachelor’s Degrees per California EDD). The Marin housing market is both limited and expensive. Business attraction is limited due to Marin’s reputation for being anti-growth, and business retention is difficult as other states and regions offering financial incentives often woo businesses away. The North Bay as a whole relies on the State of California to remain committed to economic growth. With a low unemployment rate of 4.2%, the need for basic education skills is often overlooked in the community. The County continues to work towards a better economic future by preparing residents through education to weather the ever-changing economic climate by earning higher wages, securing stable jobs/careers, and avoiding unemployment.

The challenges that the AB 86 partners seek to address are tailored to provide increased opportunities for those Marin residents who are not a part of the mainstream as described above, especially those who may remain marginal by virtue of their lower economic, social, or educational status. Providing services and opportunities to those who would otherwise be left by the wayside - adults with special needs, jail inmates, and adults transitioning into entry-level employment - is the focus of the strategies being implemented by the Marin Regional Occupational Program, the Marin County Office of Education Jail / GED Program, the Marin County Office of Education Workability Program, Tamalpais and Novato Unified School District Adult Schools, and College of Marin.

According to the State of California EDD, the fastest growing occupations in Marin, San Francisco, and San Mateo Counties include biomedical engineers, microbiologists, and computer and information research scientists. As Table 10 demonstrates, each of these occupations are expected to grow more than 57% between 2010 and 2020, experience a median annual wage of at least \$96,580, and require a minimum of a Bachelor’s Degree.

Table 10. Fastest Growing Occupations in Marin, San Francisco, and San Mateo Counties by Expected Growth in Employment

Fastest Growing Occupation	Expected Growth in Employment (2010 – 2020)	Median Annual Wage	Entry Level Education
Biomedical Engineers	123.7%	\$106,371	Bachelor’s Degree
Microbiologists	76.3%	\$96,580	Bachelor’s Degree
Computer and Information Research Scientists	57.6%	\$119,719	Doctoral or Professional Degree

Source: State of California, Employment Development Department, Occupations in Demand

To further analyze the relationship between minimum educational requirements and the fastest growing occupations in the County, occupations requiring more than an Associate’s Degree were excluded from the analysis. This analysis revealed that the fastest growing occupations in Marin County that require an Associate’s Degree or less include home health aides, advertising sales agents, and pharmacy aides. As

Table 11 depicts, each of these occupations are expected to grow by at least 42%, experience a median annual wage of at least \$24,164, and require no more than an Associate’s Degree.

Table 11. Fastest Growing Occupations in Marin, San Francisco, and San Mateo Counties that Require an Associate’s Degree or Less, by Expected Growth in Employment

Fastest Growing Occupation	Expected Growth in Employment (2010 – 2020)	Median Annual Wage	Entry Level Education
Home Health Aides	52.2%	\$24,164	Less than high school
Advertising Sales Agents	49.7%	\$62,520	High school diploma or equivalent
Pharmacy Aides	42.6%	\$24,263	High school diploma or equivalent

Source: State of California, Employment Development Department, Occupations in Demand

Occupations with the Most Job Openings

According to the State of California EDD, the occupations with the most job openings in Marin, San Francisco, and San Mateo Counties include waiters and waitresses, cashiers, and retail salespersons. As Table 12 depicts, each of these occupations have at least 13,120 job openings, experience a median annual wage of at least \$22,007, and require an educational attainment of less than high school.

Table 12. Occupations with the Most Job Openings in Marin, San Francisco, and San Mateo Counties, by Total Job Openings

Fastest Growing Occupation	Total Job Openings	Median Annual Wage	Entry Level Education
Waiters and Waitresses	14,840	\$22,007	Less than high school
Cashiers	13,470	\$24,692	Less than high school
Retail Salespersons	13,120	\$24,089	Less than high school

Source: State of California, Employment Development Department, Occupations in Demand

To further analyze the relationship between occupations with the most job openings and minimum educational requirements, occupations requiring less than high school and more than an Associate’s Degree were excluded from analysis. This analysis revealed that the occupations with the most job openings include registered nurses, customer service representatives, and office clerks (general). As Table 13 depicts, each of these occupations have at least 5,470 job openings, experience a median annual wage of \$36,751 and require an educational attainment of at least a high school diploma (or equivalent). Nursing requires a college degree.

Table 13. Occupations with the Most Job Openings Marin, San Francisco, and San Mateo Counties that Require between a High School Diploma (or Equivalent) and an Associate’s Degree, by Total Job Openings

Fastest Growing Occupation	Total Job Openings	Median Annual Wage	Entry Level Education
Registered Nurses	5,990	\$112,801	Associate’s Degree
Customer Service Representatives	5,510	\$41,905	High School Diploma or Equivalent
Office Clerks, General	5,470	\$36,751	High School Diploma or Equivalent

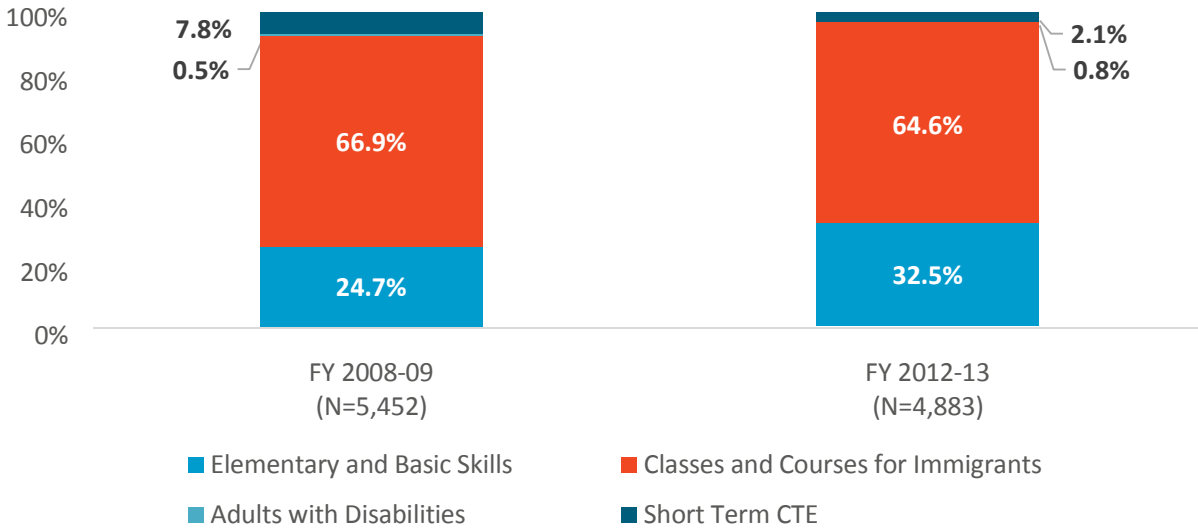
Source: State of California, Employment Development Department, Occupations in Demand

Analysis of Adult Education Programs' Needs

Overview of Identified Needs

Adult education programs serve as a gateway for thousands of residents in Marin County to learn English, enter meaningful employment, work on basic skills, and pursue post-secondary education. Adult education programs are necessary to ensure that the region's workforce is trained in the skills employers require and that the residents can fully participate in civic activities. However, since the recession of 2008-09, adult education programs have been the target of major funding cuts at levels that have yet to recover. This drastic change in funding has altered the landscape of adult education. The figure below compares the proportion of student enrollment by program area from FY 2008-09 to FY 2012-13.

Figure 3. Proportion of Student Enrollment during FY 2008-09 and FY 2012-13, by Program Area for Marin County



Source: Consortium Enrollment Data

During FY 2012-13 in Marin County, there was an 18% increase in the number of students enrolled in elementary and basic skills courses from FY 2008-09, or from 24.7% of total enrollment to 32.5%. The only other program area to see growth in the time period analyzed was programs for adults with disabilities, which showed a 34.5% increase in the number of students enrolled, increasing from 0.5% of total enrollment to 0.8%. Overall, total student enrollment decreased from 5,452 in FY 2008-09 to 4,883 in FY 2012-13 (10.4% decrease).⁸

Although elementary and basic skills courses and programs for adults with disabilities saw a rise in enrollment, all other program areas experienced a reduction in total enrollment because of fewer classes offered due to reduced funding. By FY 2012-13, there was a 13.6% reduction in the number of students

⁸ This figure does not include enrollment figures for partner agencies such as community-based or government organizations that may also provide some support or classes for adult learners in Marin County.

enrolled in Classes and Courses for Immigrants, and a 13.6% reduction in the number of students participating in Short-Term CTE Programs.

Needs by Program Area

Elementary and Basic Skills Education Programs

High School Equivalency Programs

Program Description: Programs and courses that address everything from basic literacy to elementary basic skills to classes required for a high school diploma or high school equivalency certificate.

Program Goal: Students learn the skills to earn their high school diploma or high school equivalency certificate.

Statement of Need: According to the 2008-2012 U.S. Census Bureau’s American Community Survey (ACS), rates of adults over the age of 25 with less than a 9th grade education vary from one area of Marin County to another. The following provides a sample of this variance:

Table 14: Estimated Proportion of Adults Over the Age of 25 with Less than a 9th Grade Education, by County Area

County Area	Estimated % of Adults	Estimated # of Adults
Santa Venetia	13.2%	475
Inverness	4.5%	46
Marin City	2.8%	50
Novato	3.8%	1,427
Lagunitas/Forest Knolls	9.7%	149
San Rafael	9.6%	4,007

The same source provides rates of adults over 25 (9th to 12th grade) who do not have a high school diploma:

Table 15: Estimated Proportion of Adults Over the Age of 25 Having Between a 9th – 12th Grade Education and No High School Diploma, by County Area

County Area	Estimated % of Adults	Estimated # of Adults
Santa Venetia	5.3%	191
Inverness	1.8%	19
Marin City	3.3%	58
Novato	4.0%	1,502
Lagunitas/Forest Knolls	2.2%	34
San Rafael	5.5%	2,296

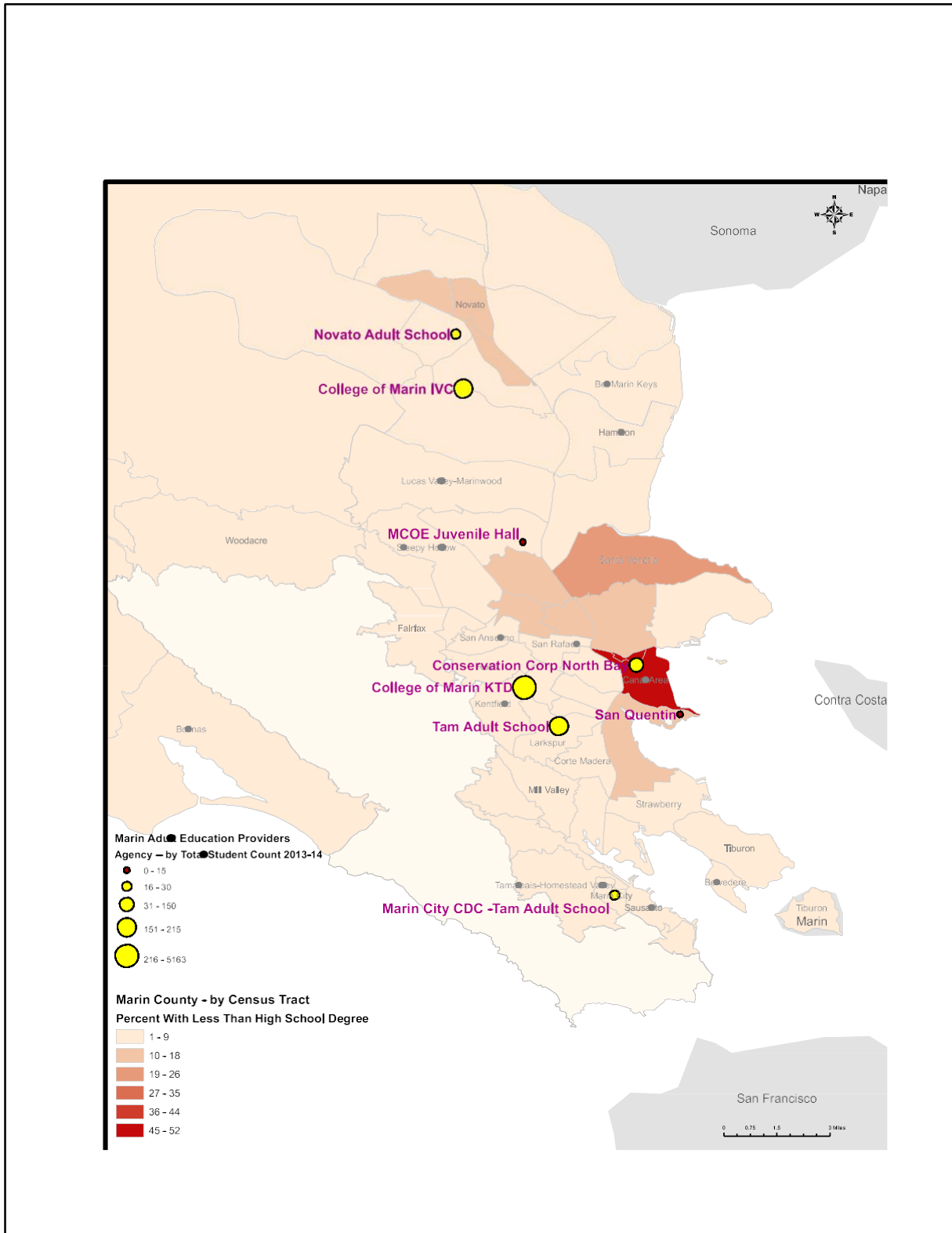
The total number of adults over 25 who have less than a 9th grade education is 7,809 and the total number of adults over 25 who reached at least 9th grade but do not have a high school diploma is 6,694. The total

number of adults over 25 who do not have a high school diploma, if these two numbers are combined, is 14,503. It is important to note that the number of available slots for students who want to take GED preparation in Marin County is only a tiny fraction of this number.

Adult School HSE Program Needs: Since 2011-12, significant waitlists have existed in the region to enroll in HSE programs, reflecting increased student interest. Such interest may be in part due to the requirements of the Dream Act and Deferred Action for Childhood Arrivals (DACA), as well as the removal of the ability to benefit test which allowed students to receive financial aid in college without a high school diploma or GED. The phase out of the GED 2002 test series and COM discontinuing their GED program are additional reasons for an increase in waitlists across the region. Lastly, President Obama's Executive order on Immigration has opened the doors to allow additional Marin County residents to pursue HSE.

This level of interest makes it is clear that there is a sizable population of adults in Marin County who are not being served by the current structure of HSE providers. Saturday and summer classes are currently not available for those seeking HSE. In addition, centralized locations with the availability of supportive services would be of benefit to students. Development of a countywide map which identifies current programs and services would help clients. Providers would benefit from ongoing, coordinated meetings which would enhance referrals to the appropriate classes, track student enrollment, and evaluate ongoing needs and gaps.

Figure 4: Comparison Map of Marin County's Adult Education Providers to Adults with Less Than a High School Diploma, by Census Tract



Tamalpais Adult School HSE Program

TAS is the only WASC accredited K-12 adult school and offers the largest number of HSE classes in Marin County. High school equivalency classes are offered by TAS in Larkspur and Sausalito. TAS has assessed the geographic area and other relevant context and characteristics of Marin County as it applies to the unmet needs of Marin County residents who seek high school equivalency. TAS has analyzed and developed relevant connections between needs, recruitment efforts, and services to be offered. Due to the large immigrant population described above, there is a critical need for ESL, ESL Bridge and HSE programs throughout Marin County. Novato and San Rafael are currently communities where the need for ESL, ESL Bridge and HSE classes are highest. At this time, little is offered in the way of HSE to community members living in San Rafael and Novato. This represents a significant unmet need.

TAS class offerings and service locations are directly connected to the needs of the Marin County population as allowed by its dedicated annual budget. The instructional schedule at TAS was developed to maximize the opportunity for learners to attend and make progress. Length and duration of classes are at the maximum allowed by the budgets that support them. TAS HSE classes are offered Monday through Thursday in both the morning and evening to accommodate student schedules, and in two locations easily accessible by bus, Larkspur and Sausalito. However, students from other regions must travel a greater distance to participate in HSE programs. This is an especial hardship for those who are traveling from Northern Marin or Western Marin. A lack of HSE programs in cities where the highest needs exist continues to represent an unmet need. There is also a need for weekend classes to accommodate students who are working one or two jobs, have families with limited daycare options, or who lack the necessary time during the week to study.

TAS follows a traditional semester schedule. The fall semester is 15 weeks and spring semester is 17 weeks (ESL) and 20 weeks (GED). Due to current budget constraints, there is not a summer session for any HSE programs in Marin County. This eight week gap represents another significant unmet need.

To maximize participation in TAS programs, an open entry/open exit enrollment system is used. TAS offers weekly registration opportunities. During program orientations, expectations about attendance and participation are explained, and support services are provided. Other adult school programs do not provide support services to aid students in choosing secondary and post-secondary pathways. A lack of support services countywide is another unmet need for adult learners. There is also need for bilingual support services connected to adult schools for learners in Marin County.

Based on this data, Consortium members identified the following unmet needs of High School Equivalency Programs:

1. Lack of capacity- Limited number of HSE programs available to accommodate regional need since 2008-09 flexible spending implemented statewide
2. Lack of accessibility- Inadequate HSE programs available in geographic locations and varying times to accommodate regional need

3. Lack of Adult Basic Education (ABE) program offerings (varying class levels) available to accommodate regional need since 2008-09 flexible spending implemented statewide
4. Inadequate support services and qualified bilingual personnel available to accommodate regional need
5. Absence of transition and/or bridge pathways that enable students moving between program levels (ESL to HSE to post-secondary education)
6. Limited regional outreach and communication regarding adult education programming
7. Lack of HSE programming available in Spanish to accommodate regional need
8. Financial support unavailable to students most in need
9. Limited test center capacity available to accommodate regional need
10. Professional development for HSE staff countywide
11. Lack of regional Adult Education Pathways council, outside of AB 86, to provide collaboration, consultation, needs assessment for region, partnering opportunities

College of Marin Elementary and Secondary Basic Skills Instruction

A high school diploma or the equivalent earned recently or in the past does not necessarily mean that a student is college ready. The need for basic skills courses in both English and math can be estimated by looking at the number of students at the College of Marin who place below transfer level in English and math when administered the Accuplacer placement test. The tables below show the placement of students tested over a one year period in math and English. While some students can and do enroll in courses without taking a placement test, the ratio of student placement results is still indicative of overall college readiness. Given this need, COM has decided to focus on classes that will bring students up to college level rather than GED preparation only. On the math test, a total of 84.2% tested below transfer level (below college level). On the English test, a total of 77.3% tested below transfer level.

Table 16.1: Placement Test Results by Course and Subsequent Enrollment or Waitlist Status (Math)

Math Level	College of Marin Math Course	Total students placing at each level	Percentage of total
Four levels below transfer	Math 85	410	(23.8%)
Three levels below	Math 95	109	(6.3%)
Two levels below	Math 101	305	(17.7%)
One level below	Math 103	628	(36.4%)
Transfer level	Math 115	152	(8.8%)
Transfer level	Math 104/105/109/115/121	95	(5.5%)
Transfer level	Math 123	27	(1.6%)
Total Tested from January 2014 to January 2015:		1,726	100%

Table 16.2: Placement Test Results by Course and Subsequent Enrollment or Waitlist Status (English)

English Level	College of Marin English Course	Total students placing at each level	Percentage of total
Four levels below transfer	English 62	176	(12.1%)
Three levels below	English 92	264	(18.2%)
Two levels below	English 98/120AC	314	(21.6%)
Two levels below	English 98SL (second language)	11	(0.8%)
One level below	English 120	340	(23.4%)
One level below	English 120SL (second language)	17	(1.2%)
Transfer level	English 150	329	(22.7%)
Total Tested from January 2014 to January 2015:		1,451	100%

2012 Developmental Math Courses

In 2012, 1,617 unique students took the placement test. 1,401 (87%) of the students were placed in developmental math courses.

Table 17: Students Enrolled and Passed Development Math

	2012 Placement Count	Number (and Percentage) who registered in a Developmental Math class by Spring 2014	Number (and Percentage) who passed their initial registered Math class	Percent passed out of originally placed students
Developmental Math PLACEMENT	1,401	776 (55%)	425 (55%)	(425/1401) 30%
Math 85	444	180 (41%)	109 (61%)	(109/444) 25%
Math 95	100	53 (53%)	24 (45%)	(24/100) 24%
Math 101	291	161 (55%)	74 (46%)	(74/291) 25%
Math 103	595	382 (64%)	218 (57%)	(218/595) 37%

This table shows that in 2012 there were 1,401 students who took the College of Marin Placement Test. Of these students, 776 (55%) registered for a Developmental Math class by spring 2014. The table gives further details of which courses students were placed, how many registered within each subgroup as well as their success rates. The table shows that of the 1,401 students who had intentions of registering for a math class, and who were placed in a developmental math class, 625 did not register as of spring 2014. We also observe that of the 776 students who registered and completed a developmental math class, 351 students were not successful. As a result, 976 (625+ 351) students remain in need of a developmental math class in 2012.

Waitlist (2013 and 2014 Average)

The waitlist data at College of Marin, from 2013 and 2014, shows that there was an average of 372 students waiting to register for developmental math classes. (*Note: there is no additional data indicating whether or not any of the students on the waitlists were subsequently able to register for a developmental class at the College of Marin.*)

Potential Need Gap

Based on the combination of Placement Test (2012) and Waitlist (2013-2014 average) data, we roughly estimate a potential annual gap of approximately 1,348 (976 + 372) students in need of developmental math.

2012 Developmental English Courses

In the year 7/1/2012 to 6/30/2013 1,559 unique students took the Placement Test. Of that number, 1,206 (77%) of the students were placed in developmental English courses.

Table 18: Students Enrolled and Passed Development English

	7/12-6/13 Placement into Developmental English Count	Number (and Percentage) who registered in a Developmental English class in Fall 2012 & Spr. 2013	Number (and Percentage) who passed their registered English class	Percent passed out of originally placed students
Developmental English PLACEMENT	1,206 out of 1559 (77%)			
English 62	158 (10%)	51 (32%)	23 (45%)	15%
English 92	299 (19%)	204 (68%)	117 (57%)	39%
English 98	339 (22%)	253 (75%)	134 (53%)	40%
English 120	410 (26%)	555	340 (61%)	NA

This table shows that from 7/1/2012 to 6/30/2013 there were 1,559 students who took the College of Marin Placement Test. Of these students, 1,206 (77%) placed into Developmental English (English 62, 92, 98, and 120) in Fall 2012 and Spring 2013. During that same time period, smaller percentages in each group enrolled in these courses, and still smaller percentages passed.

From the data in Table 18 we observe that of the 158 students who placed into English 62, only 32% enrolled in the class; of the 299 who placed into English 92, just 68% enrolled; of the 339 who placed into English 98, only 75% enrolled. A greater number of students enrolled in English 120 than placed into it possibly because one accelerated section was open to students who placed into a lower course but did not take it. Also, many English 120 students come into the course by passing lower level courses, not by placing in through the test.

We also observe that of the 1,063 students who enrolled in and completed a developmental English class (not including English 120), 449 students were not successful. As a result, (not including English 120) of the 1,206 students who placed into developmental English, 757 (1,206-449) students remained in need of a developmental English class in 2013.

Financial Aid Barrier

Even if a student does not have a GED, they can register for many college-level courses at College of Marin. There is a new barrier to students without a GED going to college: new federal guidelines will not allow them to fill out a FAFSA for financial aid. This is an equity issue for many students, some of whom are choosing not to attend college because they can't afford to go without financial aid.

Courses and Classes for Immigrants

Program Description: Courses and classes for immigrants provide educational services in citizenship, English as a Second Language (ESL), and workforce preparation classes.

Program Goal: Support English Language Learners to gain the skills of speaking, listening, reading, writing, decision-making and problem solving in English, and provide preparation to participate in job-specific career and technical training or transition to a GED program or college-level classes.

Statement of Need: According to the 2008-2012 American Community Survey (ACS), there are over 50,000 non-native English speakers in Marin County and over 20,000 over 5 years of age who don't speak English very well. Consortium members currently serve about 4,500 adult students in a variety of ESL programs.

Countywide

Overall, Consortium members indicate there is a need for more GED preparation courses in both Spanish and English for non-native English speakers who want to transition from ESL to GED classes. To assist the immigrant population in attaining employment, there is a need for job preparation and job skill courses.

While College of Marin currently offers several vocational ESL classes, there is still a need for a variety of job skills and job preparation classes throughout the County.

Currently, there are not enough classes offered at a wide enough variety of times and locations to accommodate varied work and childcare schedules of potential students. Providing childcare at the same time that classes are offered would allow more students to be able to attend courses. One suggestion is to offer classes at more places in the community such as schools, churches, and community centers. Currently, there are inadequate close-to-home ESL options for immigrants, including those living along San Pedro Road, in Marin City, and in much of Novato.

More Spanish literacy courses at more locations are needed, with a wider variety of times offered. Currently, there are inadequate options for students with L-1 literacy. While the countywide Marin Literacy Program and the Community Literacy Program in San Rafael provide some programming, there is a need to expand upon this programming to serve additional students. Consortium members also noted that there are not enough bilingual personnel to explain, invite, and advertise programs, making it challenging to fully engage with the many students who do not speak English well.

Students who access courses and classes for immigrants face unique challenges compared to other adult learners. Below are the unmet needs of courses and classes for immigrants within Marin County:

1. Transition classes from ESL to GED (i.e. GED preparation for non-native English speakers)
2. Job readiness courses, including preparing students to look for jobs, completing job applications, preparing resumes, and participating in job interviews
3. Better coordination of classes offered by different organizations with regard to time and location

Programs for Adults with Disabilities

Program Description: Education programs for adults with disabilities accommodate students with cognitive, physical, sensory, or medical disabilities or mental illnesses.

Program Goal: Provide modified equipment, materials, and instructional strategies to increase literacy for individuals and families as well as workplace skills.

Statement of Need: During FY 2012-13, adult schools enrolled 39 students in programs for adults with disabilities. It is important to note that the total population of adults with disabilities may include adults with disabilities who are unable to attend school or work, even if they desired to do so. Therefore, identifying an actual penetration rate of adult education programs for adults with disabilities is impossible to estimate at this time based on the limited data available.

Consortium members indicate that the Workability Programs need special education services to support the transition from high school to college. These services need to be delivered in a way by which students and their families will not be stigmatized and will have easy access to these transition services.

Consortium members have identified the following unmet needs for education programs for adults with disabilities:

1. Special education services to support the transition from high school to college

Short-Term Career Technical Education (CTE)

Program Descriptions: Vocational programs and courses with high employment potential that consist of classroom study and internships not leading to a degree.

Program Goals: Students move towards a vocational or career technical objective and/or earn a certificate or award that is directly related to employment.

Statement of Need: Short-Term CTE programs target individuals who need workforce skills and training in order to quickly enter the workforce. These programs are often accessed by people living at or below the federal poverty level in an effort to enhance their economic security.

In Marin County there are approximately 43,773 residents living at or below the federal poverty level and approximately 13,311 residents that are unemployed, as shown in 16.1. Based on CTE Program enrollment, 0.23% of those living in poverty and 0.77% of those considered unemployed accessed a career pathway or vocational program within the Consortium of Adults Schools and Community Colleges. This suggests an unmet need of more than 99% for those who are unemployed or living in poverty.

**Table 16.1 Poverty and Unemployment Rates among Students Enrolled in Short-Term CTE Programs and are not included in the community college CTE programs
FY 2012-13**

Poverty & Unemployment	Regional Estimate	Short-term CTE Enrollment	% Enrolled
Population Poverty	43,773	102	0.23%
Population Unemployment	13,311	102	0.77%

Source: AB 86 Workgroup Data

Table 17.2 Poverty and Unemployment Rates among COM Students Enrolled in CTE Programs

Poverty & Unemployment	Regional Estimate	College of Marin CTE (not short-term) Enrollment	% Enrolled
Population Poverty	43,773	4,582	10%
Population Unemployment	13,311	4,582	34%

Source: AB 86 Workgroup Data

Students graduating from high school who are transitioning to adulthood often lack low-cost training options, especially if they have come through an alternative high school education experience. Specifically, college and career counseling support services need to be available for all graduating high

school seniors. This could be facilitated by increased use of on-line counseling services through such programs as [Waybook](#) and [Naviance](#) for college and career readiness solutions.

Consortium members identified the following unmet needs related to Short-Term CTE Programs:

1. Low-cost training options for students graduating from high school
2. Expanded College and career counseling support services for students graduating from high school
3. Lack of an aggressive transition program for Short-Term CTE to credit CTE

Apprenticeship Programs

Program Description: Apprenticeship programs provide on-the-job training within education pathways. Apprenticeships are usually developed and conducted by program sponsors including individual employers, employer associations, or a jointly sponsored labor/management association.

Program Goals: Support students to gain the skills and experience to successfully engage in long-term employment.

Statement of Need: Better preparation of students entering apprenticeship programs is needed throughout the County. Through collaboration with the Marin WIB and Marin Building and Construction Trades Council (MCBCTC), College of Marin will participate in a planning grant for a pre-apprenticeship program which provides education and orientation for adults interested in becoming a trade apprentice. The plan will be organized throughout the North Bay region and is based on the Multi-Craft Core Curriculum designed by the National Building Trades Department of the American Federation of Labor and Congress of Industrial Organizations (ALF-CIO).

Programs in Correctional Facilities

At San Quentin State Prison and Marin County Jail, there is limited access to textbooks and the Internet for incarcerated adult learners. Most inmates fall below basic educational levels, and need some level of English as a Second Language and/or special education support. One of the more difficult transitions for this population is the period following release from prison or jail, in which individuals are seeking opportunities to transition into full-time employment. One priority is to research software programs that would allow inmates to develop high-interest vocational skills without use of the Internet as a means for helping this population transition more effectively. There is also interest in implementing computer-based GED testing at Marin County Jail; however, the Consortium does not currently have the resources to provide computers and technical support at the site.

Regional Comprehensive Plan Objective 3

Plans for Consortium members and partners to integrate existing programs and create seamless transitions into post-secondary education or the workforce

Program Area 1: Elementary and Basic Skills Education Programs

Program Area 1A: High School Equivalency

Stakeholders will integrate existing HSE and high school diploma programs in Marin County and create seamless transitions into post-secondary education and the work force so that students will have access to higher education and employment with the ability to earn a living wage for themselves and their families. The following categories will provide for the seamless transition between agencies in the County, with the ultimate goal of providing equity and access to post-secondary education and gainful employment.

Educational Pathways will allow students equity and access to higher education and gainful employment post HSE attainment. Support services are a critical piece in supporting students to enroll in college and view post-secondary education as a viable option. Students will meet with a counselor or navigator to learn about options available within career technical education, community colleges, vocational training programs including apprenticeships, and university transfer options. Support services play a critical role in guiding students to next steps upon graduation. Goal setting is another important part of the process of pre- and post-graduation programs.

Agency and program alignment in HSE programs in Marin County will be closely monitored in the following areas:

- Placement/enrollment criteria
- Curriculum
- Assessment
- Progress indicators
- Major outcomes/data analysis

Placement/Enrollment Criteria: All County agency staff who serve HSE students- including counselors, teachers, and office staff- will adhere to agreed upon enrollment guidelines to maximize student enrollment and completion of HSE in a timely manner. Enrollment criteria will be based on standardized assessment/placement tests such as to the CASAS Life and Reading series, the CASAS Math test, and Accuplacer for enrollment in college. County agencies will use a common rubric to evaluate student's transcripts and program goals, optimizing the most realistic program goals that can be completed within one academic school year. In order to increase adherence, efforts will be made to include flexible scheduling, distance learning, and blended learning programs to meet the needs of faculty and students.

Assessment: County agencies will use a designated assessment tool and rubric for enrollment into the HSE program such as the CASAS Life and Reading series.

The Consortium has analyzed and developed relevant connections between needs, recruitment efforts, and services to be offered to students who need HSE. This Plan will ensure access to and participation in its programs for all students. Classes shall be offered in locations that are easily accessible to students by bus, car, and on foot. Classes offered in Marin County will search for ways to provide flexible scheduling options including distance learning and daycare services to parents who cannot attend without childcare. Class offerings will include both evenings and daytime hours for greater access into existing programs.

Workplan 3.1A: HSE Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Educational Pathways: post-secondary and workplace	Provide classes in GED, high school subjects, vocational training, university transfer, and career pathways.	Teachers Funding to offer programs in several locations in Marin County	\$250,000	K12's Community College CCNB Jails Non profits	Analysis of data showing students served	Quarterly, ongoing
Program Alignment	Consensus among county agencies on levels supported, and ability to transfer between programs, way to track enrollment, attendance in region	Teachers Funding to offer programs in several locations in Marin County Attendance system	\$40,000	Consortium members and those agencies that serve adult school students in Marin County	Analysis of data showing students served	Quarterly, ongoing
Placement/Enrollment Criteria Alignment	Designated enrollment criteria for adult school students at various levels of education. Designated and standardized placement test, such as CASAS reading tests, CASAS math tests, or Accuplacer as a tool for program placement.	Common assessment tool, such as CASAS Life and Work Reading Series test.	Free for AEFLA agencies and \$25-30,000 if not funded through AEFLA	Consortium members and those agencies that serve adult school students in Marin County	Analysis of data showing students served. Data analysis of completion rates, assessment results across programs in region.	Quarterly, ongoing
Curriculum	Aligned with state standards K12 and community college/ vocational and transfer options. Provide for technology integration into curriculum.	Teachers Funding to offer curriculum development across programs in Marin County	\$25,000	Teachers Consortium members and those agencies that serve adult school students in Marin County CDE, GED, partners in adult education		Monitor 2-3x yearly
Assessment/Progress Indicators/Outcomes	CASAS tests for AEFLA agencies, or other designated standardized test for placement and level determination. GED Official practice tests, NRS tables, GED, HS subjects, CAHSEE passes –	Administrators, Coordinators, Program Directors Teachers Counselors	\$5,000	Administrators, Coordinators, Program Directors Teachers Counselors	Review and analyze data regarding enrollment, assessment, completion,	Quarterly, ongoing

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	keeping accurate data on this information annually. Compare with need and gaps in county. Pearson Vue test center statistics, tests taken, pass rates etc.			Consortium members and those agencies that serve adult school students in Marin County	persistence, passes, transfers, job attainment, needs met in region.	
Transition Strategies	Effective outreach between community college and adult schools/programs in region. Onsite placement testing, guest speakers, college classes taught at adult ed sites, strengthen support services/counseling across programs with adult ed students. Support Services – counseling, advising	Outreach Coordinator Program Coordinators Teachers Administrators Counselors Directors Advisors Childcare	\$30,000	Outreach Coordinator Program Coordinators Teachers Administrators Counselors Directors		Track transfer rates from adult schools to community colleges, job attainment, employment rates in county, student interest surveys

Program Area 1B: Basic Skills Instruction in English and Math

HSE Support

The College of Marin AB 86 Planning Group met Wednesday, December 3rd 2014, concluding with the understanding that one of the most effective and efficient contributions toward supporting the GED/HSE programs in the County is to maintain our provision of curricula (increasing sections offered if a need exists) that deliver high school math and English content. This, however, will not prepare students to succeed in the science and social studies sections of the GED. Having GED predictor tests in-house would allow us to tell students when they are ready to take the test.

English Support

College of Marin currently offers a sequence of courses designed to develop students' reading and composition skills to the point where they are ready for college-level work. Accelerated pathways are being developed. Faculty and counselors are also linking counseling and study skills courses with the English skills courses to better support and prepare students. Plans are underway to offer the lowest level of the sequence (four levels below transfer) as noncredit while the higher classes will remain credited. However, an accelerated option exists combining the first and second levels below transfer, and an additional option is being developed that will combine the second and third levels below transfer.

Math Support

There is a proposal for an initial two-year collaboration between College of Marin and Marin County Adult Education math instructors to engage in Lesson Study through a redesigned delivery of the pre-Algebra curriculum.

College of Marin will move its pre-Algebra content (Math 85 and Math 95) from credit bearing courses in the Math Department into noncredit College Skills courses. The delivery of the content will be redesigned, offering both a modularized version and a compressed version. Both designs are researched best practices in accelerated developmental math content. The structure of the redesigned pre-Algebra content will facilitate Lesson Study in transitioning math content to Common Core Standards for both College of Marin and Marin County Adult Education providers.

The modularized version provides a targeted approach to address incoming students' diagnosed gaps in knowledge. This version reduces the time necessary to prepare students for their academic goals. Modularizing the content into four to six week modules also provides a time frame that will resolve scheduling problems for many students, giving them the opportunity to complete as many modules as they can within the pockets of time they have available.

The compressed version delivers the same pre-Algebra content but with intensified focus in a shorter amount of time. This involves combining content typically offered over two semesters into longer class periods over one semester. This is modeled on the successful immersion method of language acquisition.

The proposal is efficient because it involves a structural redesign of the pre-Algebra curriculum, which supports College of Marin and Marin County Adult Education instructors to continue working within their existing forms of expertise. It also provides opportunities for collaboration in professional development within areas that are meaningful to the involved faculty. The methods of delivery are effective as they are researched best practices.

Workplan 3.1B: Basic Skills Instruction in English and Math Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Educational Pathways: Pathway from ABE and ESL to ASE and GED prep	Referrals from Adult Ed programs to appropriate ESL, English or Math classes at College of Marin and referral back to GED prep programs when student is at appropriate level.	Cross Training	Unknown	TAS Novato Adult College of Marin	Number of students transitioning between programs	Ongoing
Pathway from lowest level English Skills course to transfer level	College of Marin will offer the lowest level of credit English skills (Four levels below transfer) as noncredit within a proposed Accelerated Pathways to College program.	Location for both English and Math Basic Skills lab and group meeting areas.	FT Faculty \$100,000 PT counselor \$50,000 Equipment \$50,000 Materials \$40,000	College of Marin	Student readiness for credit-level English courses.	Fall 2016
Pathway from lowest level math courses to transfer level	College of Marin will offer pre-Algebra content (Math 85 and Math 95) as noncredit within a proposed Accelerated Pathways to College program.	Location for both English and Math Basic Skills lab and group meeting areas.	FT Faculty \$100,000 Equipment \$50,000 Materials \$40,000	College of Marin	Student readiness for credit-level Math courses.	Fall 2016
Curriculum Alignment	Research how new GED Test Skills requirements align with College of Marin Curriculum in English and Math basic skills	Two faculty to research this	\$6,000	College of Marin	Report on findings	
Program Alignment	Utilizing the “Lesson Study” approach, COM Math Faculty will collaborate with Adult Ed counterparts to redesign pre-Algebra content courses	Release time for faculty to work together	\$6,000	TAS Novato Adult College of Marin		Fall 2015
Placement/Enrollment Criteria Alignment	Centralized initial testing for English, Math and ESL to assess college readiness	Assessment Office	Unknown	College of Marin	AccuPlacer, CELSA or other CCCC approved Assessment	

Program Area 2: Classes and Courses for Immigrants

Program Alignment:

College of Marin: For better alignment and ability to guide their students, the Consortium Adult Education members and partners asked COM to share its course descriptions and outlines. California Community College (CCC) CB21 rubrics would provide insight into the range of skills covered from 8 levels below transfer to transfer. Additionally, COM course outlines, as approved by the Chancellor's Office, are available on the College's website. Communication between agencies will occur at regularly scheduled consortium meetings, and via emails and announcements. Consortium members and partners will hold quarterly meetings for program updates, problem solving, and to align curriculum as needed.

Tamalpais Adult School: A single textbook series, correlated to the ESL State Standards and comprised of progressive levels of textbooks correlated to the ESL class levels will be utilized. This series will comprise the "backbone" of the K-12 Adult School Program curriculum. This will ensure program alignment from level to level, while allowing for individual teachers to enhance the basic curriculum.

The K-12 Adult School ESL Program curriculum will be aligned with the COM ESL curriculum, allowing students to seamlessly transition from the K-12 Adult School to COM.

The K-12 Adult School ESL Program will partner with the Marin Employment Connection to provide students with additional curricula that will support them in successfully transitioning to the work place.

California Department of Education (CDE) approved English Learner (EL) Civics units will be included as part of the K-12 AEFLA Adult School Curriculum, with an emphasis on soft skills transferrable to the workplace. These units will be taught at all K-12 AEFLA Adult School ESL levels, giving all students access to this important information.

Educational Pathways:

College of Marin: The ESL Department is piloting a program for noncredit ESL students to take credit level classes through noncredit sections of the same class. The credit and noncredit sections will be taught at the same time and place, and the instructor, material, and class expectations will be the same. This pathway will begin for level 50 ESL courses in spring of 2015 with a plan to open it up to 60 level courses and 70 level courses in fall of 2015. The Consortium will assess this by tracking the numbers of students who are moving from noncredit level 40 into the higher levels, which are now open to them.

Adult Schools: Progressive levels of K-12 Adult School ESL classes, with an emphasis on soft skills that are transferrable to the workplace, will be provided. The number of ESL levels offered will be expanded to address the needs of more advanced ESL students. K-12 Adult School ESL level curriculum will be coordinated with the COM curriculum so that students can seamlessly transition to levels of classes at COM not offered at the K-12 Adult School. ESL writing classes and basic computer skills classes will be offered to support students transitioning from the K-12 Adult School ESL classes to GED classes or the

work place. The K-12 Adult School ESL Program will partner with the Marin Employment Connection to provide students with additional curriculum that will support them in successfully transitioning to the work place.

Placement/Enrollment Criteria Alignment:

College of Marin: For placement/enrollment criteria alignment, COM is waiting on results of the CCC Common Assessment Initiative and how it interacts with the CDE. Decisions will be made after the Common Assessment is finalized.

Adult Schools: All students registering for ESL classes at the K-12 Adult School will complete a writing sample and a CASAS pre-test. Students will be placed in the appropriate level ESL class based on the results. Students will have the opportunity to give input if they feel that their placement is not meeting their needs. Students with a CASAS score high enough to qualify them for the GED program will meet with the K-12 Adult School GED counselor to set up an education plan.

Curriculum:

College of Marin: ESL curriculum covers all skills and levels from beginning to one level below transfer. It includes integrated skills courses and courses specific to pronunciation and oral skills, citizenship, intermediate and advanced reading and composition as well as Vocational ESL. Curriculum is approved by the COM Board of Trustees and the Chancellor's Office.

Adult Schools: K-12 AEFLA Adult School ESL curriculum is approved by CDE and the Tamalpais Union High School Board of Education. It is aligned with the ESL State Standards and CASAS standards. The Cambridge University Press "Ventures" textbook series comprises the "backbone" of the TAS curriculum. The TAS curriculum is further enhanced by the inclusion of three CDE approved EL Civics units per year and additional curriculum introduced by teachers.

Assessment/Progress Indicators/Outcomes:

College of Marin: Instructors assess student progress through the use of promotion test results and final exams. Grades are used in credit ESL classes, and satisfactory progress indicators will be implemented as of the spring of 2015 for noncredit classes.

Adult Schools: The strength of the curriculum is evaluated via the results of the CASAS pre/post-tests, the results of the EL Civics assessments, the number of students promoted to the next ESL level, and the number of students transitioning to COMESL classes and/or GED classes.

Transition Strategies:

The coordination of counseling services between programs and agencies will assist with a smooth and seamless transition.

Students wishing to transition to a higher level ESL class offered at the COM will be assisted in registering for college orientation. College counselors will be available to work with incoming students to help them to develop an education plan and to make them feel comfortable with the transition. Information sessions will be conducted on the K-12 Adult School sites by COM Canal Alliance, and Marin Employment Connection regarding available programs and services.

Students wishing to transition to the K-12 Adult School GED program will meet with the K-12 Adult School counselor in order to prepare an education plan. They will also attend an orientation session about the GED program conducted at the K-12 Adult Education agency site.

Students wishing to transition to the work place will be assisted in meeting with a counselor from the Marin Employment Connection in order to develop a plan for seeking employment.

Workplan 3.2: Courses and Classes for Immigrants Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
College of Marin						
Educational Pathways: Noncredit ESL to higher level CR ESL @ College of Marin:	Noncredit Students will be allowed to enroll for noncredit sections of the higher-level CR ESL courses. The Noncredit and Credit sections will be taught together.	None	N/A	College of Marin	Numbers of students moving to CR levels from noncredit and their rate of progress through the sequence.	Pilot in lowest level of CR ESL in Spring 2015; Expanded to the next two levels in Fall 2015.
Program Alignment	Use CCC CB 21 rubrics and/or COM course outlines to align offerings.	None	N/A	College of Marin, Novato USD and Tam USD		
Placement/Enrollment Criteria Alignment	Waiting on results of CCC Common Assessment Initiative and how it interacts with CDOE.	N/A	N/A	College of Marin	N/A	Decisions made after Common Assessment finalized.
Curriculum	COM Curriculum is approved by the Chancellor's Office.	N/A	N/A	College of Marin		
Assessment/Progress Indicators/Outcomes	College of Marin: Promotion Test Results Satisfactory Progress Indicators	Programmer to set up banner to accept SPI	\$5,000	College of Marin	Number of students moving from level to level; Number of students moving on CB 21 data element.	Fall 2015
Transition Strategies	Quarterly Meetings with Consortium Participants and partners	N/A	N/A	See 7.1	N/A	Ongoing
Transition Strategies	Outreach from COM to students at Adult Schools	Faculty or Counselor	Unknown	See 5.1	Number of students transitioning from Adult School to COM	Fall 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Adult Schools						
K-12: Educational Pathways	K-12 Adult Education ESL Program: Provide progressive levels of ESL classes, which include emphasis on soft skills, that are transferrable to the workplace; coordination of Adult Education Program and College of Marin ESL levels so that students can seamlessly transition to higher level ESL classes offered at COM; provide writing classes and basic computer skills classes to support ESL students transitioning to GED classes/work place; host information sessions on Adult Education ESL program sites presented by College of Marin, Marin Employment Connection, SparkPoint and Canal Alliance regarding programs and services offered	Funding to offer more levels of ESL classes and to offer transition writing classes	\$75,000	K-12 agencies	Analysis of data related to students served	Ongoing
Program Alignment	K-12 Adult Education ESL Program: A textbook series correlated to ESL State Standards at levels appropriate for each class will comprise the backbone of the ESL curriculum in order to guarantee program alignment; CDE approved EL Civics units will be implemented at all levels; Adult Education ESL Program curriculum will be correlated with College of Marin ESL curriculum; partner with Marin Employment Connection to provide additional curriculum related to the work place	Funding for books and related materials; funding for development of additional and relevant ESL curriculum, EL Civics units, and curriculum related to career pathways	\$15,000	K-12 Adult Education Program agencies	Analysis of student pre/post-test progress on the CASAS test; analysis of results of EL Civics assessments	Ongoing

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Placement/Enrollment Criteria Alignment	K-12 Adult Education ESL Program: Utilize CASAS pre-test and writing sample to place ESL students in appropriate level classes; allow for student input	CASAS Life and Work Reading series test; rubric for writing sample	No cost to AEFLA agencies	K-12 Adult Education Program agencies	Attendance reports	Ongoing
Curriculum	K-12 Adult Education ESL AEFLA Program curriculum is approved by CDE and by the Tamalpais Union High School District Board of Education	Funding for coordination of curriculum among consortium members for seamless transfer by students from one level to another, one program to another and one agency to another	\$5,000	K-12 Adult Education ESL Program agencies	Curriculum guides Textbooks	Ongoing
Assessment/Progress Indicators/Outcomes	K-12 Adult Education ESL AEFLA Program will utilize CASAS pre/post-test results and EL Civics assessment results	Funding for development of additional and relevant EL Civics units	\$7,500	K-12 Adult Education ESL AEFLA Program agencies	Analysis of student growth as measured by the results of the CASAS pre/post-test and EL Civics assessments	Ongoing
Transition Strategies	K-12 Adult Education ESL Program: Communication and coordination of curriculum and classes offered among consortium members and partners; onsite GED and College of Marin orientation, registration and placement testing each semester; coordination of counseling services across programs	Outreach coordinator; Counselor; Program Coordinators	\$7,500	K-12 Adult Education ESL agencies College of Marin Consortium Partners	Record of meetings and their results; Analysis of student transition within and among agency programs	Ongoing

Program Area 3: Programs for Adults with Disabilities

Members and partner agencies will integrate existing Programs for Adults with Disabilities with other program areas to create supportive pathways tailored to needs of adult learners with disabilities. This integration will increase access post-secondary education for those individuals in need, and to fill appropriate workforce needs promoting success and independence for adult students.

Because of the diverse needs of this adult population, one-on-one employment coaching, mentoring and counseling are seen as critical to the success of each transition noted in Work Plan 3.3 below. The central strategy is to develop strong partnerships between the Marin County Office of Education's Workability and Transition Partnership programs, with the College of Marin's Student Accessibility Program, and the local business community. These partnerships will allow the Consortium to find appropriate placements for these students. Ongoing workplace coaching may be required for some of these adults in order to achieve vocational goals and sustain success. Assessment will be achieved through ongoing and long term tracking of student at the post-secondary and/or in employment placement, with recommended quarterly reviews by employers, students, and their family members.

Workplan 3.3: Programs for Adults with Disabilities Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
MCOE Workability Program to Transition Partnership Programs and Employment Opportunities	Continue current strategies and identify students who may benefit from, and be eligible for, college level coursework and/or working with local businesses	Employment Coach or Mentor	\$2,500 / student / year @ 25 students per year = \$62,500	Coach could be based at MCOE or COM	Tracking success of students to workplace	Quarterly and Annual Review, Annual follow up
MCOE Workability Program to COM	Develop partnership between Workability and Student Accessibility Program at COM	College and Career Counselor	\$50,000 .50 FTE staff member	COM or MCOE based	Track success of students making transition	Quarterly and Annual Review, Annual follow up
COM to Four Year College Bachelor's Programs	Develop Partnerships between COM and CSU Student Accessibility Programs	College and Career Counselor at COM	\$50,000 .50 FTE staff member	COM Based	Track success of students making transition	Annual Review and Annual Follow up

Program Area 4: Short-Term Career Technical Education (CTE)

The Consortium will integrate existing short-term Career Technical Education Programs with emerging regional efforts to support quality career pathways that will advance both high school students and adult learners engaged in the Regional Occupational Programs with the COM's college level, longer-term CTE programs through the Northern California Career Pathways Alliance (NCCPA). A central component of this effort is to develop close partnerships with local and regional industry partners through the Workforce Investment Board and local chambers of commerce. Within these partnerships, workforce demand and high wage employment opportunities will be monitored. In future years, the Consortium plans to continue nurturing these partnerships including K-12 education, the College of Marin, and community partners, in order to develop educational programs to support adult learner career needs.

Seamless transitions into postsecondary education and/or the workforce will be supported through a navigator program that will employ individual "navigators" to provide career counseling, and employment and pathway coaching. Navigators will help adult students move through a variety of pathways that lead to career opportunities and advancement within the county and region.

Estimated annual costs noted in Work Plan 3.4 are based on K-12 resource allocation in Marin County for the three year career pathway grant, and would include support of pathway coaches, navigators, work based learning coaches that would work in coordination with other program areas.

Workplan 3.4: Short-Term Career Technical Education Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
High School to direct employment	Development of Strong Career Pathway Programs	Pathways Established, Career Counselors, Coaches, Mentors, Navigators	\$500,000 per year as allocated in 3 year NCCPA Grant	School to Career staffing, Counselors, Career Pathway Coaches at COM, and High Schools	Data on students entering workforce and maintaining employment	Ongoing through NCCPA Regional Efforts
High school, ROP or unemployed to Community College of Certificate Program	Partnerships collaboration between K-12, COM, and WIB	Career Counselors, Coaches, Mentors, Navigators	Component of above allocation	School Districts, COM, EDD	Data on HS students and unemployed entering certificate programs	Ongoing
High School ROP or unemployed to apprenticeship	Partnerships collaboration between K-12, COM, and WIB	Career Counselors, Coaches, Mentors, Navigators	Component of above allocation	School District, Business Partners	Data on Apprenticeship programs	Ongoing
Apprenticeship to employment	Partnerships collaboration between K-12, COM, and WIB	Career Counselors, Coaches, Mentors, Navigators	Component of above allocation	Business Partners	Data on Apprenticeship to employment movement	Ongoing
Community College to employment	Partnerships collaboration between COM, and WIB	Career Counselors, Coaches, Mentors, Navigators, Faculty	Component of above allocation	COM, Business Partners	Data on community college to employment	Ongoing
Community College to apprenticeship or certificate program	Partnerships collaboration between K-12, COM, and WIB	Career Counselors, Coaches, Mentors, Navigators, Faculty	Component of above allocation	COM, Business Partners	Data on apprenticeship and certificate programs	Ongoing
Community College to Four Year College	Partnerships and collaboration between Community College and CSU	Career Counselors, Coaches, Mentors, Navigators	Component of above allocation	COM, CSU	Data on students moving from CC to CSU	Ongoing
Incarcerated Adult to Employment	Partnerships collaboration between Jail program, MCOE and WIB	Vocational Training ESL learning opportunities, Career Counselors, Coaches, Mentors, Navigators	\$100,000	MCOE, EDD	Data on Incarcerated adults entering local workforce	Ongoing

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Incarcerated Adult to community college, certificate or apprenticeship program	Partnerships collaboration between Jail Program, COM and WIB	Vocational Training ESL learning opportunities, Career Counselors, Coaches, Mentors, Navigators	Component of above allocation	MCOE, COM, EDD	Data on incarcerated adults entering CC or apprenticeship programs	Ongoing

Regional Comprehensive Plan Objective 4

Plans to address the nine gaps identified pursuant to paragraphs (1) and (2)

Following the discussion of adequacy, quality, and unmet needs in Objectives 1 and 2, a comprehensive list of gaps in the region's adult education system was compiled. Plans to address the nine gaps were identified and include:

1. Increase the number and variety of adult education courses across all program areas at or above 2008 levels
2. Increase the geographic diversity where courses and classes are held
3. Increase the outreach and engagement of underserved adult learners, especially for immigrants living and/or working in Marin County
4. Increase student support services and resources to assist students in meeting their designated goals such as transitioning to post-secondary education, counseling referrals, childcare, income assistance, and physical and mental health
5. Embed bridge curriculum for adult learners with disabilities and students gaining basic skills/education prior to the transition into post-secondary education
6. Enhance courses that address the soft-skills of students including resume writing, professional presence, interviewing skills, and teamwork
7. Increase high-interest Career Technical Education for inmates in San Quentin State Prison and Marin County Jail
8. Enhance student support services and transition opportunities to facilitate stronger linkages between different levels of adult education and training
9. Increase outreach and communication across the region to ensure Marin County residents are aware of adult education opportunities, pathways, and programs
10. Improve communication and alignment between College of Marin and Adult School HSE programs, and increase outreach to Marin County workforce trainers to discover and create basic skills courses that meet the needs of students working toward vocational certificates or licenses

Program Area 1: Elementary and Basic Skills Education Programs

Workplan 4.1A: High School Equivalency Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Lack of capacity-- limited range of class schedules to accommodate student needs	<p>Increase capacity-add HSE programs to accommodate regional need</p> <p>Increase and expand number of instructional hours</p> <p>Enhance current class schedules for all HSE/ESL students in the region to include morning, afternoon, evening and weekend classes</p>	<p>Additional support staff & teachers</p> <p>Hire qualified, credentialed instructional staff to meet the needs of the programs</p>	\$250,000	K12's Community Colleges CBO's	<p>Enrollment data</p> <p>Smaller waitlists</p> <p>Data analysis of attendance reports</p> <p>Persistence within program</p>	2015-2016
Lack of HSE programs available in geographical locations where student need is highest	<p>Increase HSE program accessibility in cities with varying times to accommodate regional need</p> <p>Increase and expand number of instructional sites in the county</p>	<p>Additional classroom sites</p> <p>In accessible geographic locations throughout the county</p>	(included in \$250,000 number above)	K12's Community Colleges CBO's	<p>Enrollment data</p> <p>Data analysis of attendance reports</p> <p>Persistence within program</p>	2015-2016
Limited basic ABE classes offered in language arts and math available	Increase ABE program offerings (varying class levels in English and math) to accommodate regional need		\$20,000	K12's Community Colleges CBO's		2015-2016
Support services not adequate to meet needs in region	Increase student support services countywide to accommodate regional need	<p>Literacy Tutoring for low-literacy students</p> <p>Parenting Support</p> <p>Transportation Support</p> <p>Bilingual counselors, administrators</p>	\$150,000 (included in figure from Table 5.1)	K12's Community Colleges CBO's	<p>Data analysis of attendance reports</p> <p>Assessment & test scores</p> <p>Persistence within program</p>	2015-2016

Transition/Bridge class options are not available in region	Implement and increase transition and/or bridge pathway options that enable student to move between program levels (ESL to HSE to post-secondary education)	Teachers Paraeducators Counselors Clerical staff	\$45,000 (included in figure from Table 5.1)	K12's Community Colleges CBO's	Enrollment data Assessment & test scores Persistence within and between programs as measured by CASAS test scores	2015-2016
Limited regional outreach and communication regarding adult education programming available in region outside of AB 86	Create a regional adult education council, independent of AB 86, to increase collaboration, partnerships, to assess student needs across programs	Create and implement consistent and effective administrative and operational systems between stakeholders to meet regional program needs	\$20,000	K12's Community Colleges CBO's	Track attendance, monitor program participants between programs, open dialog between adult education agencies that serve region's students, student surveys	Now
Lack of HSE programming available in Spanish to accommodate regional need	Increase capacity – add Spanish HSE prep countywide	Bilingual Spanish speaking instructors Purchase Spanish preparation materials	(included in \$250,000 number above)	K12's Community Colleges CBO's	Track attendance, review student interest surveys	Now
Lack of countywide HSE professional development	Provide HSE professional development for all staff on quarterly timeline	OTAN CalPro CDE	\$25,000 (included in figure from Table 5.1)	OTAN CalPro CDE	HSE staff interest surveys, participation in PD opportunities	Now
Limited test center capacity available to accommodate regional need	Increase test center capacity via additional test center sites in region, or adding funding to expand hours to existing centers	Funding, agency space, additional works stations	\$20,000	Authorized Test Centers	Track test taker data via testing centers Monitor test center space availability monthly	Now
Financial support unavailable to students most in need	Create a funding source to assist families in need regarding paying for HSE testing fees, college tuition fees, and purchase of curriculum	Funding, collaborative/collective pool of available scholarships	\$20,000 (true figure to be determined council)		Enrollment data based on students living in lowest economic levels, use of	Beginning in 2015-2016

		Administrative support for financial aid programs			scholarship awards for program needs	
Technology Skills Deficit	Offer basic computer classes to all ABE/ASE students.	Basic keyboarding, computer skills and technology curriculum & instructional materials Computer hardware & software Teachers & Support Staff	\$10,000.00	K12's Community Colleges Community Recreation Centers CBO's	Ability to perform and apply basic computer skills	Now

Workplan 4.1B: Basic Skills Instruction in English and Math Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Student Persistence	Survey and outreach to students who were placed in a developmental math course and did not enroll.	Method to survey and do outreach	unknown	College of Marin Testing and Assessment Office with Math Faculty	Results of survey and subsequent successful enrollment	2015-2016
Waitlists for developmental math and English courses and low successful completion rates for current credit versions of classes	Establish a new noncredit academy designed to offer intensive instruction to ABE level students in English and Math allowing them the time and providing them the attention required to advance to HS level, then to college level.	Space Faculty, Counselor Equipment and Materials	2 FT Faculty at \$100,000 each PT counselor \$50,000 Equipment \$50,000 Materials \$40,000	College of Marin	Provide tracking mechanism to determine data on portion of waitlisted students' ability to enroll in a waitlisted developmental math course.	2016-2017
Foreign High School Diploma Evaluation or Validation	Locate Foreign High School Diploma Evaluation or Validation Service or find out if counselors can do this and if so, how.	Counseling	unknown	College of Marin	Results of inquiry	Fall 2015
Learning Disabilities Testing for ESL students	Research as to whether there are testing services available that can be used when students	Student Accessibility Services at the College	unknown	College of Marin	Results of inquiry	Fall 2015

	are not native speakers of English					
Common Core Math content gaps	COM and Adult Ed faculty collaborate on identifying specific content gaps between current course content and new Common Core requirements	Time.	unknown	COM and Adult Ed faculty	Curriculum development and implementation of content modules	2015-2016

Program Area 2: Classes and Courses for Immigrants

Strategies to address identified gaps will be addressed by the K-12 Adult Education ESL agencies in a variety of ways. Students needing literacy services in their primary language will be referred to partner agencies providing these services. Additional classes in ESL, writing, soft-skills transferrable to the work place, and basic computer skills will be provided in a variety of locations and at a variety of times to address work schedules, childcare issues and transportation issues. The classes will be coordinated with classes provided by other Consortium members and partners. The number of bilingual personnel will be increased to provide support and outreach. Support services will be offered to students through member and partner agencies including academic transitions, career pathways, legal information, financial aid information, and health issues. Connections to community employers will be implemented in order to increase the literacy levels and ESL levels of their employees and to develop trainings specific to their company or industry, and will be coordinated with other Consortium member and partner agencies. Access to individual tutors will be available to students needing extra help through partner agencies providing these services. More comprehensive orientation sessions and presentation sessions will be offered to students so that they have the opportunity to become aware of the educational opportunities, pathways and programs available to them in the county.

Workplan 4.2: Courses and Classes for Immigrants Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Literacy Services in 1st and 2nd language	Increase the number of tutors to meet the requests of adult students.	Increased staff for tutor support.	\$120,000 per year program cost for approximately 175 students being served	Marin Literacy Program (MLP)	Numbers of students served	ongoing
Accessibility – times, locations and courses offered	Expand College of Marin offerings at Indian Valley Campus; Provide ESL classes in Santa Venetia, Terra Linda, and in Marin City	Faculty Office support Classroom space	\$72,000/year \$8,000/year unknown	College of Marin College of Marin TUHSD, Novato Depends on location	Numbers of students served	2016-2017
Bilingual Services	Increase number of bilingual personnel working in support services areas at the College and Adult Schools	Unknown	Unknown	College of Marin NUSD TUSD	Numbers of students served	ongoing
Legal Support Services as immigration laws shift	GED preparation in Spanish, citizenship classes, student legal advice, DACA, driver’s license and federal executive action information.	Unknown	Unknown	Canal Alliance	Numbers of students served	Ongoing
VESL classes: • Customer Service • Childcare	Increase number of sections and location of offerings of VESL classes at	Class sites Curriculum development for Elder Care class	Depends on number of sections added but is about	College of Marin	Numbers of students served	Ongoing – but additions not until 2016

<ul style="list-style-type: none"> • Job Search • Elder Care 	College of Marin – for customer services		\$3500 per 3 hour/16 week class			
Contract Education	Work with employers in Marin County to increase the literacy levels of their employees to develop trainings specific for their company or industry.	Time and funding to develop curriculum specific to company or industry	Costs would be covered by the employer	MLP TAS	Numbers of students served	
GED preparation for ESL students	Even with students taking GED preparation classes, there is a great advantage to having “bridge” classes in writing and basic computer skills and an individual tutor to work with them and mentor them through the process.	Volunteers from Marin Literacy Program	unknown	MLP TAS	Numbers of students served	ongoing
Job Placement Assistance	Marin Employment Connection (MEC) workshops and/or information presentations at College of Marin and Adult School sites	MEC employees Materials for students	unknown	Marin Employment Connection College of Marin TAS	Numbers of students served	ongoing

Program Area 3: Programs for Adults with Disabilities

With additional resources to support Adults with Disabilities in their career and/or academic pursuits, students will have increased opportunity to pursue post-secondary education, and/or would find placement in appropriate, meaningful and successful employment positions.

Workplan 4.3: Programs for Adults with Disabilities Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Increased opportunities for students to pursue post-secondary education	Consistent and on-going coordination between Workability / Transition Partnership Program and College of Marin Student Accessibility Program	Allocation of staff time	\$150,000 / year .25 FTE MCOE .25 FTE COM to coordinate + 1.0 FTE student support at COM	MCOE Workability and Transition Partnership Program COM Student Accessibility Program	Numbers of students transitioning into post-secondary education programs	Ongoing based on funding allocation
Development of new employment placement opportunities	Employer outreach and education and employer training programs	Allocation of Staff support at COM and MCOE	\$100,000 .50 FTE COM .50 FTE MCOE	MCOE School to Career Program COM Career Counselor	Numbers of adults with disabilities attaining and sustaining employment through annual tracking and report	Ongoing based on funding allocation

Program Area 4: Short-Term Career Technical Education (CTE)

Short-term career technical education (CTE) with high employment potential plays a vital role in the community by linking adult learners to current and evolving demands of business and industry. The gaps identified in short term CTE include the variety and quality of course offerings, alignment with workforce needs, integration of soft skill development, and a holistic and systematic approach that helps to funnel adult learners into a training and skills pipeline. At points along this continuum, an appropriate level of support and training will be given to accelerate their progress into the workforce. While a strong model exists with a culinary academy, and the quality of other existing CTE programs is commendable, there is not a strong and consistent connection between these programs and local businesses, nor the opportunity to identify emerging high employment potential careers.

The primary strategies discussed and recommended by CTE providers are to develop and implement a more cohesive, coordinated, and systematized approach to adult education in Marin County. CTE providers will be meeting regularly with local chambers of commerce and industry leaders, and engaging in the development of industry recognized and “stackable” certificates. ESL, GED and Basic Skills providers will be inviting speakers and presenters from CTE pathways and local industry. An intake and navigator system will be established in geographically strategic locations around the county, allowing adults who need assistance at any phase of their training or education, to provide consistent information on guidance, support, and resources.

CTE providers will create a map of the county with identified intake and navigation centers in Southern Marin, San Rafael, Novato, and West Marin. The map will include information on a variety of adult education offerings from all program areas in locations that are accessible by public transportation. A council of adult education providers and navigators will work closely with key industry representatives, including instructors and career counselors, to effectively integrate a menu of services that will provide targeted training and skills development. This targeted training and skills development will accelerate adults through the training and education system and into the workforce. The council will work closely with and leverage current efforts to develop career pathway programs in high schools.

Workplan 4.4: Short-Term Career Technical Education Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Variety and number of high quality CTE pathway programs	Develop high quality programs in targeted pathways modeled on Homeward Bound / New Beginnings Culinary Certificate Program	Allocation of staff time at COM, MCOE and WIB to identify most in demand “pathway” certificate programs	Will vary based on number of Certificate Programs developed \$50,000 - .50 FTE / pathway program	MCOE, COM, WIB	Number and Quality of Pathway and Certificate Programs developed Number of students with certificates	One new CTE Pathway Program per year for next three years
Program offerings aligned with and changing with workforce needs	Convene annual meeting of WIB and local chambers of commerce to report on changing workforce needs	Staff time to produce annual report and host annual meeting	\$20,000 Annual Report, and meeting costs	WIB in collaboration with new Adult Education Council	Annual Report	Annual Report and Meeting
Soft Skills Development	Work with other program areas to have as component of all Adult Education Programs	Program offerings at COM or other adult education providers	Cost will vary depending on number of courses	COM, TUSD, MCOE, NUSD	Number of students completing Soft Skill classes	On-going, regular classes
Consistent and Countywide Navigation System	Staff Navigation Offices in Novato, San Rafael, Southern Marin and West Marin	Staffing, office space, and tech support and equipment to have access to updated and complete information on students and programs	To be determined based on staffing levels, start-up costs, and operational costs	All members of consortium	Client access to navigation system from all areas of county, and user experience	Ongoing
Coordination with other program areas	Develop adult education council that will provide outreach to all program areas	Adult Education Council Coordination	\$150,00 / year 1.5 FTE	All members of consortium	Effectiveness of system in helping students through system an into meaningful and living wage careers	On-going

Regional Comprehensive Plan Objective 5

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals.

Program Area 1: Elementary and Basic Skills Education Programs

Program Area 1A: High School Equivalency

Regional Consortium HSE programs will ensure students are provided with both research--based instructional practices and standards-based curricula. Research indicates that standards-based education improves teaching and student learning when implemented with school support systems. (McRel. 2005.) Programs include contextualized instruction in order to provide relevant classroom experiences that will transfer to the workplace, and larger community and post-secondary education. Contextualized instruction in the HSE program is implemented through the use of nonfiction reading materials found in textbooks, magazines, newspaper articles and online resources. Using a teacher-centered approach to introduce new concepts, teachers begin lessons by reviewing prerequisite learning, providing a short statement of goals, presenting new material in small steps, and allowing for ample student practice after each step in a variety of ways and groupings. Research supports this approach as the most effective when it comes to student achievement. (Rittle-Johnson, 2006). Programs will provide differentiated instruction to meet the learning needs of students with differing abilities in the same class. Research indicates that the result of differentiated instruction is maximized student growth. (Hall, 2002).

The use of standards-based curriculum and contextualized instruction in conjunction with regular summative and formative assessment are utilized to help students successfully make appropriate transitions. Student progress toward post-secondary education is supported by “bridge” classes to provide students with academic and critical thinking skills essential to transition from ESL to HSE to post-secondary education. Student transition to community college is further supported by assisting students in preparation for the college-level math and English placement tests. To provide greater access to and success in employment, programs will encourage student career exploration and workshops throughout the County in a variety of settings (e.g., college, adult schools, and “one stop” centers).

Regional programs will have clear responsibilities for data collection, data entry, attestation and procedures across programs. Attendance and data collection programs such as ASAP and TopsProE may be used to collect, monitor and review data and attendance across programs.

Data will be reviewed quarterly for program management and improvement, such as evaluating learning gains, meeting student needs, evaluating teacher performance, and comparing students with state standards.

Citations:

Curtis, M. & Kruidenier, J. (2005) A Summary of Scientifically Based Research Principles: Teaching Adults to Read. National Institute for Literacy.

Hall, T. 2002. Differentiated Instruction. Wakefield, MA.
www.cast.org/publications/ncacdiffinstruc.html.

McRel. 2005. McRel Insights: Standards-based Education: Putting Research into Practice

Rittle-Johnson. (2006) Research Supporting EDI. DataWorks. www.dataworks-ed.com/research/support.

Strahan, D, & Rogers, C (2012) Research summary: Formative Assessment Practices in Successful Middle Level Classrooms. www.amle.org/TAbld/180/ArtMID/780/ArticleID/301/Research-Summary-Formative-Assessment-Practices.aspx).

Workplan 5.1A: High School Equivalency Implementation Approaches Proven to Accelerate a Students' Progress

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Direct Instruction in English and Spanish	In place in region now. Expand program offerings in region, begin to fill need in county, strengthen partnerships	Relevant 2014 GED materials Funding Interest by partners, businesses, employers Experienced/Credentialed Teachers Spanish GED Materials, or other related HS subject materials such as CAHSEE prep, HiSet, TASC	\$150,000		-practice tests -writing assignments -Official practice test via GED Testing Services -Practice test via GED Academy, other online provider	Review data quarterly Provide classes year-round
Blended Instruction such as GED Academy & Teacher direct instruction to provide greater access	In place limited areas in region now. Expand distance learning/blended instruction program offerings in region, begin to fill need in county, strengthen partnerships	More teacher time Technology training Outreach re blended approach benefits	\$50,000	Teachers Counselors Coordinators Administrators		Review data quarterly Provide classes year-round
Distance Learning Independent Study to provide greater access	In place limited areas in region now. Expand distance learning instruction program offerings in region, begin to fill need in county, strengthen partnerships	More teacher time Technology training Outreach re distance learning approach benefits	\$50,000		-District rubrics for HS subjects - test pass rates Student surveys Teacher surveys	Review data quarterly Provide classes year-round
Teacher Professional Development	Paid PD time alignment/training	Professionals in education, technology, common core, data analysis, job employment, vocational, transfer options, HiSet, TASC	\$25,000	K12, Community Colleges, WIB's	Teacher surveys Staff need surveys	Monthly

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
ESL Bridge to HSE	In place limited areas in region now. Expand distance bridge program offerings in region, begin to fill need in county, strengthen partnerships	Funding Tech support for students, teachers Teacher training in technology	\$45,000		Student surveys Data analysis, such as CASS scores, student writing samples, practice tests, level completion, grade level completion	Year-round classes offered

Program Area 1B: Basic Skills Instruction in Math and English

College of Marin Basic Skills Master Plan

Over the last year and a half, College of Marin has been researching issues around developmental math and English, college skills, and how to effectively serve the many students who come to COM less than fully prepared to be successful. Currently, COM is developing a Basic Skills Master Plan, which will outline agreed-upon strategies, intended outcomes, and next steps. The Plan will identify, incorporate, synthesize, and operationalize best practices in pre-college curriculum and student support services in the following areas:

- Assessment
- Summer Bridge
- High School (meet with high school faculty in English and Math)
- Developmental Math
- Developmental English
- Noncredit and Credit ESL
- Delivery of student support services via the Accelerated Pathways Center (APC)
- Dedicated Tutors
- Instructional Specialists
- English Writing Center and English Skills Lab
- Math Lab

Assessment and Counseling Support for Adult Education Students

An area in which COM could provide support is the assessment office, which could determine a student's readiness for GED preparation courses or for college level work. This would provide counselors at COM or at the Adult Schools with a common point of reference to more seamlessly guide a student to appropriate courses as well as to develop a preliminary education plan.

Workplan 5.1B: Basic Skills Instruction in Math and English Implementation Approaches Proven to Accelerate a Students' Progress

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Basic Skills Master Plan	Develop a "Master plan for College Preparation" to effectively serve the students who come to COM less than fully prepared or college-ready	Reassigned Time	\$35,000	College of Marin	The implementation of the finished plan	Spring 2015
Accelerated coursework (credit English)	Intensive courses designed to get students through two levels of the English credit composition sequence in one semester	Units to offer courses	Part of current unit allocation	College of Marin	Numbers of students successfully completing courses	2015/2016
Accelerated coursework (Math)	Intensive compressed pre-Algebra courses designed to get students through two levels of the math sequence in one semester	Units to offer courses	\$30,000	College of Marin	Numbers of students successfully completing courses	2016
Learning Communities (credit)	Linked courses between English and Counseling or content courses	Units to offer courses	Part of current unit allocation	College of Marin	Numbers of students successfully completing linked classes.	Ongoing
Learning Communities (credit)	Linked courses between Math and content courses	Units to offer courses	Part of current unit allocation	College of Marin	Numbers of students successfully completing linked classes	Ongoing
Student Support Services	Placement testing and initial orientation to programs Education Plans for students on GED/HS Diploma pathway	Faculty, interpreter, Assessment office personnel; placement tests Dedicated bilingual noncredit counselor(s)	\$150,000	K12's College of Marin CBOs Partner agencies	Numbers of students who have gone through placement testing and initial orientations Numbers of students who have met with a counselor to develop Ed Plans	Ongoing/Depends on funding level

Program Area 2: Classes and Courses for Immigrants

College of Marin:

The plan for accelerating College of Marin student progress includes placement testing and orientation. Necessary resources include faculty, interpreters, Assessment Office personnel, and placement tests. Lower level students need to have educational plans. Dedicated bilingual noncredit counselors are also needed for this approach. Student Support Services should also include five workshops each semester on what is available to students at various levels of English fluency. Such workshops could be taught by faculty or counselors, but interpreters may also be needed.

Additionally, the development of an ESL Bridge to Workforce Training program for Vocational ESL (VESL), ROP, and college level academic programs is needed. This would require alignment of curricula from VESL to ROP to college level programs such as Auto, Early Childhood Education, Business Office Tech, Multimedia, and Allied Health. Faculty from these areas are needed to develop curricula and teach the courses.

Adult Schools:

Past K-12 Adult School data indicates that an increase in ESL level offerings, class time, and class locations will accelerate student progress. K-12 Adult School ESL programs will be expanded throughout the County, giving students more accessibility and more opportunity to accelerate learning and make progress toward their academic or career goals.

Workplace preparation classes offered by Marin Employment Connection will be offered on Consortium member sites in order to accelerate progress toward career goals.

K-12 Adult School ESL writing classes and basic computer skills classes will be established to assist students in successfully transitioning and functioning in GED classes and to assist in acceleration of progress toward academic goals.

Research shows that a combination of ESL class time and distance learning accelerates English skills faster than class time alone. Expanding the length and locations of existing K-12 Adult School distance learning programs will contribute to the acceleration of student progress toward both academic and career goals.

All Consortium and partner agency staff will be provided with coordinated professional development, both within disciplines and across disciplines, in order to better assist student acceleration of progress toward their goals.

The number of bilingual personnel will be increased in order to provide better communication about program options and students' needs.

The K-12 Adult School counselor will continue to meet with ESL students ready to transition to the GED program in order to develop an education plan that will allow them to meet their goals as soon as possible.

Marin Employment Connection bilingual counselors will be scheduled to meet with ESL students on K-12 Adult School sites to support students wishing to accelerate their progress toward career options. The ESL orientation given at each K-12 Adult School registration will be expanded to include an overview of academic and career options available through the Consortium and partner agencies.

Workplan 5.2: Courses and Classes for Immigrants Implementation Approaches Proven to Accelerate a Students' Progress

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
College of Marin ESL Program						
Student Support Services	Placement testing and initial orientation to programs	Faculty, interpreter, Assessment office personnel; placement tests	\$10,000/year	College of Marin	Numbers of students who have gone through placement testing and initial orientations	Ongoing
Student Support Services	Education Plans for lower level ESL students	Dedicated bilingual noncredit counselor(s)	\$60,000/year	College of Marin	Numbers of students who have met with a counselor to develop Ed Plans	Depends on funding.
Student Support Services	5 Workshops each semester on what is available to students at various levels of English	Faculty and/or counselors May need interpreters	\$1500.00/year	College of Marin	Numbers of students attending workshops	
ESL Bridge to Workforce Training ROP College Level programs	Align Curriculum articulation from VESL to ROP to college level programs (Auto, ECE, Business Office Tech., Multimedia, Allied Health)	Faculty from three areas	\$15,000	College of Marin ESL and CTE programs with MCOE ROP Program		
Adult Education ESL Programs						
Adult Education ESL Program: increase level offerings, times, locations of K-12 Adult Education ESL and transition classes	Expand program offerings throughout the county for more student accessibility	Funding for additional classes	\$30,000	K-12 Adult Education ESL Program agencies	Analysis of attendance; student progress on assessments	Ongoing
ESL Bridge to Workforce Training	K-12 Adult Education ESL Program agencies will serve as a host site for classes related to workforce preparation offered by other	Instructors	\$10,000	K-12 Adult Education ESL agencies College of Marin	Analysis of attendance; student evaluation	Ongoing

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	consortium and partner agencies to increase accessibility to students					
Professional Development	Provide coordinated professional development for all consortium and partner agency staff	Funding to pay instructors and staff	\$15,000	K-12 Adult Education ESL agencies College of Marin	Analysis of attendance; participant evaluations	Ongoing
ESL Bridge to GED	Expand number and location of K-12 Adult Education Program ESL transition classes	Funding for classes	\$10,000	K-12 Adult Education ESL agencies	Analysis of attendance and enrollment in GED after finishing transition classes	Ongoing
ESL Distance Learning	Expand length and locations of existing K-12 Adult Education ESL Program distance learning program	Funding	\$5,000	K-12 Adult Education ESL agencies	Analysis of enrollment and student persistence, analysis of CASAS pre/post-test results	Ongoing
K-12 Adult Education ESL Program Student Support Services	Provide a sufficient number of bilingual personnel; K-12 Adult Education ESL Program students ready to transition out of basic ESL classes will meet individually with the GED counselor; schedule individual meetings with Marin Employment Connection counselor for students seeking support related to employment; expand existing orientation given to K-12 Adult Education Program ESL students at registration to include availability of county resources	Bilingual personnel; counselor	Bilingual personnel: \$ __	K-12 Adult Education ESL agencies	Records of meetings with students and student plans; student input	Ongoing

Program Area 3: Programs for Adults with Disabilities

The Marin County Office of Education's Workability Program and Transition Partnership programs work closely with adults with disabilities and families to identify appropriate and attainable academic and career goals, and to develop individualized plans to support progress towards these goals. By enhancing and nurturing stronger partnerships and coordination with the College of Marin's Student Accessibility Program, local businesses, and community partners, students will be able to accelerate towards their individualized academic and/or career goals.

An important aspect of supporting accelerated progress for students in this population is to provide ongoing education and outreach to individual students, family members, local businesses, and community partners. Staffing support at the Marin County Office of Education and the College of Marin will support outreach efforts, in addition to ongoing assessment and student tracking.

Workplan 5.3: Programs for Adults with Disabilities Implementation Approaches Proven to Accelerate a Students' Progress

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Develop and implement system to support transition to post-secondary and/or apprenticeship and/or employment opportunities	Develop specific step by step guide for pathways, including Workability / Transition Partnership to postsecondary, apprenticeship, and or employment opportunities	.25 FTE Staff	\$25,000	MCOE based	Data on student pathway selection and success	Annual Review and Annual Follow up
Parent and family education on appropriate and attainable pathway goals	Develop ongoing parent and family education programs	.10 FTE	\$10,000	MCOE or COM based	Parent surveys, student tracking	Annual Review and Annual Follow up
Business and Community Education	Development of business partnerships in community	.25 FTE	\$30,000	MCOE or COM based	Number of business partners, numbers of placed and successful students	Annual Review and Annual Follow up

Program Area 4: Short-Term Career Technical Education (CTE)

Short-Term Career Technical Education (CTE) providers will achieve measurable acceleration of student success through a navigation system that coordinates adult education programs across program areas. This system will be closely aligned with and driven by local business and industry needs in Marin County. Evolving regional employment needs and opportunities such as career tracks with living wage, high wage, and high demand employment opportunities, will be reported to the CTE and adult education community annually by the Workforce Investment Board and local chambers of commerce. These opportunities will drive CTE Provider offerings.

A system of navigators to support adult learners will provide students with resources, training, and support across program areas to keep students and CTE providers on track to meet their career and/or employment goals. Navigators will also be responsible for ensuring program offerings are up to date, and match with current industry needs. CTE providers will work closely with other program areas and navigators to provide information about CTE opportunities. Together navigators and providers will work with students to obtain necessary logistical support to ensure student success.

Workplan 5.4: Short-Term Career Technical Education Implementation Approaches Proven to Accelerate a Students' Progress

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Systemic approach to developing programs and trainings based on local employer needs	Annual Business Needs report provided to education community and students	.50 FTE Coordinator based at Workforce Investment Board (WIB)	\$50,000	Workforce Investment Board, local chambers of commerce	Annual Report on Regional Employment needs	Annual Report
Navigator Service, consistently spread geographically spread through county	Provide students with consistent support across county regarding resources and access, and coordination with other program areas	8 x .50 FTE Navigators strategically placed in agencies or community based organizations in San Rafael, Novato, West Marin, and South Marin	\$400,000	Partnership between COM, MCOE, WIB	Data on number of students / adults served, and successful movement on path	Annual Report
Public Transportation access	Identify and promote low cost transportation options	Transportation subsidy for SMART Train, Marin Transit	\$100,000	MCOE, COM, WIB – coordination with transportation agencies	Data on student / apprentice use of public transport	Annual Update

Regional Comprehensive Plan Objective 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff

Program Area 1: Elementary and Basic Skills Education Programs

Program Area 1A: High School Equivalency

Current Professional Development

A regional plan will be developed that supports all staff in providing targeted instructional and support services to promote successful transitions between programs. HSE instructional programs will focus on academic reading, writing, vocabulary, and critical thinking skills. Students are transitioned out of ABE bridge classes when results of summative and formative assessments indicate that they are ready for higher Adult Basic Education /Adult Secondary Education (ABE/ASE) instruction. Counselors meet with ABE/ASE students who designate a goal of attending college, helping individual students complete the online college application, and making referrals to community college counselors, financial aid and workforce training and support. Counselors will maintain a strong partnership with the college Outreach Coordinator as a means of supporting a seamless transition between programs in the region. Students will be encouraged to attend appointments with their counselors quarterly to confer about goals and career and post-secondary options. Region will track students closely regarding post-secondary enrollment in workforce and college, and will monitor persistence and retention in programs. This data will be used to review and refine HSE curriculum and instructional practices.

To encourage students to advance academically and transition to post-secondary education or career training, it is crucial for adult school students across programs to have multiple pathways. Regional programs will work strategically with community partner agencies to implement program additions as new needs surface. College of Marin is a key partner agency providing support to HSE students through a variety of means including regularly scheduled classroom visits by counselors; onsite placement testing for transitioning students; referrals to college counselors; and referrals to services which address needs including childcare, job development, tax preparation, career technical education programs, health insurance, and financial aid. Marin Employment Connection's One Stop center is another key partner agency and supplies services such as employer recruitment, resume building, and interview workshops. Regional program staff will meet regularly with Marin County service providers to network about services and opportunities for adults regarding career advancement and job development services. Regional programs will provide greater access to classes by offering a flexible schedule and classes in several locations throughout Marin County.

Regional programs are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities. No qualified person will be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity offered.

Community referrals are an essential component of serving students with disabilities. Regional program staff will include ABE/ASE teachers who hold a special education credential. All buildings where classes are conducted, both onsite and off, are equipped to accommodate students with physical disabilities.

Workplan 6.1A(1): High School Equivalency Plans for Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Instructional Technology	OTAN Webinar, Face to Face Training APEX and other online distance learning programs	ABE/ASE/HSE	\$50,000
Orientation to Adult Education for New Teachers	Adult Learning and Development Learner Goal Setting in Adult Education Programs Orientation for New ABE Teachers	ABE/ASE/HSE	\$25,000
Common Core Alignment	District directed workshops re: Common Core and alignment with teaching strategies, program materials.	ABE/ASE/HSE	\$10,000
Understanding Adult Learners For Experienced Teachers	Adult Learning and Development Learner Persistence	ABE/ASE/HSE	\$5,000
Transition Between ESL and GED (Bridge)	Evidence-Based Writing Instruction in the ABE Classroom	ABE/ASE/HSE	\$5,000
Instructional Strategy	Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom	ABE/ASE/HSE	\$10,000
Post-Secondary Pathways	Post-secondary Transitions: Key Components, Strategies, and Best Practices	ABE/ASE/HSE	\$5,000
Support Services For Adults – Best Practices	Review best practices for student support across programs and between K12's and community college systems.	ABE/ASE/HSE	\$5,000

Collaborative Professional Development

The professional development needs of HSE instructional staff are initially identified by a needs survey; subsequently, a professional development plan will be designed. This plan will be reviewed and updated throughout the year based on emerging needs. The professional development plan will address staff needs through Outreach and Technical Assistance Network for Adult Educators (OTAN) online webinars, onsite training, K-12 district curricular training, professional learning communities (PLCs), workshops, presentations, and information offered through partner agencies. Program needs will be addressed through professional networking groups, online training, OTAN staff, and CASAS staff. The professional development plan will include technology training to improve the delivery of instruction guided by the current Regional Technology Plan. Goals, objectives, and a timeline will be created by the Technology Planning Team, which includes administration, teachers, para-educators and other regional staff. As staff learn new strategies for instructional delivery, regional PLCs will be utilized during monthly staff meetings to share the new information and to discuss ways to incorporate these strategies into the classroom. Professional development resources include TUHSD in-service training, OTAN, Technology Integration Mentor Academy (TIMAC), CASAS, regional AEFLA network meetings, Association of California School Administrators, (ACSA), local community colleges, Teachers of English to Speakers of Other Languages (TESOL) training, textbook consultants, and outside consultants.

Workplan 6.1A(2): High School Equivalency Programs Plans for Collaborative Professional Development

Topic	Collaborative Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Data Collection	Collect accurate data using a uniform system of collection of attendance, enrollment, persistence, completion rates and transition to work/post-secondary education. Involve all stakeholders outside of consortium, extending to businesses, non-profits and students.	ABE/ASE/HSE	\$30,000
Data Analysis	Data collected will be reviewed quarterly by consortium members to ensure access to programs, student outcomes are being tracked and evaluated, and students are being served in the region. Involve all stakeholders outside of consortium, extending to businesses, non-profits and students.	ABE/ASE/HSE	\$10,000
Regional Demographic Data	Region will agree on data collection methods for assessing needs in community looking at several measures of collection. Consortium members will validate data collected in region and use it for program development.	ABE/ASE/HSE	\$10,000
Regional Program Alignment	Align programs serving students within region to ensure uniformity among enrollment, completion, access.	ABE/ASE/HSE	\$25,000
Systems Training	Train program staff within consortium on new data collection system, and/or other technology-related programming used to monitor student participation in region.	ABE/ASE/HSE	\$25,500

Program Area 1B: Basic Skills Instruction in Math and English

Current Professional Development

Workplan 6.1B(1): Basic Skills Instruction in English and Math Plans for Collaborative Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Pedagogy	RP Strengthening Student Success Conferences	Curriculum and methodology	
Pedagogy	Find conferences or resources that will explore the following: <ul style="list-style-type: none"> • Learning Theory • Cognitive Load and Learning • Memory—how learning happens and methods of storing knowledge for efficient retrieval • Teaching math as a foreign language 		
Pedagogy	Faculty Inquiry Groups: Look at specific questions to research from student point of view across CC and Adult Ed programs	varied	

Collaborative Professional Development

Workplan 6.1B(2): Basic Skills Instruction in English and Math Plans for Collaborative Professional Development

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Integration of services	Adult School and Community College Faculty and counselors hold periodic meetings to discuss programs and alignment/collaboration opportunities	Program Alignment	unknown
Pre-Algebra	An opportunity to engage in Lesson Study to create a redesigned delivery of the pre-Algebra curriculum	Curriculum alignment	unknown

Program Area 2: Classes and Courses for Immigrants

Current Professional Development

Current professional development for the K-12 ESL staff is addressed at monthly meetings. As part of these meetings, instructors participate in Communities of Practice to share effective academic strategies and resources. In addition, academic and program-related issues are discussed. Resources utilized include online professional development consultants, OTAN, Calpro, CDE, CASAS, and outside consultants.

ESL Faculty in the Consortium and ESL partners can hold countywide meetings two to three times a year to discuss current programs, gaps, and needs.

Workplan 6.2(1): Courses and Classes for Immigrants Plans for Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Pedagogy	RP Strengthening Student Success Conferences	Curriculum and methodology	
Pedagogy	Find conferences or resources that will explore the following: <ul style="list-style-type: none"> • Learning Theory • Cognitive Load and Learning • Memory-how learning happens and methods of storing knowledge for efficient retrieval Teaching math as a foreign language		
Pedagogy	Faculty Inquiry Groups: Look at specific questions to research from student point of view across CC and Adult Ed programs	varied	
Countywide ESL Needs	ESL Faculty/Service Provider countywide meetings to be held 2-3 times a year to discuss current programs, gaps, and needs.	ESL	Unknown (minimal or N/A)
K-12 ESL monthly staff meetings	Instructors share effective strategies and resources, discuss problems, or share information from workshops at each meeting	ELS instruction Effective teaching strategies	\$5,000
K-12 use of resources for professional development	Online and in-person resources are utilized to offer professional development to staff (OTAN, CALPRO, CDE, CASAS)	ESL, GED	\$5,000

Collaborative Professional Development

Part of the collaborative professional development plan is to begin a Teacher Workshop Series. ESL Teacher Workshops will cover pedagogical topics in teaching ESL and will address specific needs of adult ESL students in Marin County. Workshops will also cover methods, materials, student populations, and changing needs of immigrant populations in the County. Participants will be ESL instructors in Marin County. The workshops will be taught by currently employed ESL instructors in the Consortium or outside agencies such as OTAN, Calpro, CDE, CASAS, or other appropriate consultants. Workshops will be hosted by various members of the Consortium. For example, College of Marin hosted a successful workshop series of this type in 2012. Workshops would be held four to five times a year, two in the spring semester, one in the summer, and two during the fall semester.

An additional component of the plan is to schedule meetings between ESL consortium faculty members and partners two to three times a year to discuss current programs, gaps, and needs.

The plan will also provide opportunities for Consortium ESL and GED staff to meet together to coordinate and develop curricula to support students transitioning from the ESL program to the GED program.

Workplan 6.2(2): Courses and Classes for Immigrants Plans for Collaborative Professional Development

Topic	Collaborative Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Integration of services	Adult School and Community College Faculty and counselors hold periodic meetings to discuss programs and alignment/collaboration opportunities	Program Alignment	unknown
Teacher Workshop Series	Activities: ESL Teacher Workshops to cover pedagogical topics in teaching ESL and to address specific needs of adult ESL students in Marin County. Participants: Participants/attendees will also be ESL instructors in Marin County. Delivery Mode: Workshops to be taught by any currently employed ESL instructor in the Consortium. Workshops will be hosted by various members of the Consortium. (College of Marin hosted a successful workshop series in 2012.) Frequency: 4-5 workshops per year (2 in the fall, 2 in the spring, and perhaps one in early or late summer).	ESL Pedagogy, Methods, & Materials, Student Needs	
Curriculum development/coordination	Opportunity for consortium ESL and GED staff to meet to coordinate and develop transition curriculum (COM, K-12 agencies)	ESL, GED	\$10,000
ESL Teacher workshop series	ESL teacher workshops offered to all consortium staff related to effective instructional strategies and presented by consortium staff or by outside agencies such as OTAN, CALPRO	ESL	\$7,500

Program Area 3: Programs for Adults with Disabilities

Current Professional Development

The Marin County Office of Education hosts and facilitates ongoing professional development opportunities for the educational community through the Education Services Program. The Education Services Program offers professional development opportunities specifically for teaching students with disabilities. Program Managers for the Workability and Transition Partnership programs conduct annual and ongoing professional development training to their teams tailored support student success.

Workplan 6.3(1): Programs for Adults with Disabilities Plans for Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Ongoing Professional Development	The Marin County Office of Education serves as a resource to the educational community as a host and facilitator of on-going professional development that is based on feedback and needs within the community. Professional Development needs to support adult education efforts may be identified and offered at MCOE.	All areas may be addressed 1-5	Variable
School To Career Partnership Program	Business Partnerships in the community are well established through the Marin County Office of Education (MCOE) School to Career Partnership Program, strong relationships with the Workforce Investment Board, and the recently emerging Northern California Career Pathway Alliance (NCCPA). NCCPA efforts will deepen existing partnerships with businesses to develop job shadowing, and career pathway focused internship programs.	All areas may be addressed 1-5	Variable

Collaborative Professional Development

The Marin County Office of Education will work with the College of Marin and the business community to provide professional development to support quality career pathway development for Adults with Disabilities.

Workplan 6.3(2): Programs for Adults with Disabilities Plans for Collaborative Professional Development

Topic	Collaborative Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Collaborative Professional Development between MCOE and COM staff working with Adults with Disabilities	Instructional staff, counselors, mentors and coaches staff at MCOE and COM, bi-annual workshops focused on support of individual student success	Adults with Disabilities	\$20,000
Collaborative Professional Development between MCOE, COM staff an Business Partners focused on pathway development for Adults with Disabilities	Instructional staff, counselors, mentors and coaches staff at MCOE and COM, along with key business partners and new prospective business partners annual workshop focused on pathway development and employment opportunities	Adults with Disabilities	\$15,000

Program Area 4: Short-Term Career Technical Education (CTE)

Current Professional Development

The Marin County Office of Education hosts and facilitates ongoing professional development opportunities for the educational community through the Education Services Program, including programs for Career Technical Education providers.

Workplan 6.4(1): Short-Term Career Technical Education Plans for Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Development of Certificate Programs	Utilize the successful approach taken by Homeward Bound to provide training in Hospitality / Culinary skills to apply to other industry sectors projected for high growth in employment opportunities. Have Homeward Bound provide Culinary Certificate Programs for county. Develop industry recognized certificate programs.	1-5	\$250,000
Internship and Apprenticeship Development	Utilize School to Career Partnership model in K-12 to expand to serve adult population, and coordinate with NCCPA regional efforts, utilizing the program that CalWORKS currently offers as a base.	1-5	\$250,000
Soft Skill Development, Career Templates	Acknowledge growing feedback from business community that “we can teach skills,” and the Consortium needs more employees with soft skills. College of Marin once offered “Customer Service Academy”.	1-5	\$250,000
On-line Trainings	Develop and create on-line access to training, similar to efforts currently promoted by Governor for UC system.	1-5	\$500,000

Collaborative Professional Development

Consortium members recognize that collaborative professional development for Career Technical Education will be closely aligned with professional development for other program areas. Collaborative professional development will include support and collaboration with local business leaders and will be driven by current and ongoing industry demands.

Workplan 6.4(2) Programs for Adults with Disabilities Plans for Collaborative Professional Development

Topic	Collaborative Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Market Driven Workforce Training	Offer quarterly workshops led by WIB, local Chambers of Commerce, and business leaders to provide updated information on workforce needs and specialized training to local Adult Education community	1-5	\$80,000
Adult Education Community Council, Networking and Resource Sharing	Convene annual Adult Education Community Council, and quarterly meetings with local community organizations to identify who is providing high quality and cost effective programs to meet specific needs, and develop mechanisms to allocate resources to nurture and support the most effective work.	1-5	\$50,000
System Navigator Program Implemented	Develop a countywide Navigator System that helps individuals find their way through from beginning to end through the complex network of resources and opportunities to develop sustainable career pathways	1-5	\$400,000

Regional Comprehensive Plan Objective 7

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Program Area 1: Elementary and Basic Skills Education

Program Area 1A: High School Equivalency

HSE and Basic Skills regional members and partners in Marin County include Marin County Social Services, College of Marin, Marin County Office of Education, San Rafael City Schools District, Tamalpais Union High School District (TAS), Shoreline Unified School District, Novato Unified School District, the Workforce Investment Board (WIB), Conservation Corps North Bay (CCNB), Marin City Community Development Corporation (MCCDC), Canal Alliance, Marin Community Foundation (MCF), and other County agencies that support local agencies through grants such as the Marin County Community Services Fund.

The Marin County WIB/Marin Employment Connection provides a one-stop for all countywide coordination of employment services and can partner with adult educators for specific skills training. Tamalpais Adult School (TAS) partners with the Marin Employment Connection (MEC) and has worked directly with Workplace Investment Board (WIB) members and specific employers to connect students to job development programs and to further develop skills needed to obtain employment. TAS students benefit from regular referrals to MEC for job development workshops and employer recruitment. TAS has sustained a partnership with MEC since 1995 and continues its commitment to strengthening the services between agencies by attending regular WIB meetings. TAS will continue its commitment to current and future partnership for the benefit of our shared students.

Conservation Corps North Bay (CCNB) is a non-profit organization, which has an adult education program component offered through John Muir Charter School. Increasing the capacity of the CCNB program would help alleviate some of the unmet HSE need in Marin County. Interagency referrals continue to support students who may be better suited in a program such as CCNB, which provides employment along with HSE classes.

Marin City Community Development Corporation (MCCDC), a non-profit organization, promotes employment, skill-building, business opportunities, and income-generating programs to improve the economic quality of life for Marin City residents. MCCDC would strengthen partnerships to identify specific local labor market gaps and for specific skills training in addition to providing student referrals to member institutions for instruction. These employment services include construction, solar energy installation, and the trades (plumbing, electrical, framing). This partnership has expanded in recent years to provide summer remediation instruction for high school age students participating in summer internships coordinated through MCCDC and located at their Marin City facility. An intensive instructional focus is placed on writing and math skills necessary for success in these internships. MCCDC has funded part of

the GED instructor's salary for the class held at their site for past five years, and will continue with this agreement.

Canal Alliance supports basic skills students through English language development. Canal Alliance would be a strong provider of bridge classes between Advanced ESL and HSE levels. Canal Alliance could provide referral and outreach to HSE providers for students who have met entry level requirements for HSE/Basic Skills programs.

College of Marin provides basic skills classes in English, and math which allow students to gain needed skills to pursue HSE classes at other locations throughout Marin County. COM provides university transfer, CTE, and vocational options for students to pursue in post-secondary education. Strengthening the existing partnership between County adult schools and the community college is critical for providing access to higher education for adult school students in Marin County. COM counselors can support staff development and training of adult school instructors in specific areas of education such as AB 540 student eligibility, ESL instruction, and Deferred Action for Childhood Arrivals (DACA) policy.

K-12 district partnerships will provide satellite sites for HSE classes in targeted geographical areas where unmet need is greatest. Districts will partner with existing adult schools to increase program capacity adding classrooms, adult education teachers, instructional time, access to technology, and student support services.

Marin County Social Services CalWORKS 'Welfare to Work' program will continue to provide outreach to shared clientele and refer eligible students to participate in HSE programs across Marin County. Many students enrolled in the CalWORKS program have a requirement to concurrently attend an HSE program. Combined with an increase in capacity and the addition of a Spanish GED preparation class, more students will be in compliance with their CalWORKS contract.

Funding Sources: TAS' HSE program is funded through federal resources (AEFLA), state resources (CDE Adult Education) and local resources (TUHSD, local grants or partnerships via MCF, MLP, and MCCDC). TAS continues to explore a variety of partnerships to share resources and serve the adult student community throughout Marin County. On the federal level, TAS utilizes AEFLA funding to supplement programs in conjunction with other state and local resources. To increase HSE program capacity in the region, partner agencies will need to work collaboratively to locate and apply for funding opportunities available locally and through state and federal channels.

Novato Unified School District (NUSD) funds HSE and ESL courses using local resources. It is the intent of NUSD to continue to offer these courses for adults in the community. Courses offered have been adjusted as additional and differing needs arise in the community. In addition, NUSD is working to identify partnerships and resources to meet the growing needs of adult learners.

Workplan 7.1A: Elementary and Basic Skills Education Plans to Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program Area to be Addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution
Workforce Investment Board (WIB)	1	<p>Identify specific local labor market gaps and partner with adult educators for specific skills training</p> <p>Student referrals to member institutions for instruction</p> <p>Communication, student referrals, basic skills articulation for ESL students who are ready to transition into GED/HSD classes and programs</p> <p>Communication about employee skills needed for targeted instruction</p> <p>Support staff for communication of referrals</p> <p>Staff time for teachers at various institutions for basic skills communication; support staff for communication of referrals</p>	TUHSD, NUSD, COM	<p>WIB</p> <p>Conservation corps North Bay (CCNB)</p> <p>Marin City Community Development Corp</p> <p>Canal Alliance</p>
K12 School Districts: Adult Education Programs	1	Increase capacity of HSE programming in cities where need is greatest, (Novato, San Rafael)	TUHSD, NUSD, COM	Offer satellite sites, increase course offerings, alternative class sessions
College of Marin, Basic Skills Programs	1	Continued and increased outreach of basic skills classes on adult education sites, and in community to serve unmet need in math and English.	COM, TUHSD, NUSD	Provide greater outreach to community about basic skills programming, consider satellite sites in region.

Partner Institution Supporting Regional Consortium	Program Area to be Addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution
Marin CBO's (MCCDC, Canal Alliance, CCNB)	1	Increase capacity of HSE programming in cities where need is greatest, (Novato, San Rafael). Strengthen partnerships to offer additional programming.	TUHSD, NUSD, CCNB, MCCDC	Outreach, satellite sites, alternative programming schedules
Alternative Funding Sources in Marin County	1	Continue to research funding sources that will serve unmet need in county across programs.	All partners	Outreach, targeted discussion regarding pilot programs, grant applications

Program Area 2: Classes and Courses for Immigrants

ESL partners in Marin County include the Community Literacy Program, which provides additional literacy services in an immigrant's first language; the Marin Literacy Program, which provides literacy services for native speakers and ESL students; and Canal Alliance, which provides a biannually updated referral list of ESL offerings in Marin County. Canal Alliance additionally serves around 1,200 immigrant students with ESL classes, basic computer literacy classes, legal support services, counseling and advocacy services, tax preparation services, family support services, and immigration legal services.

Marin Literacy Project (MLP): The K-12 Adult Education ESL Program will utilize the services of Marin Literacy Project to provide tutors to students wanting extra help, provide tutors for literacy level students, provide ESL classes in geographically difficult to reach areas like Tomales, provide tutors for students wishing to transition to a GED program, partner to provide satellite ESL programs at schools and community centers when Marin Literacy funding is available, and utilize MLP as a resource for other student needs.

Canal Alliance: The K-12 Adult Education ESL Program will utilize the services of Canal Alliance to provide classes for GED preparation in Spanish, citizenship classes in English and in Spanish, student legal advice, and DACA information sessions. Canal Alliance will present information sessions on the Adult Education site regarding the resources that they offer, information about obtaining a driver's license, and information about President Obama's executive action regarding undocumented immigrants.

Marin County Workforce Investment Board (WIB)/Marin One Stop: The K-12 Adult Education ESL Program will refer students in need of the services of the Marin Employment Connection (MEC) operated by the WIB to receive assistance with job placement services, resume preparation, cover letter preparation, and interview skills. The bilingual MEC counselor will be contacted to provide assistance to those students needing help in Spanish. Arrangements will be made to have a representative from the MEC speak to the ESL and GED students at the K-12 Adult Education site regarding the services available.

Alfred J. Boro Community Center: The Community Center is located in the Canal area close to an elementary school with a large population of English language learners. The K-12 ESL Adult Education ESL Program will utilize Community Center classrooms for satellite ESL classes held during the day when children are in school, so that childcare and transportation are not issues.

Community Action Marin: SparkPoint: The K-12 Adult Education ESL Program will refer students to SparkPoint when they need assistance with financial empowerment, health and human services, and other poverty related issues. SparkPoint will be scheduled to provide orientations about their services on the K-12 Adult Education site.

Workplan 7.2: Courses and Classes for Immigrants Plans to Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program Area to be Addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
Canal Alliance	ESL	K-12 Adult Education ESL Program agencies will utilize the services provided by Canal Alliance in the areas of GED preparation in Spanish, citizenship classes, student legal advice, DACA, driver's license and federal executive action information.	K-12 Adult Education ESL Program Canal Alliance	N/A: Teachers are volunteers	Ongoing
Canal Alliance	Program Area 3.1	Referral list of ESL offerings in Marin County	College of Marin Novato USD Tam USD		Ongoing
Canal Alliance	Program Area 4.1	Legal Support Services as immigration laws shift	College of Marin Novato USD Tam USD		
Marin Employment Connection	ESL	K-12 Adult Education ESL Program agencies will utilize the services provided by MEC in the areas of job placement assistance, and will arrange to have MEC information sessions presented on the K-12 Adult Education site or at College of Marin	K-12 Adult Education ESL Program College of Marin Marin Employment Connection	N/A	Ongoing
Marin Literacy Program	Program Area 3.1	Education Pathways –Tutors will work closely with their students to take them to the next level with their education including enrollment in ESL classes in the county, working toward a GED, credit classes at College of Marin, and/or classes for accreditation for a particular career. MLP is open to input from consortium members and partners related to their needs.	College of Marin Novato USD Tam USD		Ongoing
Marin Literacy Program	Program Area 4.1	Additional Literacy Services in 1st and 2nd Language Accessibility – Tutoring times and places set to student's availability both geographically and time-wise. ESL classes offered in geographically difficult to	College of Marin Novato USD Tam USD	\$120,000 per year program cost for approximately	Ongoing

Partner Institution Supporting Regional Consortium	Program Area to be Addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
		<p>reach areas like Tomales. Ability to set-up small groups.</p> <p>GED Preparation for ESL students – One-to-one tutors give students a distinct advantage by teaching them and mentoring them through this process. This is successful in combination with consortium GED classes.</p> <p>Contract Education – MLP works with employers to create ESL programs for their employees in way that suits their workplace or industry. MLP has also trained employees to tutor fellow employees in a buddy system as well as training small business owners to hold their own class.</p> <p>Bilingual Services – MLP’s Student Outreach Coordinator is bilingual. This is instrumental in assisting the student/tutor pairs as they build their relationship. This is also helpful when there are problems other than literacy needs in the student’s life.</p>		<p>175 students being served</p> <p>*We do serve San Quentin and the Marin County jail with tutor services, but those numbers and budget aren’t included.</p>	
Marin Literacy Program	Program Area 5.1	<p>Student Support Services – MLP’s individual volunteer tutors not only teach literacy skills, but also mentor their students to the next level in their education and/or career. Additionally they are trained to refer them and help them to access the appropriate agencies when other issues occur in their lives. The primary partner for this is the Canal Alliance.</p>			Ongoing

Partner Institution Supporting Regional Consortium	Program Area to be Addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
Alfred T. Boro Community Center	ESL	K-12 Adult Education ESL Program agencies will utilize the Community Center classrooms for ESL classes held during the day, when school is in session, so that childcare is not an issue and when funding for these classes is available	K-12 Adult Education ESL Program Alfred J. Boro Community Center	Cost of renting classrooms	Ongoing
Sparkpoint	ESL	K-12 Adult Education ESL Program agencies will refer students to SparkPoint counselors for assistance with financial empowerment, health and human services, and other poverty related services and will arrange to have orientations about SparkPoint services available on the K-12 AE ESL site.	K-12 Adult Education Program SparkPoint	N/A	Ongoing

Program Area 3: Programs for Adults with Disabilities

Consortium members recognize that current efforts to develop partnerships between K-12 High School Districts, the Marin County Office of Education, the College of Marin, and Workforce Investment Board are needed to support quality career pathways. As members of the Northern California Career Pathway Alliance, our partnerships can be leveraged to support adult education providers, including providers of Programs for Adults with Disabilities. In particular, Pathway Coaching and Work-Based Learning efforts will help to support adult education program success and, if approached strategically, can expand post-secondary and employment opportunities for adults with disabilities.

Workplan 7.3: Programs for Adults with Disabilities Plans to Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program Area to be Addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
Marin County Office of Education Workability Program	3	Additional resources to support pathway development with particular focus on opportunities for adults with disabilities	College of Marin, Workforce Investment Board	Staff support to develop pathways	Based on allocation of resources
MCOE Transition Partnership Program	3	Additional resources to support pathway implementation, including job shadowing, internship opportunities and employment coaching	COM, Workforce Investment Board	Staff support to implement pathways	Based on allocation of resources
College of Marin Student Accessibility Program	3	Coordinated efforts between MCOE programs and COM Counselors, coaches and mentors	MCOE, Workforce Investment Board	Direct support of students	Based on allocation of resources
MCOE School to Career Partnership / Workforce Investment Board	1, 2, 3, 4, 5	Development of more local employment opportunities and placements for adults with disabilities	COM	Development of business partners	Based on allocation of resources

Program Area 4: Short-Term Career Technical Education (CTE)

As noted above, regional structures that are being developed through the Northern California Career Pathway Alliance (NCCPA) to incorporate participation from K-12 School Districts, the Marin County Office of Education, the College of Marin, and the Workforce Investment Board. These partnerships will be leveraged to support Career Technical Education and ensure that providers are well aligned with local business and industry needs, and can adjust as workforce conditions and demands change over time.

Workplan 7.4: Short-Term Career Technical Education Plans to Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program Area to be Addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
MCOE	1,3,4,5	ROP programs for adults, programs for adults with disabilities, and programs for incarcerated adults	Business Partners, WIB, COM, High School Districts	Instruction and Administration of Programs	Ongoing
High School Districts	1,2,3	ESL Programs, High School Diploma	MCOE, COM, WIB	Instruction and Administration of Programs	Ongoing
College of Marin	1-5	ESL, GED, certificate and apprenticeship programs	WIB, Business Partners	Instruction and Administration of Programs	Ongoing
Workforce Investment Board and Business Partners	1-5	Development of Internships, apprenticeships, industry recognized certificate programs and nurturing business and industry partnerships	MCOE, High School Districts, COM	Development of annual reports, data, and nurturing partnerships	Ongoing
Community Organizations, Marin Community Foundation	1-5	Development of navigation systems to help people through the process	COM, HS Districts, Community Organizations	Host locations strategically located around county	Ongoing
Partner Public Agencies – i.e. Marin County Sherriff, Transportation Agencies, CalWORKS	1-5	Public agency support is vital to address housing, living wage, transportation challenges, as well as access and support of programs for incarcerated adults	Local Housing, Transportation, Law Enforcement and Health & Human Services agencies	Development of support services	Ongoing

Appendix

This report represents the work of many professionals providing Adult Education instruction and services in Marin County. Our contributors have researched to find objective and reliable data. We include here the data and research provided by our AB 86 Adult Education Planning Consortium contributors. Thank you for your support, contributions and participation.

Contributors	Coordinator(s)
GED and High School Diploma	Corbett Elsen, Principal, and Jaemi Naish, HSE Coordinator, Tamalpais Union High School District (TUHSD) Lynn Erikson, Student Services Coordinator, Novato Unified School District (NUSD)
Basic Skills Instruction in English and Math	Karen Koenig, College of Marin English Skills Instructor Maula Allen, College of Marin, Math Instructor
ESL	Sara McKinnon and Rebecca Beal, College of Marin, ESL Instructors; Joan Prigian, TAS ESL Coordinator
ROP/CTE/Disabled Adults/Incarcerated Adults	Mike Grant, Marin County Office of Education
Apprenticeships	Nanda Schorske, College of Marin
Administrative Support	Laurie Loeffler, College of Marin Kathy Takemoto, College of Marin

Appendix A: College of Marin Basic Skills in Math

Description of courses in Basic Skills math curriculum at College of Marin.

MATHEMATICS COURSES (MATH)

MATH 25: Coping with Math Anxiety

0.5 Unit. 0.5 lecture hours per week. No prerequisite.

This is a four-week course designed to help all students from all areas confront and deal with their fears and anxieties with math.

MATH 85: Arithmetic Skills

2.0 Units. 3 lecture hours per week. No prerequisite. Advisory: COUNSELING 125

The fundamentals of arithmetic with emphasis on computational skills. Topics include addition, subtraction, multiplication, and division of whole numbers, problem solving, applications, and an introduction to decimals.

MATH 95: Basic and Intermediate Math Skills

2.0 Units. 3 lecture hours per week. Prerequisite: Math 85 or sufficient score on Math Assessment Test.

This course covers addition, subtraction, multiplication, and division of whole numbers, fractions, mixed numerals, and decimals; square roots, percents, and applications of arithmetic to include ratio and proportion; some pre-algebra topics, and measurement to include area and volume. This course or its equivalents satisfy the prerequisite for Math 101. The course is offered in two additional modes: in a self-paced mode in the Math Lab (Math 95XY). *Note: The two-semester lecture/discussion mode, Math 95AB, has been discontinued.*

MATH 101: Elementary Algebra

3.0 Units. 5 lecture hours per week. Prerequisite: Math 95, Math 95XY, or sufficient score on Math Assessment Test. This is a one-semester introduction to elementary algebra. Topics will include linear equations, inequalities, systems with applications, polynomials, rational expressions, exponents, roots, radicals, and quadratic equations. This course or its equivalents satisfy the prerequisite for Math 103. This course is also offered in two additional modes: in a self-paced mode in the Math Lab (Math 101XY), and in a two-semester lecture/discussion mode (Math 101AB).

MATH 103: Intermediate Algebra

5.0 Units. 5 lecture hours per week. Prerequisite: Math 101, or Math 101AB, or Math 101XY, or satisfactory score on Math Assessment Test.

This one-semester course extends many of the concepts introduced in elementary algebra. The real number properties, polynomials, rational expressions, first degree equations, inequalities and applications, exponents, radicals, quadratic equations, and complex numbers are treated in greater detail. In addition, functions and their graphs, systems of equations and inequalities, matrices, linear programming, and exponential and logarithmic functions are covered. This course or its equivalents satisfy the prerequisite for Math 104 (Trigonometry), Math 105 (College Algebra), Math 109 (Pre-Calculus), Math 114 (Geometry), Math 115 (Statistics), and Math 121 (Calculus with Applications). This course is offered in two additional modes: in a self-paced mode in the Math Lab (Math 103XY), and in a two-semester lecture/discussion mode (Math 103AB). This course satisfies the AA/AS Math Proficiency for Area E.

SUMMER BRIDGE: Summer 2013 was the first offering of the Summer Bridge Program in collaboration with “10,000 Degrees” at College of Marin. This program is designed to promote and assist same year high school graduates in their transition to college work. Basic Skills Math is one part of the program which provides content development where students would benefit the most. Students complete the Math Assessment Test prior to the beginning of the program. After the program they are provided the opportunity to retake the Math Assessment Test.

There were 26 students enrolled in the 2014 Summer Bridge program. Based on this year’s positive results, the Summer Bridge Program will be offered in summer 2015 with the expected participation of 100 students.

There are also two courses (see below) taught through Automotive Technology (AUTO) the content of which is basic skills mathematics. The content of the two courses is duplicated in two other courses taught in the Automotive Collision Repair Technology program (ACRT).

AUTOMOTIVE TECHNOLOGY and AUTOMOTIVE COLLISION REPAIR TECHNOLOGY COURSES

AUTO 095: Applied Automotive Math

1.0 Unit 1 lecture hrs./wk. Repeatability: 3 times. No prerequisite. Can be taken as AUTO 95 or ACRT 95 Credit awarded for only one course.

This course reviews addition, subtraction, multiplication and division of whole numbers, fractions, decimals and percentages. Also included are ratio and proportion, the metric system, graphs and applications specific to automotive technology. Paint mixing ratios and writing repair orders.

AUTO 100: Career Math, Resumes and Customer Relations

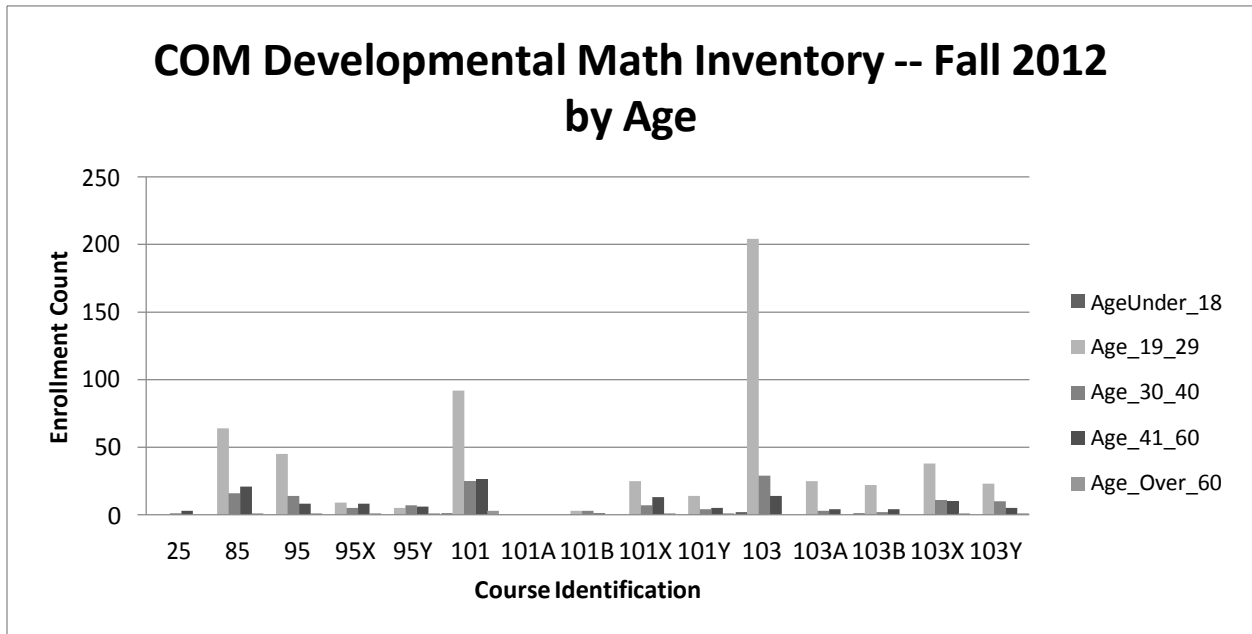
4.0 Units. 4 lecture hrs./wk. May also be taken as ACRT 100; credit awarded for only one course.

This course reviews addition, subtraction, multiplication and division of whole numbers, fractions, decimals and percentages. Also included are ratio and proportion, the metric system, graphs and applications specific to automotive technology, paint mixing ratios and writing repair orders. Training on writing a resume, filling out job applications, developing a portfolio, and organizing and completing a

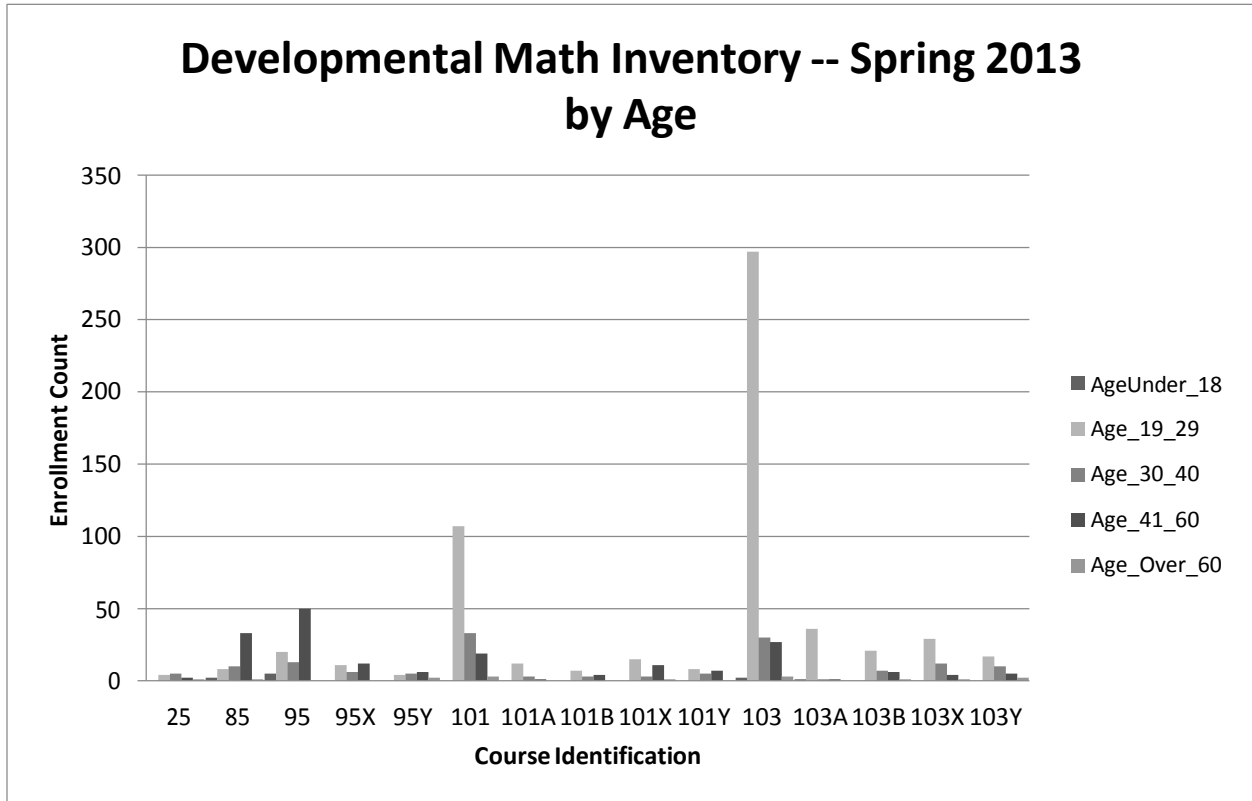
personal tax form. The course covers worker/employer relationships and addresses customer relations in the industry which includes improving individual attitudes, productivity and morale in the workplace.

ENROLLMENT INFORMATION

Graph 1 presents enrollment information for all Basic Skills math courses in Fall 2012. The most highly enrolled classes are Math 85, Math 95, Math 101, and Math 103 (see Tables 1 and 2 for enrollment counts for Fall 2012 and Spring 2013). For each of these courses the majority of students' ages are between 19 and 29 years old.

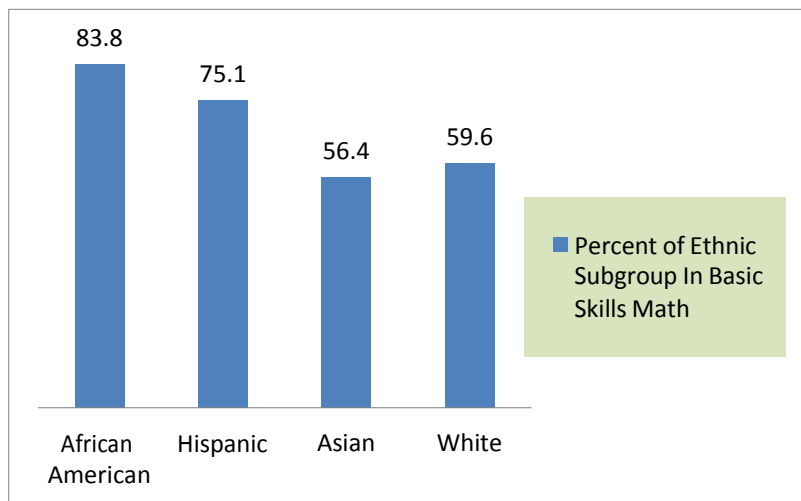
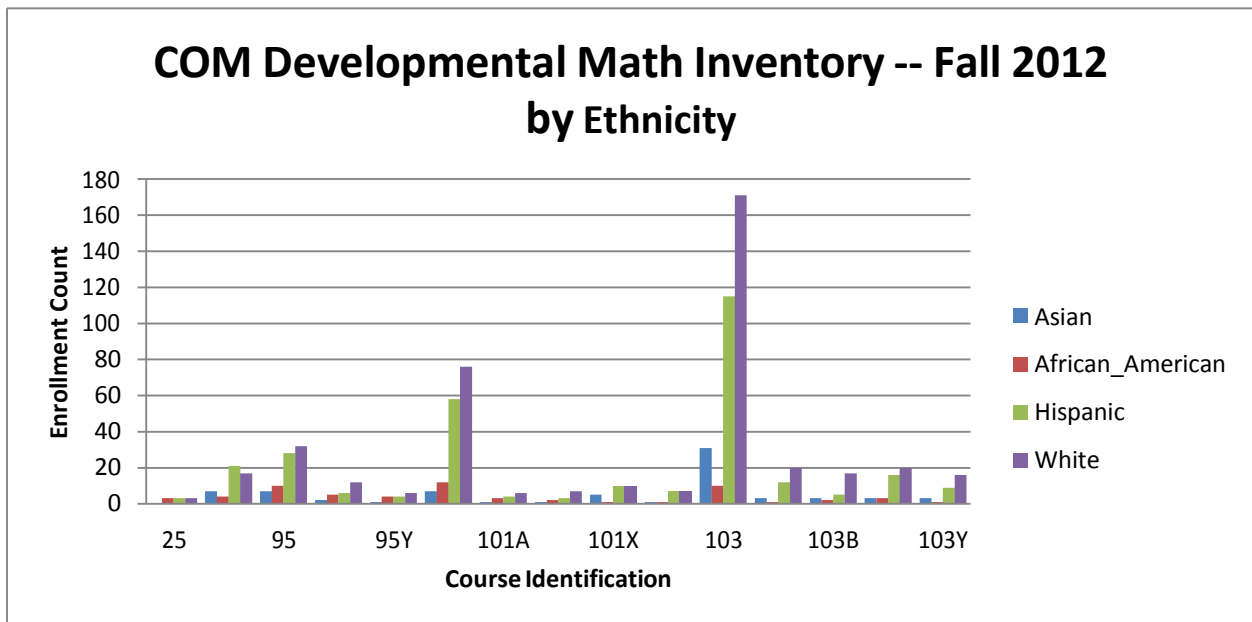


Graph 2 presents enrollment information for all Basic Skills math courses in Spring 2013. In this semester Math 85 and Math 95 both had a majority of students aged 41-60 years old and Math 101 and Math 103 repeated the prior pattern of students' age 19 to 29.



Graph 3 presents information on ethnicity and developmental math enrollment in Fall 2012. Math 85 has enrollment that is mostly Hispanic students, Math 95 enrollment is nearly equal between Hispanic and White students. Math 101 students are mostly White with a Hispanic student population following closely. A similar pattern occurred in Math 103. The Asian student population was third in enrollment.

Graph 4 presents information on the percentage of Fall 2012 students of a particular subgroup who are enrolled in a Basic Skills math class out of the total number of that subgroup of students enrolled in any math class. The data shows that African American and Hispanic students have significantly higher percentages enrolled in a Basic Skills course at 83.8% and 75.1%, respectively.



Graph 5 presents information on ethnicity and developmental math enrollment for spring 2013. In this semester Hispanic enrollment in Math 85 and Math 95 exceeds White enrollment. In Math 101 Hispanics are nearly equal with White students. In Math 103 White enrollment has declined and Hispanic enrollment also declined but almost equals White enrollment, while Asian enrollment is stable.

Graph 6 presents information on the percentage of Spring 2013 students of a particular subgroup who are enrolled in a Basic Skills math class out of the total number of students of that subgroup enrolled in any math class. The data shows, as it was in Fall 2012, that African American and Hispanic students have significantly higher percentages enrolled in a Basic Skills course at 79.5% and 71.8%, respectively.

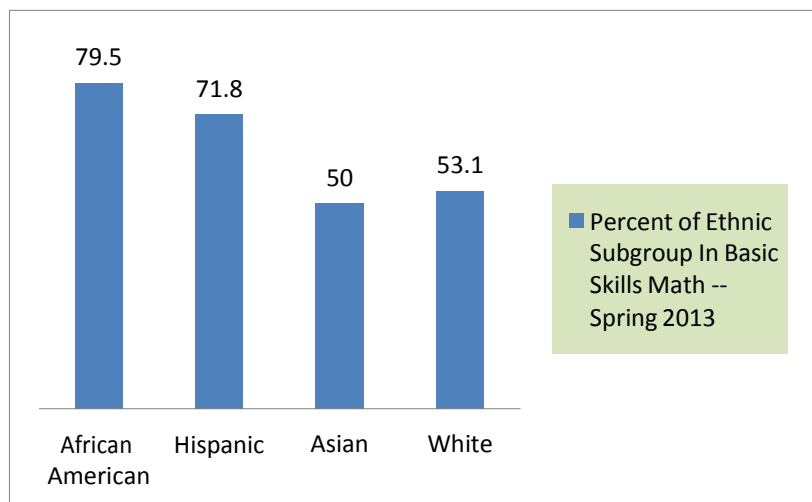
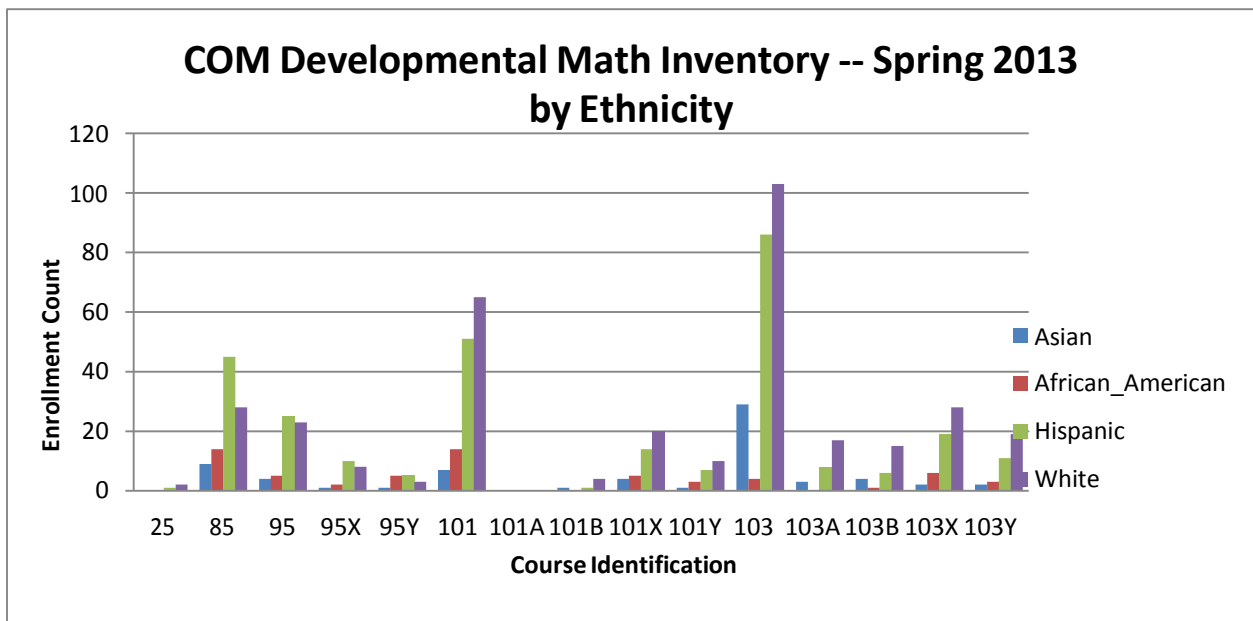


Table 1 provides Marin County population data, by count and by percentage, for the following subgroups: Latino, African American, Asian, White, Female, and Male. Data is also provided on the percentage and count of each subgroup having less than high school education. The information contained in Table 3 comes from the American Human Development Project’s (“A Portrait of Marin – Marin County Human Development Report 2012”) analysis of the U.S. Census Bureau’s American Community Survey 2005-2009.

Total Population: Marin County -- 246,711

Marin Racial and Ethnic Breakdown	% of Marin Population	Population Est
Latino	13.6	33,552
African American	3.0	7,401
Asian	5.6	13,815
White	75.0	185,033
Marin Gender Breakdown		
Female	50.1	123,608
Male	49.9	123,103

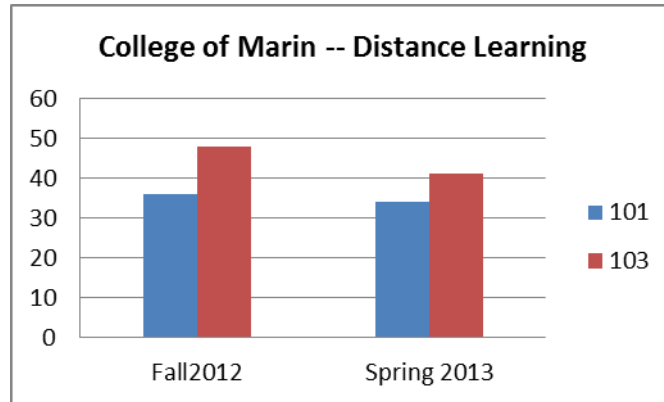
LESS THAN HIGH SCHOOL	(%)	Population Est
Latino	37.3	12,514
African American	16.8	1,243
Asian	7.6	1,049
White	2.7	4,995
	TOTAL	19,801
Female	6.1	7,540
Male	9.6	11,817
	TOTAL	19,357

Note: All data contained in these tables come from the American Human Development Project’s (AHDP) analysis of the U.S. Census Bureau’s American Community Survey 2005-2009.

Graphs 7, 8, and 9, and Tables 7, 8, and 9, provide the math basic skills class inventory by campus and mode.

COLLEGE OF MARIN – Basic Skills Math Inventory by Campus/Mode

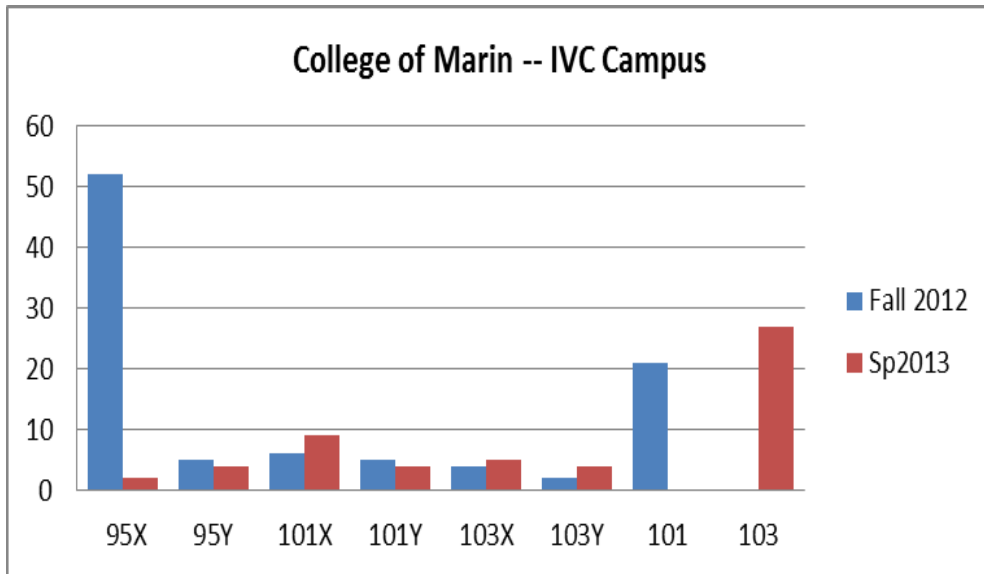
Graph 7 (Table 7)



Distance Learning (DL)			
		Fall2012	Spring 2013
	101	36	34
	103	48	41
TOTAL		84	75

Indian Valley Campus, College of Marin: Fall 2012 – Spring 2013

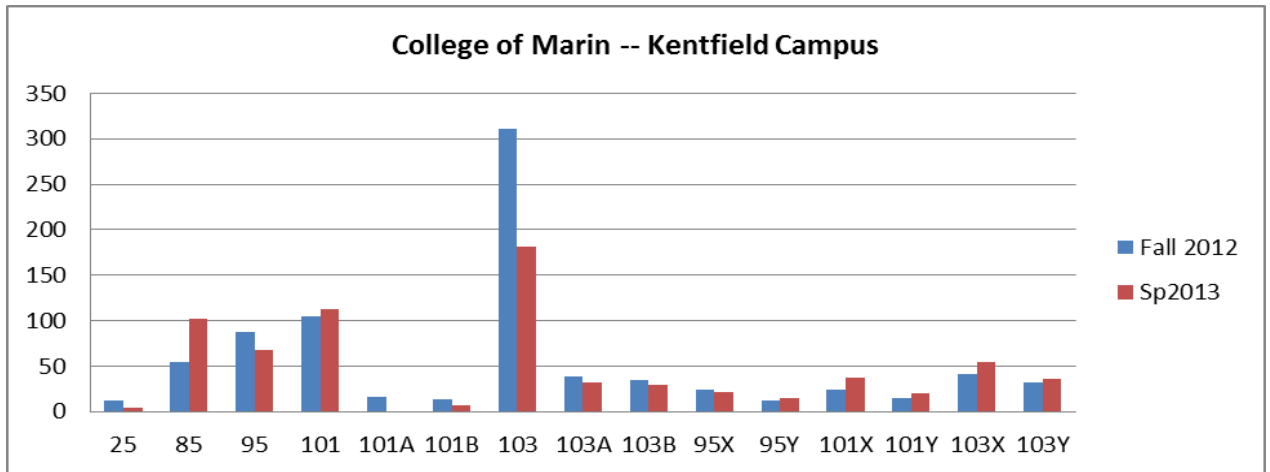
Graph 8 (Table 8)



Course Number	Fall '12	Spring '13
95X	52	2
95Y	5	4
101X	6	9
101Y	5	4
103X	4	5
103Y	2	4
101	21	0
103	0	27
TOTAL	95	55

Kentfield Campus, College of Marin: Fall 2012 – Spring 2013

Graph 9 (Table 9)



Course Number	Fall '12	Spring '13
25	12	4
85	54	102
95	88	68
101	105	113
101A	16	0
101B	14	7
103	311	181
103A	39	32
103B	35	29
95X	24	21
95Y	12	15
101X	24	37
101Y	15	20
103X	42	54
103Y	32	36
TOTAL	823	719

Appendix B: College of Marin Basic Skills in English

Credit Basic Skills English

Within the College Skills Department, credit college-preparatory Basic Skills English courses for native speakers of English have been offered at College of Marin for more than 25 years, providing a pathway to vocational certificates, Associate's Degrees, and transfer to 4-year colleges for thousands of students who had originally arrived at College of Marin underprepared for college-level courses.

To help these underprepared students, College of Marin offers lecture courses in reading and composition that are 1, 2, 3, and 4 levels below UC/CSU-level freshman English. It also offers one-unit, self-paced brush-up courses focused on specific skills, such as vocabulary, reading comprehension, and grammar. Before students register, they take the Accuplacer test to determine which level each student would find most helpful in preparing them to succeed in college-level academic courses.

Students arrive in this program with a wide variety of goals, ranging from certificates in vocational skills like automotive repair and dental assisting, through Associate's Degrees in multimedia or nursing, all the way to transfer to universities. The program prepares them with both study habits and academic skills in reading and writing that will move them toward success in their ultimate educational goals.

Four Levels Below Transfer English: Each year the program offers a total of 2 sections of English 62 (5 units) in conjunction with 2 co-requisite sections of English 62L (1 unit), the lab course designed to offer students additional individualized help each semester. Average annual enrollment in these courses is 44, but waitlists average about 20 annually. This course introduces the related ideas required for academic reading and writing: main ideas, logical support, implied meanings, relationships, patterns of organization, and vocabulary building. Students learn how to write complete sentences of various types, plan before writing, and construct well-organized paragraphs. Textbooks graded about GL 6-8.

Three Levels Below Transfer English: Each year the program offers a total of 10 sections of English 92 (5 units) in conjunction with 10 co-requisite sections of English 92L (1 unit), the lab course designed to offer students additional individualized help each semester. Average annual enrollment in these courses is 202, but waitlists average about 50 annually. Students develop their abilities to analyze and respond to reading material in a variety of disciplines. At the same time, they learn to construct well-organized and developed paragraphs using correct grammar and sentence structure. Textbooks graded about 9-11 GL.

Two Levels Below Transfer English: Each year the program offers a total of 12 sections of English 98 (3 units). Students in this class are required to attend the same English Skills Lab as students taking English 62 and 92, but do not register for an additional unit. Average annual enrollment in these courses is 278, with about 48 waitlisted. Students practice reading, writing, and critical thinking to improve reading comprehension and to develop composing techniques for effective academic writing. This course prepares students for success in college-level reading and writing tasks. Focus is on writing fluently, using effective organizational structures, and developing ideas with support, using the conventions of standard

written English. Assignments help students explore the connections among readings, personal experiences, observations, and class discussions.

One and Two Levels Below Transfer English: Each year the program offers 2 sections of English 116, College Reading (3 units). Students in this class are not required to attend the lab. Average annual enrollment in this course is 36. This is a course designed to strengthen students' ability to understand and respond to college-level readings in all disciplines. Emphasis is on critically evaluating purpose, support, conclusions, tone, and language. Vocabulary enhancement is included.

One Level Below Transfer English: Each year the English Department (not the English Skills Department) also offers 20 sections of English 120 (3 units). Students in this course are also required to attend the Writing Center Lab in addition to their attendance in the lecture classes, but they are not required to register for lab as a separate unit. The total number of units devoted to English 120 per year is 60 annually. The annually number of students registered for these sections is approximately 600.

One Level Below Transfer English: Beginning in 2013, the program began offering 4 sections of the accelerated course English 120AC (5 units) annually. Although students do not register for lab units, they are also required to attend a writing lab 2 hours weekly. Average annual enrollment in this course is 100 students. In this rigorous accelerated course, students develop skills in reading, writing and critical thinking to prepare for English 150 (freshman comp) and for success in other courses with college-level reading and writing tasks. The course emphasizes writing clearly, and constructing logical well-supported arguments; it focuses on standard English usage, diction, punctuation, grammar, and sentence variety within the context of the essay. Assignments show interconnections among readings, personal experience, research, observation, and class discussion.

College Skills English Overview

The lecture-class program in the English Skills Department has offered a total of 30 sections annually, (total 134 units) with an average of 660 students enrolling annually (unduplicated). Classes are offered during morning hours, afternoons, and evenings. On the Kentfield (KTD) campus, the English Skills Lab that students are required to attend is staffed 5 days a week by instructors and instructional assistants who assist students as needed for a total of 45 hours per week. This lab includes traditional resources, such as dictionaries and other reference materials, textbooks, and easy readers, as well as instructional videos, computers, and software.

The English 120 courses offered in the English Department include an additional 600 students annually, so the **total number of students enrolling in English courses below freshman English is 1260.**

Also in the English Skills Lab (KTD), students can choose from a variety of basic skills credit self-paced (1 unit) courses to brush up their English skills in specific areas: English 70 (Phonics), 71 & 72 (Spelling), 73 & 74 (Vocabulary), 75 & 76 (Reading Comprehension), 77 & 78 (Independent Skills Development), and 79 (Grammar Review). These courses allow students to work at a wide variety of levels, including reading

levels ranging from 4thGL to 12thGL. Average total annual enrollment for all these courses combined has been 114 students (unduplicated).

These courses have also been offered in the English Skills Lab at the Indian Valley Campus in Novato (IVC). Average total annual enrollment for all these courses combined has been 28 students. The Indian Valley Campus (IVC) English Skills Lab is staffed 3 days a week by instructors who assist students as needed for a total of 13 hours per week. This lab includes traditional resources, such as dictionaries and other reference materials, textbooks, and easy readers, as well as instructional videos, computers, and software. Students taking English 98 at IVC are required to attend this lab for support.

Court Reporting Program Support

Also offered only at IVC are self-paced 1-unit basic skills English courses geared specifically to the needs of students in the Court Reporting program on that campus: English 95 (Advanced Spelling), English 96 (Advanced Vocabulary), English 97 (Critical Reading), English 98A (Grammar and Usage), and English 98B (Sentence Structure and Punctuation). Average total annual enrollment for all these courses combined has been 75 students.

(Note: statistics for these averages are derived from the college's Data Dashboard from the six semesters from Fall 2010 through Spring 2013, not including summer sessions)

GED Preparation and Noncredit Basic Skills English

College of Marin English Skills Department has also offered GED preparation within the English Skills Lab as an open-entry, self-paced, noncredit course, free of charge. The lab has provided GED prep and Pre-GED prep textbooks and computer programs for students to use in lab free of charge. During the six semesters from Fall 2010 to Spring 2013, the average annual enrollment in this noncredit course was 82 students, unduplicated.

This course was temporarily suspended in Fall of 2013 pending the implementation of a new GED test, funding for new materials for the lab, and hiring an instructor experienced in GED preparation. The course will resume once these requirements are met.

In this lab, College of Marin's English Skills Department also offers noncredit Basic Skills registration for individual skills development. Average registration in this type of course was about 6 students.

Appendix C: Classes and Courses for Immigrants Descriptions by Provider

Description of classes and courses for immigrants eligible for education in citizenship, English as a Second Language, and workforce preparation classes in basic skills in Marin County

Provider: College of Marin

The English as a Second Language program at College of Marin has been the primary resource for adult second language learners in Marin for over 35 years. Through free noncredit ESL classes and credit ESL classes College of Marin has helped countless Marin residents from over 75 countries fulfill their educational, career and personal goals to become productive members of the Marin community. Our ESL courses are designed to respond to the needs of the growing English learner population in Marin.

College of Marin's College Skills Department includes Noncredit and Credit ESL courses, which offer a sequence of levels from the very beginning through one level below transfer. Noncredit includes 4 primary levels and two sub levels (10, 20, (25), 30, (35), and 40); credit includes the next 4 levels plus two courses that parallel English courses 1 and 2 levels below transfer. Students take placement tests to determine the best entry point in the program. The noncredit classes give promotion tests at the end of each semester to better advise students when they are ready to move on to the next level.

Noncredit ESL Program

Noncredit ESL Program Classes at Kentfield Campus: The College offers over 55 classes on campus, which range from 4-hour Saturday classes to 5-hour classes (2 nights a week) to 4 night/week 10-hour classes. Classes are open entry and open exit. There are no fees. By the end of any semester, over 1,400 unduplicated students (about 1600 duplicated headcount) enrolled with 35 to 200 on wait lists at different times during the semester. A very careful system of first-come first-served for registration and taking from the wait lists. For any one semester, there are 25+ part time instructors and 4 full time instructors.

Noncredit Vocational ESL

COM offers three Vocational ESL courses: English for Hotel/Restaurant Workers (2 sections per week), English for Childcare Workers (1 section per week), and English for Employment: Application and Interview skills (1 to 2 sections per week).

Noncredit Citizenship Classes

In Fall 2012, we developed course outlines and curriculum were developed for two levels of citizenship, two levels of listening/speaking classes, and two classes focusing on looking for work - filling out applications, writing resumes, and interviewing. These classes began in Fall 2013.

Indian Valley Campus in Novato

Four levels of noncredit ESL (10, 20, 30 and 40) are offered at the Indian Valley Campus (two levels on Monday and Wednesday evenings and two on Tuesday and Thursday evenings).

Off-site Noncredit ESL

Community-based Noncredit ESL Offerings, off-campus: Offered on Tuesday/Thursday afternoons are classes at the Margaret Todd Senior Center in Novato, and a drop-in computer lab at the Conservation Corps North Bay in the Canal area of San Rafael two days a week. Additionally, a morning class is offered on Tuesday and Thursday at Lynwood Elementary School.

Noncredit Hours of Instruction

College of Marin's classes meet from 4 hours/week to 11 hours/week allowing students with various work schedules and home responsibilities to access instruction that fits their needs and availability. Over all around 4500 hours of instruction are offered each 16-week semester and about 850 hours over a six-week summer session.

Wait lists

College of Marin has between 100-200 students on waitlists at different times during the semester. Because it is a noncredit program with open entry/open exit access, space generally becomes available and most students are accepted into classes eventually. Students may be called into class during the first 12 weeks of the 16-week semesters. Unlike 10 years ago, at this time there are enough classes available that the waitlists for individual classes are rarely too long.

Credit ESL:

The credit ESL program offers instruction for non-native English speakers with intermediate to advanced levels of English proficiency. Students come with a variety of goals, from transferring and earning degrees to improving their skills for the workforce and for everyday life. The program prepares them with the academic language and student skills they will need to succeed in their other credit-level coursework.

The core of the Credit ESL program encompasses 4 levels in ESL (50-60-70-80) plus two more parallel sections of the English 98SL and 120SL, which prepare students for English 150 (freshman comp). At each level separate, classes are offered to cover Grammar/Writing and Reading/Vocabulary. In addition, there are pronunciation, grammar, and listening/speaking classes. A total of 49 classes are offered annually (157 units) serving between 500 and over 600 students annually (unduplicated). Classes are available both in the morning and early afternoon and in the evening.

Two on-campus labs also support students' learning. One has a comprehensive set of resources including specialized software, books, audio and video resources, and instructors to assist students as needed. It is staffed with an instructor 20 hours/week during the academic year. The second lab is designed for whole classes to use, with software designed to assist them in all their language skills but particularly with

speaking/listening and pronunciation. This lab is scheduled for classes to use on a regular basis and is not an open lab.

One additional grammar-only class is offered in the morning each semester – but the level varies.

A level 50 Grammar review is offered in the summer only.

Provider: Novato Adult School

Beginning and Intermediate classes are offered at Hill Education Center on Monday and Wednesday evenings. Lynwood Elementary School provides space for a College of Marin ESL class two mornings a week. In 2008 – 213 students were served. In 2012-2013, 125 students were served. In 2013-2014, 105 students were served and it is projected that 150 students will be served in 2015-2016.

Provider: Tamalpais (TAS) Adult School:

TAS is an accredited adult school and is one of six schools in the Tamalpais Union High School District. TAS ESL classes are offered throughout the fall and spring semesters, twice a week, 2 hours each, and provide students with a variety of important and in-depth learning opportunities and a sense of community and support. Classes are held in a small, safe and welcoming environment. Beginning, intermediate and advanced levels are offered on Tuesday and Thursday evenings at Redwood High School and intermediate and advanced levels on Monday and Wednesday mornings at the Carlisle Building across from Redwood High School in Larkspur. TAS also offers a distance learning program allowing students to check out DVDs with study packets for further English practice at home in addition to their regular ESL classes.

In 2008, 524 students were served. In 2012-2013, 250 students were served because of fewer classes offered due to decreased funding. In 2013-2014, 296 students were served. It is projected that 300 students will be served in 2015-2016 unless an increase in funding allows for more classes to be offered.

Consortium Partners:

Canal Alliance is a non-profit organization whose mission is to help low-income, Spanish-speaking immigrants in Marin County acquire the tools they need to thrive. They help improve family stability and prepare immigrants for success at school and work.

Canal Alliance offers seven levels of ESL classes plus specialty courses in writing, pronunciation, and English for the job search. Classes are available mornings, afternoons, evenings, late evenings, and weekends, allowing community members to study at whatever time they have available. Classes generally meet four hours per week. Some morning classes and Saturday classes include free childcare. Canal Alliance also runs 15-week courses in the fall and spring, plus an 8-week summer term. They offer approximately 30 different classes in a variety of locations both inside and outside the Canal neighborhood, serving about 700 students each term. Fees are \$50 for 15 weeks of classes meeting twice per week, including materials.

Appendix D: Tamalpais Adult School Profile

<p>School Profile</p> <p>Tamalpais Adult School</p> <p>Established 1932 Accreditation: Western Association of Schools and Colleges</p>		<p><i>Mission Statement</i></p> <p><i>TUHSD Adult and Community Education offers comprehensive programs that deliver basic academic, life and work skills, including technology, as well as enrichment opportunities which address a broad range of community needs.</i></p>
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Corbett Elsen, Principal
Phone: (415) 945-3780 Tamalpais Adult School, 375 Doherty Drive, Larkspur, CA 94939

The Tamalpais Adult School (TAS) was established in 1932 at Tamalpais High School in Mill Valley. It began as a small program serving the needs of high school diploma and adult basic education students. Today TAS is the largest adult school in Marin County and one of six schools within the Tamalpais Union High School District. TAS serves local, state, and national interests by providing educational opportunities to adults in Marin County with the primary goal of assisting students in improving their lives through education.

Campus

TAS is located in the Carlisle building adjacent to Redwood High School, on 57 acres with beautiful vistas of Mount Tamalpais in the background. The Carlisle building was recently renovated, adding two new classrooms with state of the art technology. The Carlisle building houses TAS staff and students.

Community Profile

TAS is located just 11 miles north of San Francisco in beautiful Marin County. One of the nine Bay Area counties, Marin County is linked to San Francisco by the Golden Gate Bridge and to the East Bay by the Richmond-San Rafael Bridge. Marin is becoming more ethnically diverse, although it is far less diverse than the Bay Area as a whole. Household size has been relatively stable and is expected to only slightly decrease over the next twenty years. Overall, Marin residents continue to have a higher level of education and spend much more per pupil on education than the Bay Area or the state.

- Goals & Achievements**
- Serves over 500 students annually in ESL, GED, High School Diploma programs
 - 37 students passed the GED or earned a High School Diploma in 2013-14
 - TAS serves the Marin County area as a PearsonVue test center
 - 100% of ESL students indicated an increased ability to navigate within the community due to increased proficiency in English skills
 - TAS partners with College of Marin to ensure a seamless transition between schools
 - TAS serves TUHSD concurrent students and those who leave high school prior to graduation
 - TAS had an 81% pass rate on the GED exam for 2012-13

State Authorized Programs

Tamalpais Adult School (TAS)

English as a Second Language (ESL)

There are 4 evening ESL classes and one morning class. Classes meet twice weekly and range from the beginning to advanced levels. The emphasis is on improving listening, speaking, reading and writing skills in a friendly and supportive environment. ESL classes implement the Federal EL Civics Program to allow students to improve their English skills while learning to navigate and understand our culture and systems. The ESL Distance Learning Program provides students with DVDs and homework packets to take home for more exposure and practice in English. The ESL and GED program work closely together to support students in their transition from ESL to the GED program.



High School Diploma and General Education Development (GED)

TAS serves Marin County residents and offers free classes that prepare students to achieve a high school diploma or GED certificate of equivalency. Classes are held Monday through Thursday with both day time and evening classes available to students. Programs provide a personalized and flexible learning environment where students are able to complete graduation requirements in small classes while also pursuing employment opportunities, caring for their families, or fulfilling other personal responsibilities. Students who hold a GED or high school diploma have a greater chance of being hired, higher job retention, earn higher wages and have a higher occurrence of attending college than those individuals that do not hold a GED or High School Diploma.

Adult Basic Education

Students are supported in both ESL and GED programs through Adult Basic Education by providing support in reading, writing, and math skills with the ultimate goal of transitioning students through the adult school to post educational systems.

(Continued on back)



State Authorized Programs	2013-14
Total Students Served	500
Total Employees	18
Total Sites in the Community	4

Student Demographics 2013-14		Student ages	
Men	51%	18-21	15%
Women	49%	22-29	36%
Hispanic	80%	30-39	27%
White	90%	41-49	14%
African American	4%	51-59	5%
Asian / other	5% / 11%	60+	2%

Adult Education Staff		
	GED/HSD	ESL
Principal	Corbett Elsen	
Program Coordinator	Jaemi Naish	Joan Prigian
Secretary	Sharon Watson	Leslie Holt
Teachers	Mary Coyne	Susan Bertin
	Sue DeVinny	Mary Coyne
	Don Hille	Rosemary Eagan
	Karen McCredie	Michael Smith
	Zoe Miner	Bill Ware
	Sasha Vitomski	
Paraeducator	Isabel Oates	Isabel Oates

Agency Partnerships

California Department of Education	Marin City Community Development Corporation
CALPRO	Marin Community Foundation
Cal Works Program	Marin County Office of Education
CASAS	Marin Employment Connection
College of Marin	PearsonVue Testing Center
Conservation Corp of the North Bay	Novato Unified School District
GED Testing Service	San Rafael City Schools
Evenstart Program	Tamalpais Union High School District
	Workforce Investment Board

State Authorized Programs

Tamalpais Adult School (continued)

Distance Learning

ESL and GED programs provide distance learning opportunities to students both in the day time and evening hours. The distance learning programs serve students who are unable to attend class, yet have a strong desire to pursue educational goals.

Career & Technical Education

The curriculum incorporates a variety of instructional material and exercises that assist the student to develop creative resolutions to many problems facing them in the real world. The topics that are covered in the class prepare the students for an awareness of their behavior and communication style in daily life. As a result of effective communication, they become better citizens, parents and employees.

General Education Development (GED)

The GED test is a nationally-recognized exam given in both English and Spanish that certifies high school subject equivalency and knowledge. Tam Adult School provides GED test preparation classes to help students prepare for each of the four GED subtests in Reasoning through Language Arts, Mathematics, Science, and Social Studies. TAS offers the exam weekly on Fridays, through our partnership with PearsonVue. Special testing accommodations are available for students with active individualized educational plans (IEP).



Tamalpais Union High School District

MISSION STATEMENT

THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.

Board of Trustees: Elected Members

Laura Anderson (2013-17)	Michael Futterman (2014-15)
Chuck Ford (2013-17)	Cindy McCauley (2011-15)
	Bob Walter (2011-15)

Superintendent: Dr. Laurie Kimbrel

Appendix E: Marin County AB 86 Adult Education Grant Participants

Participant	Affiliation
Maula Allen	College of Marin
Rebecca Beal	College of Marin
Susan Bertin	Tam Adult School/Marin Literacy Program
Sharon Carlson	College of Marin
Robin Carpenter	Marin Literacy Program
Barbara Clifton Zarate	Marin Community Foundation
Steven Cohen	Homeward Bound
Mary Coyne	Tam Adult School
Gina Cullen	College of Marin
Caran Cuneo	Marin WIB/Marin Employment Connection
Rachel Dent	Novato Unified School District Adult School
Terence Desborough	John Muir Charter School
Sue DeVinny	Tam Adult School
Irena Dewey	ESL Instructor
Mary Donovan	Community Action Marin
Corbett Elsen	Tamalpais Union High School District
Lynn Erikson	Novato Unified School District
Isabel Farga	Tam Adult School
Jamie Goekler	CalWORKS
Mike Grant	Marin County Office of Education
Bob Jackson	Canal Alliance
Madeline Kellner	In-Home Supportive Services Public Authority of Marin
Neil Kelly	California Community College Chancellor's Office
Karen Koenig	College of Marin
Ken Lippi	Marin County Office of Education
Sara McKinnon	College of Marin
Zoe Miner	Tam Adult School
Josette Molloy	Marin Employment Connection
Jaemi Naish	Tam Adult School
Krissy Perales	IHSSPA of Marin
Anna Pilloton	College of Marin
Joan Prigian	Tam Adult School
Marcia Quinones	Marin Community Foundation
Heather Ramme	Conservation Corps North Bay
Tracey Rose	Marin Literacy Program
Nanda Schorske	College of Marin
Lisa Schwartz	Marin County Office of Education

Participant	Affiliation
Bill Scott	Marin Building & Construction Trades
Michael Smith	Tam Adult School and Nova Independent Study
Martin Steinman	Canal Alliance
Mary Kay Sweeney	Homeward Bound
LaSaunda Tate	SparkPoint Marin
Cari Torres	College of Marin
Sandy Wallenstein	College of Marin
Sharon Watson	Tam Adult School