

24 Lake Tahoe Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

24 Lake Tahoe Adult Education Consortium

Consortium Short Name:

24 Lake Tahoe

Address:

One College Way | South Lake Tahoe, CA | 96150

Website:

<https://advance-learnearnrow.org/>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$1,003,790

CAEP Funds 2021-22:

\$952,996

CAEP Funds 2020-21:

\$915,901



Consortium Contacts

| Responsibility | Name | Email | Title | Phone |
|-----------------|----------------|--|----------|----------------|
| Primary Contact | Frank Gerdeman | fgerdeman@ltcc.edu | Director | (530) 541-4660 |

Member Agencies

| Member Agency | Member Type | Contact | Phone |
|---|----------------------------------|----------------|-------------------------|
| Alpine County Unified | Unified School District | Frank Gerdeman | (530) 541-4660 |
| El Dorado Co. Office of Education | County Office of Education (COE) | Sarah Cason | (530) 295-2311 |
| Lake Tahoe CCD | District | Brad Deeds | (530) 541-4660 ext: 225 |
| Lake Tahoe Unified | Unified School District | Frank Gerdeman | (530) 541-4660 |

Executive Summary

Executive Summary *

The effects of COVID, including the shift to remote work by large multi-national corporations, especially those located in the nearby San Francisco Bay and Silicon Valley areas, have had long-lasting impact on our mountain community and its members. From job disruption to housing issues to delivery of services, each of these (and more) will influence how we continue to evolve over the next three years to ensure we are providing the supports and services our clients/students need to achieve meaningful outcomes in their lives.

During our assessment process (which is, like all aspects of our planning, something we do on a continuous basis) we looked at as much locally relevant data as possible. This includes drilling down to the zip code and census tract level using our own licenses to Emsi Burning Glass and CollegeAPP platforms as well as regional, state, and national data sets. We are also a partner with the Tahoe Prosperity Center in their Envision Tahoe efforts which also provided data on housing, growth, and survey responses from almost 1,800 Basin residents.

For our metric identification, we continue to run up against the issue our unique structure creates in the current reporting system. Unlike other consortia which had long-standing member organizations delivering services, we were able to focus our efforts at the consortium level. This means that many, perhaps most, of the most impactful outcomes, are provided at the consortium level but the system requires those to be "allocated" (or assigned) to each member institution. This has also meant that our reportable services, numbers, and outcomes do not necessarily reflect the actual totals since there continues to be some integration issues with LaunchBoard, Tops Pro Enterprise, and CCCC MIS system. We have tried to address that in our plan by relying more heavily on local data sets but it remains challenging, especially in the reporting stage.

Our objectives remain relatively unchanged in that we continue to work on helping adults in our communities meet their career and educational goals while providing the kind of holistic case management and navigation support that increases the likelihood of successful outcomes. An example of this is that at the consortium level we continue to provide that holistic navigation support even after they enter post-secondary education and training. While our college partners provide academic support, the consortium staff are able to help manage individual pathway plans that include a wider range of services - from financial support (often through our WIOA Title I contract) to mental/behavioral health support (through a licensing partnership with LTCC and Timely Care) to housing and transportation. These supports are especially important for the majority of our clients who enter post-secondary as part-time students and so often don't qualify for the more robust college support often available only to full-time students. The impact of that support can be seen in the fact that 88 consortium clients enrolled in post-secondary in the 2018-19 year, of those, 57 completed at least one credit course and those 57 successful clients completed a total of 160 credit courses during the academic year.

Activities and Outcomes also remain relatively unchanged as the provision of holistic navigation and case management services remains our communities priority. In addition, we continue to provide access to direct instruction and high

school credential programs (including HSE testing), WIOA Title I services through our service delivery subcontract with Golden Sierra Job Training Agency (more in funding), as well as providing access to supportive and instructional resources for all members - these include Burlington English and EnGen for ESL support, ACT Workkeys, Traitify, NorthStar Digital Literacy and the Essential Skills Program curriculum for general support. Employment outcomes represent a significant amount of our work but the "requirement" of "two years after exit" is somewhat problematic given that we often continue to provide holistic case management even after someone gets or improves a job. That not only delays measuring that impact but also ignores the value of ongoing support to maintain employment, especially in a mountain resort community with a high percentage of part-time service industry jobs as well as inadequate housing, child-care, or other services.

We have worked diligently over the past 3-4 years to diversify our funding and have been very successful, especially in terms of WIOA Title I and in providing technical assistance to other agencies looking to replicate our local model(s). We have held a subcontract to deliver Title I case management services to South Lake Tahoe and Alpine County since 2017 which has generated over \$250,000 for staffing operations and almost \$200,000 in direct support of WIOA Title I eligible clients (tuition, rental assistance, training programs, tools and materials). Contracts for TA also...

Assessment

Overview and Preparation *

The consortium constantly uses data from a number of sources to ensure that we are, a) meeting the current and evolving needs of our community, and be, producing meaningful outcomes for our participants and partners. This has led to our ongoing acquisition and use of a variety of resources that allow us to focus on the unique area we serve. Because our community is bisected by a state line (majority of residents on the CA side while the larger employers are on the NV side), we have maintained a zip code level LMI license with Emsi Burning Glass since 2016. In addition, we have been using a program called CollegeAPP since 2021 which allows us to narrow our data review at the neighborhood/census tract level. These are both critical tools in helping us identify real need in a relatively timely manner. In addition, we consistently seek feedback from our participants and other stakeholders - including employers, community, and civic organizations - on the south shore and around the entire Basin. Another specific source we have used are reports published by the Tahoe Prosperity Center (using census and Emsi Burning Glass data) on demographics, income, and other basin-wide data which continue to prove invaluable as we strive to best understand the interconnected nature of the unique basin ecosystem.

One critical note that impacts all of our work in Tahoe is the continued struggle connected to workforce housing. In a recent (March 2022) survey completed through the Envision Tahoe project under the direction of the Tahoe Prosperity Center, 73% of the almost 1,800 respondents noted that the lack of workforce housing is the biggest threat to our community. This impacts every aspect of our work - from finding and retaining qualified staffing (in education and workforce agencies) to the decreasing number of potential clients/students as rising housing prices force many to leave the Basin, to housing insecurity being a primary barrier to educational engagement, persistence, and success. Fueled, in part, by the relocation of remote workers, the median home price in the Tahoe Basin is now \$950,000 while the median income is @ \$53,500. Rents are @ \$1,000 and up per bedroom. Conversion of over 200 long term rental properties to primary residence(s) amid rising costs meant those displaced from the rentals were unable to remain in Tahoe due to the lack of affordable workforce housing. Those who remain are often picking up additional work to afford remaining in Tahoe which means we will have to continue to be creative and flexible in service and program design/delivery, including our personalized approach and use of all available resources (local, regional, and virtual).

Regional Alignment and Priorities *

As in previous years, we have strong alignment between multiple plans focused on our unique geographic area. From WIOA Title I to Strong Workforce Programs (SWP) at the secondary and post-secondary level. In terms of traditional workforce development/WIOA Title I programs, we continue to hold the service delivery contract with Golden Sierra Job Training Agency for South Lake Tahoe and Alpine County and are integrated into their ongoing planning efforts at the local and regional area (though ongoing collaboration with Valley Vision for the greater Capital region). For SWP, our programs and services consistently play a role in matching/leveraged funding due to the personalized and holistic case management support we offer as a cornerstone of our services to our participants and our community. Ongoing partnerships with Tahoe Prosperity Center and JOIN, Inc (Nevada WIOA Title I provider) ensure we are not operating in an isolated segment of the larger basin ecosystem and we are able to increase outreach to, and integration with, local employers through an MOA with the Tahoe Chamber which facilitates our communication with, and service to, a wide range of employer partners.

Evaluate the Educational Needs of Adults in the Region *

Based on the aforementioned data sources, we have identified the following information that has helped inform our three-year plan (and our ongoing commitment to reviewing data on an annual basis).

Adults who did not finish high school - @200 individuals (less than 2% of those between the ages of 18-64. source, CollegeAPP which draws on census tract level data)

Adults with some college but no degree or certificate - 1,382 individuals (or 15% of those between the ages of 18-64. source, CollegeAPP which draws on census tract level data)

Adults with native language other than English, not assimilated - @350 individuals (approximately 3% of those between the ages of 18-64. source - CollegeAPP which draws on census tract level data)

Total Basin population, including the South Shore saw an overall increase of 6% between 2019 and 2020. However, there was a slight decrease in the population that identified as Hispanic/Latinx . This may be, in part, due to the influx of remote workers from the Bay area (this data is from a March 2022 report from the Tahoe Prosperity Center).

Contributions by Entities *

Alpine Unified School District/COE - provided critical insights and information on our rural neighbors to the south, as well as feedback on information and planning processes throughout. While sparsely populated, the need for access to training and workforce development services remains high, especially within the Hung A Lel Ti Washoe community.

El Dorado County Office of Education - provided information regarding previous years high school diplomas, including those "outside" of the official consortium (e.g., locally incarcerated students). Worked with the consortium to revisit their own graduation requirements for adult diplomas which continues to inform not only other members, but in setting the stage to include some of the work around credit for prior learning into the post-secondary arena..

Lake Tahoe Community College - In addition to ongoing participation by the College representatives to the consortium leadership team, student data, including enrollment and outcomes, is now provided to the consortium on a quarterly basis. This has not only helped us better tell our story and reflect impact, but allows us to evaluate multiple practices provided by the consortium staff across all members.

Lake Tahoe Unified School District - important info on families in the South Lake community

Golden Sierra Job Training Agency - data on the broader three-county region around LMI and workforce statistics. In addition, due to the ongoing contract with our consortium to provide WIOA Title I services in our communities, they provide much needed (and additional) resources for our overall work plans.

Tahoe Prosperity Center - through their current Envision Tahoe project, provided critical data from their baseline study, comprehensive Basin survey, and their final report/playbook which is designed to guide actions focused on economic diversity and opportunity over the next 3-5 years.

Tahoe Chamber - critical conduit of information to/from our local business community on both sides of the CA/NV border and a valued partner in our ongoing work.

CA Department of Rehabilitation - in addition to remaining a critical partner in service provision, they continue to serve as a valuable resource in ensuring our plans (resources, services, etc.) are accessible to all clients/potential clients by serving as our "experts" for the AWD population.

Family Resource Center - support in gathering input form non-native English speakers.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

| Provider Name | Provider Type | Number of Participants in Program Area | | | | | | | | | |
|------------------------------------|-----------------------|--|-----------|------------|-----------|-----------|-------------|----------------|-------------------|--------------------|----|
| | | ABE | ASE | ESL | El Civics | AWD | K12 Success | Short Term CTE | Workforce Reentry | Pre-Apprenticeship | Pa |
| *Alpine County Unified | Member Representative | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| *El Dorado Co. Office of Education | Member Representative | 32 | 63 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | |
| *Lake Tahoe CCD | Member Representative | 35 | 35 | 170 | 30 | 45 | 20 | 75 | 70 | 25 | |
| *Lake Tahoe Unified | Member Representative | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total Participants | | 67 | 98 | 170 | 30 | 45 | 20 | 75 | 75 | 25 | |

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

| Provider Name | Provider Type | Program Area Where Services Are Provided | | | | | | | | |
|--------------------------------------|-----------------------------|--|-----|-----|-----------|-----|-------------|----------------|-------------------|--------------------|
| | | ABE | ASE | ESL | El Civics | AWD | K12 Success | Short Term CTE | Workforce Reentry | Pre-Apprenticeship |
| Sierra-at-Tahoe | Industry | × | × | × | × | × | × | × | × | ✓ |
| CA Department of Rehabilitation | Community Organization | × | × | × | × | ✓ | × | × | ✓ | × |
| Family Resource Center | Community Organization | × | × | ✓ | × | × | ✓ | × | × | × |
| Edgewood Tahoe | Industry | × | × | × | × | × | × | × | × | ✓ |
| Golden Sierra Job Training Agency | Workforce Development Board | × | × | × | × | ✓ | × | × | ✓ | × |
| Heavenly Mountain Resort | Industry | × | × | × | × | × | × | × | × | ✓ |
| JOIN, Inc. | Community Organization | × | × | × | × | × | × | × | ✓ | × |
| Tribal TANF | Community Organization | × | × | × | × | × | × | × | ✓ | × |
| California Conservation Corps. | Community Organization | × | ✓ | × | × | × | × | ✓ | ✓ | × |
| ADVANCE - Adult Education Consortium | Other | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Currently, the service area has access to a strong K-12 system with state-of-the-art CTE facilities which are available for use with adult learners and a community college which provides access to non-credit ESL (all levels) and CTE programs as well as for credit certificate and degree programs. EDCOE offers a pathway to a high school diploma while the consortium (Advance) operates a HSE testing center for the community. In addition, the consortium offers supplemental services, such as targeted labs, access to online resources, and personalized pathways plans at all NRS levels. the consortium also continues to serve as an incubator for new programming that can transition to the college non-credit/credit environment to meet the evolving

needs of our unique community. The consortium offers direct workforce services under contract with Golden Sierra Job Training Agency and partners with our colleagues in Nevada (JOIN, Inc.) to ensure the state-line is not a barrier to education and/or employment/workforce services.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Median Change in Earnings (AE 801 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Number of Adults Served (AE 200 - Overall) | 1,255 | 362 | | 400 | 500 | 500 |
| Student Barriers | English Language Learner (AE 305 - Overall) | 169 | 117 | | 200 | 200 | 200 |
| Student Barriers | Low Income (AE 310 - Overall) | 435 | 126 | | 200 | 250 | 200 |

Member Level Metric Targets

* Mandatory for all members

Alpine County Unified (No reporting institution)

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Adults who Became Participants (AE 202 - Overall) | | | | 0 | 0 | 0 |
| Employment and Earnings | Median Change in Earnings (AE 801 - Overall) | | | | 0.0% | 0.0% | 0.0% |
| Success | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | | | | 0 | 0 | 0 |
| Success | Participants Who Earn a Postsecondary Credential (AE 625 - Overall) | | | | 0 | 0 | 0 |
| Transition | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | | | | 0 | 0 | 0 |
| Transition | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall) | | | | 0 | 0 | 0 |

El Dorado Co. Office of Education (Reported by El Dorado County Office of Education)

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Adults who Became Participants (AE 202 - Overall) | 136 | 73 | | 30 | 30 | 30 |
| Employment and Earnings | Median Change in Earnings (AE 801 - Overall) | | | | 0.0% | 5.0% | 5.0% |
| Success | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | 24 | 15 | | 25 | 25 | 25 |
| Success | Participants Who Earn a Postsecondary Credential (AE 625 - Overall) | | 11 | | 0 | 0 | 5 |
| Transition | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | | | | 5 | 5 | 10 |
| Transition | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall) | | | | 5 | 5 | 10 |

Lake Tahoe CCD (Reported by Lake Tahoe District)

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Adults who Became Participants (AE 202 - Overall) | 189 | 168 | | 175 | 200 | 200 |
| Employment and Earnings | Median Change in Earnings (AE 801 - Overall) | | | | 5.0% | 10.0% | 15.0% |
| Success | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | | | | 5 | 5 | 5 |
| Success | Participants Who Earn a Postsecondary Credential (AE 625 - Overall) | | | | 15 | 15 | 20 |
| Transition | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | | | | 40 | 45 | 50 |
| Transition | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall) | | | | 20 | 25 | 30 |

Lake Tahoe Unified (No reporting institution)

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Adults who Became Participants (AE 202 - Overall) | | | | 0 | 0 | 0 |
| Employment and Earnings | Median Change in Earnings (AE 801 - Overall) | | | | 0.0% | 0.0% | 0.0% |
| Success | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | | | | 0 | 0 | 0 |
| Success | Participants Who Earn a Postsecondary Credential (AE 625 - Overall) | | | | 0 | 0 | 0 |
| Transition | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | | | | 0 | 0 | 0 |
| Transition | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall) | | | | 0 | 0 | 0 |

Member Spending Targets

| Member | Percent of 2019-20 Available Funds Spent | Percent of 2020-21 Available Funds Spent | Percent of 2021-22 Available Funds Spent | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|-----------------------------------|--|--|--|----------------|----------------|----------------|
| El Dorado Co. Office of Education | 100% | 100% | 36% | 100% | 100% | 100% |
| Lake Tahoe CCD | 100% | 100% | 46% | 80% | 80% | 80% |

Objectives

Address Educational Needs

Description of Objective *

Continue to enhance and expand opportunities through competency-based learning to increase access to, and success for, adults seeking to earn a high school credential and/or enter (and be successful in) post-secondary education/training.

Increase use of online resources, like Burlington English and EnGen to provide more opportunity for access and support in improving English language proficiency. Revamp and expand in-person options as well as asynchronous AND synchronous online offerings.

Continue expansion of integrated employment and training (IET) or apprenticeship approaches to career pathways that are locally relevant and lead to livable wages. Culinary and ski lift maintenance were early examples of our success and we will build on that by adding Forestry in 2022-23 and continue to explore other options as they become available in the Basin economic ecosystem.

Improve Integration of Services & Transitions

Description of Objective *

Deepen relationship between consortium members and community partners, especially within the housing and behavioral health sectors, to ensure the most pressing barriers/needs of clients are being addressed. Remain committed to provision of services across agency/partner locations and look to embed services in upcoming workforce housing (targeted with the 2025 opening of Sugar Pine Village) and potentially at the Barton health expansion into the eastern end of our community.

Continue to push for systemic changes to data collection and reporting, especially at the State level using our local approach/resources as a model. Recent local data system improvements have allowed for better tracking of transitions, especially to post-secondary education (and success) but this is not yet accurately reflected at the State level.

Continue to provide meaning professional development and support for Transition Navigators which serve as the core of our approach and services on behalf of the entire consortium. Have practices incubated by the consortium (ADVANCE) be integrated into new models of our members and partners, especially EDCOE and LTCC.

Improve Effectiveness of Services

Description of Objective *

Continue to use all available data to ensure we are measuring what matters and using the information generated to drive our work.

Continue to serve as an incubator of services, practices, and approaches that can be shared across the consortium. (see objective above under Integration).

Ensure we are measuring what truly matters to the individuals and communities we serve.

Activities & Outcomes

Activity Name *

Incubation of industry training/certification

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Because of our structure, the consortium (ADVANCE) is able to rapidly design and deploy trainings, supports, and services to meet the changing needs of our local business partners. Using our access to the broad range of locally relevant data (e.g., Emsi Burning Glass, CollegeAPP, etc.) we can identify potential areas of need and confirm with local partners. Once we have designed the offering, the consortium can operate it while our local college partner walks the (now) vetted and proven course (class, coot camp, etc.) though the governance structure which enables long term financial support and allows the consortium to begin incubation of that next need.

Short-Term Outcomes (12 Months) *

Provide navigation and other support for the new LTCC Forestry Program, specifically the Forestry Employable Skills certificate which will launch in Fall of 2022 so that a minimum of 10 certificates are awarded in the first year of the program.

Through our partnership with the California Conservation Corps, identify the alignment between Corps trained skills and college course work to establish a multi college certificate by the end of PY 2022-23.

Intermediate Outcomes (1-3 Years) *

Increase in the Forestry Employability Skills (ES) certificate awards by a min of 10% plus movement toward Certificate of Achievement (CA) for original ES cert awardees (min 20% of ES awardees earn CA).

Technology platform(s) and resources deployed to begin tracking and awarding potential new multi-college certificate.

ESL supports through partnerships with Burlington English and/or Voxy to provide adequate support for non-native English speakers in this field of study.

Long-Term Outcomes (3-5 Years) *

Ongoing success with a minimum of 15-20 ES certs and 5-10 CA certs in Forestry (including Corps members).

CCCCO approved multi-college Certificate available based on alignment of Corps-trained skills and existing college courses. Additionally, at least three CCC partners using SkillsMatch or similar product to enhance local CPL efforts, especially those focused on a portfolio approach.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

| Name |
|----------------|
| Brad Deeds |
| Frank Gerdeman |

Activity Name *

Competency-Based High School Credentials

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Formalize use of competency-based graduation requirements for adults seeking a high school credential, specifically those working toward a diploma. This builds on the ongoing work from the previous three-year plan. We also expect to see this approach integrated into the work our member, EDCOE, does here in South Lake Tahoe with the County jail. In addition, we will use processes and resources from this work to assist our community college member (LTCC) in their ongoing implementation of credit for prior learning.

Short-Term Outcomes (12 Months) *

LEA partner (EDCOE) approval of redesigned and articulated graduation expectations so that seat-time and/or credit "recovery" is no longer the only (or even primary) guidance for adults learning/demonstrating competency against graduation requirements.

Serve as the foundation(s) for piloting "Challenge by Portfolio" approach to CPL at LTCC.

Intermediate Outcomes (1-3 Years) *

Expansion of process at the secondary level into the county jail system (EDCOE) replicating the success and mechanisms from the community program.

Addition of a recognized CPL portfolio design credit course at LTCC (following pilot/incubation by consortium and LTCC governance approval)

Long-Term Outcomes (3-5 Years) *

Diploma awards outnumber high school equivalency as the competency-based system becomes the norm in our consortium. Students/clients are awarded CPL at the secondary (EDCOE) and post-secondary (LTCC) levels.

Proposed Completion Date

06/30/2023

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

| Name |
|----------------|
| Brad Deeds |
| Carey Buchanan |
| Frank Gerdeman |

Activity Name *

Continued Integration and Validity of Data

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

As addressed in various sections of this plan, the unique structure and approach of our consortium have created issues with accurate reporting. Some of these issues are at the state level and we will continue to work with all parties (e.g., WestEd, CASAS) to address. At the local and consortium level, we will continue to work on efforts to track/report data on consortium (ADVANCE) provided services/outcomes disconnected from the fiscal agent/member (LTCC) services. We also need to continue to improve on helping our shared member (EDCOE, which also sits in CAERC) separate data by respective consortium.

Short-Term Outcomes (12 Months) *

Issues that have prevented more accurate and full data/reporting are identified and options for correcting - especially at the State level - are presented for consideration.

Intermediate Outcomes (1-3 Years) *

Solutions are implemented and all members and consortium are confident the data accurately represents the work at the member and consortium level (and disaggregated to include the consortium as a "reporting member").

Long-Term Outcomes (3-5 Years) *

Data and reporting remain valid and accurate across systems.

Proposed Completion Date

06/30/2024

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

| Name |
|----------------|
| Carey Buchanan |
| Frank Gerdeman |

Activity Name *

Continue Partnership with GSJTA

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

The current contract we hold with Golden Sierra Job Training Agency to provide WIOA Title I services in our service area will be up for a new RFP in late 2022. This has been an extremely valuable resource and the work of Title I case management is fully aligned with our structure and resources. IN the past three+ years, this has allowed us to provide access to over \$250,000 in direct service support for clients/students, ranging form paid-work experience/internships to rental assistance, as well as significant funding for books, materials, and other items needed for successful completion of college course work (form culinary apprenticeship to Fire Academy). It will be vital for us to successfully bid for, and receive this contract for the next proposal cycle.

Short-Term Outcomes (12 Months) *

Successfully respond to RFP in late 2022.Increase advocacy to revisit recent EDD changes to use of federal funding for out-of-state ETPL providers, especially in Nevada (given our cross-border location/service area).

Intermediate Outcomes (1-3 Years) *

Continue to serve the South Lake Tahoe and Alpine County areas of the Golden Sierra Workforce Development Board.
Regain the ability to support clients in accessing appropriate and approved training/education providers in Nevada.

Long-Term Outcomes (3-5 Years) *

Meet all goals of GSJTA and the contract, be prepared for the next reautho rizing RFP.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)

- Student Barriers: Low Income (AE 310 - Overall)

Responsible person(s)

| Name |
|----------------|
| Frank Gerdeman |

Activity Name *

Increased use of Common Resources-Approaches

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

This activity will focus on continuing to inventory, explore, and share resources across members and partner agencies/organizations. This will include our online resources, such as, Traitify, Burlington English and Voxy, ACT WorkKeys, North Start Digital Literacy, and TimelyCare (behavioral/mental health support). This will allow for less disruptive transitions for learners and leverage existing resources across partnerships.

Short-Term Outcomes (12 Months) *

Identify where we have already have early success in resource/platform sharing and where gaps remains. This includes looking at cross member/partner usage and associated outcomes.

Intermediate Outcomes (1-3 Years) *

Expand the use of key resources (identified in the brief description) across additional partners - this will include integration into corrections-based support offered by EDCOE and for new program support for historically excluded populations - specifically, integration of ESL supports into the new LTCC Forestry certificate and degree pathway.

Long-Term Outcomes (3-5 Years) *

Consortium regularly reviews impact of shared resources, explores/researches additional resources to reduce/remove barriers to earlier transitions and produce more outcomes across populations.

Proposed Completion Date

12/31/2023

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

| Name |
|----------------|
| Brad Deeds |
| Carey Buchanan |
| Frank Gerdeman |
| John Simons |

Activity Name *

Intensive, pro-active navigation/case-management

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

This remains the core of what we bring to our clients/students and our community. The ability to tailor an individual's pathway plan is personalized to increase successful progress on, and completion of, their goal(s). By selecting, organizing, even sequencing the resources, services, supports, etc. that any individual needs to be successful we are able to avoid the pitfalls associated with one size (or limited sizes) fits all. It means making sure we look at all available resources - not only from local partners/providers but also those at the state, regional, national, even global levels to be able to meet the unique needs, in unique ways, because no two people, even with the same goal, will "fit" in the exact same plan.

Short-Term Outcomes (12 Months) *

Continued refinement of existing (and nationally-recognized) processes and approaches among partner agencies, including EDCOE in terms of competency-based, and personalized pathways to HS diplomas, as well as college partners as we look to inform/enhance their efforts with working adults and better meet the intent of Guided Pathways and CPL initiatives.

Intermediate Outcomes (1-3 Years) *

We see more adoption of our holistic case-management/navigation among the partners we focused on in year one. This would include expansion of practices to incarcerated student supports as well as an increase in working adults returning to college for specific, skills-based needs.

Long-Term Outcomes (3-5 Years) *

Changes in practice at our partners (members and community) have changed structures and procedures such as more flexible college course scheduling, more short-term intensive CTE offerings, and more general flexibility in how any one learner gains and demonstrates competency toward a goal/outcome.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

| Name |
|----------------|
| Brad Deeds |
| Carey Buchanan |
| Frank Gerdeman |

Funds Evaluation

Member Allocations and Expenditures

| Member Agency | Prior Year Total Leveraged Funds | Program Reporting Status |
|---|----------------------------------|--------------------------|
| Alpine County Unified (Optional) | \$0 | Draft |
| El Dorado Co. Office of Education | \$138,719 | Certified |
| Lake Tahoe CCD | \$1,043,520 | Certified |
| Lake Tahoe Unified (Optional) | \$0 | Draft |
| Totals | \$1,182,239 | 2/4 Certified |

Funds Evaluation *

Funds will continue to be allocated based on consortium/member plans and goals. In addition to CAEP funding, there are funds available, and utilized, by members and the consortium as a whole. These include, but are not limited to, Perkins funding (member), Strong Workforce Program funding at the K-12 and CC level (member), WIOA Title I contract (consortium), other grant funding (both), corrections education (member), and contracts, including for providing technical assistance to other organizations (consortium). All of these funding streams play different roles in the overall operation of each member, partner, and the consortium. With the exception of most TA contract funding, each source comes with its own set of requirements and expectations and meet specific needs within the overall three-year (9 and annual) plan. THE TA contract funds, and other less restricted funding, are the most flexible and allow us to rapidly respond to evolving situations, such as the COVID shut-down of 2020.

Certification

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Approved by Matthew Strahl Alpine County Unified School District

06/20/2022 09:25 AM PDT

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06/16/2022 05:42 PM PDT

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06/17/2022 09:51 AM PDT

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