

24 ADVANCE

Plans & Goals

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

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 usually reserved for 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.

One last note on success and funding impacts. Based on the success of ongoing work with several of our partners, we are seeing increases in contract services from Golden Sierra Job Training Agency (15%) and the California Conservation Corps (almost 50%). This allows us to expand services to our general community, those partners targeted populations, and our consortium members - most notably, in providing additional resources for helping lead the credit for prior learning (CPL) work with our host college.

Regional Planning Overview

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, 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 will continue to expand use of resources, like our integrated case management system to help us monitor and assess program impact and effectiveness.

Maintaining, strengthening, and expanding our community/consortium partnerships will continue to play a critical role in helping us implement the current three-year plan. Well established relationships with the Tahoe Prosperity Center (a basin-wide economic development organization) and JOIN, Inc. (our Nevada partners in WIOA Title I work) ensure we are not operating in an isolated segment of our larger Basin ecosystem. Our outreach to, and integration with, local employers through an ongoing MOA with the Tahoe Chamber will allow increased communication with, and service to, a wide range of employer partners. A similar relationship with the Alpine County Economic Development Advisory Committee helps us stay connected to our rural neighbor and consortium member to our south.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Because of the ongoing impact of COVID, shift to remote work, and even the "great resignation," the primary gap(s) in our community are less educational or career-centric in scope. Affordable workforce housing remains far and away the single biggest need while access to affordable, and flexible, child-care services remains a challenge. The former is being worked on at several levels and our consortium is partnered with the largest potential development to bring on-site services and support to residents and the community once the project is completed (phase I of the 248 unit Sugar Pine Village should open for occupancy in late 2023 or early 2024). We are also working on partner and advocacy efforts to increase wages for child care professionals through credit for prior learning, apprenticeship, and employer relationships. Access to behavioral/mental health support is another gap - local providers have limited capacity and most currently have 3-6 month waitlists for services. By working with our consortium college partner, we continue to expand access to on-demand and scheduled sessions through the use of TimelyCare. One of the most notable educational gaps remains access to a broad, and more flexible range of options for improving English language proficiency though we believe we have built some new partnerships to increase the amount of locally (and virtually) available in-person instruction.

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

The above gaps were identified through a variety of methods - local surveys/interviews (with client/students, prospective learners, partners, service providers), consortium license access to LMI and census tract data through LightCast (formerly Emsi Burning Glass) and CollegeAPP, and in partnership with ongoing projects and partners in the Tahoe basin including the Tahoe Chamber of Commerce and the Tahoe Prosperity Center. The former provides us a unique communication channel directly to many of the South Shore's employers and the latter continues to provide meaningful data and information through the Envision Tahoe project and playbook.

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

Using the metrics identified in the three year plan, and on subsequent sections of this annual plan, the consortium will evaluate impact and continue to dig deeper into data that we generate locally and which we believe will provide meaningful insights on our continued work. One critical, and innovative, way we do this is through the alignment of systems across members and partners through CPS and PairIn. This system allows us to combine records across adult education, higher education, and even workforce development in ways that are more challenging at the state level. For example, this allows us to look at any single student record (or group/cohort records if needed) and see post-secondary transition, ongoing navigation support provided by consortium staff, course enrollment/completion, access to WIOA Title I support, and even degree and certificate completions. This robust and integrated system means we can get fairly timely and accurate feedback on what impact services, programs, supports, etc. have on outcomes that matter most in the lives of our clients/students (think employment, improved employment, post-secondary success, not just enrollment).

Address Educational Needs

2022-23 Strategies

Strategy Name

Support launch and diverse enrollment in regionally important industry sector trainings.

Activity that Applies to this Strategy

Incubation of industry training/certification

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

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., LightCast, 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, boot camp, etc.) through the governance structure which enables long term financial support and allows the consortium to begin incubation to meet that next need.

A primary focus for PY 2022-23 will be to 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 this new, and regionally critical, program. This will include ensuring access for, and support of, non-native English speakers through collaborations with existing vendor partners to create industry specific ELL supports.

Strategy Name

Expand access to meaningful and relevant high school/post-secondary credential(s)

Activity that Applies to this Strategy

Competency-Based High School Credentials

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Formalize use of competency-based graduation requirements for adults seeking a high school credential, specifically those working toward a diploma. This builds of 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. This will include piloting (much like the industry-specific incubation listed above) a "Challenge by Portfolio" option - including resources, processes, and a consistent portfolio design support course/mechanism - for the CPL work with our partners at LTCC.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Pathway Planning - Case Management

Activity that Applies to this Strategy

Intensive, pro-active navigation/case-management

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

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.

Strategy Name

Secure renewal of GSJTA Service Contract

Activity that Applies to this Strategy

Continue Partnership with GSJTA

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

The current contract we hold with Golden Sierra Job Training Agency to provide WIOA Title I services in our service area will likely see 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 from 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 (from culinary apprenticeship to Fire Academy). It will be vital for us to successfully bid for, and secure, this contract for the next proposal cycle.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Resource Integration

Activity that Applies to this Strategy

Increased use of Common Resources-Approaches

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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. Based on findings/results, 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.

Strategy Name

Continued refinement of Personal Pathways Plan(s)

Activity that Applies to this Strategy

Intensive, pro-active navigation/case-management

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

This ability to tailor an individuals 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.

For PY 2022-23, 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.

Fiscal Management

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

As stated previously, our unique structure, where much of the work is done by the consortium, on behalf of the consortium, consortium members, and the community, means that we are more consistent in our alignment to the annual plan than other consortia may be. Staffing for our intensive case management services, supporting the personalized needs and education/career goals of our clients/students remains the largest single expenditure. That also assists with full alignment of spending/budget with the annual plan, the three-year plan, and ultimately, the consortium vision in serving our local community.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

Carry-over funds will continue to be used for one time expenses that have longer term impact on program impact and effectiveness. This may be equipment, temporary staffing for new or pilot programs as we explore the sustainability of new offerings, or other needs that arise over the course of the program year. We have continued to decrease the amount of carry-over each of the past few years and expect that to continue as our program matures and operational costs become more predictable.

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