

24 ADVANCE (2025-28)

CERTIFIED

Details

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name:

24 ADVANCE

Address:

One College Way | South Lake Tahoe, CA | 96150

Website:

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

Funding Channel 2025-26:

Fiscal Agent

CAEP Funds 2025-26:

\$1,137,739

CAEP Funds 2024-25:

\$1,110,748

CAEP Funds 2023-24:

\$1,098,988



Consortium Contacts

Auto-populated

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

Members

Auto-populated

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)	Michael Gillespie EDCOE	(530) 295-2257
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 lingering effects of COVID migration, continue to 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. In addition, recent changes at the national level may see impact on our community and client/student population, especially among those of Hispanic/Latinx ethnicity.

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 Lightcast and CollegeAPP platforms as well as regional, state, and national datasets. We are also continue to rely on work from the Tahoe Prosperity Center and the Tahoe Chamber for additional survey information of residents and businesses.

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 appears to be continuing integration issues with Data Vista., 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 (thorough 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. .

Activities and Outcomes also remain relatively unchanged s 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 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.

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 our our community, and be, producing meaningful outcomes for our participants and partners. this has lead to our ongoing acquisition and use of a variety of resources that allow us to focus on the unique are 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 impact 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).

What type of representatives make up your assessment planning board members?

- ✓ Community College representatives
- ✓ Community Partner Organization representatives
- ✓ County Office of Education representatives

- ✓ K12 School District representatives
- ✓ Other

Workforce development, business partners, community organizations

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

- ✓ Student data (TOPSPro, MIS)
- ✓ CAEP consortium Fact Sheet
- ✓ DataVista
- ✓ Population demographic data (U.S. Census, etc.)
- ✓ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Regional plans
- ✓ Community stakeholder input
- ✓ Data gathering/student needs assessment
- ✓ Employer input
- ✓ Other

Lightcast Analyst, CollegeApp

Data Collection Process - Further Context *

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 b), 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 Lightcast (Emsi/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 Lightcast data) on demographics, income, and other basin-wide information which continue to prove invaluable as we strive to best understand the interconnected nature of the unique basin ecosystem.

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. *

Click **Add Partner Organization**, search for the organization's name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
Alpine County Unified	Unified School District
El Dorado County Office of Education	Other
Lake Tahoe Unified	Unified School District
Golden Sierra Job Training Agency	Workforce Development Board
Sierra-at-Tahoe	Industry
Heavenly Mountain Resort	Industry
CA Department of Rehabilitation	Community Organization
Family Resource Center	Community Organization
City of South Lake Tahoe	Industry

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

- ✓ Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment (CLNA)
- ✓ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
- ✓ California Strong Workforce Program (SWP) Plans
- ✓ K12 Strong Workforce Program (SWP) Plans
- ✓ Accreditation Institutional Self-Studies (i.e., WASC, COE)

What are the top priorities in relation to regional alignment?

- ✓ Developing or enhancing program mapping and career pathways that support identified industry needs
- ✓ Increasing access to and awareness of services
- ✓ Pooling resources to streamline service provision across providers
- ✓ Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs
- ✓ Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs

Alignment with Other Education and Workforce Plans *

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 (and 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

other regional organizations ensure we are not operating in an isolated segment of the larger basin ecosystem. We are also 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 local 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)

Please identify the categories of needs of your region.

- ✓ Access for underserved populations
 - ✓ Access to technology
 - ✓ Address broad needs of diverse populations served
 - ✓ Alignment of education and workforce needs
 - ✓ English language needs
 - ✓ Improving accessibility of programming
 - ✓ Improving digital literacy
 - ✓ Lack of transportation
 - ✓ Lack of childcare
 - ✓ Living wage job attainment
 - ✓ Short term CTE training
 - ✓ Strengthening partnerships
 - ✓ Other
- Lack of affordable housing

Needs - Further Context (optional)

A few other points worth mentioning include the reliance on the hospitality/tourism industry in the local economy (@62%) and the lack of affordable housing. In recent, local surveys, almost 75% of @2,000 respondents noted the lack of workforce housing as the biggest threat to our community. This means that we are often looking for ways to stabilize housing and other basic needs before individuals are able to work on (and meet) those educational and career goals. In other words, much of our work boils down to "Mazlo's before Bloom). This served the basis for our original design around navigation as a primary service and the continued efforts to partner with agencies and organizations that can address the housing issue.

What challenges does your region face that impact the programs you have previously or are currently offering?

- ✓ High cost of living/housing/healthcare
- ✓ Areas of economic inequity

✓ Internet access challenges

Challenges - Further Context (optional)

Not Entered

Which populations are currently being served by your programs?

- ✓ Adults over 50
- ✓ Adults with disabilities
- ✓ Foreign born or refugees
- ✓ Less than a high school education
- ✓ Limited English proficiency/English language learners
- ✓ Limited/low literacy
- ✓ Near or below the poverty line
- ✓ Residents of underserved rural areas
- ✓ Incarcerated individuals or those who have been previously incarcerated
- ✓ Under-represented minority populations
- ✓ Unemployed
- ✓ Veterans
- ✓ Workers in need of upskilling

Contributions by Entities*

Name	Role	Three-Year Plan Contribution
Alpine Unified School District	Administrator	Provided data
Eldorado County Office of Education	Administrator	All of the above
Lake Tahoe Community College	Administrator	All of the above
Lake Tahoe Unified School District	Administrator	Provided data
Tahoe Prosperity Center	Basin-Wide Economic Development Organization	Provided data
Family Resource Center	Community-based organization servicing families in need,	Proposed staff collaboration

Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	
*Alpine County Unified	Member Representative	0	0	0	0	0	0	0	0	0	
*El Dorado Co. Office of Education	Member Representative	0	20	0	0	0	0	0	0	0	
*Lake Tahoe CCD	Member Representative	41	40	32	0	75	185	20	70	80	
*Lake Tahoe Unified	Member Representative	0	0	0	0	0	0	0	0	0	
Total Participants		41	60	32	0	75	185	20	70	80	

* Consortium Member required to input number of Participants

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

No Service Providers for this consortium.

What industries do you currently serve/plan to serve in the future?

- ✓ Agriculture
- ✓ Business
- ✓ Education
- ✓ Environmental technology
- ✓ Fire safety
- ✓ Hospitality/Food services
- ✓ Retail
- ✓ Transportation

Industries Served - Further Context (optional)

We have a fairly unique relationship with the Tahoe Chamber which allows us to provide services to employees on-site at various businesses within the community. this also means we are closely connected to the evolving needs of those businesses in real time.

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 (149AE)
- Low Income (154AE)

✓ **Students and Programs:** Explore program enrollment, student demographics, and barriers to employment.

Adult Ed Metrics

- Adult Secondary Education (1000)
- Career Technical Education (1003)
- English as a Secondary Language (1002)
- Short-Term CTE Training Programs (126AE)

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

Adult Ed Metrics

- Completed Educational Functioning Level Gain (400AE)
- Immigration Integration Milestone (411AE)

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

Adult Ed Metrics

- Transitioned to Non-Developmental Credit College Course (637AE)

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

Adult Ed Metrics

- Diploma, GED or High School Equivalency (633AE)
- Postsecondary Credential (624AE)

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

Adult Ed Metrics

- Median Change in Earnings (801AE)

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	431	414		400	415	425
Student Barriers	English Language Learner (149AE)	243	256		260	280	300
Student Barriers	Low Income (154AE)	132	122		130	140	150

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Alpine County Unified (Reported by Alpine County Unified School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				0	0	0
Employment & Earnings	Median Change in Earnings (801AE)				0.0%	0.0%	0.0%
Progress	Completed Educational Functioning Level Gain (400AE)				0	0	0
Progress	Immigration Integration Milestone (411AE)				0	0	0
Success	Diploma, GED or High School Equivalency (633AE)				0	0	0
Success	Postsecondary Credential (624AE)				0	0	0
Transition	Transitioned to Non-Developmental Credit College Course (637AE)				0	0	0
Students and Programs	Adult Secondary Education (1000)				0	0	0
Students and Programs	English as a Secondary				0	0	0

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	Language (1002)						
Students and Programs	Career Technical Education (1003)				0	0	0
Students and Programs	Short-Term CTE Training Programs (126AE)				0	0	0

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	16	20		20	20	20
Employment & Earnings	Median Change in Earnings (801AE)				0.0%	0.0%	0.0%
Progress	Completed Educational Functioning Level Gain (400AE)	0	0		10	10	10
Progress	Immigration Integration Milestone (411AE)	0	0		0	0	0
Success	Diploma, GED or High School Equivalency (633AE)		0		20	20	20
Success	Postsecondary Credential (624AE)	0	0		0	0	0
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	0			2	5	5
Students and Programs	Adult Secondary Education (1000)	16	20		20	20	20
Students and Programs	English as a Secondary	0	0		0	0	0

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	Language (1002)						
Students and Programs	Career Technical Education (1003)	0	0		0	0	0
Students and Programs	Short-Term CTE Training Programs (126AE)				0	0	0

* Mandatory for all members

Lake Tahoe CCD (Reported by Lake Tahoe)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	273	349		450	450	450
Employment & Earnings	Median Change in Earnings (801AE)				5.0%	10.0%	15.0%
Progress	Completed Educational Functioning Level Gain (400AE)	30	60		60	60	60
Progress	Immigration Integration Milestone (411AE)	0	0		10	10	10
Success	Diploma, GED or High School Equivalency (633AE)				10	10	10
Success	Postsecondary Credential (624AE)	26			15	20	25
Transition	Transitioned to Non-Developmental Credit College Course (637AE)				25	25	25
Students and Programs	Adult Secondary Education (1000)		0		0	0	0
Students and Programs	English as a Secondary	158	244		250	250	250

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	Language (1002)						
Students and Programs	Career Technical Education (1003)	105	86		80	90	100
Students and Programs	Short-Term CTE Training Programs (126AE)				10	10	10

* Mandatory for all members

Lake Tahoe Unified (Reported by Lake Tahoe Unified School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				0	0	0
Employment & Earnings	Median Change in Earnings (801AE)				0.0%	0.0%	0.0%
Progress	Completed Educational Functioning Level Gain (400AE)				0	0	0
Progress	Immigration Integration Milestone (411AE)				0	0	0
Success	Diploma, GED or High School Equivalency (633AE)				0	0	0
Success	Postsecondary Credential (624AE)				0	0	0
Transition	Transitioned to Non-Developmental Credit College Course (637AE)				0	0	0
Students and Programs	Adult Secondary Education (1000)				0	0	0
Students and Programs	English as a Secondary				0	0	0

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	Language (1002)						
Students and Programs	Career Technical Education (1003)				0	0	0
Students and Programs	Short-Term CTE Training Programs (126AE)				0	0	0

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
El Dorado Co. Office of Education	100%	100%	62%	100%	100%	100%
Lake Tahoe CCD	100%	100%	67%	100%	100%	100%

Objectives

Objective #1: Address Educational Needs

Strategies *

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.

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. Utilizing Data

- ✓ Quarterly reviews of student data
- ✓ Data visualization tools and dashboards

2. Providing Professional Development

- ✓ Attendance for education providers at workshops, webinars, and conferences
- ✓ Training in technology and student tracking

3. Identifying Best Practices

- ✓ Alignment of practices and procedures across the consortium
- ✓ Creating SMART goals

4. Offering Flexible Courses and Services

- ✓ Hybrid and hyflex delivery to meet students where they are
- ✓ Virtual and in-person tutoring and support centers

Not Entered

Additional Context (optional)

Not Entered

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Improve Pathways/Maps for Students
- ✓ Develop or Improve Community Partnerships
- ✓ Develop or Improve Transition and Counseling Services/Resources
- ✓ Develop or Improve ESL Instruction
- ✓ Close Gaps in Services
- ✓ Develop or Improve Wraparound Services for Students and Families

Not Entered

Select the operational strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Identify Industry and Workforce Needs Courses
- ✓ Better Use of Data and Analytics to Evaluate Services
- ✓ Increase Staff Training and Development
- ✓ Enhance Student Completion
- ✓ Enhance Student Retention

Not Entered

Additional Context (optional)

Not Entered

Activities & Outcomes**Objective #1: Address Educational Needs****Activity Name ***

Expansion of industry training /certifications

Brief Description of Activity and Significance of Activity to Outcome *

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., Lighcast, 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.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Identify opportunities to collaborate with other local institutions (in CA and NV) to explore bringing high-value training to the Basin - e.g., short-term welding certificates. Create a list of possible mobile trainings that could be conducted on-site here in Tahoe.

Intermediate Outcomes (1-3 Years) *

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 EnGen to provide adequate support for non-native English speakers in this field of study

Long-Term Outcomes (3-5 Years) *

Increase in short (and medium) term certificates that are available without leaving the Basin. This includes a continued increase in use of Credit-for-Prior Learning (CPL).

Adult Education Metrics and Student Barriers

- Success: Postsecondary Credential (624AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Frank Gerdeman	Lake Tahoe CCD	06/30/2028
Brad Deeds	Lake Tahoe CCD	06/30/2028

Activity Name *

Competency-based high school credentials and CPL

Brief Description of Activity and Significance of Activity to Outcome *

Continue to evolve the 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. In addition, we will use processes and resources from this work to assist our community college member (LTCC) in the expansion of credit for prior learning (CPL).

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Continue to review and improve use of competency based approaches at the secondary level for high school diploma. This includes the processes used for post-secondary CPL.

Increase number of learners accessing CPL and the number of courses being available.

Intermediate Outcomes (1-3 Years) *

Implementation of CPL processes and resources into high school diploma program.

Improved and broadened CPL processes, resources, and platform at the college level.

Long-Term Outcomes (3-5 Years) *

More systemic approach to CPL (at both secondary and post-secondary levels) beyond our single consortium.

Adult Education Metrics and Student Barriers

- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Low Income (154AE)
- Students and Programs: Adult Secondary Education (1000)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: English as a Secondary Language (1002)
- Students and Programs: Short-Term CTE Training Programs (126AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Success: Postsecondary Credential (624AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Carey Buchanan	El Dorado Co. Office of Education	06/30/2028
Frank Gerdeman	Lake Tahoe CCD	06/30/2028
Brad Deeds	Lake Tahoe CCD	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Activity Name *

Intensive, pro-active navigation/case management

Brief Description of Activity and Significance of Activity to Outcome *

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.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

We see more wide-spread 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.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Progress: Immigration Integration Milestone (411AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Low Income (154AE)
- Students and Programs: Adult Secondary Education (1000)

- Students and Programs: Career Technical Education (1003)
- Students and Programs: English as a Secondary Language (1002)
- Students and Programs: Short-Term CTE Training Programs (126AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Success: Postsecondary Credential (624AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Frank Gerdeman	Lake Tahoe CCD	06/30/2028
Brad Deeds	Lake Tahoe CCD	06/30/2028
Carey Buchanan	El Dorado Co. Office of Education	06/30/2028

Objective #3: Improve Effectiveness of Services

Activity Name *

Continue partnership with GSJTA

Brief Description of Activity and Significance of Activity to Outcome *

We secured another 4-years of contract services with Golden Sierra Job Training Agency for delivery of WIOA Title I services through PY 27/28. This means that we will continue to provide a valuable resource to our community in terms of service support and training opportunities using Federal training funds. One thing for us to keep an eye on will be a formal implementation of Workforce Pell slated for July 1, 2025 though funding remains unknown at this time).

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Ensure we continue to provide access to WIOA Title I support and, if funding is available, determine the procedures and mechanisms for helping clients/students access Workforce Pell.

Intermediate Outcomes (1-3 Years) *

Implementation and integration of WIOA Title I and Workforce Pell to better meet the needs of our community.

Long-Term Outcomes (3-5 Years) *

Continued service/support and another renewal of the 4-year contract.

Adult Education Metrics and Student Barriers

- Employment & Earnings: Median Change in Earnings (801AE)
- Student Barriers: Low Income (154AE)
- Students and Programs: Short-Term CTE Training Programs (126AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Frank Gerdeman	Lake Tahoe CCD	06/30/2028

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Alpine County Unified	\$0	Certified
El Dorado Co. Office of Education	\$70,000	Certified
Lake Tahoe CCD	\$1,353,401	Certified
Lake Tahoe Unified	\$0	Certified
Totals	\$1,423,401	4/4 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 as a whole. 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 (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 and the evolving needs of our community..

Certification

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06/25/2025 08:29 AM PDT

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06/25/2025 08:41 AM PDT

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