

Consortia Report on Governance Compliance of Rules and Procedures

Download and save this Word document, open it and fill in the various fields, print the completed form, sign, scan and email to the AB86 inbox: ab86@cccco.edu. Due by October 31, 2015 or sooner so that we can accept your 15-16 annual plan, consortium allocation schedule, budget, and 1st Quarter expenditure report.

Consortium Name:

Planning Grant Fiscal Agent Name (for tracking purposes only):

Consortium Point Person (or person submitting this document):

Name:

Consortium Role: E-

Mail:

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

[All eligible Members have formally joined the Lake Tahoe Adult Education Consortium \(LTAEC\) including \(1\) Lake Tahoe Community College \(LTCC\), \(2\) Lake Tahoe Unified School District \(LTUSD\), and \(3\) El Dorado County Office of Education \(EDCOE\).](#)

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

[All Members have committed to reporting funds available for the purposes of education and workforce services for adults and how the funds will be used. Funds will be reported quarterly and evaluated by the Members for alignment with the LTAEC three and one year plans.](#)

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

The Governing Boards of all 3 member organizations officially approved designees to represent the Member organization for planning, oversight, decision making, reporting and related accountability purposes. Screenshots of the Board minutes reflecting these appointments and dates are attached to this governance plan.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

Meetings are noticed in advance and minutes recorded to reflect agendas and decisions. Whenever possible meetings are conducted in person however remote participation is allowed for purposes of securing all member participation in forming governance decisions.

5. What will be the relative voting power of each member?

e.g. 1 member = 1 vote

e.g. 1 institution = 1 vote (thus giving districts with multiple institutions multiple votes)

e.g. Other (e.g., votes proportionate to adult students served)

The members agreed to abide by consensus decision making since there are only three members and it is important that this consortium proceed with 100% consensus on all essential governance decisions.

6. How will decisions be approved?

e.g. by majority vote of 51%, or 50% +1 vote, or 2/3 of votes

e.g. by consensus

Decisions will be approved by simple consensus.

7. How did you arrive at that decision-making model?

A consensus approach was recommended by one member and easily supported and recorded by the remaining members.

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

The LTAEC operates on two levels: (1) three member organization and (2) a strong and diverse collection of network partners. The complete network convenes monthly in professionally facilitated meetings that are “public sessions” held in the LTCC Board room and open to public observation and comment. The 3 member organizations also meet monthly in leadership sessions prior to the networks meetings. Issues and proposed decisions considered by the leadership team are reviewed in the public sessions to afford opportunity for input and review. Meetings are noticed on the LTCC AEBG web page and agenda and minutes posted along with essential program

documents. Meeting announcements and materials are also distributed to the complete partner network monthly.

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

Meeting agendas are posted on the web page and distributed to the network at least one week prior to the monthly network meetings which are professionally facilitated to insure appropriate opportunities for public comment and member deliberations. This process has worked without issue or conflict from the beginning of the AB86 planning process in June 2014.

10. Describe how comments submitted by members of the public will be distributed publicly.

Member comments take place in the monthly public meetings and are recorded in the meeting minutes. The minutes are posted for public review on the LTCC AEBG web page.

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

The LTAEC was formed with three members and a broad network of partner entities representing public, private/ industry, nonprofit, family and human service, public safety, workforce agencies, and governmental entities. While all participants recognize the formal decision making authority of the three member organizations the LTAEC has operated with the intention of seeking broad consensus from all network partners as the process has developed. This approach has produced a very strong network capable of finding easy common ground in pursuit of a shared community wide adult education vision.

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

The workbook provided for purposes of submitting the AEBG 3 and 1 year plan updates specifies the distribution schedule for funds in accordance with the LTAEC plan for each of the 7 program areas and allocated to members in accordance with the objectives they are committed to fulfill.

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?

The LTAEC has identified LTCC as the fiscal agent and fund administrator for the program. Funds

will be distributed to the members based upon the approved distribution schedule.

14. How will members join, leave, or be dismissed from the consortium?

There are only three members of the LTAEC. There is no expectation of new members joining or current members leaving the consortium. An MOU will be signed by each member specifying terms for participation, departure, dismissal, and fund distribution following approval of the consortium plan documents.

15. Does the consortium have a formal document detailing its working beyond the questionnaire?
(Please provide a link)

There is no document presently in place beyond the questionnaire. Once the consortium plan documents are approved for AEBG funding the three members will establish a formal MOU consistent with the governance structure articulated in this governance plan.


Consortium Member Signature Block – LTAEC Governance Plan

Name:

Consortia Member:

Email:

Date:

Signature Box: 

Name:

Consortia Member:

Email:

Date:

Signature Box: 

Consortium Member Signature Block – LTAEC Governance Plan

Name:

Bob Grant

Consortia Member:

Lake Tahoe Unified School District

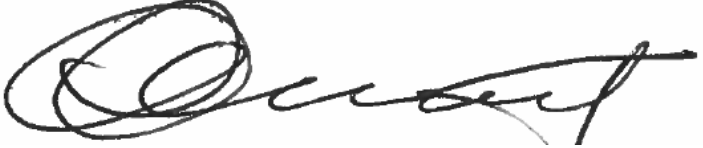
Email:

bgrant@ltusd.org

Date:

11/2/2015

Signature Box:

A handwritten signature in black ink, appearing to read 'Bob Grant', is contained within a rectangular box. The signature is fluid and cursive, with a large initial 'B' and a long horizontal stroke extending to the right.

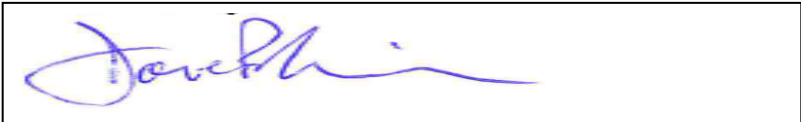
Consortium Member Signature Block – LTAEC Governance Plan

Name:

Consortia Member:

Email:

Date:

Signature Box: 

Name:

Consortia Member:

Email:

Date:

Signature Box:



Agenda Item Details

Meeting	Oct 13, 2015 - Lake Tahoe Community College District - Board of Trustees
Category	10. New Business - Action Items
Subject	10.3 S/P - Consideration of Approval of Designee for the Adult Education Block Grant
Type	Action
Recommended Action	It is recommended the Board of Trustees approve the designees for the Adult Education Block Grant as presented.

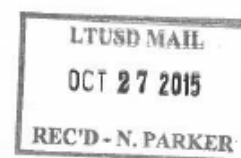
As a condition of participation in the Lake Tahoe Adult Education Block Grant Consortium the legislature has specified that each "member of the consortium shall be presented only by an official designated by the governing board of the member" as reflected in Article 9 of AB104 below. For purposes of serving on the Lake Tahoe Adult Education Consortium (LTAEC), it is recommended that the Board of Trustees designates Vice President of Academic Affairs, Dr. Michelle Risdon, and Dean of Instruction and Career Technical Education, Dr. Virginia Berry, as the Lake Tahoe Community College District officials.

AB104 Article 9 84905.

- (a) Any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member.
- (b) As a condition of joining a consortium, a member shall commit to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds.
- (c) A member of the consortium shall be represented only by an official designated by the governing board of the member.

PRESIDENT'S OFFICE
OCT 13 2015
APPROVED
LAKE TAHOE
COMMUNITY COLLEGE

Board of Education Regular Meeting
October 27, 2015 6:00 PM
Education Center Board Room
1021 Al Tahoe Blvd.
South Lake Tahoe, CA 96150



Agenda Item: **6.e. Approve Designees for the Adult Education Block Grant**

Quick Summary / Abstract: As a condition of participation in the Lake Tahoe Adult Education Block Grant Consortium the legislature has specified that each "member of the consortium shall be presented only by an official designated by the governing board of the member" as reflected in Article 9 of AB104 below.

Rationale: For purposes of serving on the Lake Tahoe Adult Education Consortium (LTAEC), it is recommended that the Board of Education designate Bob Grant, Career Technical and Visual and Performing Arts Coordinator and Dr. James R. Tarwater, Superintendent, as the Lake Tahoe Unified School District officials.

AB104 Article 9
84905.

(a) Any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member.

(b) As a condition of joining a consortium, a member shall commit to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds.

(c) A member of the consortium shall be represented only by an official designated by the governing board of the member.

Recommended Motion: The Superintendent respectfully requests that the Board approve the designation of Bob Grant and Dr. James R. Tarwater as the LTUSD officials to serve on the LTAEC.

Actions Taken Motion Passed: The Superintendent respectfully requests that the Board approve the designation of Bob Grant and Dr. James R. Tarwater as the LTUSD officials to serve on the LTAEC. Passed with a motion by Dr. Michael Doyle and a second by Ginger Nicolay-Davis.

Related Goals

3b. Parental Involvement - promotion of parental participation

LCAP Goal 1. Increase academic performance

5d. Student Engagement - high school dropout rates

LCAP Goal 2. Enhance communication and collaboration with stakeholders

EL DORADO COUNTY BOARD OF EDUCATION

MEETING AGENDA

September 1, 2015

12:30 pm – Open Session
Conference Room B-2
El Dorado County Office of Education
6767 Green Valley Road
Placerville, CA 95667

Board Members

John Lane, President
Rich Fischer, Vice President
Debbie Akin
Georgianne Knight
Heidi Weiland
Jeremy Meyers, Executive Officer of the Board

EDCOE Administration

Robbie Montalbano, Deputy Superintendent
Ed Manansala, Deputy Superintendent

Item

1. 12:30 pm **Call to Order**
2. **Secretary will record members present**
3. **Pledge of Allegiance**
4. **Approval/Changes to Agenda Items** (*Action required*)
5. **Community/Staff Introductions**
6. **Program Presentation:** Latrobe School District - Natalie Miller, Superintendent
7. **Public comment**
(Individuals may address Board on items not on the agenda - limited to 3 minutes)
8. **Consent Items** (*Action required*)
 - 8.1 Recommendation: Approval of August 27, 2015 board minutes*
 - 8.2 Recommendation: Approval of Certificates of Honor for retiring EDCOE employees John Budd and Jim Maher
 - 8.3 Recommendation: Approval to dispose of surplus property as listed* according to Board Policy 3140 and Superintendents Policy 3270
 - 8.4 Recommendation: Approval of the California Adult Education Regional Consortium (CAERC) voting member survey* listing David Publicover as primary official designated member, Gary Sutherland alternate and Ed Manansala to serve should neither of them be available

Member Organization *

El Dorado County Office of E

Name of Representative *

Person who is completing the survey

David Publicover

Official Designated Member (First and Last Names) *

Who will be your organization's official designated member?

David Publicover

Position Title

Executive Director

Official Designated Member (First and Last Names)

Who will be your organization's official designated member? "Alternate"

Gary Sutherland

Position Title

Principal

When do you expect board consent for your organization's official designated member(s) *

Enter date of board meeting.

09/01/2015

When do you expect board approval for CAERC's Governance Plan? **Final CAERC member vote on draft Governance Plan will be held during week of September 21. *

Enter date of board meeting

10/06/2015

Additional Comments

Anything else you would like to tell us?

In the event that David Publicover and Gary Sutherland are not available, Ed Manansala, Ed.D., Deputy Superintendent for Educational Services will serve as voting representative for EDCOE.

Submit

Never submit passwords through Google Forms.



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-024

1.2 Consortium Name:

Lake Tahoe Adult Education Consortium

1.3 Primary Contact Name:

Virginia Berry, PhD, Dean of CTE & Instruction

1.4 Primary Contact Email:

berry@ltcc.edu

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

LTAEC Three Year Update Executive Summary

The LTAEC recognizes that emerging demographic shifts including the aging of the workforce in South Lake Tahoe demand an adaptive economy. The Network Partners see adult education and associated career pathways as vital to preserving and improving the long term viability of the community while engaging succeeding generations of leaders in securing a meaningful quality of life. The LTAEC has identified five consensus strategies for creating pathways, systems alignment, and articulation among consortium participants.

These strategies include: Work Readiness, Seamless Transition and Integration, Job Training and Certification, Basic Skills Education, and Support Services. The strategies serve as guiding principles for responding to the seven Program Areas specified in AB104 and Objectives 3 through 7 from the AB86 planning framework.

In 2015-16 the LTAEC will focus on building local capacity (i.e. based in South Lake Tahoe) with Lake Tahoe Community College as the fiscal agent and hub for curriculum, instruction, leadership, and program innovation that is responsive to the needs of AB104 targeted adult learning segments and vibrant regional industry sectors.

Specific strategies that will provide the foundation for AEBG implementation through the LTAEC in 2015-16 for implementation and refinement in 2016-18 include:

- Develop integrated curriculum based upon consistent assessment, student advising, guidance, pathways mobility, tracking & reporting of student success
- Develop models, strategies, and partnerships for fully articulated and integrated learning and career pathways across the spectrum of services that drive performance measures and reporting
- Develop and implement across the Consortium Member settings innovative curriculum approaches including Get Focused Stay Focused, Dual Enrollment for High School students, Concurrent Enrollment for parents/ grandparents supporting child academic performance, and contextualized instruction particularly integrating programs like ESL into HTRR pathways courses
- Develop a vibrant HTRR Sector Skills Program which includes multiple entry, transition, and transfer points leading to industry recognized and locally valued certifications, offer “learn and earn” work experience and internships including internship boot camps leading to employment, and a specific strand that offers entrepreneurship possibilities at the self-employment or micro-enterprise level
- Develop a Registered Pre-Apprenticeship program for the HTRR Sector Skills Program in collaboration with the CCCEWD Sector Navigators and statewide Industry certification partners including the California Restaurant Association building on the Career Pathways Bridge Model
- Actively engage industry partners through partnership with the Tahoe Chamber, Tahoe Prosperity Center, Restaurant Industry Group, and Lodging Association to guide, design, and deliver sector-based programs to advance occupational skills development coupled with wage progression
- Professional development to build cross-sector capability to deliver effective adult learning programs in multiple settings “close to the learner” (i.e. maximize access and persistence)
- Develop an partnership with the Golden Sierra Workforce Agency for the purpose of integrating WIOA principles and one stop practices in the South Tahoe system of Adult Education utilizing aligned performance measures, prospectively using the CalJOBS system for participant tracking, and leveraging additional funding to support student learning and workforce outcomes

Important Programs Driving LTAEC Adult Education Outcomes

Get Focused Stay Focused – 10 year planning structure for individualizing pathways

Get Focused Stay Focused is a career/post-secondary counseling tool to help students and those wanting to enter the workforce, create a realistic 10 year plan to achieve their goals.

The students develop an educational and economic strategy that helps them to identify skills needed for careers they are interested in and how to secure the education that meets their goals. There is an online component to the program that allows counselors, employment agencies, and career guidance experts to help students keep on track and focused on their career aspirations. LTAEC students in the adult program, especially those

in the 18 to 25 year range, will benefit from exposure to potential opportunities they may not have thought about and guided through the steps necessary to explore their existing skill sets as well as the ones they need to acquire.

http://www.getfocusedstayfocused.org/gfsf_initiative.php

Pre-Apprenticeship Development Tools and Resources

The LTAEC development team will utilize the technical support of the CCCEWD Sector Navigators for HTRR, the Foundation for California Community Colleges Workforce Division managing the *LaunchPath* work experience placement program and the technical guidance of the following emergent models and tools to create a customized and industry centric Pre-Apprenticeship model:

- A Quick-Start Toolkit: Building Registered Apprenticeship Programs, US DOL/Apprenticeship USA
- The Federal Resources Playbook for Registered Apprenticeship, US DOL/ Employment and Training Administration

Additional Strategies Important to the LTAEC Model

- ✓ Fully develop and integrate a model for work experience, internship, and pre-apprenticeship articulated to attainment of industry valued certifications or similar outcomes that are valued locally by industry partners
- ✓ Anticipate the local and regional economic shift to location neutral microenterprise and self-employment with a formal program of entrepreneurship
- ✓ Develop an effective data system utilizing the EMSI platform for predicting zip code level sector demand for specific skills leading to living wage employment opportunities
- ✓ WIOA partnership to produce a local “one stop operator” model that delivers workforce agency services including funding and employment support systems to local residents that links and integrates Workforce Agency initiatives with AEBG
- ✓ Role of LTAEC – foster a network of partners representing multiple entry, transition, and transfer points for adults in the South Lake Tahoe community with a Mission to foster (a) accomplished citizenship, and (b) full economic participation

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Programs currently operating in South Lake Tahoe are as described in the Comprehensive Plan submitted March 1, 2015. There are three Members of the LTAEC including Lake Tahoe Community College (LTCC), Lake Tahoe Unified School District (LTUSD), and El Dorado County Office of Education (EDCOE). Through a separate RFA submission October 30, 2015 Alpine County Unified School District will become formally affiliated with the LTAEC as a "Network Partner".

Presently LTUSD primarily serves students seeking a HS Diploma via a partnership with EDCOE through the alternative High School program at Mt. Tallac. LTUSD is presently expanding offerings in CTE courses and articulating these programs with LTCC for seamless transition purposes including dual enrollment strategies.

EDCOE presently offers two Adult Education programs in South Lake Tahoe. In the Mt. Tallac HS Diploma program there are 28 students served in 2015-16, EDCOE projects growth in 2016-17 to 60 students served with expanded resources and strategies from the AEBG program. In 2017-18 EDCOE projects serving 72 students. EDCOE also projects linking the HS Diploma program with CTE course enrollments in both 2016-17 and 2017-18 adding enrollments of 20 and 24 in those respective service years.

EDCOE also operates a program serving incarcerated individuals at the South Tahoe county jail site. In 2015-16 there are 250 qualified students on a waiting list to participate. Focus will remain on culinary career pathways with up to 89 unduplicated students served and earning industry certifications in (a) food handling (Safe Serve), (b) wastewater management, and (c) Beverage handling. EDCOE projects growth in the jail program to meet unmet needs utilizing AEBG funds to serve 107 students in 2016-17 and 128 in 2017-18.

LTCC operates multiple campus based and online programs that address adult education needs consistent with the Program Areas specified in AB104. During 2015/16 LTCC will receive Credit/ Non-Credit Apportionment in the amount of \$147, 258 for ABE/ ASE and \$151,717 for ESL courses. In addition LTCC will receive other adult education funding for Adult Perkins (\$140,219) , Basic Skills (\$90,000), CalWORKS (\$120,375), and SSSP/ NonCredit ((\$12,319) for a grand total of \$661,888.

Through the AEBG/ AB104 program LTCC seeks to establish an Adult Education Learning and Career Pathways “hub” serving South Lake Tahoe. The project will facilitate growing the number of individuals served in each of the existing programs and significantly addressing gaps in services to the community. In particular, LTCC will work closely with the Consortium Members and Network Partners to establish pathways for students progressing in the Hospitality/ Tourism/ Recreation/ Retail (HTRR) sectors that dominate the local and regional economy. The strategy will also provide opportunities for work experience leading to pre-apprenticeship and/or entrepreneurship in a multiple pathways model.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium’s region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts’ K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium’s region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

The situation in South Lake Tahoe in October 2015 is very much the same as described in the needs and gaps data supplied with the Objectives 1 &2 of the original LTAEC Comprehensive Plan. There has not been a prominent “hub” or center for Adult Education services beyond relatively small and under-enrolled county and school district programs to supplement the categorical programs offered through LTCC. The mission and purpose of the LTAEC has been from the inception of AB86 to establish precisely the center-of-gravity (hub) that would pull together a seamless integrated and comprehensive service continuum supporting adult learning leading to both accomplished citizenship and full participation in thriving sectors of the local and regional economy.

Poverty data drive local concerns about the future viability of the community. According to a 2015 report recently published by the Tahoe Prosperity Center, *Measuring For Prosperity, Community and Economic Indicators for the Lake Tahoe Basin*, the number of students qualifying for Free and Reduced Price lunch programs through LTUSD remains above 60%. The report also describes the population in this rural alpine community as “aging”, with second home ownership rates climbing to 78%, average median home prices in 2015 (mid-year) flat at \$363,400 (23.6 percent below the 2008 median price), and per capita income levels stagnating at below \$25,000 annually – well below the Living Wage standard for El Dorado County. Recently published California State Common Core test results also revealed a precise inverse correlation between poverty and student academic achievement in which the poorest South Lake Tahoe schools also had the lowest performance scores.

The census data supplied for this AEBG project also reveals the degree to which adult education services may be crucial to both individual and community progress. In the table following this insert it is clear that a significant portion of the adult (18+) population in the South Tahoe area lack the literacy, English proficiency, foundational HS diploma, and employment opportunities to fully participate in the economic and civic life of the community. The LTAEC AEBG program will be key to changing conditions in South Tahoe through many more opportunities to explore and careers and develop competencies that will lead to individual self-reliance and community viability.

Raw Data	2014 ESRI data	2014 ESRI data	2014 ESRI data	2014 ESRI data	2014 ESRI data	2014 ESRI data	2009-2013 5-year ACS	2009-2013 5-year ACS	2009-2013 5-year ACS
	Not HS Grad	HS Grad	Some College	Total Unemployed	Pop 18+	Poverty	Illiteracy	ESL	7th Grade Education
LAKE TAHOE	3,175	4,983	6,803	1,163	26,038	3,478	1,334	1,235	1,275
	12.19%		26.13%	4.47%		13.36%	5.12%	4.74%	4.90%

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

The LTAEC expects to achieve the following improvements in education and workforce services supporting adults/ older adults:

A streamlined assessment program for consistent referral and placement of adult students in a range of county, college, WIOA, and industry sponsored pathways programs. Fully articulated workforce skills programs with a pathways strategy that is also individualized. Incumbent worker HTRR assessment using EMSI sector data clustered by adult age groups. A “localized” one stop with resources and services dedicated for South Tahoe. Systematically developed online alternatives to support specific curricular and career pathways for entry, re-entry, and career advancing adults. Further develop work experience support services to maximize on-the-job training.

Specific outcomes planned are as follows:

- **Assessment:** implement fully articulated and integrated assessment strategies with range of consortium and network partner participation
- **Veterans:** LTCC will implement specific strategies to support learning needs of veterans
- **WIOA:** Will partner with Golden Sierra Workforce Agency to establish programs and funding linked to WIOA approved pathways and serving targeted adult learning and workforce segments; establish an agreement for contracting out the “one-stop operator” functions to localize resources and services for South Tahoe; implement

partnership to serve those previously incarcerated

- **Expanded LTCC CTE Online Offerings:** Systematically develop online alternatives to support specific curricular and career pathways for entry, re-entry, career advancing adults
- **El Dorado Center/Job Connections:** work with Golden Sierra Workforce Agency to expand the services of this program and fully integrate with LTAEC Pathways strategies
- **JOIN, INC:** Will partner with Join, Inc. to provide complementary/secondary funding linked to WIOA approved pathways for serving targeted adult learning and workforce segments; including co-enrollment opportunities with other WIOA partners to leverage funding for South Tahoe and Alpine County adults

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

(REQUIRED)

There is presently no Apprentice/ Pre-Apprenticeship program available anywhere in the region. However, the LTCC Work Experience & Internship Department has seen rapid growth over the last year due to increased partnerships with the California Conservation Corps and US Forest Service. Currently, the WE&I department interfaces with environmental sciences, health, hospitality, lodging, recreation and non-profit industries. For 2017-18 LTCC expects to expand services to incorporate a full time faculty member who can support a presence with local employers and student groups. Translating coursework to Spanish to serve the Spanish speaking community will support LTCC's equity mission and the program's accessibility. Digital enrollment platforms, for example, a video orientation with a quiz, will support group enrollment and remote students. Web-based video conferencing with students to check in on their progress will address a noted desire students have expressed to have a more hands-on approach from the instructor.

Specific outcomes planned for 2017-18 include:

- **Pre-Apprenticeship:** Projected implementation of an industry supported pre-apprenticeship strategy for the HTRR sector model
- **CCCEWD HTR Sector Navigators:** Will support the LTAEC to fully implement the Career Pathways Bridge Model including approved industry certifications, internships, externships, apprenticeships, work experience, and work study
- **Foundation for California Community Colleges:** Will assist the LTAEC with

integration of LaunchPath as an employment assistance, work experience and internship placement tool including pre-apprenticeship where applicable

- **LTCC Internship & Work Experience:** Integrate with LTCC programs to grow Work Experience enrollment with the Incarcerated Student Program; activate a Hospitality, Tourism & Recreation professional development program that entices front line staff to continue their education at LTCC; grow LTCC's portfolio of industry partnerships to offer new internship opportunities in technology in Silicon Valley and the Sacramento Valley
- **WIOA:** Expand “earn and learn” models in partnership with Golden Sierra Workforce Agency

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

Based upon the description of the abysmal poverty linked Common Core test results outlined in 2.2b above, the LTAEC has embraced this new AB104 requirement with enthusiasm. The LTAEC has embraced four core strategies to be applied to South Lake Tahoe school sites and integrated into the Alpine County USD programs as well: (1) Use the Get Focused Stay Focused model as the primary structure for linking learning programs and strategies to the goals of specific individuals; (2) Develop a school district wide strategy based on 2015 common core test results & South Tahoe poverty data by school site to craft a targeted program for parents of elementary and secondary students; (3) Offer “concurrent enrollment” which allows parents to achieve learning outcomes along with their children; (4) Offer “boot camps” through the library system to help parents attain learning outcomes more quickly.

Specific outcomes planned for 2017-18 include:

- **LTUSD:** Will fully implement the parent/ grandparent/ foster parent education program across grades and school sites; LTUSD will integrate “concurrent enrollment” approaches based upon year one outcomes
- **Get Focused Stay Focused:** LTUSD will sustain the Get Focused Stay Focused program and expand participation at the middle and high school sites; LTCC will offer the class integrated with HTRR and 9th grade students at South Tahoe High School will have taken the course; Additionally, plans are underway to create a summer “bridge” course wherein students will revisit their 10-year college and

career plan as part of the Guidance and Planning for Success (GPS) student orientation process at Lake Tahoe Community College. Because the coursework is heavily immersed in the hospitality, tourism, and recreation industries, it can be easily incorporated into an HTR certificate and degree program.

- **El Dorado County Library:** The South Lake Tahoe library will be fully operational as an adult learning service site for adults and their children seeking academic skills support
- **Alpine USD:** LTCC and LTUSD will continue to support Alpine USD for implementation of the localized parent/grandparent/ foster parent education and training program to support improved child academic success
- **Foster Care Kinship Program:** Will refine and improve the curriculum to integrate strategies for helping foster parents and extended family to support improved child academic success in the classroom
- **VESL/ Counseling:** Expand enrollment in fast-tracked, non-credit business math and classes designed to help parents with their children's homework

2.3d Collection and availability of data. (REQUIRED)

Lake Tahoe Community College (LTCC) will track student enrollments, demographics, course success, and degree/certificate completions through the Colleague Enterprise Resource Planning system. Additionally, LTCC will collect evidence on student learning outcomes at the course level through the TracDat Assessment Management Platform, where faculty indicates aggregated student performance. Much of this data is available for automated or ad hoc reporting through the SAP Business Objects analytics platform. The college will also collect supplemental information through occasional surveys using the Qualtrics survey platform and will be implementing an end-of-program survey within the next year. To improve tracking of post-graduate CTE certificate programs, starting in 2015 LTCC will also participate in the statewide CTE Employment Outcomes Survey (CTEOS) administered by Santa Rose Junior College.

The Lake Tahoe Unified School District uses the Aeries Student Management System by Eagle Software and will track student progress, assessment and attendance through this system for its reportable outcomes. The use of Aeries Analytics will allow program instructors to disaggregate data and provide individualized learning plans for the LTUSD adult student programs. The Get

Focused, Stay Focused program also has online assessments and planning tools that will track student progress.

El Dorado County Office of Education maintains a separate student reporting system for adult education services which will be submitted and integrated with LTCC reporting as per the progress reporting guidelines.

It is the intention of the full Lake Tahoe Consortium to craft a coherent and integrated student tracking and reporting system across consortium services - including institutional and community partner settings - during the 2015-16 development year building upon the systems outlined above. The Consortium anticipates further integrating performance measures aligned with the new WIOA reporting requirements in concert with Golden Sierra Workforce Agency. Employment, wage progression, and industry sector vitality measures will also be integrated via the EMSI economic modeling platform. Network/ Industry Partners will also be regularly sharing participation, achievement, and completion data. These are important components of the fully articulated and integrated learning and career pathways strategy that is foundational to establishing LTCC as the community “hub” for Adult Education in South Lake Tahoe.

2.3e Qualifications of instructors (including common standards across entities).

(REQUIRED)

The LTAEC will closely and thoughtfully insure that instructors providing adult education services meet the standards for employment of teachers and faculty as established in Ed Code. Specifically the LTCC will enforce screening of college employed instructor to meet at least the established Minimum Qualifications. Teachers operating through LTUSD will be screened for appropriate credentials, and EDCOE will insure all instructors have Adult Education Credentials. The LTAEC expects to also influence the use of instructional staff in partner settings by establishing a review of qualifications with industry partners and approval by LTCC in particular to support programs that may lead to industry certifications.

2.3f Alignment of academic content and curricula (OPTIONAL)

The LTAEC is fully committed to a collaborative process not simply with Consortium Members but with the essential Network Partners who will provide access, connectivity, service delivery, reporting, and innovation to the adult learning community. The LTAEC has determined that building out Pathways Models in 2015-16 will be key to implementing a fully integrated and community valued system of adult learning services in 2016-18 across all Program areas with HTRR sectors as the “through line”.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

Two essential developments that have emerged since the submission of the original AB86 Comprehensive Plan by the LTAEC is a focus on the “Get Focused Stay Focused” model and utilizing Network Partners increasingly as learning service providers outside the walls of the Member “institutional” environment. The Annual Plan update articulates this framework very clearly.

Section 3: LTAEC Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Section 3: LTAEC Consortium Member Signature Block

Name:

Bob Grant

Consortia Member:

Lake Tahoe Unified School District

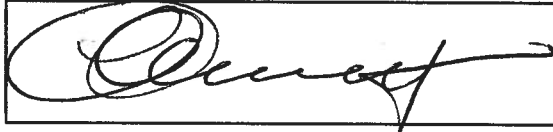
Email:

bgrant@ltusd.org

Date:

11/2/2015

Signature Box:

A handwritten signature in black ink, appearing to read "Bob Grant", enclosed within a rectangular border.


Section 3: LTAEC Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box: 

Name:

Consortia Member:

Email:

Date:

Signature Box:



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Lake Tahoe CCD	Virginia Berry, PhD	530-541-4660, x225	berry@ltcc.edu	10/13/2015
Lake Tahoe CCD	Michelle Risdon, PhD	530-541-4660, x214	risdon@ltcc.edu	10/13/2015
Lake Tahoe USD	Bob Grant	530-541-2850, x1052	bgrant@ltusd.org	10/27/2015
EDCOE	David Publicover	530-295-2283	dpublicover@edcoe.org	9/1/2015
EDCOE	Gary Sutherland	530-621-4583	gsutherland@edcoe.org	9/1/2015

1.8 Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

See the LTAEC Organizational Chart and accompanying graphics beginning on page 3 and before Section 2.

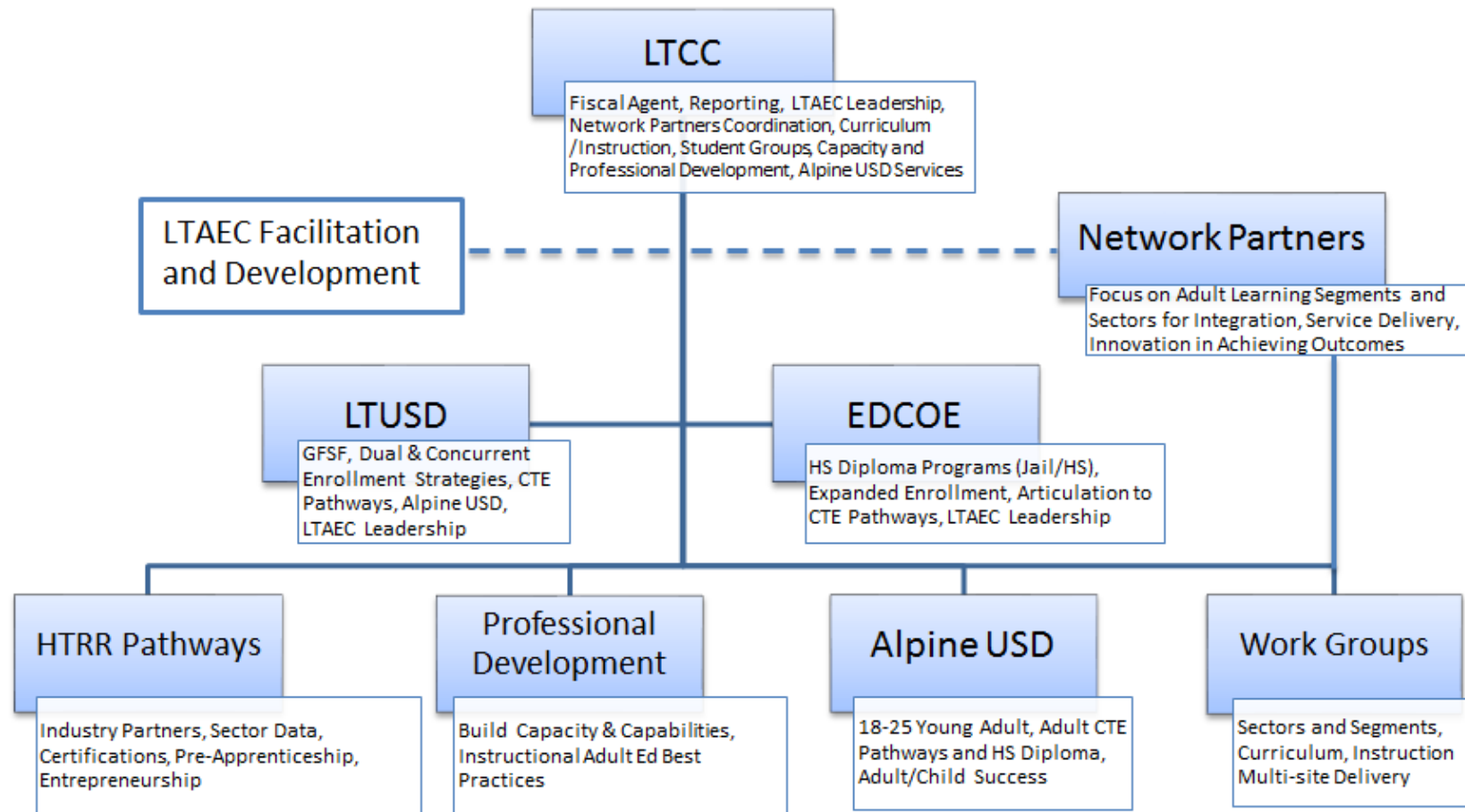
1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

The LTAEC has identified LTCC as the fiscal agent and Jeff DeFranco, LTCC Vice President Administrative Services as the Certifying Officer and fund administrator for the program. Funds will be distributed to the members based upon the approved distribution schedule as appropriations are disbursed. LTCC operates under a Governmental Fund Accounting system and has significant experience managing State Categorical program funds as well as State and Federal grant funds. LTCC's Director of Fiscal Service will serve as Certifying Officer, providing oversight and tracking for quarterly reporting. AEBG resources will be placed in a restricted fund and LTCC will ensure all billing is verified as allowable grant expenditures. LTCC will submit a detailed budget by Dec. 11, 2015 as required by AEBG block grant accounting. Fiscal reporting by LTCC will conform to the guidelines specified in the "Web-based Year-To-Date Expenditure and Progress Reporting Usage Guide".

Further, the LTCC will provide fiscal accounting for funds received by Consortium Members specific to provision of Adult Education services as outlined in AB104 as follows:

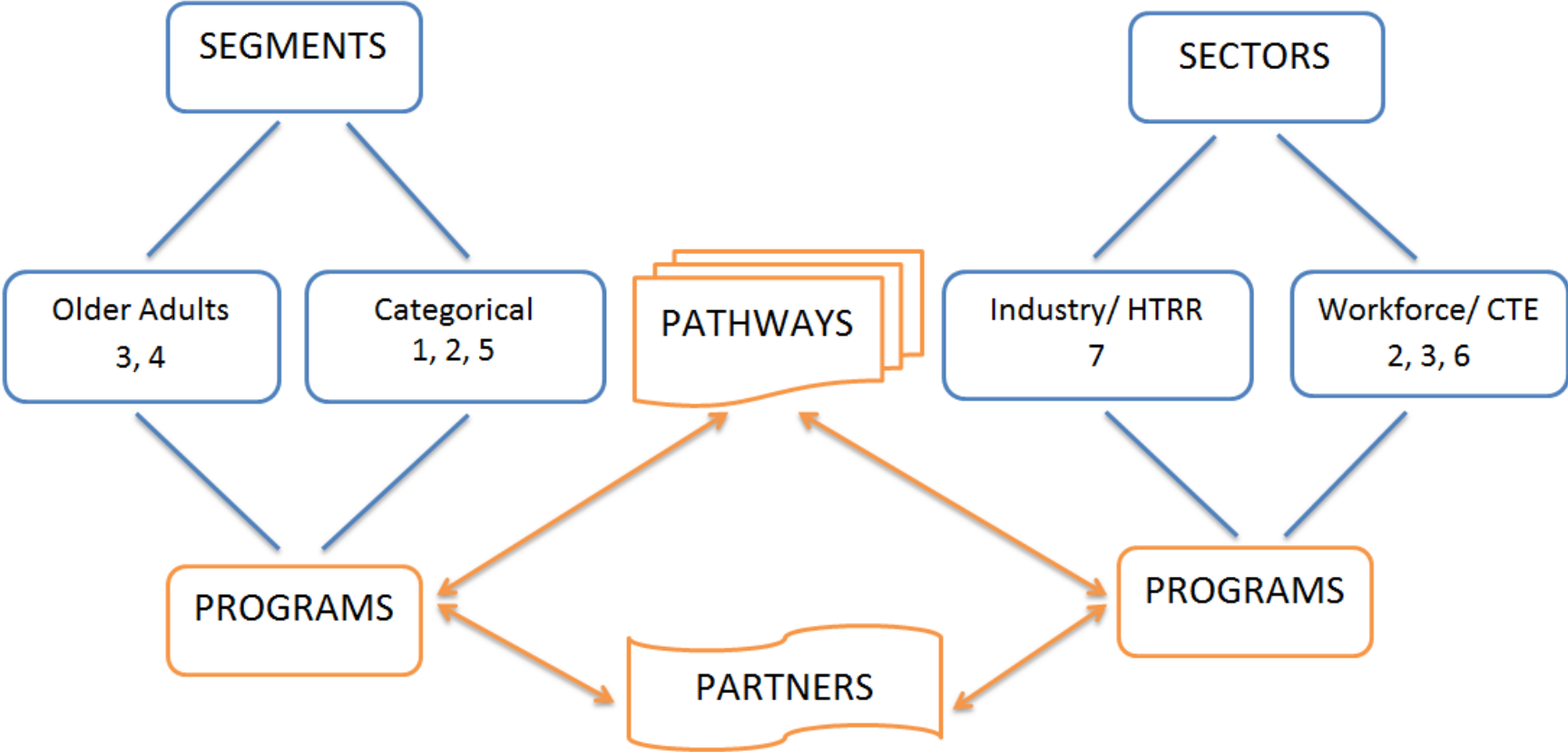
- (a) The Adults in Correctional Facilities program.
- (b) The federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act).
- (c) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270).
- (d) Local Control Funding Formula apportionments received for students who are 19 years of age or older.
- (e) Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913.
- (f) State funds for remedial education and job training services for participants in the CalWORKs program.

Lake Tahoe Adult Education Consortium (LTAEC) Organizational Structure and Roles



LTAEC Adult Education Service Model

Numbers Correspond to AB104 Program Areas 1 through 7



Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on this purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**”

Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.**

In 2015-16 the LTAEC will focus on building local capacity (i.e. based in South Lake Tahoe) with Lake Tahoe Community College as the fiscal agent and hub for curriculum, instruction, leadership, and program innovation that is responsive to the needs of AB104 targeted adult learning segments and vibrant regional industry sectors.

Specific strategies that will provide the foundation for AEBG implementation through the LTAEC in 2015-16 for implementation and refinement in 2016-18 include:

- Develop integrated curriculum based upon consistent assessment, student advising, guidance, pathways mobility, tracking & reporting of student success
- Develop models, strategies, and partnerships for fully articulated and integrated learning and career pathways across the spectrum of services that drive performance measures and reporting
- Develop and implement across the Consortium Member settings innovative curriculum approaches including Get Focused Stay Focused, Dual Enrollment for High School students, Concurrent Enrollment for parents/ grandparents supporting child academic performance, and contextualized instruction particularly integrating programs like ESL into HTRR pathways courses
- Develop a vibrant HTRR Sector Skills Program which includes multiple entry, transition, and transfer points leading to industry recognized and locally valued certifications, offer “learn and earn” work experience and internships including internship boot camps leading to employment, and a specific strand that offers entrepreneurship possibilities at the self-employment or micro-enterprise level
- Develop a Registered Pre-Apprenticeship program for the HTRR Sector Skills Program in collaboration with the CCCEWD Sector Navigators and statewide Industry certification partners including the California Restaurant Association building on the Career Pathways Bridge Model
- Actively engage industry partners through partnership with the Tahoe Chamber, Tahoe

Prosperity Center, Restaurant Industry Group, and Lodging Association to guide, design, and deliver sector-based programs to advance occupational skills development coupled with wage progression

- Professional development to build cross-sector capability to deliver effective adult learning programs in multiple settings “close to the learner” (i.e. maximize access and persistence)
- Develop an partnership with the Golden Sierra Workforce Agency for the purpose of integrating WIOA principles and one stop practices in the South Tahoe system of Adult Education utilizing aligned performance measures, prospectively using the CalJOBS system for participant tracking, and leveraging additional funding to support student learning and workforce outcomes

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										\$0
3.1b - English as a second language										\$0
3.1c - Pre-apprenticeship training										\$0
3.1d - Career and Technical Education										\$0
3.1e - Adults training to support child school success										\$0
3.1f - Older Adults in the workforce										\$0
3.1g - Services for Adults with Disabilities										\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

EXAMPLE

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet

of the Workbook. Below is an overview of the information required.

3.2 Consortium Allocations by Member (Estimated)

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		\$ Amt	%	\$ Amt	%
3.2a - Maintenance of Effort (MOE)	\$50,000	\$300	1%		0%
3.2b - Consortium Allocation					
Total	\$50,000	\$300	1%	\$0	0%

See Member Allocations Workbook Attached for Detailed Consortium Services and Funding Allocations also briefly summarized here:

Block Grant Budget by Program Area

1. Adult Education (ABE, ASE, Basic Skills)	19.38%	\$138,493
2. English as a second language	8.16%	\$58,329
3. Adults in the workforce (including older adults)	12.24%	\$87,493
4. Adults training to support child school success	5.94%	\$42,499
5. Adults with Disabilities	3.26%	\$23,331
6. Careers and Technical Education	44.44%	\$317,479
7. Pre-apprenticeship Training	6.53%	\$46,663
Total	100%	\$714,286

Total Budget Allocations by ABEG Objectives

Obj. 3: Seamless Transition	41.82%	\$298,729
Obj. 4: Gaps in Services	13.41%	\$95,827
Obj. 5: Accelerated Learning	21.90%	\$156,492
Obj. 6: Professional Development	8.64%	\$61,746
Obj. 7: Leveraging Structures	14.20%	\$101,492
*Total Program Allocations	100%	\$714,286
Indirect	5%	\$35,714
AEBG Block Grant		\$750,000

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
 - Communication paths among Consortium participants and higher education institutions
 - Defined and articulated pathways to postsecondary education or the workforce
 - Embedded access to student services including counseling, guidance, and follow-up

4.1a Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

The LTAEC understands that California State assessment policy is still in development, in pace with federal WIOA and Perkins assessment policies. In year two, there should be substantial progress made towards comprehensive assessment policies in those programs that will inform the process for the 3 year AEBG. During year one the LTAEC is fully committed to (1) streamlining and simplifying a Regional Assessment Plan that will enable Members and Network Partners to track and report student progress. As described elsewhere in this annual plan update LTCC, LTUSD, and EDCOE operate separate student reporting systems that are not presently integrated nor linked to a consistent assessment and tracking process that will afford proper evaluation of program effectiveness. The regional workforce agency has suggested possibility of using the CalJOBS system for participant tracking. The LTAEC wants to proceed with a localized assessment process that includes, for example, GED practice tests to maximize completions among other strategies to be refined during 2015-16

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

Lake Tahoe Community College (LTCC) tracks student enrollments, demographics, course success, and degree/certificate completions through the Colleague Enterprise Resource Planning system. Additionally, LTCC collects evidence on student learning outcomes at the course level through the TracDat Assessment Management Platform, where faculty indicates aggregated student performance. Much of this data is available for automated or ad hoc reporting through the SAP Business Objects analytics platform. The college also collects supplemental information through occasional surveys using the Qualtrics survey platform and will be implementing an end-of-program survey within the next year. To improve our tracking of post-graduate CTE certificate programs, starting this year we will also participate in the statewide CTE Employment Outcomes Survey (CTEOS) administered by Santa Rose Junior College.

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El Dorado County Office of Education maintains a separate student reporting system for adult education services which will be submitted and integrated with LTCC reporting as

per the progress reporting guidelines.

It is the intention of the full Lake Tahoe Consortium to craft a coherent and integrated student tracking and reporting system across consortium services - including institutional and community partner settings - during the 2015-16 development year building upon the systems outlined above. The Consortium anticipates further integrating performance measures aligned with the new WIOA reporting requirements in concert with Golden Sierra Workforce Agency. Employment, wage progression, and industry sector vitality measures will also be integrated via the EMSI economic modeling platform. These are important components of the fully articulated and integrated learning and career pathways strategy that is foundational to establishing LTCC as the community “hub” for Adult Education in South Lake Tahoe.

4.1c – Objective 3 continued: List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
Multiple entry points an articulation of all Adult Ed programs with LTCC enrollment and/or career pathways.	Spring 2016	LTCC LTUSD EDC Jail EDC Probation Department EDCOE County Library WIOA Department of Rehabilitation	“Localize” Programs Offered and Intensify Support Services.	Enrollments and Completions
Add New ESL Vocational Curriculum Relevant To Jobs	Spring 2016	LTCC/VESL WIOA Family Resource Agency EDC Library	Link instruction to employability	Employment outcomes
GED Classes Taught In Spanish And English Concurrently For Bilingual Students. More Centralized Locations For Classes To Make Adult Education More Accessible.	Spring 2016	LTCC/VESL WIOA Family Resource Agency EDC Library	Increase accessibility	Enrollments, persistence

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
Develop A "Welcoming Center" Where There Is A Diversity Of Classes And Access To technology	Fall 2016	LTCC/VESL WIOA Family Resource Agency EDC Library	Integrate technology in instruction reduce adverse "stigma"	Skills acquisition
Streamlined assessment program for consistent referral and placement of adult students in range of county, college, WIOA, industry sponsored pathways programs.	Spring and Fall 2016	LTCC EMSI Data Analyst Platform WIOA – Golden Sierra WIB El Dorado Center/Job Connections JOIN, Inc.	Appropriate placements	Student learning outcomes
Apply GFSF as the primary structure for linking learning programs and strategies to the goals of specific individuals	Spring and Fall 2016	LTUSD - School Site Leadership Alpine USD Foster Care Kinship Program Parent Teachers Association (PTA)	10 year individualized learning plans	Progress in achieving planned outcomes

4.2 - Objective 4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs* for adult education programs within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Helping students with disabilities complete curriculum without modification	Fall 2016	ACRC Disability Resource Center LTUSD EDCOE/ Spec/Ed Mental Health Golden Sierra WIB	Improved learning transfer	DRC classroom assessments
Expand LTCC services addressing Veterans	Fall 2016	LTCC Counseling VA WIOA	LTCC counseling creates individual plans for VA approval	Approved plans and learning outcomes
Translating work experience coursework to Spanish to serve the Spanish speaking community	Fall 2016	LTCC Internship & Work Experience Family Resource Center Tahoe Chamber	Increase diversity of students enrolled in work experience	Equity outcomes
Develop a school district wide strategy based on 2015 common core test results to raise child academic success	Fall 2016	LTUSD Alpine USD LTCC PTA VESL	Improved student and parent learning outcomes	Common Core assessment; parent learning outcomes

4.3 - Objective 5: Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career

programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Offer "concurrent enrollment" which allows parents to achieve learning outcomes along with their children	Fall 2016	LTUSD Alpine USD LTCC	Improved student and parent learning outcomes	Common Core assessment; parent learning outcomes
Offer "boot camps" through the library system to help parents attain learning outcomes more quickly.	Fall 2016	County Library LTUSD Family Resource Center LTCC	Accelerated learning outcomes	Completions resulting in transfer to next step pathways
Further develop work experience support services to maximize on-the-job training	Fall 2016	LTCC Internship & Work Experience Family Resource Center Tahoe Chamber	Employability Skills	Employment and skills testing
Develop online alternatives to support specific curricular and career pathways	Fall 2016	LTUSD Alpine USD LTCC Industry	Accelerated learning outcomes	Enrollments, completions, transfers
Contextualized ESL in HTRR courses	Fall 2016	LTCC CCCEWD Sector Navigators	Faster skill acquisition in work based placements	Student learning outcomes

4.4 - Objective 6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
EMSI Data Analyst	Spring and Fall 2016	LTCC EMSI LTUSD	Workforce Demand Analysis	Improved planning
Career Pathways Model Development	Spring and Fall 2016	LTCC CCCEWD LTUSD FCCC Launchpath	Designed Pathways as Frameworks	Model integration with instruction
Workforce Assessment for Employability and "Soft Skills"	Spring and Fall 2016	LTCC Network Partners Tahoe Chamber Tahoe Prosperity Center	Targeted soft skills training courses	Employer reports of satisfaction; employability
Contextualized Instruction ESL Integrated with HTRR Pathways Employability Skills	Spring and Fall 2016	Skyline College LTCC LTUSD Family Resource Center	Defined curriculum strategies	Student Learning Outcomes
Systematic Learning Assessment	Spring and Fall 2016	LTCC LTUSD Alpine USD	Pathways planning based upon assessment	Student Learning Outcomes

4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions

- o Economic Development Regions
- o County Social Services - CalWorks
- o Employment Development Department (EDD)

Examples of activities include:

- o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- o Expanding utilization of existing regional resources for Adult Education students
- o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Network Partners meeting monthly	By Obj. & Program area	See Matrix attached	See Matrix attached	2016		Student Learning Outcomes
Network partners engaged in working groups	By Obj. & Program area	See Matrix attached	See Matrix attached	2016		Student Learning Outcomes
Industry HTRR pathways team	By Obj. & Program area	See Matrix attached	See Matrix attached	2016		Student Learning Outcomes
Network partners as course providers	By Obj. & Program area	See Matrix attached	See Matrix attached	2016		Student Learning Outcomes
Shared LTAEC outcomes reporting	By Obj. & Program area	See Matrix attached	See Matrix attached	2016		Student Learning Outcomes

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium

Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										\$0
5.1b - Obj. 4: Gaps in Services										\$0
5.1c - Obj. 5: Accelerated Learning										\$0
5.1d - Obj. 6: Professional Development										\$0
5.1e - Obj. 7: Leveraging structures										\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

[See workbook submitted with this documentation](#)

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 Levels of Service by Program Area and Member (Projected Targets)

Table 6.2: Performance Outcomes by Member – Projected Targets

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

See Performance Measures Workbook submitted with this documentation

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will

automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

See Performance Measures Workbook submitted with this documentation
As described in the notes section of the workbook several instructional areas will require establishing baseline and targets for 2015-16. These data will be submitted with the first quarterly report in January 2016.


6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional – see Guidance document for information)


The LTAEC will investigate the prospects for LTCC students becoming Pell Eligible and Enrolled in particular for prospective linkage to CTE pathways.

6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

The LTAEC will be focused on (1) establishing effective capacity for a localized continuum of adult education services, (2) developing and integrating a simplified and streamlined assessment process, (3) increasing enrollments of historically under-participating student segments, (4) integrating Network Partners as learning service providers, (5) accelerating learning outcomes with programs like dual enrollment, (6) individualizing learning pathways using GFSF, (7) building model HTRR career pathways as a central organizing framework for the adult education "hub", (8) establishing expanded work experience leading to pre-apprenticeship, and (9) continuing to function as a community centric consortium maximizing all available resources to address student learning and career needs.

Section 7: LTAEC Consortium Member Signature Block

Name:	Michelle Risdon
Consortium Member:	Lake Tahoe Community College
Email:	Risdon@ltcc.edu
Date:	11/2/2015
Signature Box:	

Name:	Virginia Berry
Consortium Member:	Lake Tahoe Community College
Email:	berry@ltcc.edu
Date:	11/2/2015
Signature Box:	

Section 7: LTAEC Consortium Member Signature Block

Name:

Bob Grant

**Consortium
Member:**

Lake Tahoe Unified School District

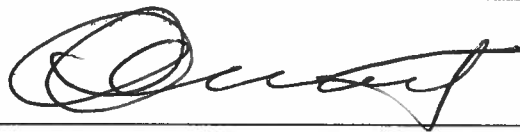
Email:

bgrant@ltusd.org

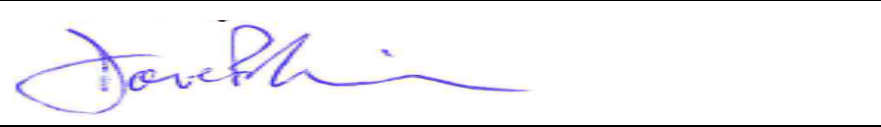
Date:

11/2/2015

Signature Box:

A handwritten signature in black ink, appearing to read "Bob Grant", is written inside a rectangular box. The signature is cursive and somewhat stylized.

Section 7: LTAEC Consortium Member Signature Block

Name:	David Publicover
Consortium Member:	El Dorado County Office of Education
Email:	dpublicover@edcoe.org
Date:	11/2/2015
Signature Box:	

Name:	Gary Sutherland
Consortium Member:	El Dorado County Office of Education
Email:	gsutherland@edcoe.org
Date:	11/2/2015
Signature Box:	