

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-20	24 Lake Tahoe

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Gerdeman, Frank	Director of Adult Education	(530) 541-4660	fgerdeman@ltcc.edu

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
DeFranco, Jeff	VP - Administrative Services	(530) 541-4660	defranco@ltcc.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Grant, Bob	Lake Tahoe Unified School District	(530) 541-2850	bgrant@ltusd.org	10/27/2015
Risdon, Michelle	Lake Tahoe Community College District	(530) 541-4660	risdon@ltcc.edu	10/13/2015
Traynor, Patrick	Alpine County Unified School District	(530) 694-2230	ptraynor@alpinecoe.k12.ca.us	04/25/2016
Warrell, Cheri	Alpine County Unified School District		cwarrell@alpinecoe.k12.ca.us	06/09/2016
Publicover, David	El Dorado County Office of Education		dpublicover@edcoe.org	10/27/2015
Sutherland, Gary	El Dorado County Office of Education		gsutherland@edcoe.org	10/27/2015

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- Yes
 No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

[Itaec2016ogchart.jpg](#)

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Funds and expenditures will be reported quarterly and evaluated by members for alignment with the consortium plans. The fiscal agent will review to ensure expenditures are captured and reported by objective and program area.



Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- Yes
 No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
 Lake Tahoe Unified School District	\$100,000
 Lake Tahoe Community College District	\$644,318
El Dorado County Office of Education	\$31,000
Alpine County Unified School District	\$75,000
Total	\$850,318

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the 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. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

If PY 2015-16 was about capacity building, then PY 2016-17 is all about enrollment and participation. In Year 1, the consortium successfully built meaningful and integrated relationships with members and network partners through a variety of avenues which sets the stage for the transition to service delivery and meaningful engagement.

The Year 2 Plan, which was created with not only member, but again, network partner engagement, really focuses on the rollout of new services and programs designed to meet learners where they are and enroll them in relevant, rigorous and meaningful opportunities to advance their career, education, and civic goals. Therefore, the LTAEC/Advance Network:

1. Supports a “no wrong door” decentralized (multi-hub) approach to connecting adults with learning and career pathways emphasizing: multiple entry points for literacy services and HSE prep and testing that prepare adults for subsequent college enrollment, basic skills integration and contextualization in the HTRR employment sectors leading to career advancing skill certifications, WIOA supported job placements including pre-apprenticeship where applicable, and specific focus in year two on “work readiness” and targeted customer service skills.

2. Will value specific programs supporting multi-hub and multi-lingual ESL, basic skills, literacy and HS diploma attainment together with short term skills programs for targeted sectors that are integrated with a localized job placement “system”.

3. Has expressed preference for the development and implementation of curricula designed and delivered in a “multi-hub” model to achieve: financial, literacy, and communication skills, multi-level HS Diploma completion tools adapted for diverse learning needs, an active career guidance service, investigation into prospective housing support for workforce, an evolving “soft skills” curriculum prospectively integrated with local and regional work experience services.

4. Will focus on guidance emphasized proactive multi-channel outreach to prospective adult learners including multiple media, work-based promotion, and targeted crisis or transition settings where adults are currently served. The Network prefers the Marketing & Community Outreach workgroup to focus on communicating the value of Advance services through established community partners, information kiosks, speaker series, and success stories.

5. Is committed to a multi-hub/ bi-lingual model for advising, assessment, and service delivery including the adoption of specific Academies and WIOA sponsored certifications where appropriate.. The Network partners have strongly embraced the Advance program offering certificates of achievement and work experience supporting skills valued by local and regional employers.

6. Will focus on family level benefits in multiple settings and services linked to “student learning outcomes” which integrate sector specific learning with academic enrollment. In addition the Network would like to track employment and wage progression in addition to educational attainment.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Alpine County Job One	WIOA Title I	Job readiness and assessment, work placement and support services to qualifying adults in Alpine County
Alta Regional Center	CBO	Provide support and services to adults with moderate to severe disabilities
Barton Health	Community partner	Sector partners (medical) and provider of educational services/opportunities
CA Department of Rehabilitation	WIOA Title IV	Programs and services for adults with disabilities including housing, transportation, education and workplace related issues
Connections - Job One, South Lake Tahoe	WIOA Title I	Job readiness and assessment, work placement and support services to qualifying adults
El Dorado County Mental Health	County Agency	Support, programs and services for individuals suffering from (or impacted by) mental health issues
El Dorado Public Library	County partner	Computer access for adult learners, including access to online high school credential program.
Family Resource Center	CBO	Services and outreach to the Hispanic/Latino community. Also serves as location for delivery of ESL services in partnership with LTCC
Harrah's/Harvey's	Industry partner	Guest services and employment in hospitality and tourism
Heavenly	Industry partner	Guest services and employment in hospitality, tourism and recreation
JOIN, Inc	WIOA Title I - NV	Job readiness and assessment, work placement and support services to qualifying adults.
Mirabelle's at Lake Tahoe	Industry partner	Employment in hospitality
Tahoe Beach Retreat	Industry partner	Guest services and employment in hospitality and tourism

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

The strengthening of relationships as a result of broad inclusion in our work group approach has resulted in several ongoing best practices (including the work group approach itself). One is the direct input and feedback from our industry partners as we design/build sector pathways academies here in the Tahoe basin. The first, a Culinary Basic Skills Academy, will be rolled out in Fall of 2016 and has been explicitly crafted based on the needs of local industry in terms of skills for entry-level kitchen staff. In addition, these partners are committing to preferential hiring and, in several cases, increased starting wage based on successful completion. A second would be the creation of an integrated (ie, shared) orientation session with our WIOA Title I partner. This will allow each organization to focus on their strengths and allow clients/learners to better understand services as well as access more meaningful navigation (or advising) services as they begin their own journey. In addition, these joint sessions will rotate to various sites in the community to provide better access.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

As mentioned above, the collaboration with local industry is allowing the consortium to expand sector specific offerings, especially in hospitality and tourism. The initial focus is at the badge (or pre-credit) level with explicit connection to higher level opportunities. We had (though EDCOE) a marked increase in our ABE/ASE services (15-16 targets of 89, actuals of 153). The consortium also completed the steps for establishing an HSE testing site in South Lake Tahoe (a first) which eliminates a drive of 60-90 miles for test takers. The first official tests were successfully administered in June and a monthly schedule will be implemented in August with plans to expand testing to the county jail and into Alpine County later in the Fall.

In program year 2015-16 the primary challenges facing the consortium were connected to the geographic isolation of South Lake Tahoe (in relation to the western portion of El Dorado County) and of Alpine County in general. For South Lake Tahoe, this has meant minimal services from the County, including the WIOA Title I partners who are only able to provide staff presence on a fairly limited basis (which in turn, means limited options for possible participants). In Alpine, the issue is exacerbated by a wide (and thinly) spread population. One final geographic issue is the cross-border nature of

the communities. While the AEBG funding targets California residents, there are potential participants living in the Stateline area of Nevada who access services (and employment) in California and many California residents are employed by large industry partners in Nevada (especially the casinos).

Regional Needs

Please provide a description of your Consortium’s success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

The most impactful advance in serving the needs of the region was the establishment of a local testing center for high school equivalency. Prior to June 2016, adults wishing to earn their high school equivalency were required to travel to Placerville, approximately 60 miles away (and over Echo Summit at over 7,300 feet – a challenge in most months and occasionally impossible in the winter). Opening a testing site in South lake increases access for the over 3,000 residents who currently lack a high school credential. In addition, we will be able to begin testing in the El Dorado jail facility and Alpine County in Fall 2016 increasing access there as well. Additionally, the strong relationships built during PY 2015-16 means a more coordinated approach to serving the broader needs of adults and will lead to integrated orientations and services throughout PY 2016-17.

Residential dispersal (especially in Alpine County) and a two-state community present unique challenges in delivering services and meeting the needs of adults. Providing enough options, in enough locations, with adequate hours of access (and in multiple languages) means that we will have to continue to look for innovative products and processes. For example, use of online resources that allow for self-paced individual use, supported lab use, and/or integration into structured classes. This multi-model approach is a critical design element as we build new services and providing the support and professional development to ensure success in implementation is another challenge we face.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	CaWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CaWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
Total	\$0	\$0	\$0	\$0	\$0	\$0	-								

Key
 ▼ = Under
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[ltaec1.xlsm](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

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.

ADVANCE (LTAEC) will continue to use measures in place for assessment including CASAS with our WIOA Title I partners including a more collaborative approach to administration (in a shared orientation format). Compass will continue to be used for Fall of 2016 at LTCC (though the college will be moving to the new model under the Common Assessment Initiative for Winter Quarter 2017). In addition, we will explore the use of Smarter balanced interim assessments as part of our Common Core initiative in both Alpine and Lake Tahoe Unified School Districts. By implementing robust advising/navigation services, we will be able to focus on a broader range of assessments and inventories to assist our participants in creating personalized pathways plans based on identified strengths (ie, learning styles) and gaps (ie, literacy and/or numeracy needs to address). It is this advising approach that will allow us to have more consistency in the application of information gathered during assessment (regardless of the specific assessment tool).

TASC has been implemented for high school equivalency.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CASAS	CASAS	
Compass		College Placement
Smarter Balanced Interim	Smarter Balanced	Common Core math and ELA
TASC	DRC-CTB	high school equivalency

Student Data Tracking

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?

In addition to the existing systems used by each member organization, there is a need for capturing participation, services and outcomes for the range of new offerings being developed (or in some cases, already implemented - ie, HSE testing). To address this need, ADVANCE has acquired the LACES system and will be using for all programming that falls outside of pre-existing structures (for example, the HOME program for parents/guardians through LTUSD or the Culinary Skills Academy through ADVANCE). In addition, the consortium has decided to implement Community Pro Suite (CPS) as an integrated, transactional data system to better integrate the various systems currently in use. Not only will CPS allow for the sharing of relevant participant information across agencies, it will also enable real-time referrals, assist in the determination of program eligibility and allow for follow up among partners. Access and use will be opened to appropriate network partners (including WIOA Titles, county agencies and industry) with "open enrollment" for organizations as we move forward with our work.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ARIES		
Colleague	Ellucian	
Community Pro Suite	LiteracyPro Systems	Integration of shared participants to include consortium members and network partners
LACES	LiteracyPro Systems	Student participation, goals and outcomes for in pre-credit/not-for-credit and community-based services

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Year 1 was focused on capacity building. In support of this, the LTAEC/Advance Network established a Student Assessment and Transition work group to focus on consistent practices and processes, identify opportunity for increased collaboration, creation of a comprehensive menu of partner services and eligibility information and the possible use of technology to enhance transition and collaboration. The work group consists not only of consortium members but also critical community partners including, WIOA Title I agencies (CA and NV), Department of Rehabilitation, Mental Health, the public library, and a number of community-based organizations that provide support and/or educational services. This group also decided to move in the direction of preparing and implementing multiple "hubs" as entry points in a "no wrong door" (and "no slammed door") approach.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Utilize multiple "hub" entry points	Increased participant numbers, reduction in numbers of students "stopping out," more effective transitions between members and partner agencies (especially WIOA Title I and IV)	Increases in student enrollment in services (regardless of provider), successful transitions and access to support services, participation/service hours, and outcomes.
Guided student movement along career pathways	Student progression through differentiated levels of skill acquisition, increased access to local employment opportunities and movement within career sectors upon completion of skill badges, certificates and degrees	enrollment data for students entering non-credit and credit bearing coursework at LTCC, wage and earning data for job entry and wage progression, Advance data (via LACES) of skill attainment and transition to additional training
Conduct integrated orientations with WIOA Partners	Ongoing delivery of a shared/joint orientation session between WIOA Title I partners and the Advance staff team. Increased participant numbers for Title I orientation sessions in South Lake Tahoe. Increase in participants accessing Advance advising/navigation services.	LACES data for advising services access, Title I partner reporting for increase in orientation participation. referral data from Community Pro Suite.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

As noted above in Objective 3, the LTAEC/Advance Network utilized a work group approach to not only identify gaps in services (through the creation of a comprehensive menu of services and eligibility) but also created the framework for addressing those gaps. This included the identification of service overlap/duplication so that we are better positioned to maximize existing resources while avoiding unnecessary redundancy. LTAEC/Advance also utilized an industry partner driven work group (Hospitality, Tourism, Recreation and Retail - HTRR) to focus on the specific and local needs of the industry sector in our region. Their work included the creation of a sector pathway model from basic skills to AA degrees and identifying the broader needs and gaps from a business/industry perspective. This included surveying over 200 South Shore businesses.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Increase self-directed and supported access to multi-lingual ESL, basic skills and HS credential programs	Increase in student participation numbers in ESL, basic skills, and HS credential programs and services. Increase in HS credentials earned and measurable skill gains in English Language Proficiency (ELP) and basic literacy and numeracy skills	Instructor generated assessments, online assessments (ie, level advancement in Burlington English and Core Skills mastery course work), TASC scores, and other assessment measures (which may include CASAS and TABE instruments).
Use of Community Pro Suite	On going identification of systemic risk based on information and data exchange between network partners. Reduction in loss of participant through "cracks" in the transition system.	Review of data from Community Pro Suite to include referral numbers, follow through data and ongoing reviews of services and eligibility/use data.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

As part of the capacity building and embedded in the work described in Objectives 3 and 4 above, the LTAEC/Advance network crafted design and implementation principles into the tasks assigned to the work groups (and, as they were on-boarded, the dedicated staff of Director, HTRR Coordinator, Transition Coordinator and Program Assistant). The most relevant to acceleration was the desire that services/programs should increase access, especially for historically underserved segments of the local population through innovative use of technology, outreach to those populations, multiple delivery models, and targeted supports for those communities. This resulted in exploration and selection of several nationally recognized online resources, design principles for sector pathways programs (for example, a culinary skills academy that can be delivered over consecutive days or on multiple days over several weeks). The group also identified the implementation of robust personalized advising/navigation services would be critical to a more effective engagement, enrollment and participation process.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Establish a high school equivalency testing center in South Lake Tahoe	Eliminate distance/travel as a barrier to HSE testing. Increase number of adults earning a HSE certificate. Targets are included in the high school credential line below.	Data from LACES and TASC systems.
Expand opportunities and options for high school completion	In crease in number of adults who earn a high school credential to 118 unduplicated completers. Expand options to include a more competency-based (non credit recovery) approach that allows for personalized graduation plans set against graduation standards versus seat time. Increase in "value" of an adult high school diploma to a wider range of subgroups.	Completion data from EDCOE, Alpine USD and LACES/TASC. MOUs and/or local procedures that clearly define the route(s) to earning a high school diploma for adult learners (18 plus), especially among historically underserved adult populations (non-native speakers and adults with disabilities).
Integration of work-based learning experiences into personalized pathways plans	25% of participants in sector pathways programs engage in a work-based learning experience. Expansion of options to include job shadows, internships, pre-apprenticeships and apprenticeships.	LACES data for Advance supported participation, WIOA Title I and IV data, wage and earning data through EDD.
Implement Culinary Academy/Basic Skills Boot Camp	Two sessions in each "shoulder season" (Fall and Spring) serving a total of 50-80 unduplicated participants. Skills and learning objectives created with industry partners with a focus on application of learning (demonstrated proficiency versus only conceptual understanding).	Participation numbers (documented through use of LACES), ongoing feedback from industry partners, especially for participants transitioning to a follow on work-based learning experience.
Implement use of online tools to increase access to academic and vocational ESL support	Increase number of students accessing ELL services for 50 students who are unable to access through the traditional class structure. Accelerate language proficiency gains among traditional ESL classes and support accelerated achievement for non-native speakers in targeted career sector pathways programs.	Burlington English reports on student progress (and use), LACES for skill gain, instructor feedback and completion rates in LTCC programs utilizing supplemental resources.
Implent personalized advising/navigation services for participants	Personalized pathways plans for 25% of all adults accessing orientation and/or information sessions offered by LTAEC/Advance and partners (ie, WIOA Title I, IV)	Students with more than 2 ours of advising in LACES data system, documentation of sessions in student files and creation (and management) of a personal pathway plan.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

LTAEC/Advance established during Year 1 capacity building that as services, programs, processes, etc were developed all involved partners would be included in the professional development, training and support services needed for successful implementation. This included training on specific programs such as Burlington English (see Objective 5 table for timeline on implementation) and the LACES data platform. It has become a design principle and will continue with all new services and programs as we move forward. In addition, through the work group structure almost 60 unique participants representing 28 different entities have contributed over 650 participant hours of community involvement. In fact, the planning workshops for Year 2 alone included 30 participants representing 17 network partners.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Continue to utilize work group model from Year 1	Continued broad stakeholder engagement. Individual, community and industry relevant services that remain responsive to evolving needs in the region. Consistent design, implementation and evaluation of services.	Data (especially participation and outcome information) from LACES and Community Pro Suite, stakeholder feedback through work group process, participant surveys

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

As described in detail above (Objectives 3-6), the inclusive nature of our work group approach as well as the relatively small size of the community has created significant community buy-in and engagement which in turn has allowed for the creation of a variety of processes and mechanisms for leveraging existing resources. many of these successes have been featured in previous portions of this submission - the make-up and creation of the work groups, the branding and outreach resulting in a locally adopted name and logo that has excited our network, the decision to move forward with Community Pro Suite to better support seamless transitions and reduce duplication of services, industry involvement in the design and eventual delivery of new services and the revamping of LTCC's Culinary program to better fit their needs.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Continue to utilize work group structure	WIOA Title I, Department of Rehabilitation, Industry partners, Family Resource Center, Public Library, CA Community College Foundation, El Dorado County Mental Health, Cal Works (TANF), Alpine County Human Services	Allocate staff and time for participation and representation in work groups.	Reduction in duplicative services, decrease in identified "gaps" in services available to participants, increase in participation (especially among under-served populations)	Total numbers served, number of participants accessing multiple services, persistence (through length of active engagement)
Build out and implementation of Community Pro Suite	WIOA Title I and IV initially. Additional partners as the year progresses.	Staff time for the discovery and design phase of implementation. Agency/organization MOU for data sharing with vendor.	Increased access to broader range of services for participants, more efficient transition between agencies, increased participation rates and outcomes	Data from Community Pro Suite, wage and earning data through EDD, member and partner feedback

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17

Program Assurances Document.

I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

A handwritten signature in black ink that reads "Frank Lund". The signature is written in a cursive style with a long horizontal line extending to the right.

Click here to confirm that you are ready to submit your Annual Plan.