

# 24 Lake Tahoe | Consortium 2017-18 Annual Plan

**INSTRUCTIONS:** The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

## Section 1: Plans & Goals

### Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

PY2017-18 is about the continued movement toward community integration and sustainability. During PY 2016-17, the network focused on enrollment through new services capitalizing on existing partnerships. Advance established the first South Lake Tahoe HSE testing site (and prep support) so adults didn't have to drive to Placerville or Carson City, NV for testing and increased numbers in the local diploma program through EDCOE. This included testing with the local JTC and County Jail which opens the doors to other service possibilities for those populations. We created boot camps in local industry sectors (culinary and guest services). Industry partners were fully engaged in the design and delivery which led to employer support for participation (paid wages for employee participation, wage increases based on completion, and preferential hiring for completion). In addition, we increased support for ELLs with more class offerings, supplemental lab support for all levels, and a Spanish language culinary boot camp. Services and programs for parents of school age children and basic skills were implemented through both the LTUSD and the Alpine County Office of Education.

Allocations were based on revised needs and refocused scopes of work for each member.

Goals for 2017-18 include expanding use of local HS facilities to meet more community and industry needs (from auto mechanics to office staff boot camps) which will allow participants to build skills and earn locally recognized certificates/badges. In Alpine County this also means using the COE presence to connect adults to educational and workforce development services by integrating presentations and delivery. Members also agreed to redistribute funds in recognition of the expansion of services in the EDCOE diploma program. The largest share of the funding is allocated for overall consortium programming that includes onboarding, transition support and personal pathways planning as well as incubation and rapid deployment of gap services/programs as local needs continue to evolve.

The ADVANCE vision remains one of a fully integrated system of educational, community, industry, and social service agency services designed to support individuals in attaining a livable wage in our community. Specific goals connected to this vision for 2017-18 include:

- Move forward on establishing the ADVANCE Career Center at LTCC designed to tie together the work of the college (especially in terms of career preparations and work-experience programs), WIOA Title partners, community-based support services, other county/state service agencies. This is a natural progression to our 2016-17 efforts in building shared information systems and more effective referral processes.

- Implementation of pre-apprenticeship programming explicitly tied to the implementation of the registered apprenticeship program in Hospitality. By braiding funding and planning of AEBG and SWP, this will occur on the credit-side (registered apprenticeship) and the non-credit side (pre-apprenticeship) and is built into curriculum development work in culinary and hospitality.
- Full implementation of Community Pro which will allow us to better support participant access to services but also collect better information on outcomes and causal relationships to continually improve program and network efficacy.
- Expand off-site and “exported” services to rural areas of the consortium.

## Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Broader menu of services for residents in Alpine County and industry partners outside of the immediate South Lake Tahoe area (e.g., remote ski areas).	Direct input from residents, school administrators, industry/sector partners, and local Health and Human Services staff	Enrollments/completions in initial offerings; hiring for completers; additional course enrollments beyond initial offerings
Short-term training/education for non-Hospitality/Tourism fields (eg, diesel mechanics)	Industry input and feedback	Course enrollments/completions; hiring and wage data for completers
Credit level CTE pathways tied to local industry needs and opportunities	Industry partner engagement and feedback through work groups, lack of a Hospitality Management program and a need to revamp Culinary to be more industry-focused.	Course enrollments/completions; implementation of registered apprenticeship in Hospitality and the attendant establishment of pre-apprenticeship pathways

### GAPS IN SERVICE

#### For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

Delivery of credit-bearing courses in Alpine County with an initial focus on meeting requirements for Teacher, Assistant through the ECE program. Ideally, identifying a local (Alpine County) resident instructor who meets minimum qualifications for instruction.

Implement the delivery of short-term certificates for adult learners utilizing the extensive CTE facilities at South Tahoe High School, especially in locally appropriate sectors (eg, diesel mechanics).

Develop a culture and system of industry referrals to pathways planning referral system above and beyond the existing structure of needs-based referrals that is less program focused (“need” a boot camp, “need” to improve English language skills, etc) and more value driven (employers recognizing the benefit to themselves, their employees, and the community to more engaged and robust pathways planning support).

## Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Conduct integrated orientations with WIOA Partners	5 - Fully implemented			.
Guided student movement along career pathways	3 - Somewhat implemented	Time needed to rebuild and in many cases, build, sector focused, appropriate, higher level services (especially at the credit level in culinary and hospitality)	This work is being integrated into the Strong Workforce local plan.	Continued (or even better, increased) support and funding for Strong Workforce initiatives
Utilize multiple "hub" entry points	4 - Mostly implemented	Building community awareness and buy-in takes time but awareness is growing thanks to targeted outreach.	Revamped on-boarding sessions offered at what we have identified as the most appropriate hub sites. In addition, refocusing on implementation of the Community Pro transactional data and case management system to assist with our work.	Clarity on reporting needs, definitions and systems so that we don't continue to attempt putting the right information into the wrong system (in this case TE.

### For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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.

Enhanced onboarding and referral system to include broader implementation of Community Pro as a resource for identifying, making, and tracking inter-organization referrals

Transition incubated "boot camp" curriculum into Career Development/College Preparation (CDCP) framework as well as integration into revamped culinary credit courses and upcoming hospitality credit courses.

Develop a culture and system of industry referrals to pathways planning referral system above and beyond the existing structure of needs-based referrals that is less program focused ("need" a boot camp, "need" to improve English language skills, etc) and more value driven (employers recognizing the benefit to themselves, their employees, and the community to more engaged and robust pathways planning support.

More fully integrate workforce development supports (especially WIOA Title I) into local network efforts to avoid duplication of efforts (or even worse, missed efforts). This is especially important given the nature of the South Shore community (vis a vis the larger county) and in Alpine County, to our south.

# Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type “None”	What state support would be most helpful to fully implement this strategy?
Establish a high school equivalency testing center in South Lake Tahoe	5 - Fully implemented			
Expand opportunities and options for high school completion	4 - Mostly implemented	This is actually much closer to fully implemented but not yet brought to scale. In addition to bringing in HSE testing, we began piloting a competency-based approach to defining credit for adults seeking a high school diploma		Willingness to let LEAs utilize the flexibility of AEBG sources and innovative practices to create “proof of concept” for this approach, including the possible expansion to traditional K-12 alternative HS models.
Implement Culinary Academy/Basic Skills Boot Camp	5 - Fully implemented			
Implement use of online tools to increase access to academic and vocational ESL support	5 - Fully implemented			
Implent personalized advising/navigation services for participants	5 - Fully implemented			
Integration of wrok-based learning experiences into personalized pathways plans	3 - Somewhat implemented	This primarily relates to broadening the reach and populations served using the processes and mechanisms established in 2016-17. This allowed the consortium to prepare for implementing with specific populations (ADW, incumbent workers for example) in Fall 2017.	Potentially increasing work-experience coordination capacity at the college level through integration of AEBG and SWP funding. Targeted outreach to HR directors through Chamber connections	

## For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

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. 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).

Expansion of work-based learning opportunities, including the implementation of a pre-apprenticeship program tied to he registered apprenticeship program for hospitality (including culinary)

Broaden the reach of work-experience college credit access to include targeted populations, especially adults with disabilities and incumbent workers.

Develop a culture and system of industry referrals to pathways planning referral system above and beyond the existing structure of needs-based referrals that is less program focused (“need” a boot camp, “need” to improve English language skills, etc) and more value driven (employers recognizing the benefit to themselves, their employees, and the community to more engaged and robust pathways planning support).

Utilize the consortium developed on-boarding process for non-credit ESL programs at LTCC and explore possibility of expanding to all non-credit courses over the program year.

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Continue to utilize work group model from Year 1	5 - Fully implemented			

### For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

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.

Coordinate member sharing of internal professional development opportunities (eg, K-112 in-service available cross district and to the broader network)

Increase number of community professional development opportunities through the network meetings and targeted special events (on a quarterly basis) that help deepen and enrich our ability to collaborate and implement.

## Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Build out and implementation of Community Pro Suite	3 - Somewhat implemented	The State's mid-year requirement to report through TOPspro Enterprise (TE) GREATLY delayed training, rollout, and broader implementation as the consortium and vendor partner were forced to redirect resources and energy to align systems	Now that most of the alignment has been worked out, we can return to the local priorities, plan and time schedule. Continuing to advocate to the State for support of innovative practices will be part of our local strategy	Revisit the reporting process and tools. Small, nimble consortia like ours are excellent laboratories for designing new models and fresh approaches. Support, encourage and protect that flexibility and be willing to take advantage of us for these purposes.
Continue to utilize work group structure	5 - Fully implemented			

**For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?**

Identify strategies planned to leverage existing regional structures and utilization of resources, including 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.

More fully integrate workforce development supports (especially WIOA Title I) into local network efforts to avoid duplication of efforts (or even worse, missed efforts). This is especially important given the nature of the South Shore community (vis a vis the larger county) and in Alpine County, to our south.

Delivery of credit-bearing courses in Alpine County with an initial focus on meeting requirements for Teacher, Assistant through the ECE program. Ideally, identifying a local (Alpine County) resident instructor who meets minimum qualifications for instruction.

Integrating credit-bearing course work, including pre-release transitional planning into existing educational efforts at the South Lake Tahoe County Jail facility.

Implement the delivery of short-term certificates for adult learners utilizing the extensive CTE facilities at South Tahoe High School, especially in locally appropriate sectors (e.g. diesel mechanics).

## Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$825,000	\$710,854	\$114,146
2016-17	\$850,318	\$589,823	\$260,495
<b>Total</b>	<b>\$1,675,318</b>	<b>\$1,300,677</b>	<b>\$374,641</b>

Please identify challenges faced related to spending or encumbering AEBG funding.

There haven't really been challenges other than the initial release of the funds and the time it took to on-board the full-time staff for program management and delivery. Now that this is complete, we are seeing a better Program Year operationalization of current year funding. For some members, widely dispersed population has made broader program implementation more difficult (especially in rural Alpine County) but evolving strategies are beginning to address this issue.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

Funds from 2015-16 and 2016-17 will be spent to finish building capacity in terms of resources and supports. This may include: Purchasing additional technology to broaden access to online, "on-demand" instructional resources; materials and equipment to support off-site sector-specific boot camps (especially given the rural nature of our service area); piloting new models of instructional services, especially for English language learners and adults looking to improve other basic skills (in turn, these programs could then integrate into existing member structures at both the K-12 and CC level).

## Section 3: Certification and Submission

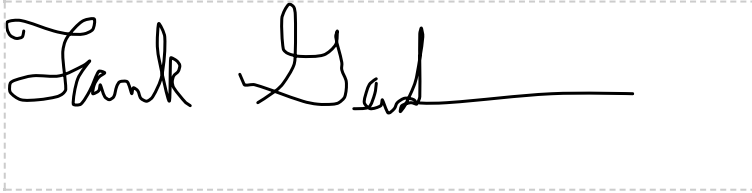
*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017–18 AEBG General Assurances Document.*

*Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.*

### 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 2017–18 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 (Required)

A handwritten signature in black ink, appearing to read "Frank Gend", is written inside a dashed rectangular box.

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan