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Section 1: Consortium Information

Advance-Ltaec

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

During the first three years of the consortium's existence, the primary focus was on capacity building, including relationships, networks, services, and programs designed to help members of our community meet educational and career goals. Because there was extremely limited infrastructure prior to AEBG funding, almost everything now in place was built from the ground up. While this did create some initial challenges, the ability to be innovative and to truly focus on the intent of not only AEBG, but also WIOA, has allowed us to maximize impact in a short period of time.

From the beginning, the consortium (ADVANCE) has worked to serve the broad needs of the community and all of the members. This has allowed for:

- More rapid program incubation and deployment (as in the case of boot camp style offerings in partnership with local industry),

- Local access for programs that support adult learners (as in the case of establishing the first HSE testing center in the community), and

- Providing services that reach across members, sectors, and partners (as in the case of Transition Navigator positions that provide holistic case management and systems navigation support to individuals).

Our goal over the next three years is to continue this innovative and collaborative approach to serving the needs of our community members, especially those most in need as we all strive to live, work, and play in this unique mountain resort town.

We will continue to:

- Serve as an incubator of programs and services which can transition to other partners better equipped for long-term sustainable delivery,

- Broaden access and support to those community members who are difficult to reach for a number of reasons including,

 - working multiple jobs,

 - inadequate local housing,

 - language or basic skills gaps

- Provide outreach and expansion of our work:

 - In Alpine County which includes the Hung A Lel Ti Washoe community,

 - To increase opportunities and earlier transition connections with our local corrections populations,

Provide enhanced opportunities for non-native English speakers, and

To better serve adults with disabilities,

To ensure ALL can fully access the post-secondary education and training necessary for attaining a living wage.

2.2 Pre-Planning Assessment

In addition to our ongoing structures for evaluating and evolving our network, programs, and services, we were able to use the self-assessment survey to identify not only those areas we need to maintain over the next three years but also those areas which are critical for us to improve and/or expand. In general, the surveyed respondents continue to be satisfied or very satisfied with the work that ADVANCE is doing. One of our greatest, and most cited accomplishments, has been as a catalyst for creative and collaborative service provision among network partners. In addition, the role of Transition Navigator sits firmly at the center of this work and local support is evident by the expansion of the original single position to three full-time staff providing this service in the community. This includes additional funding to support and expand that role into WIOA Title I services through a contract with Golden Sierra Job Training Agency (our local Workforce Development Board)

As already referenced in the executive summary, some of the work still to be done involves:

Continued supports for English Language Learners, adults with disabilities, and the working poor who are already struggling to find time for education or training while working multiple part-time jobs. This means more flexible scheduling, especially for our training programs, including those at Lake Tahoe Community College. Compressed offerings of 12-week courses to better fit the resort communities "shoulder seasons" can improve access for workers who have limited time during the "high season" (which almost always starts in or stretches into traditional quarter term courses).

More flexibility and partnerships with other agencies and employers to broaden access for English language learners who need to improve English language proficiency to increase earnings while also maintaining one or more jobs to support themselves and their families.

Continuing to build upon early successes and partnerships to leverage resources, avoid duplication, and tighten the transition among partners so that everyone is better served.

Another somewhat unique challenge that continues to surface in on-going assessments is navigating the often complex inter-state issues of a border community so that where you live or work in the basin is less relevant because we are all truly in this together. For example, 80% of the workforce for the large Stateline, NV casinos lives in CA - building, maintaining, and supporting those relationships is crucial and while we have had initial success, this remains an area of concern for us due to the multi-jurisdictional reality of a two state, three county, six to ten distinct community, region.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
ADVANCE	education/workf	1 College Dr, South Lake	<input checked="" type="checkbox"/>	<input type="checkbox"/>							
Lake Tahoe Community College	education	1 College Dr, South Lake	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Lake Tahoe Unified School District	education	1021 Al Tahoe Blvd,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Alpine Unified School District	education	43 Hawkside Dr,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
EDC Office of Education	education	6767 Green Valley Rd,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CA Department of Rehabilitation	State Agency	2489 Lake Tahoe Blvd,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Golden Sierra Job Training Agency	AJCC (CA)	115 Ascot Dr, Roseville,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
EDC HHSA	County Agency	1900 Lake Tahoe Blvd,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Alta, Inc	CBO	2489 Lake Tahoe Blvd,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
JOIN, Inc	AJC (NV)	716 N Carson St, Carson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Sierra at Tahoe	Ski Industry	1111 Sierra-at-Tahoe Rd,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides pre-apprenticeship and					
Lake Tahoe Golf Course	Recreation	2500 Emerald Bay Rd,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides pre-apprenticeship and					
Tahoe Pourhouse	Culinary/Hospital	2042 Lake Tahoe Blvd,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides pre-apprenticeship and					
CA Conservation Corps	State Agency	1949 Apache Ave, South	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
EDC Public Library - SLT	County Agency	1000 Rufus Allen Blvd,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>								

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$915,901	\$915,901	\$915,901
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$72,576	\$72,576	\$72,576
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$112,605	\$112,605	\$112,605
WIOA II	\$0	\$0	\$0
Other			
WIOA I	\$68,000	\$68,000	\$68,000
Pre-Apprenticeship Grant	\$244,000	\$0	\$0
Strong Workforce	\$110,000	\$110,000	\$110,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$1,523,082	\$1,279,082	\$1,279,082

2.3 Community Need and Customers

Based on LMI, census data and our own pre-planning assessment, there are still unmet needs in our community. Almost 3,000 adults still lack a high school credential and just under 1,500 are non-native English speakers with limited proficiency in the English language. Stable, affordable, and available workforce housing remains a critical shortage and we have seen a slight increase in the homeless population, including youth. Even among those with at least one full-time job, finding stable, affordable housing can be a challenge. In addition, this housing crisis means that employers struggle to fill vacancies with several hundred openings unfilled during the peak summer and winter seasons.

Our customers continue to fall into three primary categories:

Clients/Students: These are those members of our community looking to meet educational and career goals, goals that include:

- Earn a high school credential,

- Enter college or training,

- Earn a certificate,

- Get a job, and,

- Get a better job.

This includes English language learners and adults with disabilities who remain a priority for services, supports, and program access. Based on relationships developed over the past year, we are also better positioned to provide pre-release services, including high school credential attainment, with the local county jail population.

Employer Partners: The primary sectors in Tahoe remain tourism focused (hospitality, culinary, recreation) and we will continue to build upon previous success that includes;

- Employer support for employee upskilling (through paid attendance and/or wage increases upon completion),

- Input on the development and/or redesign of education and training, and

- Partnerships for existing and future apprenticeship programs.

Service Partners: Our network provider list (above) includes many of the agencies and organizations that fall into this category. However, they also constitute a customer base that we continue to work with to evolve integrated services, seamless transitions, and supportive (versus duplicative) services and programs.

2.4 Identifying Goals and Strategies

Identifying Goals and Strategies:

As stated in previous sections of this plan, LTAEC (ADVANCE) was originally designed for ongoing and rapid response to the evolving needs of our communities. From day one, this has allowed us to build a consistent approach to designing, delivering and evaluating services and programs under CAEP. This also means that we are always looking three-years out, regardless of the State's three-year plan submission cycle – for example, at the end of PY2019/20 we will finalize the plan for 2020/21, refine the plan for 2021/22, and sketch the plan for 2022/23. This culture of ongoing strategic management also means that our goals and strategies are identified, modified, and/or revisited on a scheduled and routine basis.

The work represented in the Logic Model and in the Progress Indicators reflect this approach and are also articulated in the Executive Summary:

We will continue to:

- Serve as an incubator of programs and services which can transition to other partners better equipped for long-term sustainable delivery,

- Broaden access and support to those community members who are difficult to reach for a number of reasons including,

 - working multiple jobs,

 - inadequate local housing,

 - language or basic skills gaps

- Provide outreach and expansion of our work:

 - In Alpine County which includes the Hung A LeI Ti Washoe community,

 - To increase opportunities and earlier transition connections with our local corrections populations,

 - Provide enhanced opportunities for non-native English speakers, and

 - To better serve adults with disabilities,

- To ensure ALL can fully access the post-secondary education and training necessary for attaining a living wage

Figure 1. Logic Model

Goal Statement: Continue to expand services and enhance opportunities for adults in the South Lake Tahoe and Alpine County to meet educational and career goals, increase economic participation, and improve the overall health and well-being of our communities. and to
Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p><i>In order to accomplish our set of activities we will need the following:</i></p> <p>Diverse funding (AEP, SWP, WIOA I, etc).</p> <p>Existing ADVANCE staff structure and processes.</p> <p>Network partners.</p> <p>Facilities (including CC and HS CTE).</p> <p>Guided Pathways and performance funding initiatives driving change at CC.</p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p> <p>Continue incubation of industry specific training/certifications.</p> <p>Locate ADVANCE services in a more prominent and accessible area (of campus of town).</p> <p>Enhance career pathways for ALL adults, including non-native English speakers and adults with disabilities.</p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p> <p>Broader industry sector support and services available in local community.</p> <p>Increased visibility for ADVANCE services and programs.</p> <p>Increased participation by target populations and in specific services (ie, ESL).</p>	<p><i>We expect that if accomplished these activities will lead to the following changes in the next year</i></p> <p>Increased awareness and use of ADVANCE services by LTCC students.</p> <p>Increased connection of community-based services to the LTCC student population.</p> <p>Increased certification opportunities for adults More adult learners earning a HS credential (HSE and diploma).</p> <p>Increase of post-secondary education and training outcomes</p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i></p> <p>Expanded apprenticeships and non-credit CDCP courses serving more industry sectors.</p> <p>More effective transition for re-entry population with reduced numbers returning to the corrections system.</p> <p>Increased flexibility and access to ESL services, including on-line courses (asynchronous and synchronous).</p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i></p> <p>Apprenticeships and academic certificates and degrees aligned and stackable.</p> <p>Competency-based approaches to high school credential for adults and beginning to expand into local K-12.</p> <p>Expansion of Transition Navigation capacity among network partners.</p>

Assumptions	External Factors
<p>Funding will remain consistent throughout the three-year period</p> <p>The tourism economy will remain the prevalent source of employment but niche opportunities will continue to emerge</p>	<p>Bi-state nature of the local community</p> <p>Housing issues in the Tahoe Basin</p>

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By January 2020, operate a fully operational and registered Culinary Apprenticeship with ACF accreditation completed by June 2020 and by June 2021 add a registered Apprenticeship in Hospitality and an apprenticeship-style program for lift maintenance operations.
2. Continue to incubate new short-term boot camps so that by June 2020 those have expanded beyond culinary and hospitality to two additional industry sectors - auto/diesel mechanics and lift maintenance operations. By 2021 these will be transitioned to LTCC as non-credit or credit courses.
3. Implement an ongoing three-year planning process so that the network is always confirming next year's plan, solidifying plans for two years out and is drafting the year 3 plan (this means in 2020, we would be looking out to 2023, in 2021, out to 2024, etc).
4. By December 2021 have a fully integrated and immersed transition process in place with the county jails so that no one is released without a formal transition plan in place at least 4-6 weeks prior to release.
5. By 2022, full implementation of a shared case management, referral, and reporting system (Community Pro Suite) among partners with a minimum of 4 distinct agencies using (currently 2).

2.5 Piloting and Implementation

Piloting is “baked” into our consortium DNA and as such, ADVANCE (LTAEC) will continue to use our proven approach of utilizing consortium level resources (financial, programatic, and staff) to:

- Incubate new programs and services with transition of said programs and services to appropriate members/partners

- Provide consortium/network wide services and programs that are best delivered at that level

- Maintain working groups and network meetings to ensure ongoing feedback and evaluation, and,

- Expand network participation and, where/when appropriate, recommend adaptations in structures to ensure we continue to best serve the needs of our communities and the requirements and intent of associated legislation

This also lends itself to robust and authentic implementation that can be difficult to replicate in more traditionally designed and governed consortium. In fact, we continue to believe that our approach is valuable to the State in providing a model that is not rooted in the structures, relationships, and work of the past but truly builds toward the intent of the enabling (AB104) and supporting (WIOA) legislation.