

Lake Tahoe Adult Education Consortium (LTAEC)

AB86 Comprehensive Plan

3.1.15 Final Plan

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AB86, Section 76, Article 3: Consortium Planning Grant,
LTCC and LTUSD Adult Education Consortium (LTAEC)
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LTAEC Consortium Partners

*Alpine County Unified School District
Alta Regional Center
Barton Hospital
Boys and Girls Club of South Lake Tahoe
Caesar's Recruitment Specialist
California Conservation Corps
Choices 4 Children – Family Development
City of South Lake Tahoe – Recreation
Connections - South Lake Tahoe
Department of Rehabilitation
El Dorado County Alternative Program
El Dorado County Health and Human Services
El Dorado County Jail
El Dorado County Labor Market (LMID)
El Dorado County Mental Health
El Dorado County Office of Education
El Dorado County Probation
Golden Sierra Workforce Investment Agency
Harrah's-Harvey's, Employment and Training
HighBar Global Consulting
J.O.I.N. – Nevada Workforce Agency
Lake Tahoe Community College
Lake Tahoe South Shore Chamber of Commerce
Lake Tahoe Unified School District
Live Violence Free
Riva Grill
Sheriff/ County Jail
Sierra at Tahoe, HR
South Tahoe High
Tahoe Beach Retreat
Tahoe Turning Point
Tahoe Youth and Family Services*

AB86 Checklist and Index

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Executive Summary

The Lake Tahoe Adult Education Consortium convened in final preparation for review and refinement of this comprehensive plan on Thursday, February 26, 2015. During a facilitated debrief of the seven month process that produced the plan the network partners were asked *“what will be the benefits from this plan in addressing adult education needs in our community?”*

The partners offered perspectives in two categories: (1) product benefits from direct impact of improved adult education services, and (2) process benefits resulting from the “consortium” approach to planning and implementing these services.

Product benefits embraced by the partners included: providing adult education and workforce resources to the community through outreach and “warm handoffs” between contributing partners; stronger industry/ education connections promising better economic vitality through fostering an educated workforce, sustainable businesses, and prospective future apprenticeship programs; streamlining resources and services to enhance access, participation, and community engagement; building a virtuous cycle of talent attraction and retention; offering tangible learning outcomes with high relevancy to the work and civic lives of a larger percentage of community members; a truly targeted approach by serving specific population segments and through focused industry/employer needs assessment; soft skill program development that will be key to advancing the Hospitality/ Tourism/ Recreation sector strategy.

Process benefits offered included: the LTAEC provides a strong partnership approach with commitments that will bring the community together; the planning process has included both top down and bottom up methods; our work together has yielded a simple yet hopeful plan; the collaborative nature of the consortium model addresses community advancement and associated quality of life.

The partners also concluded that centralization, coordination, and communication of plan components will be essential to our success in attracting adult learner participation, operating efficiently, and producing meaningful learning outcomes.

The LTAEC recognizes that emerging demographic shifts including the aging of the workforce demand an adaptive economy. The 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.

Project Management Plan

Project Management Plan for the The Lake Tahoe Community College & Lake Tahoe Unified School District Adult Education Consortium (LTAEC)

The Lake Tahoe CC-LTUSD Adult Education Consortium (LTAEC) is comprised of two partners, Lake Tahoe Community College and Lake Tahoe Unified School District. A long history of effective collaboration exists between these two entities suggesting a strong foundation for successfully achieving the AB86 grant planning activities. The existing partnership has proven to be a very effective approach for collaboration and management efforts, which are in line with the AB 86 goals.

Educational program development is a prime example of the deep level of collaboration and shared effort that exists currently between LTCC and LTUSD and can be utilized to achieve the outcomes of this project. The consortium members have developed numerous instructional/educational programs over the last few years and have implemented a model that reflects the understanding of a rural and resource constrained region requiring the most efficient use of scarce financial, facilities, and instructional resources in order to provide comprehensive educational programs. The model reflects collaboration in curriculum development (alignment) to create a seamless, and where possible, increasing accelerated pathways through secondary school curriculum and toward a postsecondary credential. It also reflects a concerted effort to utilize common teaching faculty where possible, and/or an intentional effort to facilitate dialogue between programmatic peers. From a fiscal and facilities perspective, this model program incorporates instructional cost and facilities sharing to most effectively avoid duplicative resource investments. Over the past several years, these two entities have used this collaborative model in developing a Dental Assisting, Culinary Arts and Digital Media Arts program as part of addressing the evolving workforce needs in the Lake Tahoe region and beyond.

Increasing postsecondary access represents another critical area of existing, effective collaboration between LTCC and LTUSD. Endeavoring to increase access and success in postsecondary education, particularly for the most disadvantaged in the Lake Tahoe region, LTCC and LTUSD collaborated in building out a comprehensive college preparation/academic support program (TRiO Educational Talent Search and Upward Bound) for first-generation, low-income students in grades 6 through 12. The success of this program can be attributed to our collaboration, beginning with the development of grant applications and continuing through the hiring of staff, the utilization of facilities, integration of service delivery and project management. As part of this program, for example, LTCC employees are assigned on a full-time basis to the school district's middle and high school campuses.

Other examples of ongoing collaboration between LTCC and LTUSD include the District English Learner Advisory Council (DELAC) through our "Cafecitos" program which conducts monthly meetings at school sites to provide second language families with

access to our educational system, provide information about student success and higher education options.

The above referenced and myriad other areas of present and future collaboration between LTCC and LTUSD are borne out of a shared vision for improving educational opportunity. In February, 2014, for example, LTCC and LTUSD held a joint meeting of their Board of Trustees. During this meeting both boards reaffirmed their shared commitment to creating the following:

A seamless, efficient educational system that leverages our education, business and community relationships to ensure all students, particularly those underserved historically, achieve their educational goals and enhance their social mobility.

It is this shared vision, and specifically, the ongoing efforts described above between LTCC and LTUSD, that provides a strong foundation for collaboration in achieving the objectives of the AB86 planning grant. Such efforts have led to greater understanding of respective organizational cultures and systems. The coordination involved in these efforts have led to the development of strong working relationships—communication, trust, etc.—between our administrative leadership teams and faculty. Collaborative operational systems and processes (e.g., hiring, curriculum alignment, etc.) and the sharing of instructional costs and facilities have also been developed. Further, MOUs associated with the sharing of data to track student progression and program assessment are already in place.

The project management and leadership structure of this grant was derived directly from a consideration of effective current practices between these two entities. Further, the planning process for AB86 will utilize existing collaborative processes and structures, where applicable, to achieve and maximize the intended outcomes of the grant.

Partnerships: Numerous potential partners have been identified to support the intended outcomes of the AB86 planning grant, including but not limited to;

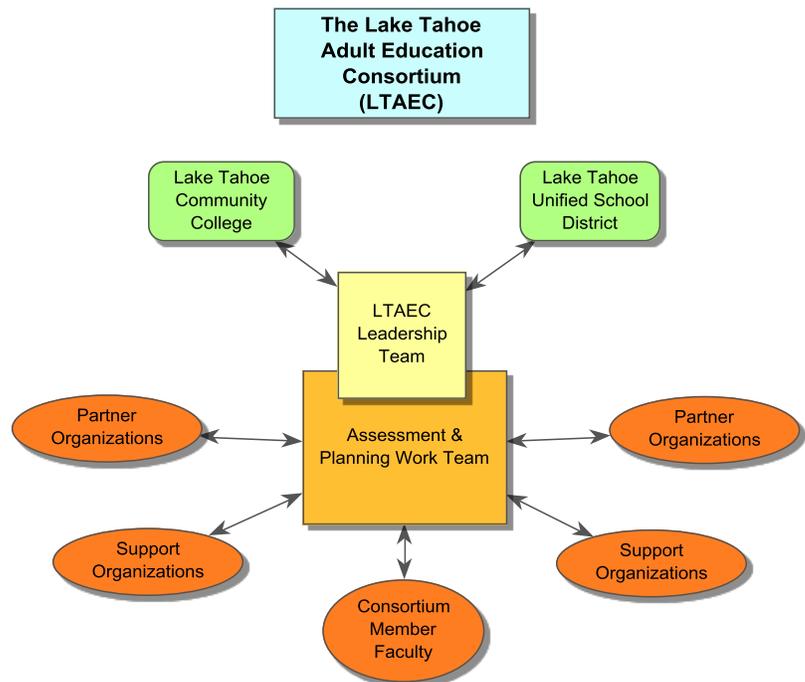
- The Family Resource Center: a non-profit school based agency providing basic needs services, educational opportunities, family advocacy and bilingual counseling for children and adults through the support of Lake Tahoe Unified School District, Lake Tahoe Community College and El Dorado County Mental Health Department. Additional services include bilingual peer counseling, advocacy, and translations for a variety of issues including mental wellness, educational success, healthy living; job searches, and other resilience building activities; and regularly scheduled Latino parenting support and training at each school through their “Cafectios program.”
- El Dorado County Jail: The county jail and LTCC collaborate currently in providing inmates of the El Dorado County Jail with access to educational programming in the Culinary Arts.

- Local Workforce Investment Board: In addition to providing oversight for the Workforce Investment Act program, LWIB acts as a catalyst to provide seamless services among various workforce programs, and provides community leadership around workforce issues.
- California Department of Rehabilitation: The Dept. of Rehabilitation provides and coordinates the delivery of Career education and training.

LTCC and LTUSD have longstanding, positive relationships with each of these identified potential partners. The expertise of these partners in various areas of educational service programming, delivery and support, will bring to fruition the intended outcomes of the AB86 planning grant. Further, these existing relationships inform the proposed project management structure of the grant, and will be a critical asset in facilitating grant outcomes. Confirming the participation of identified potential partners is an ongoing process. LTAEC fully expects to identify additional partners as the planning process commences.

Shared Leadership Strategies: LTAEC will utilize a variety of leadership strategies to facilitate the necessary dialogue and decision-making involved in the management of this project. The proposed leadership structure involves two primary teams; the Leadership Team and Assessment & Planning Work Team.

The *Leadership Team* is comprised of two *Executive Sponsors* (Co-Chairs) and two *Project Directors*—balanced by role between each respective consortium member. At a minimum, this team will meet monthly and using a consensus-based decision-making model will provide overall leadership, coordination and communication related to grant activities; determine allocation of resources; and provide guidance and support to, and review/modify where appropriate, the recommendations of the *Assessment and Planning Work Team*. The *Leadership Team* is responsible for the submission of all required reports and for recommending a final Regional Comprehensive Plan.



The *Assessment and Planning Work Team* (aka: Work Team) is comprised of the two aforementioned *Project Directors* (Co-Chairs); *Institutional Researcher(s)* from one or

both consortium institutions; dedicated representatives from partner organizations (*Partner Representatives*); one or more *Faculty Members* from each consortium member organization; a dedicated *Program Assistant* (under consideration); and other support staff. *The Work Team* is directly responsible for conducting the activities necessary to achieve each of the objectives contained in the Regional Comprehensive Plan. The *Work Team* will provide the *Leadership Team* with regular progress reports as well as recommendations associated with the various objectives. The primary deliverable of the *Work Team* is the timely submission to the *Leadership Team* of a complete draft of the Regional Comprehensive Plan. Specific decision-making and communication structures will be developed by the *Work Team* upon formation.

Project Planning Roles and Responsibilities

Executive Sponsors: The Vice-President of Academic Affairs & Student Services will serve as the *Executive Sponsor* for Lake Tahoe Community College. The Principal of South Tahoe High School will serve as the *Executive Sponsor* for the Lake Tahoe Unified School District. *Executive Sponsors* are responsible for co-chairing the *Leadership Team*; providing guidance and support to *Project Directors* in their role as co-chairs of the *Work Team*; and collaborating with the *Project Directors* in providing overall leadership, coordination and communication related to project activities. While the *Leadership Team* works under a consensus-based model, the *Executive Sponsors* are ultimately responsible for all resource allocation, personnel and related decisions. Further, they serve as liaisons to their respective organization's executive leadership teams.

Project Directors: The Dean of Career Technical Education and Instruction will serve as the *Project Director* for Lake Tahoe Community College. The Assistant Superintendent will serve as the *Project Director* for Lake Tahoe Unified School District. *Project Directors* participate on both the *Leadership* and *Work Teams*, serving as the co-chairs of the later. In addition to facilitating the efforts of the *Work Team* and collaborating with the *Executive Sponsors* in providing overall leadership to the project, the *Project Directors* are directly responsible for the actual submission of all required project reports.

Institutional Researcher(s): One or more of the consortium members will provide a dedicated *Institutional Researcher* who will serve as a member of the *Work Team* with the specific role of collecting, disseminating and facilitating the discussion of any necessary quantitative and qualitative data.

Partner Representatives: Each partner organization will assign a dedicated member of their organization to serve as a member of the *Work Team*. The predominant role of *Partner Representative* will be to support the efforts of the *Work Team*. Specifically, they are responsible for providing feedback from their respective organizations and other information to the *Work Team* related on a variety of topics; serve as the primary liaison to their organizations to keep it apprised of the project's status and recommendations.

Consortium Faculty Member: Each consortium member will assign one or more dedicated faculty member to serve as a member of the *Work Team*. The overarching role of *Consortium Faculty Member* will be to support the efforts of the *Work Team*. Specifically, the faculty member will provide insight, expertise and support pertaining to those specific project objectives that have a direct impact on teaching and learning (e.g., objectives 3, 5 and 6).

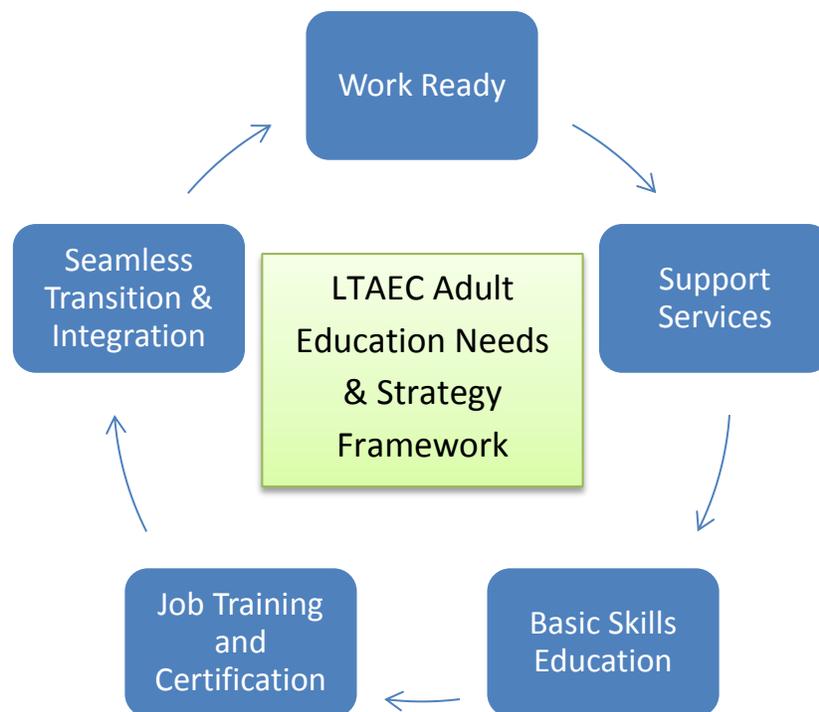
Support Staff: Support staff will be assigned as necessary to support the efforts of the *Leadership* and *Work Teams*. A dedicated *Program Assistant* is currently under consideration. Staff support may take the form of organizing, scheduling and supporting meetings; creating and maintaining project timelines; collecting data; disseminating information and maintaining communication efforts, etc.

Communications and Outreach: The College and School District will maximize existing relationships, including existing advisory committees, program partnerships, articulation committees, facilities and technical expertise to conduct direct outreach to potential partners and other regional stakeholders. Within a region as small as Lake Tahoe, direct contact has proven to be the most effective means of outreach.

Maintaining effective internal and external communications about the project and status of progress will be facilitated via a variety of means including the proposed project management framework. The internal communication mechanism, including the creation of online accessible team sites, will be developed to facilitate effective project management. The *Executive Sponsors* will be responsible for maintaining effective communication regarding the progress of the project with their respective consortium member organizations. Status reports will be provided to both Boards of Trustees twice during the grant timeframe. The *Work Team* structure is designed to facilitate the most effective means of communication with partner organizations and other stakeholders. Specific communication mechanisms will be developed and refined by the *Work Team*.

Project Overview

This Comprehensive Plan has been prepared by the Lake Tahoe Adult Education Consortium (LTAEC) and submitted as final on March 1, 2015. The plan provides an iterative cumulative report of activities and planning completed by the LTAEC together with our Network Partners. The LTAEC Leadership Team met for the first time May 2, 2014, to identify prospective Network Partners for outreach and engagement in a collaborative Adult Education Needs and Gaps assessment process. A “kickoff” meeting was conducted on June 12, 2014, to gather a preliminary assessment of needs and establish the goals and objectives of the project. The Network Partners were then formally convened by the Project Facilitator to conduct a “needs and gaps assessment” workshop on July 15, 2014. During this workshop, 5 consensus priority areas were identified with detailed component needs as follows and reflected in the graphic below: Work Readiness, Seamless Transition and Integration, Job Training and Certification, Basic Skills Education, and Support Services.



The Leadership Team met frequently during the August 2014 through February 2015 timeframe and convened the Network Partners in workshop format September 25, October 15, December 3, January 28, and February 26. These facilitated Network Partner sessions have provided intensive opportunities to discuss and refine the profile of needs, data compilation, roles, and response strategies. During the September

session the partners agreed that the five categories of adult education “needs” categorized during the July assessment workshop were also the signature strategies that would guide and inform the detailed action planning to be reflected in Objectives 1 through 7.

This LTAEC Comprehensive Plan is responsive to all seven objectives as specified in the reporting requirements. The LTAEC anticipates the expected final rule (late Spring 2015) for the Workforce Investment Opportunities Act (WIOA) will also help the partners clarify the specific WIA funded adult education/ workforce development contributions that might inform strategic decisions about allocation of costs and accountabilities for plan implementation.

The final strategic element expected by the LTAEC is the need to develop and implement a Hospitality, Tourism, and Recreation (HTR) career pathway framework with a comprehensive pre-apprenticeship and apprenticeship program engaging all the partners in our network. This pathway model will be a prime focus of LTAEC development activities during the March to August 2015 time frame and will provide the necessary local and regional market alignment needed to link the plan to an economically sustainable future.

Description of the Regional Area

The LTAEC is made up of two main educational partners, Lake Tahoe Community College (LTCC) and Lake Tahoe Unified School District (LTUSD) serving all students who reside in the remotely located South Lake Tahoe Basin. Additionally, Alpine County has joined with the LTAEC to streamline processes and coordinate services in the region. Per the AB86 Demographic Data, the total population served in the Lake Tahoe Regional Consortia is 30,690, of which 37% (11,478) come from poverty, 13.6% (4,174 adults) have no HS diploma, 7.6% (2,332) are unemployed, 41.5% (12,766) are ELL, and 10% (3,107) are Adults with Disabilities. Additionally, 14% (4,385) are non-naturalized US citizens, and 16% (4,870) are adults with low literacy.

Currently, adult education services are primarily provided through Lake Tahoe Community College, with a very small group of students preparing for high school graduation who attend an independent studies class offered through the El Dorado County Office of Education for one to two hours per week. All other adult education services are primarily offered through non-credit, credit, and CTE programs at LTCC. As indicated through the partnership and networking meetings, there is a need to provide a coordinated and comprehensive “wrap-around” support program to identify and meet the academic, social, and economic needs of all students, and most especially the at-risk and underserved population, to ensure a seamless transition into post-secondary education or the workforce. Specifically, it was indicated there is a need to increase levels of EL classes, increase adult literacy, and provide a local/on-site testing center to increase test taking access and opportunities for all students.

One idea currently being explored is offering intensive, short-term “workplace survival” English. The South Lake Tahoe Lodging Association has expressed recent interest in working with LTCC to deliver this program through a workplace ESL “boot camp” model. Additionally, as formalized apprenticeship programs are not yet available in our region, we are exploring options and reaching out to develop and implement formalized pre-apprenticeship and apprenticeship programs in this region based on need, active employer participation, and high employment potential.

Objective #1 – Services & Programs Currently Provided

1) Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate:

El Dorado County provides a limited individualized adult education program that meets for one to two hours once a week for students in South Lake Tahoe who are interested in working towards a high school diploma or a high school equivalency certificate. Additionally, LTUSD provides students with disabilities a comprehensive educational program including basic skills, a basic transition program, Career Technical Education (CTE) courses, high school equivalency certificate, and high school diploma pathways.

All other basic skills and GED classes (in Spanish and English) are offered through LTCC in non-credit, Enhanced non-credit, and credit Foundational Skills programs.

2) Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills:

Much of the support for Effective Literacy (EL) adults is provided through a local non-profit organization, the Family Resource Center: a non-profit, school-based agency providing basic needs services, educational opportunities, family advocacy, and bilingual counseling for children and adults through the support of LTUSD, LTCC, and EDCMH. Additional services include bilingual peer counseling, advocacy, and translations for a variety of issues including mental wellness, educational success, healthy living; job searches and other resilience building activities; and regularly scheduled Latino parenting support and training at each school through the “Cafecitos program.”

LTUSD provides EL instruction for TK-12 which includes EL support in the classroom, through support classes, as well as through online programs. As the majority of the EL population in South Lake Tahoe is Spanish speaking, in 2007 LTUSD implemented a comprehensive Two-Way Bilingual Immersion (TWBI) program in English and Spanish starting at the Kindergarten level and reaching the 7th grade this year with plans to continue through high school and beyond.

Through the English as a Second Language (ESL)/EL program at LTCC, adult learners are able to take non-credit ESL courses, basic skills classes, and GED preparation in Spanish. The noncredit ESL program at LTCC is designed as a series of sequential courses, ranging from Low Beginning through Advanced levels of English proficiency. The sequential curriculum, based upon an integrated set of student learning outcomes, provides instruction through each

strand of learning: listening, speaking, reading, and writing. Student learning outcomes for this program include acquiring skills to communicate effectively in English in the four modalities as well as demonstrating appreciation, understanding, and awareness of different English speaking cultures, values, and traditions.

3) Education programs for adults with disabilities.

Students at LTCC can be assessed for a Learning Disability by qualified Disability Resource Center (DRC) staff. This service is offered to any student who is currently enrolled in an academic course(s) at LTCC. Individualized Support Services include academic advisement, assessment for learning disabilities, disability-related counseling, equipment loan, interpreters, learning aids, liaison with campus faculty and staff, linkage with university disability programs, note taking assistance, referrals to on-campus and community agencies, registration assistance, special parking, alternate media, test-taking accommodations, and tutorial services.

The weekly high school diploma/certificate program offered through El Dorado County is taught by a certificated Special Education teacher and focuses on meeting the individual needs of those enrolled in the program. As there is just one teacher, and the program is limited in that it only meets one to two hours maximum per week, it is difficult to address all the needs and support of all students and most especially the adults with disabilities.

4) Short-term career technical education programs with high employment potential:

Currently, there are limited short-term CTE programs with high employment potential provided in our community. The highly regarded LTCC Culinary Arts program is based in our local correctional institution while also offering courses at the college campus. Additionally, through LTCC, students can enroll in Phlebotomy, Dental Assisting, Nursing Assistant, Personal Training, Physical Therapy Aide, Fire Academy, Criminal Justice, Real Estate, Emergency Medical Technician (EMT), Commercial Music, and Digital Media Arts Certificate programs.

5) Programs for apprentices:

Currently there are no formalized apprenticeship programs in our community.

Table 1.1A, 1.1B, 1.2

See tables attached separately in excel file format.

Objective #2 – Evaluation of Current Needs

The primary method for evaluating program effectiveness at LTCC is monitoring students' enrollment in programs, persistence rates and successful transition to higher education and the workforce. Critical to maintaining successful programs includes ongoing articulation with feeder patterns and workforce partners. Anecdotal data through ongoing conversations with education and industry partners provides productive feedback and drives continued program improvement.

Although there are pockets of services provided through local organizations and institutions, a coordinated outreach, wrap-around support, and a seamless transition system between all education, community based organizations, and industry partners needs to be created and aligned in our area to better address the needs of all our adult learners. This process will require many conversations, long-term planning, and a new level of collaboration in our community. In our most recent conversations, needs and gaps identified included being work ready, a seamless transition and integration process, job training and certification, basic skills education, and targeted support services.

Currently, the total resident population served within the scope of the Lake Tahoe Adult Education Consortia is 30,690, of which 37% (11,478) come from poverty, 13.6% (4,174 adults) have no HS diploma, 7.6% (2,332) are unemployed, 41.5% (12,766) are ELL, and 10% (3,107) are Adults with Disabilities. Additionally, 14% (4,385) are non-naturalized US citizens and 16% (4,870) are adults with low literacy. Additional market data for our region is still being generated and will be analyzed when completed and available.

1) Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate:

The primary outcome data used to determine success with respect to Elementary and Secondary basic skills acquisition is completion data for high school equivalency and graduation. In 2012 the cohort graduation data for LTUSD was 89.9%, and in 2013 the rate dropped to 84.9%. During the same time, the cohort graduation rate for Hispanic/Latino, English Learners, and Special Education was significantly lower. For the 2013 graduation year, 64.7% of the LTUSD graduates transitioned to post-secondary education, of which 33.8% enrolled at LTCC.

Additionally, with only 34.6% of the graduates being four-year college eligible, successful post-secondary transition is questionable without extensive support.

2) Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

In 2013, the LTUSD Hispanic/Latino high school drop-out rate was 16.8%, and the English learners drop-out rate was 35.9%. Most of these students lack the foundation skills to successfully transition to higher education or the workforce. In its most recent program review of non-credit ESL (NCESL) at LTCC, recommendations for EL program improvement included reviewing and revising NCESL and GED courses and curriculum to address academic and career needs of ELs (including potential preparation for the citizenship exam), continuing to develop student learning outcomes (SLOs), enhance teaching strategies in the area of NCESL and GED, and provide guidance and support for a smooth transition from non-credit programs to credit programs.

3) Education programs for adults with disabilities.

At the partnership/network meetings, a major gap was identified with respect to providing a comprehensive transition program that meets the needs of our adult learners. Basic literacy, especially basic reading and math skills, as well as soft skills training, were identified as a high priority for successful job/career placement for adults with disabilities in our area.

4) Short-term career technical education programs with high employment potential.

Currently, there are limited short-term CTE programs with high employment potential provided in our community. Programs include Culinary Arts, Phlebotomy, Dental Assisting, Nursing Assistant, Personal Training, Physical Therapy Aide, Fire Academy, Criminal Justice, Real Estate, EMT, Commercial Music, and Digital Media Arts Certificate programs. Existing programs are evaluated through the college's Annual Program Review (APR) process as well as the Comprehensive Program Review (CPR) process, which is completed every six years and include a cycle of Student Learning Outcomes assessment, evaluation, and improvement. In addition to these evaluation processes, CTE programs undergo a Biennial Review through associated advisory committees.

One major gap and need identified in our area is the creation of an educational pathway in the Hotel, Tourism, and Recreation (HTR) sectors. As Tahoe's primary revenue source comes from the HTR economic sector, and as there is an increasing demand for higher skilled workers in this field, the implementation of an articulated and aligned HTR CTE program has been identified as a high priority. The higher skill requirements emphasize "soft skills" and will be a continuing focus of the LTAEC during the implementation phase.

5) Programs for apprentices.

With an 11% increase in the unduplicated enrollment in Short Term CTE programs at LTCC, and as there are no formalized apprenticeship programs in our area, it is essential to start a new pre-apprenticeship and apprenticeship program at LTUSD and LTCC. This process will require coordination, articulation amongst local educational institutions, willing employers, fiscal resources, and technical support to make it happen.

Table 2

See table attached separately in excel file format.

Objective #3 – Plans for Consortium Members and Partners to Integrate Existing Programs and Create Seamless Transitions into Postsecondary Education or the Workforce

The LTAEC has identified five consensus strategies for creating pathways, systems alignment, and articulation among consortium participants. These strategies include:

- Focusing on Work Readiness
- Collaborating for Seamless Transition and Integration
- Offering Job Training and Certification
- Ensuring Basic Skills Education Meets Current Adult Learner Needs
- Coordinating Essential Support Services

Central to these strategies is agreement on consistent assessment tools; close articulation between K12, County Office of Education, and community college partners; improving access for adults served by community organizations; and expanding career pathways through short-term certificate programs. As noted in prior sections of this narrative, the resident population in South Tahoe reflects a cluster of socioeconomic and demographic characteristics that have impeded access to regular adult education pathways. The Consortium recognizes the need to work together for better coordination of services from assessment through completions while responding to the specific needs of our diverse population.

The Consortium will coordinate resources and services to afford a continuum of access for adults with multiple learning needs. Presently multiple systems are in place for assessing and placing individuals in a limited array of educational programs without the benefit of effective coordination. Agreement on a consistent assessment process (e.g. ACT's "work keys") offered in both east and west slope communities will facilitate better access and appropriate placement of individuals with diverse needs.

Community based organizations currently fill gaps for targeted community groups needing support services and guidance to facilitate educational planning, placements, and completions. The LTAEC will develop a system for connecting these community partners to a centralized adult services network based at LTCC. This network will provide career counseling and guidance addressing literacy, basic skills, work readiness, and preparation for employment. The network will also align with existing and emerging CTE offerings to ensure meaningful pathways for career advancement linked to the HTR market sectors.

This approach to simplifying assessment, guidance, and placement will also enable the lead partner (LTCC) to track progress in accelerating learning outcomes including high school diplomas awarded, CTE certificates earned, etc.

The Consortium has determined a need for more effective outreach and communications with targeted adult learner segments beyond the publishing of LTCC course catalogs. This will require a bi-directional outreach process through the network

partners to connect learners to learning resources and services while helping LTCC and LTUSD more clearly identify curriculum needs and transition challenges.

Table 3.1 on the next page outlines a series of implementation strategies designed by the LTAEC to mobilize a complete “lifecycle” approach that will afford users with information, access, guidance, and support services.

Note: for all strategies enumerated in Table 3.1 the LTAEC will project detailed costs depending upon the extent to which a centralized adult education organizational structure can be established at LTCC and pursuant to the funding provided in Phase 2 of the AB 86 program.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|--|--|---|---|--------------------|
| <p><u>Work Readiness:</u></p> <p>Offer work readiness support services across the employment lifecycle and at multiple entry points. Individualize instructional services as much as possible. Link education to employment.</p> | <ul style="list-style-type: none"> • Effective Counseling and Transitions into Programs • Customer Service and Workplace Ethics Skills • Opportunities for Full Time Employment • Resume and Interviewing Skills • Creation of Individual Plans and Goals • Common Basic Curriculum • Coaching Potential Candidates to Enter the Hospitality Industry | <p>Assessment Center</p> <p>Counseling staff</p> <p>Short term courses</p> <p>Employer Linkages</p> <p>Coaching services</p> | <p>Adult Education Project Director, Support Staff, Curriculum and Instructional Design Services (Detailed costs TBD)</p> <p>Outreach and Professional Development Costs</p> | <p>LTCC, County Office of Ed</p> <p>LTCC, LTUSD</p> <p>LTCC, Network Partners</p> <p>Employers, Chamber</p> <p>Network Partners</p> | <p>County Office of Ed Assessment Center (e.g. ACT Work keys)</p> | <p>2015 - 2017</p> |

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|---|--|--|---|--------------------|
| <p>Seamless Transition and Integration:</p> <p>Provide full articulation between and across programs on South Shore. Integrate literacy and options for special needs in career oriented education offerings. Offer effective outreach and information about opportunities to consumers (employees, students, residents)</p> | <ul style="list-style-type: none"> • Clarity for Learning Path to Career • List of Learning Opportunities Available • Integration Between and Across Programs • Full Articulation of All Programs in South Shore (P-20) • Develop the Capacity to Serve • Reaching Out to Those Who Need Help • Separate Transition Students from High School Age Students • Integrated Literacy & Career Technical Education (CTE) Training • More Hands-On Learning for Special Needs • On-Going Professional Development | <p>Defined education to career pathways</p> <p>Publication and dissemination of program offerings beyond traditional catalogues</p> <p>Outreach by network partners to connect individuals to programs</p> <p>Curriculum redesign for integrated literacy and CTE</p> <p>Training services for adult educators</p> <p>Courses adapted for adults with intellectual & literacy needs</p> | <p>Adult Education Project Director, Support Staff, Curriculum and Instructional Design Services (Detailed costs TBD)</p> <p>Outreach and Professional Development Costs</p> | <p>LTCC, LTUSD</p> <p>LTCC, LTUSD</p> <p>Network Partners</p> <p>LTCC, LTUSD</p> <p>LTCC</p> <p>Network Partners</p> | <p>Completions</p> <p>Enrollment</p> <p>Enrollment</p> <p>Curriculum modified</p> <p>Training Hours Completed</p> <p>Curriculum modifications</p> | <p>2015 - 2017</p> |

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|--|--|--|---|------------------|
| <p><u>Job Training and Certification:</u></p> <p>Offer business and industry guided career technical certifications that are in demand, short term, teaching job specific skills, utilizing apprenticeships, and supported by accessible testing and assessment programs. Emphasize Hospitality/ Retail/ Gaming customer service occupations.</p> | <ul style="list-style-type: none"> • Seek Industry Input for Certification Content • Industry Certifications Recognized in the Community • Business Partners • Better Links Between Business & Education • Provide Intern/Extern Apprentice Program • Specific Skills Certification • Short Term Vocational Certificate Programs • Offer Vocational Certificates • Vocational Training Programs & Certifications • Job Skills • Basic Job Skills/Retail • Hospitality, Gaming, Customer Service Courses • Develop & Implement a Hospitality Program • Provide Testing and Certification Centers on East/ West Slopes • Test Preparation • Skill Assessment | <p>Industry Advisory Committees</p> <p>Increased Range of CTE Offerings</p> <p>New Apprenticeships</p> <p>Vocational Certificates linked to available jobs</p> <p>Testing and Certification Centers on East and West Slopes</p> <p>New Curriculum in Hospitality related occupations</p> | <p>Adult Education Project Director, Support Staff, Curriculum and Instructional Design Services (Detailed costs TBD)</p> <p>Outreach and Professional Development Costs</p> <p>Apprenticeship Development Costs</p> | <p>LTCC</p> <p>Network Partners</p> <p>Employers</p> <p>Chamber</p> <p>WIB</p> | <p>Workplace-based assessment</p> <p>Completions</p> <p>Labor Market Data</p> | <p>2015-2017</p> |

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|---|--|--|---|------------------|
| <p>Basic Skills Education:</p> <p>Offer career lifecycle relevant basic skills education emphasizing functional literacy and living skills.</p> | <ul style="list-style-type: none"> • Computer Basics in Spanish • CTE Training Facilities • More Classes for basic Academics (Reading, math) • Spanish Language Literacy • Financial Literacy • Local GED Programs • Senior Education Options • More Availability of Classes (for Special Needs) • Training Opportunities Specific Toward Learning Interests • Continuum of Basic Skills Needs from Recently Graduated to 50+ | <p>Spanish language curriculum in computer basics</p> <p>CTE Training Facilities</p> <p>Increased basic skills course offerings</p> <p>Local GED programs</p> | <p>Adult Education Project Director, Support Staff, Curriculum and Instructional Design Services (Detailed costs TBD)</p> <p>Outreach and Professional Development Costs</p> | <p>LTCC, LTUSD</p> <p>Network Partners</p> | <p>Curriculum adaptations</p> <p>Increased course offerings</p> <p>Course completions</p> <p>Targeted population segments/ Enrollment</p> | <p>2015-2017</p> |

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment, and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|---|--|--|--|------------------|
| <p>Support Services:</p> <p>Provide targeted, wrap-around, outreach, and learning support services to enable adults to succeed in education programs. Enhance the cultural competency of front line staff addressing both cultural diversity and issues associated with poverty.</p> | <ul style="list-style-type: none"> • Understanding Culture of Poverty • Immigration • Cultural Competency for Frontline Staff Aid • Targeted Support Service (Application, Financial, Orientation) • Wrap-around Support • Transportation Provided or Training in Local Community • Child Care While Learning • Outreach, P.R., Advertisement • Study Skills • Reading Support for English Language Learners | <p>Professional Development for Front Line Staff</p> <p>Financial Support Services</p> <p>Assistance with enrollment</p> <p>Transportation services</p> <p>Child care as needed</p> <p>Reading, Study, Persistence Support Services</p> | <p>Adult Education Project Director, Support Staff, Curriculum and Instructional Design Services (Detailed costs TBD)</p> <p>Outreach and Professional Development Costs</p> | <p>LTCC, LTUSD</p> <p>Network Partners</p> <p>Community Transportation and Child Care services</p> | <p>Staff Training Completions</p> <p>Course Completions</p> <p>Net enrollments</p> | <p>2015-2017</p> |

Objective #4 – Response to Gaps Identified in the Region

A Needs Assessment workshop was facilitated on July 15, 2014 with participation of 15 network partners. The partners were asked to respond to this framing question:

“What are the adult education learning, service, or support needs and gaps of your consumer group(s)?”

| Category Name | Adult Education Needs Identified by Network Partners |
|---|--|
| <p>Work Ready</p> | <ul style="list-style-type: none"> • Effective Counseling and Transitions into Programs • Customer Service and Workplace Ethics Skills • Opportunity for Full Time Employment • Resume and Interviewing Skills • Creation of Individual Plans and Goals • Common Basic Curriculum • Coaching Potential Candidates to Enter the Hospitality Industry |
| <p>Work Ready - Summary: Offer work readiness support services across the employment lifecycle and at multiple entry points. Individualize instructional services as much as possible. Link education to employment.</p> | |
| <p>Seamless Transition and Integration</p> | <ul style="list-style-type: none"> • Clarity for Learning Path to Career • List of Learning Opportunities Available • Integration Between and Across Programs • Full Articulation of all Programs in South Shore (P-20) • Develop the Capacity to Serve • Reaching Out to Those that Need Help • Separate Transition Students from High School Age Students • Integrated Literacy & Career Technical Education (CTE) Training • More Hands-On Learning for Special Needs • On-Going Professional Development |

| Category Name | Adult Education Needs Identified by Network Partners |
|---|---|
| <p>Seamless Transition and Integration - Summary: Provide full articulation between and across programs in South Shore. Integrate literacy and options for special needs in career oriented education offerings. Effective outreach and information about opportunities to consumers.</p> | |
| <p>Job Training and Certification</p> | <ul style="list-style-type: none"> • Seek Industry Input for Certification Content • Industry Certifications Recognized in the Community • Business Partners • Better Links Between Business and Education • Provide Intern/Extern Apprenticeship Program • Specific Skills Certification • Short Term Vocational Certificate Programs • Offer Vocational Certificates • Vocational Training Programs that Provide Certifications • Job Skills • Basic Job Skills in Retail • Hospitality, Gaming, Customer Service Courses • Develop and Implement a Hospitality Program • Provide Testing and Certification Centers on East and West Slopes • Test Preparation • Skill Assessment |
| <p>Job Training and Certification - Summary: Offer business and industry guided career technical certifications that are in demand, short term, teach job specific skills, utilize apprenticeships, and supported by accessible testing and assessment programs. Emphasize Hospitality/Retail/Gaming Customer Service occupations.</p> | |

| Category Name | Adult Education Needs Identified by Network Partners |
|--|--|
| <p>Basic Skills Education</p> | <ul style="list-style-type: none"> • Computer Basics in Spanish • CTE Training Facilities • More Classes for basic Academics (Reading, math) • Spanish Language Literacy • Financial Literacy • Local GED Programs in Spanish and English • Senior Education Options • More Availability of Classes (for Special Needs) • Training Opportunities Specific Toward Learning Interests • Continuum of Basic Skills Needs from Recently Graduated to 50+ |
| <p>Basic Skills Education – Summary: Offer lifecycle relevant basic skills education emphasizing functional literacy and living skills.</p> | |
| <p>Support Services</p> | <ul style="list-style-type: none"> • Understanding Culture of Poverty • Immigration • Cultural Competency for Frontline Staff Aid • Targeted Support Service (Application, Financial, Orientation) • Wrap-around Support • Transportation Provided or Training in Local Community • Child Care While Learning • Outreach, P.R., Advertisement • Study Skills • Reading Support for English Language Learners |
| <p>Support Services – Summary: Provide targeted, wrap-around, outreach, and learning support services to enable adults to succeed in education programs. Enhance the cultural competency of front line staff addressing both cultural diversity and issues associated with poverty.</p> | |

In developing a comprehensive program to address our systemic gaps and build capacity for adult learners in the South Lake Tahoe basin, the LTAEC will need to leverage a multitude of resources, as well as continue to pursue adequate funding to expand program offerings. The major gaps identified include creating a work ready community, foster a seamless transition and integration system, expand job training and certification opportunities, enhance our basic skills education programs, and provide a comprehensive wrap-around support system to ensure students enroll, persist, and complete the education and training necessary for successful transition into higher education or the workforce.

Meeting and networking with our community partners has allowed us to begin this dynamic process. Preliminary data and anecdotal reports indicate the need to develop and implement a Hospitality, Tourism and Recreation (HTR) Pathway with a comprehensive pre-apprenticeship and apprenticeship program engaging all the partners in our network. HTR is the major industry in our region yet we do not offer a program in this sector. An HTR training program would offer a variety of local career opportunities which will require planning, developing and implementing an HTR sector strategy in close coordination with HTR industry employers.

Implementation of a fully articulated HTR pathway will address the majority of gaps in all five program areas, serve as a model for enhancing coordinated services, as well as meet the needs of industry in our community. Ongoing networking and communication with all partners, as well as ongoing analysis using industry measurements, labor market data, program enrollment and completions will inform instruction and steer program implementation and direction.

1) Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate:

With many local employment opportunities in the HTR sector, and through a formalized apprenticeship program, students can apply the skills they learn in the HTR classrooms to real life. An intensive workplace English “boot camp” could also help bridge the gap into higher level or more formalized ESL programs as well as the proposed HTR program. Creating opportunities to directly apply their basic skills learning fosters motivation and increases the likelihood the students will remain in school to complete a high school diploma or high school equivalency certificate, thereby reducing the drop-out rate. Integrating literacy skills into the HTR curriculum combined with strategic and targeted support, students will be better prepared to succeed in post-secondary or work force.

2) Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation in basic skills:

In our community, the HTR pathway naturally lends itself to acquiring English language skills while promoting the benefits of being bilingual, a much sought after skill in our community. Working closely with industry partners, LTCC and LTUSD will develop an integrated program that prepares students for the English language and cultural skills needed to be successful in this field. As EL students can practice and hone their language skills while working towards industry recognized certifications, they can work towards certificate completion, GED, and can continue stacking certifications to enhance their future earning potential. Additionally, with the development of a formalized apprenticeship program in the HTR sector, EL students benefit from enhanced soft skills training, on-the-job opportunities from professionally qualified experts, and onsite mentors ensuring they have access to opportunities that will enable them to obtain the necessary skills to be attractive in a global marketplace.

3) Education programs for adults with disabilities:

Preparing adults with disabilities to be successful in school and workforce requires a team approach including education, community based organizations and industry partners. A fully developed transition program that addresses basic academic skills with a focus on soft-skills including problem solving, developing a strong work ethic, working with others, as well as learning to adapt to new situations can be a challenge for any student, and most especially for adults with disabilities. Through a fully developed HTR pathway with a strong apprenticeship program, students can practice their classroom skills with academic and social support in a variety of local HTR venues.

4) Short-term career technical education programs with high employment potential:

Through the development and expansion of a fully articulated HTR pathway at LTUSD and LTCC, students will gain the soft-skills and training needed to be successful in several short-term CTE programs. Utilizing work readiness assessments to identify a student's relative strengths and weaknesses, providing students with an individualized education plan combined with strategic counseling and support, and integrating formalized pre-apprenticeship and apprenticeship program, students will have expanded educational and career opportunities in our community. The HTR sector provides numerous opportunities for classes leading to certifications in front desk, restaurants and commercial food service, meeting and event planning, multi-skilled hospitality service, spa and wellness management, environmentally sustainable and cultural tourism, and exercise and fitness. According to the Tahoe Chamber, there are over 150 unfilled positions in the HTR field open today, with most requiring short-term CTE education.

5) Programs for apprentices:

In order to effectively serve the needs of all the adult learners in our community, and most especially those underserved and in the targeted population groups, we need to provide a comprehensive wrap-around program that links education to employment. To that end, the development and implementation of a fully articulated apprenticeship program integrating work ready support services, seamless transition and integration, job training and certification, basic skills and language development, with wrap-around support services in the HTR sector is a critical need and will be an important focus as we move forward.

Note: for all strategies enumerated in Table 4.1 the LTAEC will project detailed costs depending upon the extent to which a centralized adult education organizational structure can be established at LTCC and pursuant to the funding provided in Phase 2 of the AB 86 program. All costs listed presently are annual costs unless otherwise indicated.

Table 4.1: Implementation Strategies to Address Identified Gaps

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties (USD or College) | Methods of Assessment | Timeline |
|---|--|----------------------|----------------------|--------------------------------------|--|-----------|
| <p>Create a Work Ready Community</p> | Work readiness support services | Agency coordination | | LTCC | Monitor employment placement and persistence rates | 2015-2017 |
| | Individualize instructional services as much as possible | Counseling | \$10K | LTUSD | | |
| | Through public-private partnerships, link education to employment. | Planning Time | \$45K | Chamber and Industry Partners | National Career Readiness Certificates | |
| | Explore industry recognized work ready certification | Program Coordinator | \$300K | | Program Vitality Assessment (PVA) | |
| | Create fully articulated HTR pathway | Pathway Development | | | HTR pathway implementation | |
| | Create a pre-apprenticeship and apprenticeship program | Technical Assistance | | | | |

| Table 4.1: Implementation Strategies to Address Identified Gaps | | | | | | |
|--|--|--|----------------------------------|---|---|--|
| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties (USD or College) | Methods of Assessment | Timeline |
| Foster a Seamless Transition and Integration System | Identify existing programs | Meeting coordinator and facilitator | \$25K | Consultant | Meeting agendas and minutes | Monthly and quarterly meetings: 2014-2015 2015-2017 |
| | Identify gaps | | | LTCC | | |
| | Coordinate resources | Partner involvement and commitment | \$10K | LTUSD | Plan development and completion | |
| | Create a forum for ongoing articulation between and across programs in South Shore | Common vision | Leverage resources from partners | CBO Industry partners | Articulation agreements | |
| | Integrate literacy and options into CTE | Ongoing professional development | | | Workshop and PD attendance | |
| | Explore model programs | | | | Monitor student enrollment and successful pathway completion for targeted populations | |
| | Coordinate outreach efforts | Outreach coordinator | \$15K | | | |
| | Wrap-around support for targeted populations to ensure successful transition | Ongoing dialogues with Community Based Organizations | | | | |

Table 4.1: Implementation Strategies to Address Identified Gaps

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties (USD or College) | Methods of Assessment | Timeline |
|--|--|---|----------------------|--------------------------------------|---|------------------|
| <p>Job Training and Certification</p> | Seek Industry input for certification content | Meeting coordinator and facilitator | Included above | Consultant | Meeting agendas and minutes | <p>2015-2017</p> |
| | Increase short-term CTE certification programs | Partner involvement and commitment | \$5K | LTCC | CTE program implementation | |
| | Integrate soft-skills development into CTE | Program Coordinator | \$45k/yr | LTUSD | Articulation agreements | |
| | Develop and implement a pre-apprenticeship and apprenticeship program | Curricula development | \$300K | Industry partners | Workshop and PD attendance | |
| | Create fully articulated HTR pathway | Dedicated testing site | \$25K | | Surveys monitoring apprenticeship program success | |
| | Provide test preparation programs | Dedicated computers and technical support | | | APR, CPR., and Biennial Review | |
| | Establish a local testing center | Testing and assessment coordinator | \$30K | | # students taking tests in center | |
| | Explore national recognized skill assessment programs and certifications | | | | | |

| Table 4.1: Implementation Strategies to Address Identified Gaps | | | | | | |
|--|--|--|-----------------------------|---|--|-----------------|
| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties (USD or College) | Methods of Assessment | Timeline |
| Basic Skills Education | Computer literacy in Spanish Integrate basic literacy into CTE classes GED preparation Develop lifelong basic skills continuum addressing needs of targeted populations | Bilingual educators Training Planning Time Curricula development Recruitment | \$15K | LTCC LTUSD Family Resource Center | Formative and summative assessments Enrollment rates Persistence rates Certificate completion | 2015-2017 |

Table 4.1: Implementation Strategies to Address Identified Gaps

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties (USD or College) | Methods of Assessment | Timeline |
|-------------------------|--|---|----------------------|--|---|-----------|
| Support Services | Provide targeted, wrap-around, outreach, and learning support services to enable adults to succeed in education programs | Agency coordination Counseling | Matching | LTCC LTUSD CBO TRIO AVID BlueGo | Attendance rates Persistence rates | 2015-2017 |
| | Study Skills | TRIO/AVID | Matching | | Completion rates | |
| | Enhance cultural competency addressing issues related to cultural diversity and poverty Transportation | Cultural and poverty awareness education Coordinated transportation services | \$8K \$10K | | AVID/TRIO Program participation Increase participation in programs | |
| | Child Care | Subsidized child care | \$30K | | Training completion | |
| | Outreach & Marketing | PR | \$15K | | Anecdotal evidence of CRW strategies in use | |
| | Critical Reading and Writing Support for target population | Coordinator CRW training for students and staff | \$10K | | | |

Objective #5 -Regional Comprehensive Plan

At the October 15, 2014 LTAEC planning workshop LTCC faculty members implored the partners to not make basic skills training “remediation” but rather to integrate into core career oriented curriculum and programming in the form of contextualized learning. This approach is consistent with the AB86 encouraged best practice of “contextualized basic skills” and will be embraced by the LTAEC as the project moves forward.

The five primary strategies already outlined in this report (3.1, 4.1) provide the foundation structure for all implementation planning by the LTAEC. The following details in Table 5.1 capture the intentions of the LTAEC Network Partners and are highly consistent with the AB86 best practice framework including:

- specific approach to be employed (five major strategy areas as outlined above)
- specific tasks/activities needed to implement the approach
- resources involved in implementing the tasks/activities including costs
- consortium parties responsible for carrying out each task
- methods for assessing the success of implementing the approach/strategy
- timeline for completing each task (in annual to three year increments)

An important consideration for this plan in addressing the specific adult education needs of our Alpine County Education partner is offering data and strategies for the Washoe Tribe which represents the primary consumer of Alpine adult education services. This plan envisions a hub and spoke arrangement which will afford Alpine Tribal adults with reasonable geographic access to a learning “hub” (LTCC) while offering an affordable approach for the respective Alpine and South Lake Tahoe offices of education (spokes). The work plan outlined in the tables following are intended to reflect this hub and spoke arrangement.

Resources essential to implementing this work plan will include full or part time personnel as follows:

- Adult Education Leader (Project Director) and business liaison
- Support staff for outreach, coordination of wrap -around Services
- Curriculum development and instructional design
- Instructional augmentation services as needed
- Assessment and reporting capacity

Note: for all strategies enumerated in Table 5.1 the LTAEC will project detailed costs depending upon the extent to which a centralized adult education organizational structure can be established at LTCC and pursuant to the funding provided in Phase 2 of the AB 86 program. Preliminary indicators of resources required are enumerated.

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|---|--|---|--|---|-----------|
| Work Readiness | CCC (18-25 year olds) – Career readiness <ul style="list-style-type: none"> • 16 hour course • Completion documents • Mandatory • Dual Enrollment • Credit for ILP students and Probation Students Need to expand to other program areas Resume Preparation | Paid instructor (employee) Computers Curriculum needs updating Existing Job Readiness Courses at LTCC including GES 182 A&B | Curriculum update and Instructor costs Support staff for resume prep | Link to Lake Tahoe Community College Career Readiness programs | Enrollment Course Completions Career Pathway Mobility | 2015-2017 |
| | LTCC Work experience internships <ul style="list-style-type: none"> • Orientations • Instruction | 8 hour instruction Need more for expansion Requirement for certificate Wrap-around services for sustaining a job | Percentage of Intern Coordinator | Employers as volunteer agencies | Enrollment Course Completions Career Pathway Mobility | 2015-2017 |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|--|---|--|---|--|------------------|
| | <p>Job shadow career exploration</p> <p>WIB Paid internship – could be expanded to include youth participants up to age 24 (current services are 14-21 or 18 – 72)</p> | <p>Employers/ local professionals for job shadow program</p> <p>More cohesive counseling around careers</p> <ul style="list-style-type: none"> • Age appropriate work readiness • Common vocabulary • Language acquisition | <p>WIB provides \$8000/ per qualifying person), ETPL or work experience</p> | <p>Variety of careers represented</p> <p>Human resource directors</p> | <p>Participation rates linked to</p> <p>Career pathways mobility</p> | <p>2015-2017</p> |
| | <p>Values clarification personality assessment and match to career choice</p> | <p>Aptitude course curriculum development</p> | <p>Personnel costs for Curriculum Development Fee for Assessment acquisition</p> | <p>Employer and LTCC online self-assessment</p> | <p>Career Choice job matches</p> | <p>2015-2017</p> |
| | <p>Chamber workshops/ 2 hour seminars:</p> <ul style="list-style-type: none"> • Customer Service • Facebook/ Social Media Etiquette | <p>Using experts in their fields</p> <p>Classrooms need to link more to the</p> | <p>Unit costs per workshop attendee (some pro</p> | <p>LTCC</p> <p>Employers</p> <p>Job corps</p> | <p>Job placement</p> <p>Job retention</p> <p>Levels of</p> | <p>2015-2017</p> |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|--|---|--|---|---|--|-----------|
| | <ul style="list-style-type: none"> Accessing capital Leadership Professional Communications | workplace and highlight workplace needs- draw people into programs | bono or in kind) | | Participation | |
| | Soft skills workshop <ul style="list-style-type: none"> Attendance Hygiene Teamwork Interpersonal effectiveness “Side car” class Sharing of success stories | Teacher / Trainer Curriculum Teacher prep <ul style="list-style-type: none"> Sensitivity training Adult learning training Peer training Mentoring Employer input | Tuition fees for Credit offerings Per Class Fees for Community Education offerings | Industry partners Mental health/ Alta/ CPS clients | Employment and retention rates Customer Satisfaction Indicators | 2015-2017 |
| Seamless Transition and Integration | LTCC and CCC are working to integrate program options <ul style="list-style-type: none"> Offering credit college courses such as physical education to CCC personnel Want to streamline/ simplify registration Get students enrolled | Effective “story telling” Instructors (expand and formalize) Flexibility for students (working a 40 hour week) What are we doing | WIB \$\$ LTCC support staff for registration and mentoring; | Forest Service State Parks LTCC Recreation Providers | Enrollment Career pathways competencies Local Retention | 2015-2017 |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|---|--|---|--|--|------------------|
| | <p>in courses</p> <p>Offer Mentoring to support persistence</p> | <p>to encourage these CCC’s to stay in the Tahoe Basin so we don’t train then ship them home</p> | <p>potentially extra course offerings to support working students</p> | | <p>Common Assessment</p> | |
| | <p>LTCC and High School Certificates</p> <ul style="list-style-type: none"> • Dental • Digital Media Arts <ul style="list-style-type: none"> ○ Commercial Music ○ Digital Photography <p>Sports medicine</p> | <p>Classrooms Instructors</p> <p>LTCC Modernization</p> | <p>Tuition and Fees for Credit</p> | <p>Community at Large</p> <p>Community Connect (LTCC)</p> <p>Wisdom in the Community amongst individuals</p> | <p>Certificates Awarded</p> <p>New Certificate Programs Approved</p> <p>Declining Cost Per Student</p> | <p>2015-2017</p> |
| | <p>Reducing barriers to registration</p> <p>More advertising of ambassador services</p> | <p>“Walk through” assistance with registration</p> | <p>Support staff for registration</p> | <p>Selected community partners</p> <p>Focus group: ALTA, Mental Health, CPS</p> | <p>Enrollment increases</p> <p>Student retention</p> <p>Student Diversity indicators</p> | <p>2015-2017</p> |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|---|--|--|--|---|------------------|
| | <p>Explore Dual Enrollment Opportunities</p> <p>Address need for diverse career integrated language offerings – focus on highest future demand – add cultural intelligence/ literacy training</p> | <p>LTCC and LTUSD Administration with input from Adult Ed Partners and students</p> <p>Foreign Language Address Low demand constraints – how to deliver for small enrollment</p> | <p>Course development and instructional costs</p> | <p>High School students, LTCC, LTUSD Administration and Faculty</p> | <p>Articulation agreements</p> <p>Student progress on Common Assessment</p> | <p>2015-2017</p> |
| | <p>College and Business coordinating efforts</p> <p>Avoiding duplicated services</p> <p>Common:</p> <ul style="list-style-type: none"> • Assessment • Curriculum <p>Branding/ Marketing</p> | <p>Ongoing Dialogue between educational and business leaders</p> <p>Relevant curriculum</p> | <p>Adult Ed Project Director coordination costs for dialogue with business</p> <p>Curriculum improvements linked to business needs</p> | <p>LTCC, LTUSD Administration and Faculty</p> <p>Business Leaders</p> <p>Chamber of Commerce</p> | <p>Market responsive curriculum offerings</p> | <p>2015-2017</p> |
| | <p>More coordinated efforts between Mount Tallac High School and LTCC Services for disabled adults</p> | <p>Workability III</p> <p>Comprehensive One Stop</p> | | <p>Workability at LTUSD Employers who will sponsor</p> | <p>Workability Outcomes</p> | <p>2015-2017</p> |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|--|--|--|--|--|---|------------------|
| <p>Job Training and Certification</p> | <p>ServSafe Certification for Individuals with Intellectual Disabilities</p> | <p>Help modifying curriculum</p> <p>More hours for hands on general support</p> <p>“Teach in a way they can understand”</p> <p>Link kinesthetic to didactic for industry exam purposes</p> <ul style="list-style-type: none"> • Help prepare for exams • DRC support services during exams • Special Education • DRC rep <p>Create “Sidecar” support class (like the fire academy)</p> | <p>Curriculum modification costs</p> <p>Augmented costs to cover Intensive instruction (expand DRC capacity)</p> | <p>Culinary Faculty (HS & LTCC)</p> <p>Special Education – Disability Resource Center Staff (DRC)</p> <p>Regional Center rep</p> | <p>Improved Student learning Outcomes</p> | <p>2015-2017</p> |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|--|---|---|---|--|---------------|
| | Show value to cost Technical/ Trade vs. Bachelor/ Management | Culinary Technology Facility maintenance Hospitality Organization Public speaking Accounting <u>Direct Dialogue</u> with Business True Culinary AA degree leading to transfer | Adult Ed Project Director coordination costs for dialogue with business Curriculum development and course approval costs | More input from business then reverse engineer the curriculum | Market Aligned and responsive curriculum Attraction/ Retention of Skilled and In Demand Workers | 2015- 2017 |
| | Articulate courses to B.A. in Culinary or Hospitality/ Retail/ Gaming/ Service | Business input Foster job market | Assessment & curriculum development costs | Degree recognition by business | Per Legislation & pilot program approvals | 2015- 2017 |
| | Concurrent (Dual)enrollment Industry Recognition Certification Soft Skills Embedded Apprentice Programs | Strong Culinary program Curriculum/ Facilities Staffing/ Coordination of Marketing and Outreach | Adult Ed Project Director coordination costs for dialogue with business Curriculum development | LTCC/ LTUSD Chamber Employers/ Business | Increase, Retention in Enrollment | 2015- 2017 |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-------------------------------|--|---|---|--|--|-----------|
| | BA Degree for Public Safety Administration (PSA) Integrated with the LTCC Regional Public Safety Academy | Real Apprenticeship opportunity: Electrical Maintenance/ Management | and course approval costs | | | |
| | Education of business community - value of investing in employees | Large employers do this but small employers do not | Adult Ed Project coordination for dialogue with business | Chamber LTCC | Campaign measures | 2015-2017 |
| | Identification of industry needs | Local collaboration of employers guided by LTCC Ongoing business focus groups and continuous dialogue | Adult Ed Project Director coordination costs for dialogue with business | Center of Excellence Golden Sierra WIB EMSI Data Scans | Market data from LMID/ COE/ EMSI | 2015-2017 |
| Basic Skills Education | Common Assessment Leveled instruction Contextualized instruction Tracking method | Assessment tool: • CELSA ACT, Illuminate, ASVAB Data management method | Fund acquisition of CELSA or per student costs to administer | LTCC County office of Ed Service Providers | Common Assessment baseline and Tracking Fully funded Common | 2015-2017 |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|---|---|--|---|--|-----------|
| | Foster a “Growth Mindset” rather than a “Fixed Mindset” | <ul style="list-style-type: none"> • CALPADS, CALPASS Funding Comprehensive One Stop | Costs for reporting WIOA investments | Court System Employers | Assessment (east and west slopes) Fully aligned One Stop Services | |
| | Life Skills – Disability Resource Center at LTCC Literacy/ Language/ ESL Career Foundational Skills Offer contextualized instruction based upon the iBEST model (i.e. Don’t make basic skills training “remediation” – integrate into existing curriculum and programming) Provide career ready skills Workability Program | Employers to identify required skills for employment Don’t assume needs – ASK: <ul style="list-style-type: none"> • Business, youth, minorities, students • General population • Latino population Workshops on “how to apply” Make outreach available | Adult Ed Project Director coordination costs for dialogue with business Support staff costs for augmented instruction | Employers LTCC LTUSD Comprehensive One Stop Chamber | LTCC, LTUSD, ALTA Network Partners | 2015-2017 |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|--|---|--|--|--|-----------|
| | | Basic technological skills to apply for jobs | | | | |
| | Curriculum offerings: <ul style="list-style-type: none"> • Scheduling • Money management • Basic computer • Problem solving • Critical thinking • Technology • Spelling • Conflict resolution • Interviewing skills | More hands on training classes Short class times | Curriculum development costs for soft skills instruction (potentially thru Community Ed) | LTCC LTUSD Chamber Employers Network Partners | Courses Offered Enrollment Learning Outcomes | 2015-2017 |
| | Curriculum - MH/ALTA/CPS <ul style="list-style-type: none"> • Transportation • Basic reading/math skills • Literacy Living skills | Transportation Workshops <ul style="list-style-type: none"> • Reading programs (adults) • Living skills Advanced ILS college course | Bus pass or equivalent targeted transportation services Augmented instructional costs to support specific learner needs | TTD Library-Reading programs One Stop LTCC (Living skills advanced) ILP (CPS) HS Teacher – general/ special education | Programs Offered Enrollment Earning Outcomes | 2015-2017 |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|--|--|---|--|--|-----------|
| Support Services | CARE, EOPS, TRIO, DRC Book lending library | More outreach personnel Referral process/ universal program | Outreach personnel costs | LTCC Foundation (Book lending) All local service agencies | Referrals Made Books Loaned | 2015-2017 |
| | Support services for those who don’t qualify due to immigration or residency status | Legislative lobbying | Dedicated bilingual support personnel | Community scholarship drive for undocumented students | Funds Raised Undocumented Students Served | 2015-2017 |
| | Access to services Consolidation of services | Clarification of what is available Referral system via “triage” vouchers Child care access | Dedicated bilingual support personnel Adult Ed support person for wrap-around services | System to keep information accurate (LTCC) Chamber LTCC, LTUSD | System in Place | 2015-2017 |
| | 10 year plan with ongoing revisit Needs assessment – individual and community – strengths based | Tiered Support programs Need for more support services to help retain | Tiered support and outreach personnel Specific | Tahoe Youth and family Services LTCC | Service Plan developed and implemented with key measures | 2015-2017 |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|---|--|---|---|------------------------------------|-----------|
| | <ul style="list-style-type: none"> • Support “work ethics” – P20 • Workability model • One Stop <p>How to send a public message that we are a community that welcomes all people and groups?</p> | <p>employees and help them succeed and advance</p> <p>Need for diversity training and awareness to educate employees on broader concepts of diversity – global and local</p> | training costs | <p>LTUSD</p> <p>Chamber</p> | | |
| | <p>CPS wrap-around support to transition in life</p> <p>Ladder approach</p> <p>Transportation</p> <p>Verify Legal status</p> | <p>ILP Instructor (CPS)</p> <p>Regular/ effective education</p> <p>LTCC facilitator/ counselor</p> <p>College Open house/Preview</p> | <p>Tiered support and outreach personnel</p> <p>Specific training costs</p> <p>Open House Costs</p> | <p>Tahoe Turning Point</p> <ul style="list-style-type: none"> • Group home • Substance counselors <p>LTCC</p> <p>EDC MH</p> <p>Wellness Program</p> | Individuals served by service type | 2015-2017 |
| | <p>ALTA/MH</p> <ul style="list-style-type: none"> • Support services • Individual reality | Move beyond the college catalog and schedule as primary info | Tiered support and outreach personnel | LTCC guest speakers (experts) to enhance | Alternate outreach in place | 2015-2017 |

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (USD or college) | Methods of Assessment | Timeline |
|-----------------------------|--|--|--|--|---|----------|
| | <ul style="list-style-type: none"> • Increase opportunity to be on the LTCC campus • Modified learning environment <p>Adult ED partners send staff to relevant LTCC courses (e.g. addiction studies, psych, sociology)</p> <p>More outreach from LTCC to access individuals with support needs</p> <ul style="list-style-type: none"> • Focus on early engagement | <p>sources</p> <p>Need concise easy to understand CTE</p> <p>Capture the imagination</p> <p>Access to career inventory thru LTCC</p> <p>ILP Services to foster youth</p> <p>Marketing Info – up-to-date brochures/ booklets linked to HS & four yr. programs</p> | <p>Curriculum modification costs</p> <p>Charges for targeted marketing materials/ outreach costs</p> | <p>existing partner’s workshops -e.g. wellness, nutrition, stress...</p> <p>Staff to assist people with enrollment</p> | <p>Enrollment growth</p> <p>Staff Development Courses Offered/ Completions</p> <p>Collateral distribution</p> | |

Objective #6 - Regional Comprehensive Plan

This objective includes plans 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.

Details of the implementation plan reported above (Table 5.1) include multiple references to professional development for adult education service providers including teaching cultural competency for front line staff, contextualized basic skills curriculum, CTE course approval criteria, literacy instruction, specialized curriculum development, and instructional practices for individuals with targeted special needs.

Further, the implementation plan anticipates market aligned program offerings to support emergent HTR sectors and a resurgent culinary program. These and other dimensions of the plan will require specific professional development to ensure service providers have the skills and competencies to support the integrated adult education service model envisioned by the LTAEC through AB86. Ideally the LTAEC would like to see these professional development services hosted and developed at Lake Tahoe Community College.

Note: for all strategies enumerated in Tables 6.1 and 6.2 the LTAEC will project detailed costs depending upon the extent to which a centralized adult education organizational structure can be established at LTCC and pursuant to the funding provided in Phase 2 of the AB 86 program. Preliminary indicators of resources required are enumerated.

Table 6.1 Current Professional Development

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated Cost to Implement Consortium-Wide |
|--|---|----------------------------------|--|
| Work Readiness, Leadership, and Career Preparation | 16 hour Courses Offered By the California Conservation Corps to adult service members | Work Readiness | Each Topic offered will require costs for Curriculum, Instructional Design, Facilities, Materials, Outreach, Instruction, Administration |
| Customer Service, Leadership, Misc. Courses | Offered by employers in the Hospitality Tourism Recreation sectors to employees | Job Training and Certification | |
| Hospitality Certification Program | Offered by largest employers in local Hospitality Tourism Recreation businesses associated with gaming and ski industries | Job Training and Certification | |
| Workforce Incentives | Step increases or salary credit offered to employees for completion of professional development | Job Training and Certification | |
| Misc Staff Development | Lake Tahoe Unfired School District staff development day – one per year – 6:40 (hours) | Job Training and Certification | |
| LTCC Professional Development | 2 staff development days annually at LTCC – plus release time for conference attendance | Job Training and Certification | |

Table 6.2 Collaborative Professional Development Plan

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated Cost to Implement Consortium-Wide |
|---|---|---|--|
| Contextualized Instruction | Integrated Basic Skills – LTCC Faculty Bring iBEST into Tahoe to provide instruction | Basic Skills in a Career Pathways Framework | Each Topic offered will require costs for Curriculum, Instructional Design, Facilities, Materials, Outreach, Instruction, Administration |
| Case Management for Individualized Learning Plans | Developing a multi-disciplinary team to support individuals navigating individual learning through case management and support services | Work Ready, Seamless Transition & Integration, Basic Skills, Support Services, Job Training and Certification | |
| Career Pathways Instructional Methods | Expand the LTAEC function to become the case management function – individual learning plan | Work Ready, Seamless Transition & Integration, Basic Skills, Support Services, Job Training and Certification | |
| Serving students through concurrent enrollment approaches | Concurrent (Dual) Enrollment – High School and Adult Ed Teachers, LTCC Faculty, Community Partners | Seamless Transition & Integration | |
| Cultural competency | Cultural intelligence/ literacy training Need for diversity training and awareness to educate employees on broader concepts of diversity – global and local – Instructional Staff at all locations, Community Partners | Work Ready, Seamless Transition & Integration, Basic Skills, Support Services, Job Training and Certification | |

Table 6.2 Collaborative Professional Development Plan

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated Cost to Implement Consortium-Wide |
|----------------------------|--|---|--|
| Internship | Preparing and Supporting students in intern settings | Job Training and Certification, Seamless Transition & Integration | Each Topic offered will require costs for Curriculum, Instructional Design, Facilities, Materials, Outreach, Instruction, Administration |
| Apprenticeship | Implementing a Registered Apprenticeship Program – Faculty and Business partners | Job Training and Certification | |
| Adult Education Assessment | Using a single consistent assessment instrument for assessing needs and making placement and tracking decisions – Adult Ed Administrators, Faculty | Work Ready, Seamless Transition & Integration, Basic Skills, Support Services, Job Training and Certification | |
| Support Services | Mentoring, Career Pathway Counseling and Guidance, and Related Services to Enhance Student Success and Learning Persistence | Support Services | |
| Adapted Learning | Modifying instruction to serve individuals with intellectual difficulties – Faculty and Teachers | Work Ready, Seamless Transition & Integration, Basic Skills, Support Services, Job Training and Certification | |

Objective #7 - Regional Comprehensive Plan

Includes general plans to leverage existing regional structures, including, but not limited to, local workforce investment areas. Also includes contributions offered by LTAEC network partners via a “network mapping” exercise.

The LTAEC educational organizations have been successful in acquiring the active participation of governmental agencies, community based organizations, the chamber of commerce, specific employers in the high demand HTR sectors, and service organizations offering a wide range of support services to individuals seeking adult education and career opportunities. In addition the Consortium enjoys active participation by the Golden Sierra Workforce Investment Agency, the El Dorado and Alpine County Offices of Education, Alta Regional Center, and multiple social service groups actively addressing issues of poverty, literacy, undocumented workforce, mental health, incarceration and other social challenges for which a robust adult education strategy offers hope and promise.

At the LTAEC workshop conducted January 21, 2015 the Consortium engaged in network mapping exercise to determine the expectations of each partner for receiving and contributing services to support the five project strategies. These contributions are outlined in Table 7.1.

During Phase 2 of this AB86 project the LTAEC anticipates actively reviewing market data from three sources (LMID, Center Of Excellence, and Golden Sierra WIB) that will help to shape our understanding and economic approach to stimulating workforce preparation for the vital Hospitality, Tourism, and Recreation sectors.

Table 7.1 Leverage of Existing Regional Structures from Partners

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * <u>GET</u> | Partner Contribution** <u>GIVE</u> | Timeline |
|--|---|---|---|---|-----------|
| Lake Tahoe Community College | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities CTE Apprenticeships | Coordinated hub with a Program Director, web site, outreach capacity, regular convening of the LTAEC for coordination and program alignment, adequate funding, active employer engagement | Students enrolled, funding, curriculum, community hub | Facilities, staff time, curriculum support, student services, advising, in kind, coordinated services, adult-ed hub, learning disability assessment, disability support, classes, classroom and instructional support, college credit, disability resource center services, tutoring, library | 2015-2017 |
| Lake Tahoe Unified School District and Alpine County Office of Education | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities CTE | | Students, curriculum, dual enrollment, coordinated services, improved student outcomes | Advising, college credit, staff time, leadership, program coordination in concert with LTCC, joint governance between LTUSD and LTCC | 2015-2017 |
| South Tahoe High School | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities CTE | Leadership and coordination by LTCC and LTUSD | Improved graduation rates, training services, additional students | Facilities, curriculum support, students | 2015-2017 |
| Golden Sierra WIB | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities CTE Apprenticeships | Leadership and coordination by LTCC and LTUSD | Case management, certificates of completion, employment, guidance, additional assessments | Students, books, case management, child care, transportation, access, support for work experience and on-the-job training | 2015-2017 |

Table 7.1 Leverage of Existing Regional Structures from Partners

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * <u>GET</u> | Partner Contribution** <u>GIVE</u> | Timeline |
|---|---|---|---|---|-----------|
| Golden Sierra JTA | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities | Leadership and coordination by LTCC and LTUSD | Community needs advising, program design | Student support services, career counseling, work experience coupled with education services, case management | 2015-2017 |
| El Dorado County Office of Education | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities CTE Apprenticeships | Leadership and coordination by LTCC and LTUSD | Adults who are fully participating in society | GED, adult high school diploma program, curriculum support | 2015-2017 |
| California Conservation Corps | Basic Skills CTE Apprenticeships | Leadership and coordination by LTCC and LTUSD | Courses, training, certificated training, advising, support services, instructional flexibility | Facility/ classroom space, labor crews, consistent students | 2015-2017 |
| Harrah's and Harvey's Casino (HTR Sector employers) | CTE Apprenticeships | Leadership and coordination by LTCC and LTUSD | Apprenticeships, quality students as workers, industry/ expert advisors, internship placements, speakers, field trips | Training facilities, staff time, internships | 2015-2017 |

Table 7.1 Leverage of Existing Regional Structures from Partners

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * <u>GET</u> | Partner Contribution** <u>GIVE</u> | Timeline |
|--|---|---|--|--|-----------|
| Riva Grill (HTR Sector employer) | CTE Apprenticeships | Leadership and coordination by LTCC and LTUSD | Qualified staff (ongoing), training, advising, lower turnover rates, managers, deeper connection to diverse local population | Advising, curriculum support, internships, jobs, translations, time experience, facilities, language skills development | |
| Tahoe Chamber | Basic Skills Citizenship/ ESL/ Workforce Basic Skills CTE Apprenticeships | Leadership and coordination by LTCC and LTUSD | Trained workforce for employers, ability to improve our economic development efforts by telling this story | Data/ connections to employers, advising (mentors, program development, internships), outreach, facilities, connection to the Tahoe Prosperity Center, Leadership Lake Tahoe program to explore local opportunities, CEO Roundtable connectivity | 2015-2017 |
| El Dorado County Mental Health | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities CTE Apprenticeships | Leadership and coordination by LTCC and LTUSD | Support for clients/ students, reduction in stigma/ stereotypes regarding “mental health” | Education/ consultation, case management, crisis mental health services, treatment for mental health issues, medication therapy | |

Table 7.1 Leverage of Existing Regional Structures from Partners

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * <u>GET</u> | Partner Contribution** <u>GIVE</u> | Timeline |
|--|--|---|---|---|-----------|
| Boys and Girls Club of South Lake Tahoe | Basic Skills Citizenship/ ESL/ Workforce Basic Skills CTE | Leadership and coordination by LTCC and LTUSD | Students and access to a network of experts | Work based training, internship, volunteer opportunities, jobs, childcare for 5+ years, education for under 18 age group, facilities | 2015-2017 |
| Barton Health (Barton University) | CTE Apprenticeships | Leadership and coordination by LTCC and LTUSD | Students, expanded course offerings, inter-agency collaboration | Internship, apprenticeship, on-the-job training, facilities, certifications | 2015-2017 |
| South Lake Tahoe Family Resource Center | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities | Leadership and coordination by LTCC and LTUSD | Employees, partnerships, funding, volunteers, clients, support services, "clout" | Translating basic needs support, advocacy, case management, facilities, internship opportunities | 2015-2017 |
| Alta California Regional Center | Basic Skills Adults with Disabilities | Leadership and coordination by LTCC and LTUSD | Training and support services for developmentally disabled clients, courses and learning programs | Job coaching once done with Department of Rehabilitation, case management, students, support for parents and students with developmental disabilities | 2015-2017 |
| Tahoe Youth and Family Services | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities CTE | Leadership and coordination by LTCC and LTUSD | Financial aid for at-risk youth, advising for prospective students, funding | Mentors, counseling and support services including case management, training, facilities | 2015-2017 |

Table 7.1 Leverage of Existing Regional Structures from Partners

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * <u>GET</u> | Partner Contribution** <u>GIVE</u> | Timeline |
|--|--|---|---|--|-----------|
| Child Protective Services | Basic Skills Citizenship/ ESL/ Workforce Basic Skills Adults with Disabilities CTE | Leadership and coordination by LTCC and LTUSD | Connect high school kids to the college, foster courses, certificates programs, apprenticeships | Students, case managers for these students, bus tickets, crisis management | 2015-2017 |

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium’s partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.