PROJECT PLAN

WORKFORCE COLLABORATIVE AND CAREER TRAINING CENTER

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Project Consultant
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The Amador County Office of Education strongly believes that we need to provide students with disabilities the opportunity to learn a vocation and establish successful careers in their community. It is also known that local industries often have a challenging time filling vacant positions. With this as the foundation from which to work, the Amador County Office of Education plans to establish a Workforce Collaborative and Career Training Center. This center will provide students with disabilities the structure to learn specialized skills leading to a career and vocation that increases self-worth, personal empowerment and independence while increasing the local workforce pool.

This project plan is a working document that can be changed throughout the process of development, rollout and implementation. There are several moving pieces that will come together to create a complete puzzle of collaboration. Although the project concept and program is determined, input of innovative, creative and engaging ways for delivery of services from stakeholders is an essential element. This collaboration will provide valuable growth in our workforce that promotes inclusivity and equity. The end goal is a relevant, robust and sustainable program that brings together the entire community.
The ACOE Workforce Collaborative and Career Training Center (ACOE CTC) will be located at 10010 Shenandoah Road in Plymouth. An educational facility since 1874 this site has been home to numerous programs and schools. It is a site that is rich in history, with ample room for growth and is located in the midst of two of our local leading industries - Agriculture and Hospitality - it is an excellent location for this program.

ACOE CTC will be a comprehensive workforce development program for students with disabilities, ages 14-22. The program will provide career pathways that focus and support local industries in an environment where these students can thrive and successfully develop a “career”. While tailored to individual student needs and abilities, the career pathways will reflect the primary industries of Amador County: Agriculture, Hospitality, Arts & Entertainment, Retail & Customer Service and Entrepreneurship. The hope is to also include an information communications technology (ICT) curriculum that will be integrated into the total program providing instruction and access to a variety of platforms in digital technology. The program structure will include: Basics Job Readiness Skills; Career Exploration and Site Visits; Vocational Training; Simulated Work Experience, Externships, Internships, Volunteer Work; Job Placement; Continued Support Services.

The curriculum will provide hands on, simulated work experience based upon the “Farm to Fork” and “Garden to School” concepts. The plan is to develop a small farm on the training site and turn a classroom into a restaurant. There will also be an Arts & Entertainment classroom, a small student led store and a digital technology/ICT classroom. It is an interdisciplinary, experiential learning approach that provides students with exposure to different environments, several subjects, skill sets and vocations as well as effective pedagogies for staff to implement a contextualized curriculum that teaches the “whole student”. In addition, peer to peer tutoring and student led projects from youth organizations like FFA, Girls Scouts and Interact will provide all students with sensitivity training and learning experiences that are inclusive and diverse. It will provide students with additional community service and leadership opportunities where all students will be able to benefit through experiential education. One on one coaching, mentoring and shadowing will support both the student and employer. Implementing the curriculum will be a team led by ACOE in collaboration with ACUSD, community partnerships and volunteers providing experience, expertise and a staff grounded in commitment and belief in the program. The collaborations with agencies, businesses, organizations and members of our community provide a solid platform for the students and connection to the world. These collaborative partnerships are the heart of the program and an essential component for it to be effective, successful and sustainable.
GOAL

To develop, rollout and implement the Amador County Office of Education Workforce Collaborative and Career Training Center “ACOE CTC”

OBJECTIVES

1. Provide vocational training and career attainment for students with disabilities
2. Focus on community collaborations and interagency partnerships
3. Promote and increase student services, success and employment opportunities for individuals with disabilities
4. Promote and increase services, diversity, inclusivity and equity in the workforce
5. Increase the workforce applicant pool
6. Develop a robust and sustainable workforce program
7. Develop S.M.A.R.T. (specific, measurable, attainable, relevant and timely) objectives and strategies for each phase of the project plan and program rollout
As previously described, the project is a Workforce Collaborative and Career Training Center for all students with disabilities in Amador County. The initial beta group will focus on those students in the transition program and or in need of immediate vocational assistance as identified in their individual educational plan.

Core components and stakeholders of the program are focused on collaborations.

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The Advisory Council is a vital resource that brings forth industry experience, expertise, guidance and strategic advice in development, planning and implementation of the ACOE CTC. The Advisory Council is fluid and works with the project consultant in an effort to create an innovative, insightful and forward thinking program plan. They are essential partners, leaders in the community and their field, and essential in establishing a viable, relevant workforce program.

- James Ablett
  Executive Sous Chef | Food & Nutrition Services, UC Davis Health

- Diane Ashton Ph.D
  Educational Psychology, Special Education

- Tracey Berkner
  President & Director of Operations, B & E Hospitality

- Daniel D'Agostini
  Certified Biodynamic/Organic Farmer, Abbondanza Farms

- Charlene Li
  Digital Disrupter, New York Times Best Selling Author, Co-owner La Mesa Vineyards & Winery

- Meghan O'Keefe
  Executive Director, Amador County Arts Council

- Steve Swason
  Architect, C. Steven Swason Architect
The Collaborative Committee connects the ACOE CTC to the staff, students and community. They are the driving force in ensuring appropriate and quality services are provided. The Collaborative Committee works with the community of stakeholders for delivery of services, effective programming and successful outcomes for both students and employers. They are seasoned experts in education, workability, community service and leadership that will champion the cause and lead the way.

- Carly Benner
  Advisor, Amador FFA

- Angela Hayes
  Teacher on Special Assignment, Special Education, ACOE

- Aileen Hartwick
  Workability Coordinator, Mild to Moderate/Moderate to Severe, ACOE

- Michaelynn Angie-Lucas
  Mod-Severe Teacher, Argonaut High School, ACOE

- Toni Linde
  Volunteer Extraordinaire, President-elect Rotary Club of Passport to Amador

- Tracey Towner
  Workability Employer, Proprietor, Up Country Pool Center, Jackson
ORGANIZATIONAL STRUCTURE
ANTICIPATED OUTCOMES

Year One 2021-2022

- Senior Students who have Mild-Moderate disabilities will be eligible to enroll in the program.
- Transition Students who have Moderate-Severe disabilities will be eligible to enroll in the program.
- A minimum of 10 businesses will commit to permanently hiring students with disabilities.

Of those enrolled:

- Students who participate in the program will develop skills necessary for a lifelong career.

Businesses will:

- Increase their workforce pool by locally trained residents.
- Local businesses will promote diversity, equity, and inclusivity in the workplace.
MONITORING AND EVALUATION

- ACOE under the direction of the superintendent or designee will be responsible for monitoring the program budget/financial expenditures, adherence to educational codes, facility management and program integrity.
- Project Consultant will oversee program research, design and development and manage progress, rollout and implementation and report directly to the ACOE Superintendent.
- A collaborative process will be developed to monitor and evaluate program effectiveness, success, deliverables and outcomes.
- Student outcomes as identified in their individual plans will determine individual success in completing their goals, training, the entire program.
This document was prepared by Elizabeth Swason, MA. ET/P, the project consultant for the ACOE CTC. Elizabeth is an educational consultant with extensive experience and expertise in workforce development, vocational training, and high school completion. Her teaching career began in 1979 at an alternative high school funded by the Department of Labor, Workforce Investment Act (WIA). Ever since then she has taught, designed and implemented educational & vocational workforce programs for a variety of youth and young adults.