

AMADOR COUNTY OFFICE OF EDUCATION

Dr. Steve Russell. Superintendent

PROJECT PLAN

WORKFORCE COLLABORATIVE AND CAREER TRAINING CENTER

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Project Consultant
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INTRODUCTION

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.

PROJECT PLAN SUMMARY

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

PLANNED PROJECT SCOPE

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.



ACOE, ACUSD,
OTHER
AGENCIES



STAFF &
STUDENTS



BUSINESSES



NON-PROFIT AND
COMMUNITY
BASED
ORGANIZATIONS



VOLUNTEERS

PROJECTED TIME FRAME

Phase 1 • September 2020 - January 2021

RESEARCH, DESIGN, AND DEVELOPMENT: PROGRAM . TARGET POPULATION .
FACILITY/GROUNDS . FUNDING OPTIONS . ADVISORY COUNCIL & COLLABORATIVE COMMITTEE .
PROJECT PLAN

Phase 2 • February 2021 - June 2021

PUBLIC EXPOSURE . FACILITY/GROUNDS . COLLABORATIVE COMMITMENTS . CURRICULUM .
BUDGET . STAFF . FUNDRAISING . GRANTS . BETA GROUP/TESTING

Phase 3 • July 2021 - August 2021

FORMAL PROGRAM LAUNCH . CTEIG & K12 STRONG WORKFORCE PROGRAM GRANTS

ADVISORY COUNCIL

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

COLLABORATIVE COMMITTEE

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

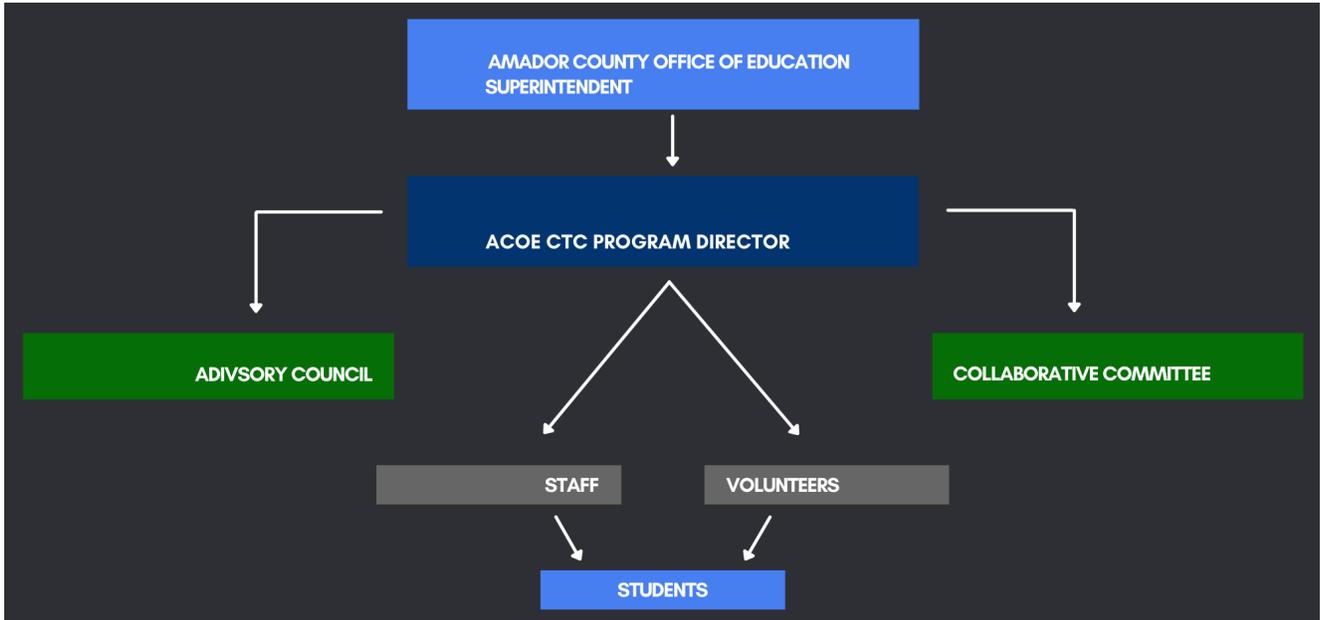


Toni Linde
Volunteer Extraordinaire, President-elect Rotary Club of Passport to Amador



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.

ELIZABETH SWASON, MA . ET/P, PROJECT CONSULTANT

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.