| Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals | | | | | | |
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| **Description of the Approach** | **Tasks/Activities Needed to Implement the Approach** | **Resources needed** | **Estimate of the Cost** | **Responsible Member (Specific school district(s) or college(s))** | **Methods of Assessment** | **Timeline** |
| **Overlapping Program Areas:** These areas of the program overlap and have been grouped together so that the resources needed and the estimates of the cost will not be duplicated. | | | | | | |
| **Program Areas: All**<br>Lack of sufficient class space to accommodate growing programs especially in geographically designated high need areas | Build 2 new Regional Center Facilities in high need/populated areas so that all students have access to education | Funding to build 2 new Regional Facility Centers<br><br>Funding needs to support land acquisition, new construction, parking, furniture, equipment and soft costs | $65,000,000 for two new sites (one-time)<br><br>*See Priorities Narrative for table with breakdown of costs | SAC-SCE<br>SCC-SCE | Track increase in enrollment and services offered<br><br>Track percentage of students completing programs<br><br>Monitor acceleration rate of noncredit learners | To commence in Fall 2015 or as soon as funding is available<br><br>Completion date approximated to be Spring 2019 |
| **Program Areas: 1, 2, 4 & 5**<br>Implement Reading Apprenticeship Program | Students will learn specific techniques to increase comprehension and retention of academic reading material<br><br>Instructors take reading apprenticeship workshops, learn new reading instruction methods and implement them in the classroom<br>Develop a PLC (professional learning community) to support instructors and develop | Funding to train 10 instructors at beginning and intermediate Levels at SAC-SCE<br><br>1 Trained instructor for GGUSD<br><br>3 Trained Instructors for SCC-SCE<br><br>Funding for 1 | $13,000* (ongoing-annually)<br><br><br><br>$700* (ongoing-annually)<br><br><br><br>$2000* (ongoing-annually) | SAC-SCE<br>SCC-SCE<br>GGUSD | TABE<br><br>CASAS (Reading and Literature)<br><br>Compare gains on CASAS and ESL pre- and post-test scores | To commence in Fall 2015 or as soon as funding is available<br><br>Implementation complete end of Spring 2016; courses ongoing |

## 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 (Specific school district(s) or college(s)) | Methods of Assessment | Timeline |
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| | collaboration across the levels and among the instructors (See also Table 6.1) | PLC facilitator | $500* (ongoing-annually)  *Cost is duplicated in Table 6.2 | | | |
| **Program Areas: 1 & 4** Blend CTE Certificates with High School elective credits so that high school students can simultaneously earn CTE certificates along with their high school diploma | Counseling available to guide students on a career path  Write certificate options into the Student Success Plans | Funding to hire a FT Counselor  Funding to hire a FT CTE Instructor | $110,000 (ongoing-annually)  $100,000 (ongoing-annually) | SAC-SCE SCC-SCE | Monitor number of students completing both diplomas and certificates | To commence in Fall 2015 or as soon as funding is available  Completion end of Spring 2016 |
| **Program Areas: 2 and 4** Implement the IBEST program (similar to Washington)  TBD after site visit to Washington | Dual instructors/ one noncredit ESL instructor/ one credit career technical instructor  Implement an IBEST program similar to what they are offering in Washington  Monitor student progress and create a pathway to higher level programs  Collaboration between SAC-SCE and SCC-SCE to offer different | Career Technical classroom  2 instructors per class | TBD after site visit to Washington | SAC-SCE SCC-SCE GGUSD | TBD after site visit to Washington | To commence in Fall 2015 or as soon as funding is available  Implementation complete end of Spring 2016; courses ongoing |

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| | certificates<br><br>Research the labor/market needs in RSCCD area | | | | | |
| **Program Area 1:** Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate | | | | | | |
| Accelerate student transition to college and careers by using evidence- based curriculum that is aligned to college entry classes and career readiness | Evidenced-based activities and tasks to be determined by new curriculum | Funding to hire 6 FT instructors with an expertise in transitioning students to college and the workforce | $600,000*<br><br>(*Cost duplicated in Table 3.1) | SAC-SCE<br>SCC-SCE<br>GGUSD | Track number of students who transition to college entry level classes and/or careers<br><br>Monitor acceleration rate of noncredit learners | To commence in Fall 2015 or as soon as funding is available<br><br>Completion end of Spring 2016 |
| Accelerate student pathways by diminishing the digital divide by providing adequate technology and technology support for students in the ABE, GED and HSS programs.<br><br>Educational technology instructor needs to work with curriculum specialist to incorporate useful technology into courses to help prepare students for college GED, and career readiness. | Technology-based activities and tasks to be determined by new curriculum<br><br>Develop an accelerated approach to teaching GED students computer skills to enable them to complete the online testing requirement | Funding to purchase new computers and devises.<br><br>Funding to hire an educational technology instructor with expertise in curriculum writing.<br><br>Funding to write new curriculum | $35,000 (one-time)<br><br>$36,000 (annually – ongoing)<br><br>$2,500 (one-time) | SAC-SCE<br>SCC-SCE | Improve the ratio of students to computers | To commence in Fall 2015 or as soon as funding is available<br><br>Completion end of Spring 2016 |

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| | | | | | | |
| Expand Elective Options to include:<br>• CTE<br>• ESL Intermediate 1, 2, 3<br>• Leadership Classes including soft skills component | Add elective class options to Student Ed Plans at GGUSD<br><br>Develop a Leadership Class in conjunction with SAC-SCE (include soft-skills) | Funding to re-write Ed-Plans<br><br>Funding to write new curriculum<br><br>Hire PT coordinator for the leadership program | $2,500 (one-time)<br><br>$2,500 (one-time)<br><br>$36,000 (annually – ongoing) | GGUSD | Track increase of number of HS students enrolled in CTE, Intermediate ESL and Leadership classes | To commence in Fall 2015 or as soon as funding is available<br><br>Completion end of Spring 2016 |
| Expand Leadership Program and Student Government Program to accelerate student's progress towards career and academic pathways | Expand the current Leadership program to add more classes, enhance the Leadership conference and add a Teacher/ Mentor program<br><br>Enhance the Student Government Program | Funding to enhance the Leadership conference<br><br>Funding to enhance the Student Government Program | $4,000 (one-time)<br><br>$4,000 (one-time) | SAC-SCE<br>GGUSD | Track increase in number of students taking Leadership classes<br>Track number of students involved in Student Government | To commence in Fall 2015 or as soon as funding is available<br><br>Completion end of Spring 2016 |
| Accelerate the time it takes for ABE students to enter the GED program and earn their equivalency certificates | Develop an embedded ABE course to allow students to begin working on common core and critical thinking skills while learning basic reading, writing and math. | Funding to write new ABE/GED curriculum | $5,000 (one-time) | SAC-SCE<br>SCC-SCE | Track increase in number of ABE students completing their GED certificate | To commence in Fall 2015 or as soon as funding is available<br><br>Implementation complete end of |

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| | Allow students to feel that they are working towards their goal while simultaneously working on their basic skills. | | | | | Spring 2016; courses ongoing |
| **Program Area 2:** Classes and courses for immigrants eligible for educational services in citizenship and ESL, and workforce preparation classes in basic skills | | | | | | |
| Investigate and implement the Accelerated summer program (9 weeks)<br><br>Create a Fast Track Program for Spring and Fall Semesters geared towards accelerating students' progress | Survey instructors to see how the Accelerated Summer 2014 pilot worked<br><br>Identify students that are able to go through the program faster<br><br>Develop a strand of 9-week classes (AM/PM) for identified accelerated students to use throughout the year | Funding to hire a coordinator to oversee the accelerated program and develop new curriculum<br><br>Funding to hire 2 PT instructors to teach the 9 week strands<br><br>Guaranteed funding for the 9-week accelerated classes and instructors | $100,000 (annually – ongoing)<br><br>$72,000 (annually – ongoing) | SAC-SCE<br>SCC-SCE | ESL Pre-Test and Post-Test<br><br>CASAS<br><br>Track student completion rates | To commence in Spring 2015 or as soon as funding is available<br><br>Implementation complete end of Spring 2016; courses ongoing |
| Transition to College classes to accelerate students bridging from noncredit to credit at CEC→SAC, OEC→SCC, GGUSD→ SAC | Create new curriculum with credit, noncredit and counselor embedded focus | Funding to write new curriculum including components of noncredit ESL, | $8,000 (one-time) | SAC-SCE + SAC<br>SCC-SCE + SCC<br>GGUSD + SAC | Track number of students transitioning from noncredit ESL to credit English (4 | To commence in Spring 2015 or as soon as funding is available |

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| Allow for more class time to focus on transitioning skills to accelerate student learning | Change funding source from CASAS/EL Civics to AB86 to cover the loss of funds due to students testing out of the CASAS program | credit ESL and embedded counseling | | | levels below transfer) | Implementation complete end of Spring 2016; courses ongoing |
| Instructional Assistants to be used to help with oral interview skills – one on one instruction will help accelerate the students' ability to pass the oral citizenship interview. | Develop curriculum to help with interview questions<br><br>Instructional assistants will work with students outside of the classroom on an individual basis | Funding to hire 2 Instructional Assistants | $30,000 (annually – ongoing) | SAC-SCE SCC-SCE GGUSD | Track benchmarks on the CASAS Citizenship Interview<br><br>CASAS Citizenship Interview<br><br>Track number of students that obtain US citizenship | To commence in Fall 2015 or as soon as funding is available<br><br>Implementation complete end of Spring 2016; courses ongoing |
| Blended Learning Class to accelerate pathway to citizenship (currently used at GGUSD) | Enhance program at GGUSD - 2.5 hours in class and 9.5 hours home instruction with a distance learning component<br><br>Implement distance learning at SAC-SCE and SCC-SCE – 4 hours in class and 8 hours home instruction with a distance learning component | Funding to hire a Citizenship Instructor with computer skills to hold office hours for grading, participate in Skype interviews, hold individual evaluations and mock interviews | $36,000 (annually – ongoing) | SAC-SCE SCC-SCE GGUSD | Citizenship Interview<br><br>CASAS Citizenship Interview<br><br>Track number of students that obtain US citizenship | To commence in Fall 2015 or as soon as funding is available<br><br>Implementation complete end of Spring 2016; courses ongoing |

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| **Program Area 3:** Education programs for adults with disabilities | | | | | | |
| Create new Lifeskills and Employability classes to accelerate student progress toward a career pathway | Activities and tasks to be determined by new curriculum | Funding to hire 2 PT instructors with experience in curriculum writing to create and teach the courses<br><br>Funding to purchase new resources for the classroom | $72,000 (annually – ongoing)<br><br><br><br><br>$5,000 (one-time) | SAC-SCE SCC-SCE SAUSD | Track number of students entering the workforce | To commence in Fall 2015 or as soon as funding is available<br><br>Implementation complete end of Spring 2016; courses ongoing |
| **Program Area 4:** Short-term career technical education programs with high employment potential | | | | | | |
| Create stackable certificates which combine CTE with ESL & ABE classes that will accelerate a student's progress to credit CTE programs or career readiness | Review existing certificates and revise to convert to a stackable format<br><br>Write and implement a new stackable certificate program to combine ESL & ABE classes with CTE classes<br><br>Include employability skills and internships to create a smoother pathway to the workforce | Funding to hire a FT CTE Coordinator | $100,000 *<br><br>*(Cost is duplicated in Table 3.1) | SAC-SCE SCC-SCE GGUSD | Track student success<br><br>Track number of certificates earned<br><br>Track number of Program Completions<br><br>Monitor Job Placement and track number of adult learners | To commence in Fall 2015 or as soon as funding is available<br><br>Hiring completion date: Spring 2016<br><br>Position: ongoing |

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| | ie: (Keyboarding, Introduction to Computers, Beg 3 and Internships) | | | | going into the workforce | |
| Develop a Warehouse purchasing and receiving class as part of the inmate education program to supplement the CWP (county work program) – for inmates working outside of the jail<br><br>This will accelerate the learning curve for on the job training and allow inmates to achieve gainful employment upon release from jail | Write new curriculum for the Purchasing and receiving class<br><br>Implement employability skills | Funding to write new curriculum<br><br>Funding to hire a PT instructor for the jail program | $2,500 (one-time)<br><br>$36,000 (annually-ongoing) | SCC-SCE OCSD | Track number of ex-offenders entering the workforce | To commence in Fall 2015 or as soon as funding is available<br><br>Implementation complete end of Spring 2016; courses ongoing |
| Technology instruction that would use virtual environments in place of restricted internet use in the inmate education program to accelerate career readiness skills | Write new curriculum for a new computer course using virtual environment /simulation software<br><br>Simulated activities to be developed by new curriculum | Funding to write new curriculum<br><br>Funding to purchase new software<br><br>Leverage existing computers in the jails | $2,500 (one-time)<br><br>Cost to be determined by new curriculum | SCC-SCE OCSD | Track number of inmates completions in the new course | To commence in Fall 2015 or as soon as funding is available<br><br>Implementation complete end of Spring 2016; courses ongoing |
| **Program Area 5:** Programs for apprentices | | | | | | |
| Collaborate with the Training Trusts to create a referral program for students that are not qualified to start the apprenticeship programs to accelerate | Create brochures and fliers to give to potential noncredit students | Funding for outreach | $5,000 (one-time) | SCC-SCE | Track number of referral students entering and completing | To commence in Fall 2015 or as soon as funding is |

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| their entry into the program. | | | | | noncredit courses<br><br>Track number of referred students that enter apprenticeship programs | available<br><br>Implementation complete end of Spring 2016; |