

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<p>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.</p>						
<p>Program Areas: All Lack of sufficient class space to accommodate growing programs especially in geographically designated high need areas</p>	<p>Build 2 new Regional Center Facilities in high need/populated areas so that all students have access to education</p>	<p>Funding to build 2 new Regional Facility Centers</p> <p>Funding needs to support land acquisition, new construction, parking, furniture, equipment and soft costs</p>	<p>\$65,000,000 for two new sites (one-time)</p> <p>*See Priorities Narrative for table with breakdown of costs</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track increase in enrollment and services offered</p> <p>Track percentage of students completing programs</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date approximated to be Spring 2019</p>
<p>Program Areas: All Access to Testing Centers for all students within the consortium. The testing centers will allow students to take tests (TABE, Common Assessment, CASAS, GED, etc.) so that they will easily be aligned with correct courses and levels.</p>	<p>Convert classrooms to dedicated Assessment Centers at the major sites</p> <p>At new Regional Center Facilities*, fund new Assessment Centers</p> <p>*costs for these centers have been built into the facility plan listed above</p>	<p>Funding to convert classroom into an assessment center and to purchase 30 computers, furniture, and room amenities</p> <p>Funding to hire 2 new IT technicians</p> <p>Funding to 4 hire new Testing Proctors</p>	<p>\$60,000 (one-time)</p> <p>\$60,000 (ongoing-annually)</p> <p>\$60,000 (ongoing-annually)</p>	<p>SAC-SCE</p>	<p>Track percentage of students completing tests and report scores</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Conversion completion date - end of Spring 2016</p> <p>*At proposed Regional Center Facilities: Completion date approximated to be Spring 2019</p>
<p>Program Areas: All Lack of centralized study and service locations for adult learners in the region</p>	<p>Convert classrooms to dedicated Student Resource Centers at the major sites</p> <p>The plan for the Student Resource Centers would</p>	<p>Funding to convert classroom into a Student Resource Centers and to purchase 30 computers,</p>	<p>\$60,000 (one-time)</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track percentage of students using the resource center</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion end of Spring 2016</p>

	<p>include a student computer lab, a student lending library, and instructional aids and counselors to assist students</p> <p>At new Regional Center Facilities*, fund new Student Resource Centers</p> <p>*costs for these centers have been built into the facility plan listed above</p>	<p>furniture, and room amenities</p> <p>Funding to support faculty, staff and technology</p>				<p>*At proposed Regional Center Facilities: Completion date approximated to be Spring 2019</p>
<p>Program Areas: All Lack of a Career Center for all adult learners in the region to apply for jobs, create resumes and meet employers</p>	<p>Establish 2 Career Centers in the region to help create new pathways to transition adult learners into the workforce by networking with employers in the region, providing help with employability skills, posting current job openings, and conducting recurrent job fairs</p> <p>Maintain an updated and interactive employment website</p> <p>Offer work-related workshops</p>	<p>Funding to create 2 Career Centers at new Regional Center Facilities*</p>	<p>*Costs for these centers have been built into the facility plan listed above</p>	<p>SAC-SCE SCC-SCE</p>	<p>Establish criteria with employers to evaluate success</p> <p>Evaluate the number of students employed</p> <p>Gather data from the CASAS update records to track employment gains</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>*At proposed Regional Center Facilities: Completion date approximated to be Spring 2019</p>
<p>Program Areas: All Lack of full-time instructors</p>	<p>Hire more FT instructors in all program areas</p>	<p>Funding to hire FT instructors</p>	<p>To be determined by the amount of FT instructors hired. The detailed costs are listed in Tables 3.1</p>	<p>SAC-SCE SCC-SCE GGUSD</p>	<p>Track increase in number of FT instructors employed</p> <p>Track increase in number of new curriculum and</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Hiring completion date: Spring 2016</p>

			and 5.1		professional development projects started Track increase in number of students served	Position: ongoing
Program Areas: All Lack of computers including in the inmate education program Lack of computers/technology at off-site locations	More computers need to be purchased Leverage existing computer labs at county jail facilities, SAUSD and OUSD sites	Funding to purchase more computers Funding to hire more IT staff	\$50,000* \$36,000* *Costs are duplicated in Tables 3.1 and 5.1	SAC-SCE SCC-SCE	Track number of students in technology-based courses	To commence in Fall 2015 or as soon as funding is available Completion end of Spring 2016
Program Areas: All Lack of computer instruction and course offerings	Increase in faculty development in computer/technology training Develop curriculum for new classes which would include introductory computer skills, applications and computer vocabulary Increase in technology-based courses	Funding for faculty development workshops geared towards tech-embedded instruction Funding for curriculum development	\$1,000* *Cost is duplicated in Tables 6.1 and 6.2 \$2,500** **Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE	Track number of students in technology-based courses Track number of instructors completing technology workshops Survey instructors on implementation of new skills learned	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; Faculty Development: ongoing
Program Areas: ALL Lack of alignment and transition between noncredit and credit students with specific attention to assessments, orientation and student success plans.	Implement training, field trips, and career and educational pathway fairs to inform noncredit/K-12 adult ed. learners about alternative education and career pathways (ie: ROP, short-term CTE, certificate programs and apprenticeships)	Funding for a FT management position Funding to support field trips Funding to support pathway fairs	\$110,000 * (annually – ongoing) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE GGUSD	Track student success Track student completions Track student transitions to credit	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Position (ongoing)

<p>Program Areas: ALL Lack of ability to track student progress and transition rates between noncredit and credit.</p>	<p>Create a state-wide student ID number for adult learners in community college and K-12 adult education programs for tracking success</p>	<p>Needs to be funded on the state level</p>	<p>Needs to be funded on the state level</p>	<p>SAC-SCE SCC-SCE GGUSD</p>	<p>Track student success Track student completions Track student transitions to credit</p>	<p>To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016</p>
<p>Programs Areas: ALL Lack of Outreach targeted to student populations via advertising, technology and community outreach</p>	<p>Create Website to showcase all programs within the consortium with information on programs, sites and classes offered Align advertising to target specific students populations with specific programs and locations Create new campaigns directed at targeted community sites</p>	<p>Funding for a web designer to create and maintain the website Funding for advertising inside buses, train stations, PSA's</p>	<p>\$50,000 (annually-ongoing) \$250,000 (one-time)</p>	<p>SAC-SCE SCC-SCE GGUSD</p>	<p>Track number of visitors to the website Track increase in the number of adult learners inquiring about programs Track increase in the number of adult learners beginning new programs</p>	<p>To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Position: ongoing</p>
<p>Program Areas: ALL Lack of communication between the community college district, the K-12 districts and community centers, as well as, lack of communication between programs</p>	<p>Hire a FT coordinator to work with all of the agencies and program area department chairs so that the adult learners in our region will receive uninterrupted services</p>	<p>Funding for a FT coordinator</p>	<p>\$100,000</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track number of joint projects and successful collaborations between agencies and/or programs</p>	<p>To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016 Position: ongoing</p>
<p>Program Areas: ALL Increase accessibility to higher education for noncredit/adult education students by providing quality childcare. Lack of Child Care during fall and spring semesters for children 5 and under</p>	<p>Implement new childcare programs by partnering and adding child-care to community centers and elementary school sites. Implement new</p>	<p>Funding to open child-care facilities at new regional centers and implement support service Funding to hire</p>	<p>*Costs for these centers have been built into the facility plan listed above Leverage</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track increase in enrollment of students using childcare programs</p>	<p>To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016</p>

Lack of childcare during summer session for children 12 and under	summer camps for older children during summer vacation. .	camp advisors and support services	resources with community partners such as Think Together, Padres Unidos, Boys and Girls Club, and Parks and Recreation.			
Program Areas: ALL Lack of Transportation	Look into partnering with the CTA to offer an express bus route to the major site locations. Offer bus vouchers and increase amount of student bus passes that are available to sell each semester.	Find a contact within the CTA and conduct research to determine where key student populations and possible routes align	Still investigating partnership with CTA	SAC-SCE SCC-SCE	Increase in amount of students using public transportation	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016
Program Area 1						
Lack of previous learned skills due to time lapses between the end of one program and the start of another	Develop new curriculum, classes and labs to help students learn forgotten skills especially in the areas of math, reading and writing and prepare them for upcoming placement tests Allow high school diploma students to simultaneously take college courses while completing high school credits to eliminate the time lapse and culture shock of entering college courses	Funding for development of new curriculum and implementation of new classes and labs Funding of innovative summer programs such as "Math Jam"	\$2,500 (one-time) \$5,000 (annually ongoing)	SAC-SCE SCC-SCE GGUSD	Improvement in placement test scores	To commence in Spring 2015 or as soon as funding is available Implementation complete end of Spring 2016; Summer programs: ongoing

Lack of articulation agreements between noncredit and credit in math, natural and social sciences and English	Create math, natural and social sciences and English articulation agreements so that students who pass Adult Ed. classes in these areas can transition into college level classes.	Collaboration between noncredit and credit departments as facilitated by FT faculty members	*Costs are included in funding to hire noncredit instructors	SAC-SCE SCC-SCE GGUSD	Track the number of students that complete the articulated high school course and complete the correlated college credit course with a C or better.	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Lack of evidence-based high school diploma curriculum that is aligned to college entry classes and career readiness.	Instructors with an expertise in transitioning students to college need to meet with credit faculty to create articulation. Write/Revise the curriculum that is pending	Funding to write new curriculum for the core subject courses	\$25,000* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE GGUSD	Track the number of courses revised and implemented Track the number of students that complete the articulated high school course and complete the correlated college credit course with a C or better. Measure the increase in the number of students taking the articulated classes.	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Assessments - ongoing
Lack of updated textbooks within the HSS and GED program to align with common core standards	Purchase new textbooks	Funding for new and supplementary texts that are aligned with common core in all HS subject areas and for new and supplementary texts for GED standards in both English and Spanish	\$200,000* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE GGUSD	Updates textbooks accessible to every student	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016

Unprepared for new GED test	Develop new curriculum in common core and academic vocabulary	Funding for development in new common core curriculum	\$5,000* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE GGUSD	Track number of students that complete GED in both English and Spanish	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; courses ongoing
ABE students entering the program at a 6 th to 8 th grade level are taking too much time to earn their equivalency certificate which causes them to lose motivation and not complete the program	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. Allow students to feel that they are working towards their goal while simultaneously working on their basic skills.	Funding to write new ABE/GED curriculum	\$5,000* (one-time) *Cost is duplicated in Table 5.1	SAC-SCE SCC-SCE GGUSD	Track increase in number of ABE students completing their GED certificate	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; courses ongoing
Lack of computer skills hindering GED students from passing the new test in the allotted amount of time	Purchase more computers for the GED room Develop curriculum for new classes incl. introductory computer skills, applications, and computer vocabulary.	Funding to purchase new computers and devises. Funding to hire an educational technology instructor with expertise in curriculum writing. Funding to write new curriculum	\$35,000* (one-time) *Cost is duplicated in Table 5.1 \$36,000** (annually – ongoing) **Cost is duplicated in Table 5.1 \$2,500*** (one-time) ***Cost is duplicated in Table 5.1	SAC-SCE SCC-SCE	Improve the ratio of students to computers	To commence in Fall 2015 or as soon as funding is available Completion end of Spring 2016

Program Area 2

<p>Lack of articulation agreements between noncredit ESL and credit ESL</p>	<p>Develop an articulation agreement between ESL noncredit continuing education and adult education with SAC for students to transfer directly into credit</p>	<p>Funding to hire 2 FT ESL Coordinators at RSCCD</p> <p>Funding to hire 1 FT ESL Coordinator at GGUSD</p>	<p>\$200,000* (annually-ongoing)</p> <p>*Cost is duplicated in Table 3.1</p> <p>\$100,000** (annually-ongoing)</p> <p>**Cost is duplicated in Table 3.1</p>	<p>SAC-SCE + SAC SCC-SCE +SCC GGUSD + SAC</p>	<p>Track the number of courses revised and implemented</p> <p>Track the number of students that complete the articulated EI course and complete the correlated college credit course with a C or better.</p> <p>Measure the increase in the number of students taking the articulated classes.</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p> <p>Assessments - ongoing</p>
<p>Lack of courses allowing for accelerated learning</p> <p>Create a Fast Track Program for Spring and Fall Semesters geared towards accelerating students' progress</p>	<p>Create a Fast Track Program for Spring and Fall Semesters geared towards accelerating students' progress</p> <p>Identify students that are able to go through the program faster</p> <p>Develop a strand of 9-week classes (AM/PM) for identified accelerated students to use throughout the year</p>	<p>Funding to hire a coordinator to oversee the accelerated program and develop new curriculum</p> <p>Funding to hire 2 PT instructors to teach the 9 week strands</p>	<p>\$100,000 * (annually – ongoing)</p> <p>*Cost is duplicated in Table 5.1</p> <p>\$72,000** (annually – ongoing)</p> <p>**Cost is duplicated in Table 5.1</p>	<p>SAC-SCE SCC-SCE</p>	<p>ESL Pre-Test and Post-Test</p> <p>CASAS</p> <p>Track student completion rates</p>	<p>To commence in Spring 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses ongoing</p>
<p>Lack of alignment between noncredit and credit pertaining to college readiness</p>	<p>Develop Transition to College classes to accelerate students bridging from noncredit to credit at CEC→SAC, OEC→SCC, GGUSD→ SAC</p>	<p>Funding to write new curriculum including components of noncredit ESL, credit ESL and embedded counseling</p>	<p>\$8,000* (one-time)</p> <p>*Cost is duplicated in Table 5.1</p>	<p>SAC-SCE + SAC SCC-SCE + SCC GGUSD + SAC</p>	<p>Track number of students transitioning from noncredit ESL to credit English (4 levels below transfer)</p>	<p>To commence in Spring 2015 or as soon as funding is available</p> <p>Implementation complete end of</p>

	<p>Allow for more class time to focus on transitioning skills to accelerate student learning</p> <p>Create new curriculum with credit, noncredit and counselor embedded focus</p>					Spring 2016; courses ongoing
Lack of citizenship classes offered in the district	Increase course offerings in high demand areas of the district	Funding to hire 2 PT citizenship instructors	<p>\$72,000* (annually-ongoing)</p> <p>*Cost is duplicated in Table 3.1</p>	SAC-SCE SCC-SCE	<p>Track number of students enrolled in citizenship classes</p> <p>Track number of students that obtain citizenship</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>
Lack of coordination of the citizenship program	Hire a FT citizenship coordinator	Funding to hire a FT citizenship coordinator	<p>\$100,000* (annually – ongoing)</p> <p>*Cost is duplicated in Table 3.1</p>	SAC-SCE SCC-SCE	<p>Track increase in growth of program</p> <p>Track number of students enrolled in citizenship classes</p> <p>Track number of students that obtain citizenship</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>
Program Area 3						
Lack of a regional service center for students with disabilities	Create a Regional DSPS Service Center for students with disabilities that has ties to all agencies offering services in the region at the new Regional Facility Centers	Funding to build/support the new regional service center	*Costs for these centers have been built into the facility plan listed above	SAC-SCE SCC-SCE	<p>Track percentage of adult learners using the DSPS Service Center</p> <p>Track number of adult learners going through the center that have transitioned to the college or workforce</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>*At proposed Regional Center Facilities: Completion date approximated to be Spring 2019</p>
Gap in the transition rates between noncredit and credit for students with disabilities	Develop a one-day orientation to help adult learners adjust to the different	Funding to develop the one-day and 6-week orientation	<p>\$5,000* (one-time)</p> <p>*Cost is</p>	SAC-SCE SCC-SCE	Track number of students attending orientations	To commence in Fall 2015 or as soon as funding is available

	<p>guidelines used by the credit programs</p> <p>Develop a 6-week orientation to help students address transition from noncredit to credit (incl: DSPS services, counseling sessions, visiting classes in session)</p> <p>Collaborate with K-12 districts to learn more about servicing the students' needs</p>	<p>program</p> <p>Funding to hire 2 PT counselors and 2 assistants to run the program</p>	<p>duplicated in Table 3.1</p> <p>\$100,000 ** (annually – ongoing)</p> <p>**Cost is duplicated in Table 3.1</p>		<p>Track number of students transitioning from noncredit to credit</p>	<p>Implementation complete end of Spring 2016; positions ongoing</p>
<p>Lack of classes that help students with disabilities be self-advocates and be able to transfer to larger, integrated sites</p>	<p>Implement new classes at major sites in our region</p> <p>Write new curriculum for a student advocacy course</p> <p>Create new classes so that adult K-12 learners can simultaneously take courses at SAC and SCC</p>	<p>Funding to write new course curriculum</p>	<p>\$3,750* (one-time)</p> <p>*Cost is duplicated in Table 3.1</p>	<p>SAC-SCE SCC-SCE SAUSD</p>	<p>Track increase in number of students enrolled in courses</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>
<p>Lack of instructor knowledge in helping students with undiagnosed disabilities and lack of DSPS services to identify undiagnosed learners - including students in the inmate education program</p>	<p>Develop faculty development to educate instructors on students with disabilities</p> <p>Develop a system within DSPS to identify undiagnosed learners</p>	<p>Funding to hire a field expert to train instructors in identifying students with disabilities as part of faculty development</p>	<p>\$250* (annually-ongoing)</p> <p>*Cost is duplicated in Tables 6.2</p>	<p>SAC-SCE SCC-SCE GGUSD</p>	<p>Increase in the number of referrals to DSPS</p> <p>Increase in number of instructors attending faculty development workshops</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; faculty development ongoing</p>
<p>Lack of outreach programs between the adults with substantial disabilities program and business in our region</p>	<p>Develop a community outreach program to collaborate with businesses that are</p>	<p>Funding to hire PT community liaisons</p> <p>Work in</p>	<p>\$20,000* (annually-ongoing)</p> <p>*Cost is</p>	<p>SAC-SCE SCC-SCE</p>	<p>Increase of students with substantial disabilities entering the workforce</p>	<p>To commence in Fall 2015 or as soon as funding is available</p>

	flexible in their support of hiring and mentoring adults with disabilities	conjunction with SAUSD to create a community outreach program that is modeled after their program	duplicated in Tables 3.1			Implementation complete end of Spring 2016; Positions ongoing
Program Area 4						
Lack of technology instruction that would use virtual environments in place of restricted internet use in the inmate education CTE program to accelerate career readiness skills	Write new curriculum for a new computer course using virtual environment /simulation software Simulated activities to be developed by new curriculum	Funding to write new curriculum Funding to purchase new software Leverage existing computers in the jails	\$2,500* (one-time) Cost to be determined by new curriculum *Cost is duplicated in Table 5.1	SCC-SCE OCS	Track number of inmates completions in the new course	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; courses ongoing
Lack of English skills in the CTE program	Develop curriculum to prepare students in oral language and interview skills, workforce readiness with a focus in reading and writing, and employability skills	Funding to write new curriculum	\$2,500* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE	Track increase in certificate completions	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016
Lack of coordination of CTE program	Hire a FT noncredit CTE coordinator to oversee the program	Funding to hire FT CTE coordinator at SAC-SCE	\$100,000* (annually – ongoing) *Cost is duplicated in Table 3.1	SAC-SCE	Track increase in growth of program	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Coordinator position (ongoing)
Reach articulation agreements between credit and noncredit CTE programs	Noncredit instructors with an expertise in transitioning students to college need to meet with credit faculty to	Funding to write new curriculum for four new courses (100 hours per course at \$25	\$10,000* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE	Track the number of courses revised Track the number of students that complete the	To commence in Fall 2015 or as soon as funding is available Completion date

	create articulation agreements. Align and revise noncredit curriculum Identify gaps and overlaps between credit/noncredit	per hour)			articulated course and complete the correlated college credit course with a C or better Measure the increase in the number of students taking the articulated classes.	– Spring 2016
Lack of curriculum in workplace vocabulary for adult learners in the county jail inmate education program	Write new curriculum to build workplace vocabulary that will allow students to easily transition into a credit CTE program upon release	Funding to write new curriculum for four new courses	\$10,000* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE OCSD OCDE	Track increase in number of ex-offenders transitioning into credit programs after release	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Lack of student competency in Blackboard	Write new curriculum to enhance noncredit CTE classes with Blackboard Develop activities to use Blackboard for supplemental materials, homework and testing	Funding to write new curriculum	\$2,500* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE	Track number of students completing noncredit CTE courses with Blackboard	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Program Area 5						
Lack of established pathway linking noncredit students to Apprenticeship programs	Create new GED, English and Math programs aimed to help students transition into credit apprenticeship programs	Funding to hire 2 PT GED and 2 PT Math Instructors	\$144,000* (annually – ongoing) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE	Track the increase in number of adult learners that transition from noncredit GED and math into apprenticeship programs	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 positions ongoing
Lack of collaboration with the Training Trusts to create a referral program for students that are not qualified to start the	Develop a referral program for students that are not qualified to start the	Funding for outreach	\$5,000* (one-time) *Cost is	SCC-SCE	Track number of referral students entering and completing	To commence in Fall 2015 or as soon as funding is available

<p>apprenticeship programs to accelerate their entry into the program.</p>	<p>apprenticeship programs to accelerate their entry into the program.</p> <p>Create brochures and fliers to give to potential noncredit students</p>		<p>duplicated in Table 5.1</p>		<p>noncredit courses</p> <p>Track number of referred students that enter apprenticeship programs</p>	<p>Implementation complete end of Spring 2016;</p>
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