



Strategic Plan

Fiscal Years 2008 to 2011

Your Success Starts Here!

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Roger Brossmer, Principal

Downey Adult School
12340 Woodruff Avenue
Downey, California 90241
(562) 940-6200
www.das.edu

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Introduction

We are pleased to present our Strategic Plan for 2008-2011! The plan has been developed to guide and inspire the continuing growth and excellent performance of Downey Adult School as it approaches its 70th year of providing high quality services to adults in the City of Downey and surrounding areas.

The strategic plan offers a set of strategies that will guide our leadership team as we make organizational commitments and important decisions about program development, maintain a solid financial foundation, and prepare for the opportunities and challenges that lie ahead. Additionally, we reexamined our vision statement, mission statement, organizational values and crafted compelling language that best reflects DAS today and our aspirations for the future. This plan focuses on the next three years, during which DAS will face an environment of increasing demand for career training and educational services for a growing population with compelling needs, increasing competition for state funding, and potential policy changes that could impact our population and community.

In our long history, DAS has established impressive internal and external strengths. The school has developed a strong cadre of caring, committed staff that is dedicated to continuous improvement. DAS has built an impressive network of collaborative relationships with local schools, other community nonprofits, and public agencies to aid in delivering DAS programs that serve our local community. And, most importantly, DAS has prepared thousands of students to attain jobs, further their careers, and enrich their lives. These accomplishments provide the foundation for our future endeavors.

Now we must focus attention on strengthening our infrastructure in preparation for the challenges of the future. During this time, we must consider the impact of growth and take steps to ensure that all internal functions have caught up with program expansion and are ready for the future. This strategic plan establishes that mandate and creates the blueprint for significant progress in strengthening the organizational structures and processes while also evaluating opportunities to expand programs, maintain the delivery of quality educational experiences, and continue to support the professional development of our staff.

We want to acknowledge the significant contributions of the members of the strategic planning task force and the DAS staff. Their efforts ensured a successful strategic planning effort. We look forward to the exciting years ahead as we work to implement this strategic plan and invite you to join us in our ongoing and very important efforts to improve our work and provide the highest quality programs possible to our students.

Roger Brossmer
Principal, Downey Adult School

Brief History of Downey Adult School

1940s

- Downey Adult School was established under the principalship of Joseph Coss. Classes were held in the Union High School buildings in Downey and taught by high school teachers who were hired to teach evening classes. The high school diploma program began with an enrollment of 374 students.
- The initial school had the same goals as we have now, that of serving the educational and personal needs of our students with quality programs.
- Einar Knudsen stepped into the position of Principal from 1947 through 1949.

1950s

- The school's enrollment grew to 3,700 students.
- The Downey newsletter, LIVEWIRE (dated October 25, 1951), reported, "The amazing progress of adult education in Downey can be attributed to the surge of public interest in education throughout California." Theodore R. Maurer, Director of the Division of Adult Education at the time, stated in the article that "The subjects offered by the school serve a multi-purpose goal: to support individual self-improvement, promote more healthful living and a better understanding of family life, enable a person to obtain a high school diploma, and help a person become an American citizen."
- The first graduation, the Class of '51, was held June 5, 1951, with two individuals receiving diplomas. In addition, 21 others received citizenship certificates at the ceremony.
- Theodore Maurer was the Principal from 1950 – 1966, and bargained for extra classroom space in addition to what was being used at Union High School and was granted permission to whitewash and use the basement of the junior high school building as classrooms.

1960s-1980s

- Chester Sutton, an equally dynamic and progressive leader, filled the position of Principal from 1966 to 1982.
- Being very involved in many community, civic, and service organizations, Mr. Sutton's major contribution was providing education programs that served the changing economic and cultural needs of Downey.

Today

- Downey Adult School, as it has been called since 1951, is fully accredited by the Western Association of Schools and Colleges, enrolls over 14,000 students each year, and has a staff of over 160 full-time and part-time certificated and classified personnel.

Vision

At Downey Adult School,
members of our community acquire skills and knowledge
for gainful employment, higher education, personal enrichment, and
positive contributions to society.

Mission

Downey Adult School
provides high-quality, relevant, and accessible programs
for adults in our community.

Values

Adult education **improves the quality of life** of members of our community.
We are responsive to the **needs of our community**.
We embrace **diversity**.
We provide a **caring environment**.
We take time for our own **professional development**.
We are dedicated to **continuous improvement**.
We maintain high standards of **professionalism**.
We are **customer service oriented**.
We foster **partnerships**.

Downey Adult School Today



Programs and Courses

Downey Adult School plays an important role in the educational and career development needs of the local community and economy. The school provides courses in the following state-supported program areas:

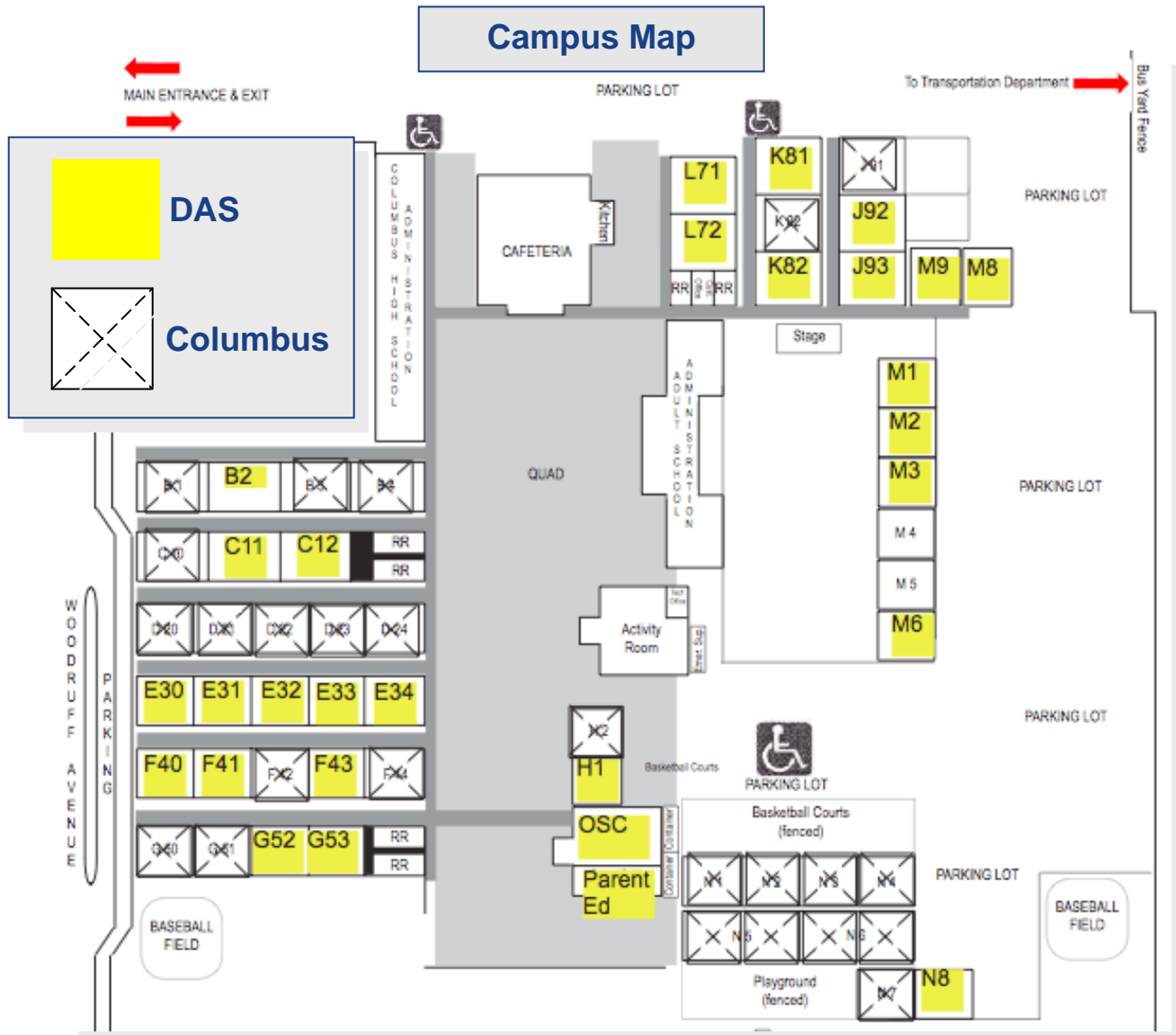
- Adult Literacy/High School Diploma
- English as a Second Language/Citizenship
- Adults with Disabilities
- Career Technical Education/Apprenticeships
- Parenting, Family, and Consumer Awareness
- Older Adults

DAS also offers an array of enrichment courses that are popular, such as floral arranging, brain fitness, and country line dancing. DAS served thousands of students in the fall of 2007 in the following departments:

- | | | |
|------------------------|---------------------------|---------------------------------------|
| ▪ Office Skills Center | ▪ Distance Learning | ▪ Arc of Southeast Los Angeles County |
| ▪ Nursing | ▪ High School Diploma/GED | ▪ Parent Education |
| ▪ Court Reporting | ▪ Basic Skills Center | ▪ Health and Safety |
| ▪ Home Economics | ▪ Facilities | ▪ Cosmetology |
| ▪ ESL | | ▪ Food Service |
| ▪ CBET | | |

Facilities

DAS shares its facilities with Columbus High School, the alternative/continuation school for Downey Unified School District, located on the corner of Imperial Highway and Woodruff Avenue in Downey. The campus map below illustrates the classroom, office, and parking layout of the DAS campus and how these spaces are shared with the high school.



DAS has reached its capacity limit on the classroom and office space available on this shared campus; there is minimal opportunity to expand classrooms or common areas, especially during the morning and afternoon sessions. Because of these constraints, DAS seeks off-site locations for some of its programs. Nearly twenty off-campus sites in the city also host DAS programs, adding convenient locations for students and relieving some of the facilities constraints for students. Many of these sites – such as Arc of Southeast Los Angeles, Marinello Schools of Beauty, and the Barbara Riley Community & Senior Center – represent opportunities for off-site program expansion.

WASC Review and Accreditation

WASC – the Western Association of Schools and Colleges – is the accreditation agency for many different kinds of educational institutions, public and private, including adult schools. WASC offers accreditation to those organizations that provide for successful student learning based on evaluation by a WASC committee and internal evaluations, or self-study, conducted by the school. A small committee that makes trips to school campuses, a WASC visiting committee, provides the evaluation for each school.

In April 2007, DAS hosted a routine three-year review of its accreditation status with WASC. The Principal and staff completed a self-study and hosted a WASC visiting committee to evaluate the school's progress against goals set fourth three years ago. The following paragraphs are taken from the committee's findings and recommendations to DAS in its midterm report.

Downey Adult School is rightfully proud of the work and accomplishments it has achieved in the last several years. Encouraged by the significant increase in the number of students, the school has capitalized on its energetic staff, enthusiastic students, local business community, and supportive district office and school board to accomplish the following:

- *Design and use of EPLRs – Expected Program-wide Learning Results*
- *Innovative and new programs*
- *Improvement of comprehensive communication practices*
- *Implementation of new technology to support instruction and communications throughout DAS*
- *Development and implementation of a plan for staff development*
- *All staff participation on school committees*
- *Mentor teachers and orientations for new teachers*
- *A comprehensive and effective marketing plan*
- *Strategic use of customer satisfaction surveys*
- *Accessibility of administration to teachers and classified staff*
- *Strong evidence of teamwork and a "can do" attitude*
- *Improved staff morale*

The review committee made no additional recommendations! The school has:

- *Taken seriously its commitment to ensuring that all students are prepared.*
- *Successfully brought the community in to the everyday activities and program of the school, thereby enhancing their support and involvement. And,*
- *The experienced staff members have taken on the role as informal mentors of new staff members, assimilating them into the culture of DAS and enhancing their opportunities to be successful and appreciated by staff and students.*

The staff knows where work needs to be focused and the action plans serve as a guide. The staff understands the entire focus must be a demonstration of greater student achievement. Given their past track record of staying the course, the review committee is certain that implementation of the Action Plans will be as fully realized as the other components have to this point.

Strategic Planning Process

In August 2007, to continue the momentum generated by the success of the school's WASC accreditation and to plan for future success of the school, the Principal of DAS initiated a strategic planning process.

As the fall quarter of classes began in September 2007, a strategic planning task force was assembled to guide and shape the strategic planning process. The task force was composed of representatives of DAS's key constituents – full-time teachers, part-time teachers, certificated staff, students, community leaders, and representatives from Downey Unified School District, local agencies, and corporations – as well as the Principal and Assistant Principals of the school. A roster of the task force members is provided in the appendix.

Management consultants facilitated the process, and the task force met four times in the fall of 2007 and completed the process in December 2007. Throughout the process, the task force offered valuable perspectives and insights, leading to a well-informed strategic plan. DAS's students, faculty, and staff were offered opportunities to participate in the School's strategic planning effort – through interviews, leadership team meetings, and focus groups – as part of the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, an information gathering effort that was conducted by the management consultants.

The outcome of this process is a set of nine goals and forty-one associated objectives for Downey Adult School, which reflect a commitment to its mission, values, and the community served by the school. The Strategic Plan for 2008-2011 was presented to the staff on December 14, 2007.

Strategic Direction

The strategic goals set forth in this plan are aimed at bolstering the “outputs of a great organization” described by Jim Collins in his monograph *Good to Great and the Social Sectors*. The nine strategic goals for DAS can be categorized under these outputs Collins establishes: making a distinctive impact, delivering superior performance, and achieving lasting endurance.



To make a distinctive impact...

The school prepares students for success in their careers, increases their academic achievement, and enriches their lives. In the future, DAS will continue to deliver and expand excellent programs that respond to the needs of the community. In a highly competitive environment, DAS will continually seek ways to improve upon its curriculum and services to set the school apart from the other providers of adult education in the region. Upholding a culture of professionalism and service within the organization will strengthen the professional learning community and motivate staff to deliver the highest quality programs to students.

To increase its impact, DAS will also look to mission-aligned local organizations and individuals for collaborations in programs, professional development, and marketing. Educational agencies in general have a tendency to be insular, or inwardly-focused, but DAS has demonstrated its commitment to serving its students and staff by seeking collaborative partnerships to improve program delivery. As demand for courses increases along with enrollment, DAS will continue seeking strategic alliances to maintain a competitive advantage in adult education.

To deliver superior performance...

DAS will maintain its efforts to optimize the current facilities in terms of classrooms, parking, and traffic flow in order to provide the best access to and experience at the school. In the same vein, program opportunities that do not put additional strain on the facilities – such as distance learning and off-site courses – will be considered as ways to expand programs that serve the community while mitigating the limitations of the current campus. To reinforce internal controls and monitor staff satisfaction, DAS will develop the management tools necessary in an entrepreneurial and complex organization.

A comprehensive brand development process will support the school’s execution of superior performance by building consensus internally around the identity and mission of the school, as well as increasing public awareness and raising the profile of DAS in the community. Branding initiatives also serve to invigorate staff and emphasize the organization’s aspirations to greatness in providing educational and training services to customers.

To achieve lasting endurance...

DAS will work to ensure that the structure of the organization is one designed to respond to the needs of staff and students and to accommodate the anticipated growth of the school. Executive responsibilities will be aligned with school functions to best manage programs and resources, and greater distributive leadership will be needed to oversee the complex operations of the school as it grows. It will be crucial for DAS to further develop its efforts to recruit staff – both classified and certificated – in the next few years as a significant percentage of the current staff intends to retire and the school expands into new program areas. Additionally, on-boarding, mentoring, and professional development activities will be implemented to maintain high morale, increase staff skills and knowledge, and support high levels of efficiency and satisfaction.

Financial sustainability of the school is, of course, fundamental in achieving outputs of greatness in all of these categories. DAS will budget and allocate resources strategically while enhancing revenue generation efforts to fund its growth and cushion potential ADA cutbacks.



The goals and supporting objectives of the strategic plan are presented on the following pages.

School-wide Strategic Goals

Goal One: Excellent Programs

To expand the array of excellent educational, enrichment, and training programs that best serve and respond to the current and emerging needs of the community

Goal Two: Facilities

To optimize the use of the current campus – classrooms, offices, and traffic flow – and to act on program opportunities that serve the community's demand but do not require additional facilities

Goal Three: Leadership and Organizational Structures

To strengthen leadership and organizational structures to support the collective effort to make it the best school possible

Goal Four: Strategic Management

To develop the management tools, processes, and communication pathways to promote satisfaction, accountability, effectiveness, and productivity throughout the organization

Goal Five: Organizational Culture

To strengthen the professional learning community to support a culture of professionalism and service

Goal Six: Staff Recruitment and Development

To attract, develop, and retain staff who are motivated and prepared to deliver outstanding learning experiences and further the mission of Downey Adult School

Goal Seven: Strategic Alliances

To identify and foster collaborative relationships with organizations and individuals that represent programmatic and organizational opportunities and that are aligned with the mission and values of Downey Adult School

Goal Eight: Branding

To build awareness and recognition through external communication initiatives and efforts

Goal Nine: Revenue Generation

To enhance revenue generation efforts to ensure the school's long-term financial health and stability

Strategic Area One: Excellent Programs

Programs for adult learners are in high demand in Downey, especially those classes for learning English and vocational English. Overall, enrollment has been on the upswing, and DAS has gone over its Average Daily Attendance (ADA) cap – by increasing margins – in recent years. Local response to DAS's programs shows no signs of declining. Students who participated in the focus group noted they are highly likely to take more than one course at DAS and would recommend the school to others.

The City of Downey has been undergoing seismic changes in its demographics, a trend that also promises to continue. A significant portion of the population in Downey is Hispanic/Latino (58% in the 2000 census, up from 32% in 1990), and, overall, the population is aging. The median age in Downey is 32 years, and 41% of the population is over the age of 45 according to the most recent census. Both of these factors have implications for the programs DAS should offer to stay relevant to its constituents. DAS students reflect the demographics of its community in terms of ethnicity (66% are Hispanic) and age (48% are over the age of 45), but not in terms of gender (71% of students are female, versus 51% of the city's population).

Additionally, DAS must respond to major developments in terms of employment and private sector organizations moving to the area (Kaiser Medical Center) or being launched in the area (Downey Landing). Data presented by the Employment Development Department projects almost 90% of all new wage and salary jobs will occur in education and health services (29%), professional and business services (26%), leisure and hospitality (17%), retail trade (16%), and government (12%) over the next ten years in Los Angeles County. Higher-skilled and higher-paying occupations – such as registered nurses, managers, sales representatives, administrative assistants, and accountants and auditors – are also forecasted to have a substantial number of job openings over the ten-year period, representing significant opportunities for DAS and its students.

As DAS looks forward to the next three to five years, the school will need to maintain its core of high-demand, state-supported offerings as well as explore program areas that will align with the demographic and economic shifts in the City of Downey and Los Angeles County.

Goal One: Excellent Programs

To expand the array of excellent educational, enrichment, and training programs that best serve and respond to the current and emerging needs of the community

Supporting Objectives

1. To develop programs and courses related to the careers, fields, and industries with the greatest potential for employment of students
2. To expand the programs, courses, and access to career pathways that better serve men and women
3. To reach more students outside DAS's immediate environs and offer access to learning through online classes
4. To tailor DAS's offerings in part to the needs and opportunities of the city's and county's largest employers
5. To augment individual counseling in order to better educate students about career opportunities available to them at all levels of their education/training and help them stay on track
6. To evaluate the quality of programs and achievement of measurable outcomes on a regular basis

Strategic Area Two: Facilities

DAS's continued growth in enrollment and rise in demand for its programs have created a need for greater physical capacity. DAS needs more space to accommodate its students in rapidly growing programs, especially those that require special equipment, such as nursing, court reporting, and computer skills.

DAS shares its facilities with Columbus High School, the alternative/continuation school for Downey Unified School District. In focus groups, DAS students and staff expressed concerns and complaints over sharing the campus with the continuation school. They cited a lack of respect for classroom environments (e.g. noise levels) and campus facilities, and voiced concerns over their safety on the campus. There is a strong sentiment among staff and students that the presence of Columbus High School compromises the learning environment of DAS.

Currently the DAS Woodruff Avenue campus is at capacity in terms of its classroom usage, and parking/traffic flow is a major issue. Of the 31 DAS classrooms:

- During the morning hours, 94% of available classroom space is used.
- During the afternoon hours, 65% of available classroom space is used.
- During the evening hours, 71% of available classroom space is used, and it is expected to increase to 81% in the near future.

As the school expands and the adult and aging population of Downey continues to grow, DAS will need to explore additional ways to accommodate the high demand for its courses. DAS will explore the usage of facilities within the Downey Unified School District and local environs, and will also look to build its distance learning, consulting, and other revenue-generating opportunities that do not require additional facilities.

Goal Two: Facilities

To optimize the use of the current campus and act on program opportunities that do not require additional facilities, while examining relocation options for the school

Supporting Objectives

1. To assess the options and feasibility of relocating DAS within the district
2. To explore changes to the layout of classrooms, offices, and shared spaces on campus in order to optimize usage and separate DAS from the continuation school
3. To explore a better utilization of the school's parking capacity and traffic flow
4. To seek additional classroom spaces in Downey to serve as a second, or satellite, campus for programs
5. To form relationships with local organizations willing to host DAS programs at their facilities
6. To advance cosmetic and maintenance upgrades to the current campus

Strategic Area Three: Leadership and Organization

The current organizational structure of the school and associated reporting relationships were put in place four years ago when DAS was significantly smaller in terms of classes offered, enrollment, and staff size. The structure was improvised when the number of administrators was reduced from five to three.

The current DAS model divides responsibilities between the three administrators by program area and/or department within DAS. While this model of organizing and aligning responsibilities is standard for many public schools, DAS is not a typical public school. DAS has multiple sites, increasing enrollment, and diverse programs and students. To best serve its students and manage employees at all levels, DAS needs to examine its organizational structure with an eye to re-aligning positions and responsibilities, especially at the executive level.

In focus groups of part-time and full-time staff, comments were made that indicate a need for distributive leadership throughout the organization. Currently, the Principal and Assistant Principals field and resolve any conflicts or issues that arise and are responsible for communicating important information. If a “mid-level manager” position were to be added, he or she would effectively serve as a liaison to the principals from each department or program and could handle staff/faculty concerns and serve as an important source of information. Thus, changes in the organizational structure of the school have the promise of bolstering the professional learning community at DAS.

Additionally, changes in the organizational structure of the school can focus on continuing to promote a culture that is collegial and entrepreneurial, which is so vital in a highly competitive marketplace. While DAS continues to distinguish itself in these areas, it must also be ensured that it fosters a culture for staff that rewards innovation, customer service, and professionalism.

To support the implementation of significant organizational changes as well as progress towards strategic goals in other areas, DAS leadership will benefit from a strategic management system such as a dashboard or balanced scorecard. Currently, school leadership has the WASC recommendations, strategic plan, and annual operating budget to guide decision-making. A dashboard or balanced scorecard will serve to align these concepts and goals with relevant performance indicators to ensure implementation and progress in key areas.

The following three strategic goals and their supporting objectives focus on three key elements to sustaining a positive and efficient environment for working and learning at DAS: leadership and organizational structures, strategic management, and organizational culture.

Goal Three: Leadership and Organizational Structures

To strengthen leadership and organizational structures to support the collective effort to make DAS the best adult school possible

Supporting Objectives

1. To restructure the roles and responsibilities of the senior management team to reflect best practices in organizational models and plan for continued growth of the student body
2. To provide opportunities to further strengthen and expand the leadership capacity at all levels
3. To promote distributive leadership to broaden decision-making authority throughout the school
4. To ensure that the school is making the best use of district resources, leadership, and relationships

Strategic Area Three: Leadership and Organization (Continued)

Goal Four: Strategic Management

To develop the management tools, processes, and communication pathways to promote satisfaction, accountability, effectiveness, and productivity throughout the organization

Supporting Objectives:

1. To develop and use management tools to effectively guide the growth and success of DAS in future years
2. To ensure processes for strategic management are developed and implemented, including the use of an organizational "dashboard" and annual budgeting
3. To utilize an annual climate survey of staff to monitor and enhance individual and team satisfaction
4. To examine best practices in management process improvement for potential implementation
5. To have in place effective and transparent communication avenues and processes throughout the organization
6. To continue to seek and implement information technology solutions to better serve students, staff, and administration

Goal Five: Organizational Culture

To strengthen the professional learning community to support a culture of professionalism and service

Supporting Objectives

1. To embrace and demonstrate our core values
2. To promote professionalism as a matter of everyday practice through the appearance, actions, tone, and program delivery of staff
3. To uphold a culture of customer service, supported by ongoing training and demonstrated in everyday examples
4. To honor employees who continue to excel in the area of professionalism and customer service
5. To support an environment of caring, teamwork, and dedication among staff

Strategic Area Four: Staff Recruitment and Development

The importance of staff in attracting new students and inspiring students to return for additional classes cannot be underestimated. Teachers have the most contact time with students and shape students' learning experiences, thus informing their perceptions of DAS as an organization. Students who participated in the focus group have high regard for their instructors at DAS and commented that their teachers are what make the programs great.

In a survey in 2006, approximately 29% of faculty members – including 24 full-time teachers and 80 part-time teachers – expressed their intention to retire from teaching within the next five years. The same survey revealed that the majority of the faculty (61%) is over the age of 45. This uneven age distribution and potential for a significant and simultaneous loss of faculty due to retirement will impact DAS resources greatly in the near future.

In addition, as DAS expands its program offerings, the school will be in a position to seek professionals (full-time and part-time) with new areas of expertise in addition to attracting additional faculty resources for established programs. DAS will also need to bolster its orientation, "on-boarding," and mentoring processes already in place to support new employees.

To complement recruitment efforts in an industry as competitive as DAS's, the school also will need to examine how it retains current employees through support for professional growth opportunities. Last year's survey results demonstrated the teachers' appreciation for the administration's support of teachers' pursuit of their own professional learning.

Goal Six: Staff Recruitment and Development

To attract, develop, and retain staff who are motivated and prepared to deliver outstanding learning experiences and further the mission of Downey Adult School

Supporting Objectives

1. To enhance current efforts to recruit highly-qualified full-time and part-time staff
2. To seek staff that fit with the goals, values, and mission of the school
3. To support the professional development of staff and administrators
4. To offer mentoring for all new staff

Strategic Area Five: Strategic Alliances

DAS has been very successful in forging meaningful relationships with mission-aligned organizations within the local community (e.g. Arc of Southeast Los Angeles County, Marinello Schools of Beauty, etc.) and has maintained good relationships with the school district and local schools. In the future, DAS should extend its reach beyond the Gateway communities. In this way, the school will attract additional students.

As DAS continues on its entrepreneurial and competitive trajectory, strategic alliances with the school's neighbors will become increasingly important. Bridges to local community colleges, regional occupational programs (ROPs), and major employers are opportunities to develop and augment offerings for DAS students and staff. Community colleges and professional schools present an opportunity for DAS to develop an articulation, or pathway, for students to attain higher levels of academic credentials and career training. Alliances with these kinds of organizations may also help to alleviate the burden on DAS's facilities by increasing the number of off-site classroom locations and distance learning programs. Major employers, and in particular large corporate newcomers and health service providers, represent possibilities for DAS to generate contracts (e.g. for training and consulting) and to develop career connections for DAS students. The new presence of Kaiser Medical Center and the Downey Landing project will undoubtedly impact the community, and DAS will be well served by preparing for such major opportunities.

DAS has taken several steps to increase its visibility and recognition through campus improvements, signage, and related marketing efforts. Increasing consistent and relevant communications and executing a brand will help DAS strengthen relationships with constituents and develop new relationships that support the mission of the school.

Goal Seven: Strategic Alliances

To identify and foster collaborative relationships with organizations and individuals that represent programmatic and organizational opportunities and that are aligned with the mission and values of Downey Adult School

Supporting Objectives:

1. To expand the collaborative relationships with community centers such as local churches, high schools, and the Barbara J. Riley Community & Senior Center
2. To pursue collaborative relationships with local community colleges as part of DAS's commitment to career development and pathways to higher achievement
3. To explore partnerships with local adult schools
4. To build connections to the city's largest employers, especially in industries experiencing growth, such as healthcare
5. To develop a forum to reach out to and maintain contact with key people and organizations in Downey, such as an advisory board/council
6. To ensure DAS commits the necessary resources to develop and sustain its collaborative relationships

Strategic Area Six: Branding

Through focus groups, staff and students alike expressed sincere appreciation for the school and the opportunities DAS has provided them to achieve their personal and professional goals. To complement the passion and support of its constituents, DAS will need to develop a powerful, unifying statement of its character, values, mission, and related strengths that the school can embrace, present, and demonstrate consistently with internal and external audiences.

Recently, the DAS leadership team participated in an exercise with the goal of agreeing on a set of values for the school that can be published. The strategic planning task force and leadership team of the school are providing input to a revised mission statement that reflects the character and priorities of the school. Through these activities that involve stakeholders of the school, DAS is moving closer to identifying and articulating the kind of powerful messages that will set it apart from its competitors.

As a branding effort takes place at DAS, an annual communications plan will be needed to define messages and avenues of communication among constituents and ensure publications promote the priorities, purposes, and values of the school.

Goal Eight: Marketing, Branding, and Public Relations

To build awareness and recognition through external communication initiatives and efforts

Supporting Objectives

1. To complete a branding/marketing/image-building program for all staff, including student and community input, to educate the public on what DAS is and is not
2. To ensure all communications properly utilize the brand and to ensure staff represent the school well
3. To explore additional communications outlets and avenues, including electronic/online ones, to reach target audiences

Strategic Area Seven: Revenue Generation

The current sources of revenue for DAS are the California Department of Education (in the form of ADA reimbursement), tuition/fees charged to students, and grants that support courses. Revenue from the state represents 78% of DAS's income. Very few courses at DAS are funded by fees alone; tuition is charged to close the gap between the cost of the program and reimbursements from ADA or grant funds. Certain courses/programs – such as ESL, Arc, and nursing – generate greater profits than some of the classes DAS must offer as an adult school. Overall, revenues have grown 33% over the last four years – including revenue collected from fees to augment state reimbursements, which has grown 242% in the past three years – and DAS has accumulated \$2.0 million in financial reserves.

Students in focus groups acknowledged the significant economic value DAS offers them compared to other programs in the area.

In order to accomplish its strategic objectives and achieve its program goals, DAS will need to diversify its sources of revenue and strategically manage its financial reserves. New employers arriving in Downey are good sources for contract, training, and consulting projects, which would help the school diversify its sources of income. As an entrepreneurial organization, DAS will need to continue its efforts in strategic program planning and investigate new revenue streams to ensure the ongoing and sustainable financial health of the school.

Goal Nine: Revenue Generation

To enhance revenue generation efforts to ensure the school's long-term financial health and stability

Supporting Objectives

1. To explore additional opportunities to contract with local organizations to provide educational services
2. To explore additional opportunities to provide DAS's expertise and consulting services as revenue-generating activities
3. To examine the potential for increasing contributed income, such as grants or training services
4. To allocate budget resources strategically in order to balance the needs of the school, program planning and outcomes, and ADA projections

Appendix

Roster of Strategic Planning Task Force Members

Robert Aviles
Employee Development
Department

Randy Brambila
Los Angeles County of
Education

Roger Brossmer
Downey Adult School

Kirk Cartozian
City of Downey, District 5

Yolanda Castro
Southeast Los Angeles
County Workforce
Investment Board

Steve Curiel
Downey Adult School

Phil Davis
Downey Unified School
District

Rita De Benedictis
Café-N-Stuff

Hector De La Torre
California State Legislature,
District 50

Wayne Diulio
Downey Adult School

Lisa Galvan
Downey Adult School

Jaime Garcia
Kaiser Permanente

Cindy Grafton
Downey Adult School

William Gutierrez
Downey Unified School
District

Anna Hernandez
Employee Development
Department

Michael Hollon
California State Legislature,
District 50

Andrea Iacovetti
Downey Adult School

Joe Keays
Downey Heating and
Plumbing

Matt Knox
StormForce

John Lacey
Downey Unified School
District

Vanessa Lara
Downey Adult School
Alumna

Kevin MacDonald
ARC of Southeast Los
Angeles

Karina Madariaga
Downey Adult School

Julie Meuret
Downey Adult School

Sharon Newberg
Downey Adult School

John Oppenheim
Downey Adult School

Harriet Paine
Downey Adult School

Chesty Peterson
Downey Adult School

Steve Roberson
Century 21 Real Estate

Blanca Rochin
Downey Adult School

Richard Rose
Torrance Adult School

Arlene Salazar
City of Downey

Noelia Vela
Cerritos College

Warren Riley
NPO Solutions

Kelly Heintz
NPO Solutions