



Strategic Plan

2022 - 2026

Downey Adult School

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Downey Unified
SCHOOL DISTRICT

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Blanca Rochin, Principal

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Introduction

We are pleased to present our Strategic Plan for 2022-2026. The plan has been developed to guide and inspire the continuing growth and excellent performance of Downey Adult School in 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 continue operating in an environment of increasing demand for career training and educational services for a population with compelling needs 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 a long history of a caring and committed staff that is dedicated to continuous improvement. DAS maintains 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.

We must continue our efforts of strengthening our infrastructure in preparation for the challenges and changes of the future. We must also consider the impact of growth and take steps to ensure that all internal functions can sustain current needs and are prepared for any future changes. 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 are a member of an educational consortium with four other schools in our area which strengthens our relationship with the community and helps us in achieving our goal of superior education and gainful employment for our students. We articulate several of our classes with Cerritos Community College in order to get credit for classes taken at DAS which is a great incentive for students.

We want to acknowledge the significant contributions of the members of the various advisory committees and the DAS leadership team. Their hard work ensured a successful strategic planning effort. We look forward to the exciting years ahead as we work together to implement this strategic plan. There is an open invitation to join us in our ongoing and very important efforts to improve our work and provide the highest quality programs possible to our students.

Blanca Rochin

Principal

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.
- Dinar 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 and the Council on Occupational Education. The school enrolls over 6,200 students each year and has a staff of over 110 full-time and part-time certificated and classified personnel. We are a member of an educational consortium with four other schools including Cerritos Community College with whom we articulate several CTE classes. This special relationship helps to strengthen the educational awareness and opportunities of the community.

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

The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth.

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 Career Technical Education program areas:

- Advanced Private Security Academy
- CNA + Certified Nursing Assistant
- CNA + Phlebotomy
- Clinical Medical Assistant
- Court Reporting
- Court Reporting Voice Writer
- Dental Assistant
- EKG/ECG
- Emergency Medical Technician
- Home Health Aide
- Home Health Aide - Advanced
- Massage Therapy
- Medical Assistant and Phlebotomy
- Medical Biller Coder
- Paralegal
- Pharmacy Technician
- Phlebotomy Technician
- Vocational Nursing

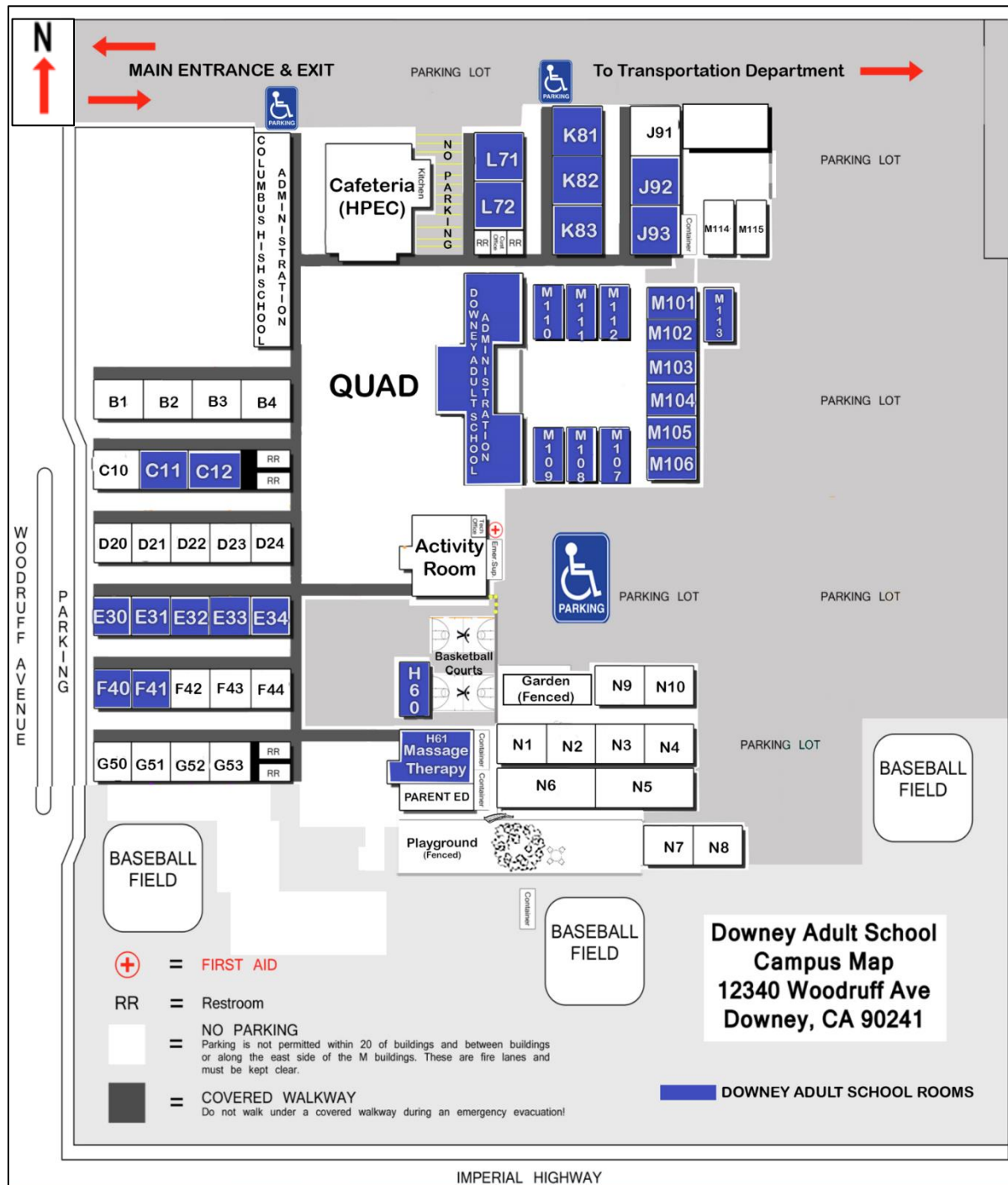
DAS also offers enrichment courses in the following departments:

- High School Diploma
- GED/HSE
- ESL
- Parent Education
- Health and Safety
- On-Line Classes
- Classes for Seniors

Facilities

DAS shares its facilities with Columbus High School, the alternative/continuation school for Downey Unified School District, located on the northeast 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.

Downey Adult School CAMPUS MAP



WASC / COE REVIEW AND ACCREDITATION***Western Association of Schools and Colleges and the Council on Occupational Education***

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 internal evaluations, or self-study, conducted by the school, and an on-site evaluation by a WASC visiting committee for each school.

COE – the ***Council on Occupational Education*** is the accreditation agency for many different kinds of educational institutions, public and private, including adult schools. COE accreditation is necessary for students to qualify for federal student Pell grants. COE offers accreditation to those organizations that provide for successful student learning based on internal evaluations, or self-study, conducted by the school, and an on-site evaluation by a COE visiting committee for each school.

Downey Adult School Career Education Center is accredited by the Western Association of Schools and Colleges (WASC) and the Council on Occupational Education (COE). The process for accreditation from these two agencies assures that the school's programs meet the standards for an accredited high school diploma and career and technical education.

This is a work in progress. The school submits information to the council annually to keep our accreditation current. This accreditation enables our students to qualify for federal student loans and should improve our graduation and placement rates. The main items that are submitted to COE annually are completion rates, placement rates, and licensure rates for each career technical program.

Strategic Planning Process

In August 2021, the Principal of DAS initiated a strategic planning process to update the strategic to reflect any new objectives.

As the winter trimester of classes began in January 2022, the leadership team met to shape and guide the strategic planning process. All of the various advisory committees for the school were also asked for input.

Throughout the process, the leadership team 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 and leadership team meetings.

The outcome of this process is a set of five objectives and sixty-two associated strategies for Downey Adult School, which reflect a commitment to its mission, values, and the community served by the school. The Strategic Plan for 2022-2026 was presented to the staff in August of 2022.

Strategic Direction

To make a distinctive impact...

The school prepares students for success in their careers, increases their academic achievement, and enriches their lives. 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 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. Programs such as on-line classes that do not put additional strain on the facilities and meet the needs of changing instructional delivery methods will be utilized and expanded.

DAS will continue developing and monitoring the management tools and internal controls necessary in an entrepreneurial and complex organization.

The comprehensive branding process will support the school's superior performance through the identity and mission of the school, as well as increasing public awareness and raising the reputation of the school.

To achieve lasting endurance...

DAS will work to ensure that the structure of the organization is one designed to respond to the needs of students and staff and to accommodate the enrollment needs of the school. Executive responsibilities will be aligned with school functions to best manage programs and resources, and greater distributive leadership will be utilized to meet the complex operational needs of the school. Mentoring and professional development activities will be used to maintain high morale, enhance 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 by establishing a competitive program pricing structure that will keep us self-sustaining.

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

School-wide Strategic Objectives

Objective 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.

Objective 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.

Objective Three: Leadership and Organization

To develop and strengthen leadership and organizational structures to support the collective effort in making DAS the best school possible.

Objective Four: Strategic Management

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

Objective Five: Revenue Generation

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

Strategic Area One: Excellent Programs

Programs for adult learners are in high demand in Downey, especially those classes for Career Technical Education, High School Diploma, and learning English. Local response to DAS's programs has been very encouraging.

The City of Downey has been undergoing changes in its demographics, a trend that promises to continue. A significant portion of the population in Downey is Hispanic/Latino (74.8%) in the most recent census. DAS student enrollment of Hispanic/Latino (77%) reflects the demographics of its community in terms of ethnicity.

Additionally, DAS must respond to major developments in terms of employment and private sector organizations within the area. Data presented by the Bureau of Labor Statistics projects that a majority of all new wage and salary jobs will occur in health and personal care services (55%), leisure and hospitality (19%), computer technology (14%), entertainment and media (12%), and education (10%) through 2030. These projected increases of job openings over the ten-year period, represents 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, Los Angeles County, and the greater metropolitan area.

Objective 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

Strategies

1. Develop programs and courses related to the careers, fields, and industries with the greatest potential for employment of students
2. Expand the programs, courses, and access to career pathways that better serve men and women
3. Reach more students outside DAS's immediate vicinity and expand access to learning through online classes
4. Tailor DAS's offerings in part to the needs and opportunities of the city's and county's largest employers
5. Augment individual counseling to better educate students about educational and career opportunities available at all levels of their education/training to help achieve their goal
6. Evaluate the quality of programs and achievement of measurable outcomes on a continual basis
7. Meet the needs of students in our community by increasing the number of CTE course offerings
8. Create a learning community whose goal is to examine student learning within DAS programs and share best practices with all departments
9. Improve the job readiness component of each CTE program
10. Compile and analyze current Job Market Surveys

Strategic Area One: Excellent Programs Continued

11. Continue to increase the number of students who pass the HSE/GED
12. Continue to increase the number of students transitioning from ESL to HSS/HSE/GED and into CTE programs
13. Develop and maintain student handbooks for all students
14. Monitor the number of students achieving ASE Certification, CTE completers, and job placements
15. Expand CTE programs based on the analysis of the Job Market Survey, community surveys, advisory committee input and staff input
16. Survey teachers annually to identify professional development interests and needs
17. Continue to provide in-house professional development workshops based on survey results
18. Continue to develop partnerships and articulation agreements with local colleges and businesses
19. Continue regular meetings with program specific Advisory Committees. Develop program specific Advisory Committees as CTE programs are expanded
20. Use placement rates, graduate and employer follow-up surveys, and Advisory Committee feedback to evaluate the success of CTE partnerships
21. Continue documenting formal meetings with students to review resumes, interviews, and job placement by the Job Development Office

Strategic Area Two: Facilities

DAS shares its facilities with Columbus High School, the alternative/continuation school for Downey Unified School District. Concerns over sharing the campus with the high school students' lack of respect for classroom environments, noise levels, and campus safety are addressed through the presence of campus security personnel and dedicated police officer on campus has helped to mitigate some of the concerns.

DAS recently added six new classrooms to accommodate its students in that require special equipment, such as nursing, court reporting, and dental assisting. The additional classrooms allowed DAS to relocate classes from high school classrooms back to the adult school portion of the campus.

Currently the DAS campus is at equilibrium in terms of its classroom space and will continue to monitor the population of the community and the changing needs of educational programs. DAS will explore the usage of facilities within the Downey Unified School District and local environs accommodate any unexpected program changes or needs. DAS will also monitor the demand of on-line and hybrid classes to meet the needs of the community.

Objective 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

Strategies

1. To seek additional classroom spaces in Downey to serve as a second, or satellite, campus for programs as needed
2. To continue to grow relationships with local organizations willing to host DAS programs at their facilities
3. To advance technology and maintenance upgrades to the current campus

Strategic Area Three: Leadership and Organization

The current DAS model divides responsibilities between the two 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. 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, making more use of resource instructors and TOSAs.

In meetings 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 Principal field and resolve any conflicts or issues that arise and are responsible for communicating important information.

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 continue to foster a culture for staff that rewards innovation, customer service, and professionalism.

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.

Objective Three: Leadership and Organizational Structures

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

Strategies

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 expand and strengthen 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
5. Continue to expand student support services in order to keep pace with the growth of the CTE Programs
6. Continue to form Advisory Committees for all CTE programs and conduct regular meeting schedules with additional advisory committees formed as new programs are created
7. Adjust and align the roles of Job Development and Financial Aid Offices as CTE expands
8. Improve the process for follow-up with students in all programs related to job placement
9. Improve the process of obtaining feedback information from employers
10. Continue to compile data using surveys, the EDD website, Bureau of Labor Statistics, other national data bases, and local advisory and employer input.

Strategic Area Three: Leadership and Organization (Continued)

Objective Four: Strategic Management

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

Strategies

1. To develop and use management tools to effectively guide the growth and success of DAS in future years
2. To utilize an annual climate survey of staff to monitor and enhance individual and team satisfaction
3. To have in place effective and transparent avenues of communication and processes throughout the organization
4. To continue to seek and implement information technology solutions to better serve students, staff, and administration

Objective Five: Organizational Culture

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

Strategies

1. To embrace and demonstrate the core values of the school and district
2. To promote professionalism everyday 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

Area Four: Strategic Management

DAS has been very successful in forging meaningful relationships with mission-aligned organizations within the local area and has maintained good relationships with the school district and local schools. DAS should extend its reach beyond the Gateway communities as a way to attract additional students.

As DAS continues its entrepreneurial and competitive path, strategic alliances with the school's neighbors are increasingly important. Bridges with local community colleges, regional occupational programs (ROPs), and major employers continue to be viable opportunities to develop and augment offerings for DAS students and staff. Community colleges and professional schools are an opportunity for DAS to maintain and expand the articulation, or pathway, for students to attain higher levels of academic credentials and career training. Alliances with these kinds of organizations 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, provide opportunities for DAS to generate contracts and MOUs for training and consulting and to develop career connections for DAS students

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

Objective Six: 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

Strategies

1. To continue the collaborative relationships with local community colleges as part of DAS's commitment to career development and pathways to higher achievement
2. To continue the partnerships with local adult schools
3. To build connections to the city's largest employers, especially in industries experiencing growth, such as healthcare
4. To develop a forum to reach out to and maintain contact with key people, community organizations, and advisory board and councils in Downey and the surrounding areas
5. To ensure DAS commits the necessary resources to develop and sustain its collaborative relationships
6. Continue to strengthen partnerships with businesses for all CTE programs

Strategic Area Five: Revenue Generation

The current sources of revenue for DAS are tuition/fees, Pell Grants, Adult Education Block Grant, Perkins, WIOA, CalWORKs, and Other Benefit Retirement Contributions. Amounts and percentages are detailed below:

REVENUE TYPE	AMOUNT OF BUDGET	PERCENT OF BUDGET
Total Revenue	\$7,591,000	100%
Tuition and Fees	\$3,826,795	50%
Pell Grants	\$1,913,015	25%
AEBG	\$1,488,349	20%
Perkins	\$210,833	3%
WIOA	\$0	0%
CalWORKS	\$197,378	3%
OBRC	\$244,345	3%

Students have 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 in Downey are good sources for contract, training, and consulting projects, which would help the school diversify its sources of income.

Objective Seven: Revenue Generation

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

Strategy 1.

To explore additional opportunities to contract with local organizations to provide educational services

Current Financial Resources

SELACO Workforce Development Board provides a client to obtain on-site training and work experience in clerical and office occupations at DAS

Prospective Financial Resources

Obtain work-experience candidate form other agencies (EDD/CalWORKS) for on-site training and work experience

Financial Benefit

The financial benefit equates to two PT entry-level clerical positions of approximately \$32,970 per year

Financial Benefit

Potential benefit approximately \$16,485 to \$32,970 per year

Strategy 2.

To explore additional opportunities to provide DAS's expertise and consulting services as revenue-generating activities

Current Financial Resources

DAS continues to explore opportunities to offer their expertise in the various CTE programs offered at the school to assist local businesses

Financial Benefit

Consulting fees
Increased revenue from on-site class(es)

Prospective Financial Resources

Consulting services

Financial Benefit

The financial benefit based on contracted fee for service

Strategy 3.

To examine the potential for increasing contributed income, such as grants or training services

Current Financial Resources

Perkins
CalWORKS

Financial Benefit

\$210,833
\$197,378

Prospective Financial Resources

Increase number of students participating in CASAS testing

Financial Benefit

Increased revenue based on Payment Points

Increase number of students participating in GED testing at DAS

Increased revenue based on contracted rate
Increased revenue from students enrolling in GED preparation class

Seek business partners who can provide donated equipment to enhance training programs and current learning resources

Program expansion and increased student enrollment

Strategy 4.

To allocate budget resources strategically in order to balance the needs of the school

Current Financial Resources

Tuition and Fees

Financial Benefit

\$3,826,795

Prospective Financial Resources

Program expansion of Voice Writing
Recording for court reporting program
Spring 2023

Financial Benefit

Increased income from tuition and fees

Strategy 5.

Continue to research grants and alternative income streams

Current Financial Resources

DAS Annual Golf Tournament

Financial Benefit

The financial benefit was a profit of \$5,000 to award scholarships to students to enroll in additional classes at DAS

Prospective Financial Resources

Increase corporate sponsorship and donate

Financial Benefit

Increase in student scholarship donations

Strategy 6.

Continue to document grants that have been awarded and how funds were used

Current Financial Resources

Pell Grants

AEBG

Perkins

CalWORKS

Financial Benefit

\$1,913,015,000

\$1,488,349

\$210,883

\$197,378

Prospective Financial Resources

Increase in existing grants

Financial Benefit

Increased income

Strategy for Evaluation.

The Strategy for Evaluating the Strategic Plan is of great importance to the school and a record of progress must be journalized and communicated to all stakeholders. The plan will be evaluated using the following procedures:

1. Review by faculty and staff via email
2. Review by faculty and staff at meetings each September, January, and June
3. Review by advisory committees via email
4. Review by advisory committees at meetings twice annually
5. Student evaluations will be customized to include related items of the plan