

MAXINE WATERS EPC MID-CYCLE REVIEW

CHAPTER I

STUDENT/COMMUNITY PROFILE DATA

The Maxine Waters Employment Preparation Center (MWEPC) as it exists now, is the result of the complete closure of the Division of Adult and Career Education of the Los Angeles Unified School District. DACE, within LAUSD, is the largest adult education program in the United States, despite decreasing by two-thirds. This closure resulted in making extreme changes when it reopened in July 2012 and major changes due to transition from in person learning to remote learning due to the world-wide COVID-19 pandemic. Other changes included a re-organization in the Adult Division that ultimately merged 30 adult schools to 10 schools, then increasing to 11 schools in 2017, and now back to 10 schools in 2020.

School Governance Structure

Maxine Waters Employment Preparation Center directly reports to the DACE Executive Director Joseph Stark and Administrators Rosario Galvan and Dora Pimentel-Baxter. The school site administration consists of two Assistant Principals of Operation (APO), two Assistant Principals of Adult Counseling Services (APACS), and one Principal. All of the school site administrators have worked in the Adult Division of LAUSD for over 20 years in various positions.

School Staffing

The staff at MWEPC is comprised of administration, instructional, and support staff. The administration includes APO, APACS, and Principal. The instructional staff includes 78 teachers, 13 teacher advisors, 2 teacher counselors, and 4 teacher assistants. The support personnel includes 29 classified employees consisting of clerical, custodial, and security positions.

Programs Offered at MWEPC

- [Adult Basic Education](#)
- [Adult Secondary Education](#)
- [Adult Independent Students \(AIS\)](#)
- [Career Technical Education](#)
- [English as a Second Language \(ESL\)/Citizenship](#)
- [Family Success Initiative \(FSI\)](#)
- [Integrated Education and Training \(IET\)](#)

Student Demographics

We serve a very diverse student population. Through our doors walk English language learners, the disabled, military veterans, re-entry population, court-ordered offenders, recovering addicts, the unemployed, the barely homed, and those served by the Employment Development Department. (That last group includes our chronically under-employed staff, many of whom receive Unemployment Benefits during the summer.) All educational opportunities are offered without regard or barrier to race, age, color, national origin, gender or disability. Individual Instruction Labs and ESL classes are offered on a trimester, while CTE and teacher-directed classes have managed enrollment.

Student Data and Graphs:

[Student Ethnicity](#)

[Student Enrollment by Program](#)

[Unduplicated Enrollment](#)

Community Profile Data

Based on the data gathered from student registration forms, the typical MWEPC student resides within the 90059 zip code like the center itself. Information from the registration forms further indicate that the majority of the students reside in the surrounding zip codes 90059, including 90002, 90037, 90044, 90061, 90221, 90250, 90301, 90302, 90303, and 90305 zip codes.

Community Profile Data

Maxine Waters EPC has undergone significant changes and developments in the past three years since our full accreditation visit in 2018. The immediate community surrounding MWEPC has experienced numerous changes since the 2018 full accreditation process. During this time, particularly notable is an increase in the Latino student population. The 2020 Census demographic data for the South Los Angeles area confirms this. Statistics show that 80% of the South Los Angeles area is populated with Latinos, African-Americans 18%, and representing Native Americans, Asian/Pacific 1%, Euro-Americans, and other groups. The median age of the South Los Angeles area is 10-19 yrs (18%); 20-29 yrs (18%)

CHAPTER II

SIGNIFICANT SCHOOL CHANGES AND DEVELOPMENTS

DACE STRATEGIC PLAN

Since our last full accreditation, the California Adult Education Block Grant Program changed its name to the California Adult Education Program (CAEP). Under AB 104, CAEP legislation requires members of a consortium, such as the Los Angeles Regional Adult Education Consortium (LARAEC) to receive state approval for their adult education strategic plan every three years. Our new [Strategic Plan for 2019-2022](#) is called “**Removing Barriers. Changing Lives**”. Some of the key aspects of this plan are as follows:

- Plan aligns with district, regional, state and federal legislation
- Three Strategic Plan objectives

Impact: The new DACE Strategic Plan describes our objectives in terms of action statements. It provides clarity on what the division expects to accomplish through a series of strategic steps. The division developed specific, measurable, attainable, relevant, and time specific (SMART) goals to address these objectives.

DACESIS

On July 1, 2019, DACE upgraded its Adult Student Information System (ASIS) to DACESIS. This new system includes several improvements and capabilities compared to the 30-year old legacy system including the expansion of customized reports, an expanded scope of data collection and improved compatibility with WIOA Title II data collection requirements. The first DACESIS roll out included student information dating back five years. Phase II roll out scheduled for July 1, 2020, included student self-registration, automated Individualized Student Plans (ISPs), point of sale (POS) capability, a student portal, and dashboard enhancements. Previous student records were also included.

Impact: Changing the Student Information System required training for the Student Support team. In spring 2019, program advisors, teacher counselors, clerical staff, and administration participated in a 2-day DACESIS training session. The Instructional Technology Teacher Advisor (ITTA) trained our teachers on DACESIS in May 2019.

Also in 2019, DACE implemented the DACESIS Comprehensive Support Plan to monitor DACESIS business and application processes and facilitate school-based training and support structure. Included in this plan is the [DACESIS Quick Guides](#) to reinforce learning, and increase capacity among support staff.

Administrative Personnel Changes

Since the Self-Study in April 2018, several administrative personnel changes occurred.

Impact: The replacement transition from one Assistant Principal to another has been short; DACE has been responsive in filling the administrative assignment in a timely manner to ensure the continuity of administrative coverage.

Certificated Personnel Changes

Since the Self-Study in April 2018, there have been a number of certificated personnel changes.

Impact: Since the Self-study in 2018, MWEPC has had three ACCT Advisors. When one ACCT Advisor retired in June 2020, MWEPC did not receive a replacement. The two existing ACCT Advisors share the responsibility of the third ACCT Program. The Principal has requested the budget to hire a third ACCT Advisor for 2021-22 SY.

Classified Personnel Changes

Since the Self-Study in April 2018, there have been a number of classified personnel changes.

Impact: The reduction in office personnel caused the redistribution of the workload. Once we fill the Senior Office Technician position, the increase of hours will provide a positive impact on our Disability Support Services Program by providing our students with additional support.

eCASAS testing

The Workforce Innovation and Opportunity Act (WIOA) is our federal legislative funding source for Title II monies to improve students' education and literacy. DACE is the largest WIOA grant recipient in the state of California. The Comprehensive Adult Student Assessment System (CASAS) is the federal government's accountability tool. In the 2019 - 2020 SY, MWEPC started e-Tests online with the CASAS.

Impact: The administration of the eCASAS testing proved to be a more efficient way of receiving accurate test results. We administered eCASAS testing using PC computers and Chromebooks.

The Continuance of CASAS during Covid

DACE trained our PPTA on administering remote testing.

Impact: The immediate switch to online testing has had a significant impact on the advisor and students in the academic and ESL programs. Students need two devices to take the test: One to take the test and the other so the proctor can see them. Testing remotely has also presented a personnel issue. Two staff members need to be present at each testing session; one to administer the test to students who are ready with their devices, and the other to troubleshoot student device issues in preparation for the test.

CASAS GOALS to replace TABE

In February 2021, MWEPC volunteered to pilot the CASAS Greater Opportunities for Adult Learning Success (GOALS) assessment. GOALS replaces the Test of Adult Basic Education (TABE) assessment previously administered by DACE schools. CASAS generates an Individual Skills Profile that reports the tester's grade level equivalency and Educational Functioning Level gains (EFLs).

Impact: CASAS GOALS is an instructional tool for advisors and teachers. Advisors use the data reports for initial class placement; teachers use the data reports to help students improve their literacy skills. The Reading GOALS is currently used for ABE/ASE learners. CASAS affirms that GOALS is fully aligned to the College and Career Readiness Standards for Adult Education. Depending on the student's reading level, the Individual Skills Profile shows the student's likelihood of passing the HiSET. Another advantage of the CASAS GOALS is that it serves as a two-fold assessment tool; it is used as the CASAS pretest and the intake assessment that eliminates one additional test for our ABE/ASE students streamlining the testing process.

Professional Learning Communities

[“Professional Learning Communities \(PLCs\)”](#) are faculty-driven, researched-based strategy for building teacher instruction capacity and improving student learning outcomes.” PLCs are aligned with Objective 2 of our DACE Strategic Plan – Inspire a culture shift to continuous improvement and collaboration among staff, faculty and administration to foster student success. Teachers and Advisors receive paid time for their participation. In 2016-2017 SY, MWEPC started its first PLC in ESL and ABE. Since then our PLCs have expanded. In 2019-20 SY, DACE allocated funds for school-wide PLCs in the three core Program areas: ESL, ABE/ASE, and CTE. Each department organized a planning meeting with their teachers and elected areas of focus. All sessions were data driven generating CASAS and DACESIS Report for data analysis.

PLCs continue in 2020-21 SY. DACE provides ongoing coaching to school site advisors and holds weekly Curriculum and Instruction support Office Hours to provide further guidance and assistance.

Impact: Teachers actively participate in the PLCs largely due to its faculty-driven approach. Teachers and Advisors are part of the decision-making process. As a result, they are vested in the process of observing the implementation of their strategies and evaluating their progress.

Program Change - Child Development Program

In the 2019 State of the City Address, Los Angeles Mayor, Eric Garcetti prioritized early childhood education in the City of Los Angeles. The priority included the LA Early Childhood Equity Project that was established in a joint effort to eradicate the school readiness gap by 2025. In particular, the project sets an ambitious goal to recruit, certify, train and employ 2,500 new early childhood educators by 2025.

Impact: In March 2020, the MWEPC’s Child Development Program formed as a part of DACE partnership with the City of Los Angeles. Steve Zimmer, Senior Education Advisor, spearheads this partnership for the Office of Mayor Garcetti.

MWEPC’s Child Development class collaborates with LAUSD’s Ethel Bradley Early Childhood Center, co-located on MWEPC’s campus to host our students’ externship. During the pandemic, students have completed their observation requirements online as they observe the children in classrooms live via Zoom.

MWEPC offers three 90-hour Child Development courses: Foundations, Curriculum and Supervision. To date, [fifteen students](#) have completed the program and are ready for entry level positions.

Program Change - Family Success Initiative (FSI)

The FSI Program is a partnership with DACE and the District’s Office of Parent and Community Services to provide ESL, parent education, and family-related EL Civics instruction to parents of K-12 students at our local elementary and middle schools. The focus is to train parents to assist their school aged children to “succeed academically.”

Impact:

Since its implementation, it has undergone significant changes. The program started with 4 FSI classes at 4 different sites. With the closure of the two FSI classes the following year, students from those classes transferred into our regular ESL program and into our remaining two FSI classes. Currently, with our courses being fully online, students who wish to do so have the opportunity to enroll in one of our FSI courses, regardless of the location.

Program Change - High School Equivalency Test

In 2017-18 SY, MWEPC became a HiSET Testing Site with seven computers for online testing. In 2018-19 SY, the HiSET Testing Site expanded to offer 11 online testing computers.

Impact: Due to the expansion of our HiSET Testing Site, we are able to test more students at a time, have more completers and earn more CASAS payment points.

HiSET Testing During Covid-19

The MWEPC's HiSET Testing Site closed due to Covid-19 and the District's Safer-At-Home Orders in March 2020, but opened remotely in June 2020.

Impact: Despite the temporary closure of the HiSET Testing Site, HiSET Preparation classes remained available through the distance-learning program. Our HiSET Prep teachers implement the Apex Learning software in their virtual classrooms. This DACE approved program allows us to offer courses for all HiSET subject areas.

DACE resumed issuing [Merit Award vouchers](#) in December 2020. The voucher waives students' financial obligation for the HiSET. Students enrolled in HiSET Prep can earn a voucher when they accumulate 12 hours of attendance and achieve passing scores on their practice exams.

Program Change – CTE Addition – Security Officer Trainee

In August 2019, MWEPC received DACE approval to offer Security Officer Trainee/1, a 40-hour short-term job-training course that prepares students for entry-level employment in law enforcement. Upon completion of the course, students register with the Bureau of Security and Investigative Services (BSIS) for their license and guard card.

Impact: Due to the short-term nature of this course, MWEPC has increased its CTE completers as well as new hires. The challenge for this program is in the area of recruitment. To address this challenge, MWEPC collaborates with community partners and continuously updates the website to increase course enrollment.

Covid-19 Pandemic

Despite the challenges presented by the pandemic, professional development continues to operate remotely. PD opportunities are through professional organizations, such as, CALPRO, CCAE,

LARAEC, OTAN and Burlington English. The school faculty and staff receive PD information via weekly bulletins, emails, flyers, and the [DACE Monthly At-A-Glance](#).

Impact: The district and division quickly went into action to provide school faculty with the necessary tools and strategies to shift from in-person instruction to a remote delivery system. Change took place in a number of areas: professional development, instruction, curriculum access, and technology.

Professional Development: There was a push for all teachers to receive professional development on the usage of the following [software platforms](#): Schoology, our learning management system to guide asynchronous instruction, and Zoom, our web-conferencing tool to facilitate synchronous instruction. Teachers, advisors, and administrators were also able to apply for the District's Home Continuity of Learning PD series called [Future Ready](#). This series included a 10-lesson class/30-hour hybrid learning experience. Upon completion of the class, attendees received a stipend and a Future Ready Certification.

To prepare for the fall 2020, the District created a preparedness framework for virtual learning called "[Smart Start](#)". DACE created a set of procedures that included a [Return to School Handbook](#).

Instruction: Based on [Senate Bill 98](#), the district and division set class scheduling guidelines for teachers to conduct daily synchronous and asynchronous instruction. The average ratio of synchronous to asynchronous is 5:7 based on the number of total teacher-assigned hours. DACE provided teachers with digital literacy strategies for both instructional settings. Teachers record student attendance for both instructional settings. Teachers are required to submit their Zoom link to administration for informal observations and support, as per the United Teachers Los Angeles ([UTLA](#)) and [District agreement Side Letter](#).

Hybrid Instruction: Through the Side Letter, the District and UTLA agreed to permit limited in-person instruction. MWEPC conducted Hybrid Classes for the Licensed Vocational Nursing Program and Nurse Assistant: Long-Term Care. Both of these classes require in-person instruction as a part of their State Board Certifications.

Hybrid classes require the participation of the security, custodial staff, administration, teachers and support staff to follow the District's Health and Safety Guidelines. Examples of the protocols for Hybrid classes include a [Hybrid Instruction Questionnaire](#).

Curricula Access: Access to Curricula was important for continuity of instruction. As a result, DACE placed all Master course curricula on Schoology. Our ITTA set up the master courses for our teachers making their course content readily available. A multiple list of CTE vendors provided teachers with access to textbooks and virtual activities.

Another means of providing continuity of instruction, was ensuring that both teachers and students have access to technology. Our ITTA and IT Support Technician collected and inventoried all available computers. MWEPC followed District/DACE guidelines for computer loan distribution and use policy. DACE also purchased an additional 100 computers and hotspots for each of our 10 schools. Administration worked with DACE to organize Grab N Go days for students to purchase

textbooks, computer devices and internet hotspots. Support staff, including teacher advisors and office technicians assist with the distribution activities.

Social Media Change

In September of 2020, we formed a committee to review and improve our school's marketing efforts, specifically in the areas of social media and digital presence. MWEPC invited a digital media expert to analyze our current website and digital presence and to make recommendations on how to improve in these areas. The report identified these areas needing improvement:

- Develop more quality content for the site that will improve google search rankings as well as offer prospective students more information about our programs.
- Ensure social media accounts are linked to our website and provide accurate information. Engage frequently with social media to improve website traffic.
- Structure website pages correctly to improve our SEO (search engine optimization).
- Ensure all our business listings are accurate on directories such as GoogleMyBusiness, [Yelp](#), [instagram](#) and [Facebook](#). Encourage students to review us on these sites.

Over the next couple of months, the committee prioritized these recommendations.

The committee designed the website to provide accurate, up-to-date school and course information in a clear, easy-to-navigate format. The website team created an attractive, engaging design. Additionally, the website included more areas for content, such as "Latest News" and "Student Success Stories." We also have a section at the bottom of our main page that shares students' testimonials. We use our social media platforms to share with our broader community our new course offerings, employment opportunities, and community resources.

Impact: The new website launched on January 9, 2021. By the end of January, we were seeing a noticeable improvement in our website traffic data as well as in the number of prospective students completing interest forms. According to Google Analytics, from January to March 2021, the number of unique visitors to our website had increased by 58%. Since the launch of the new website, we have had a monthly average of 1600 clicks to our interest form.

CHAPTER III

ENGAGEMENT OF STAKEHOLDERS IN ONGOING SCHOOL IMPROVEMENT

REVIEW OF STUDENT ACHIEVEMENT DATA

There are several ways that administration and teachers review student achievement data. The school assesses student achievement through results in the Comprehensive Adult Student Assessment System (CASAS), the EL Civics COAPPS, the ESL Promotional Tests and CTE competency tests. The WIOA Advisor works closely with instructors providing detailed reports of their classes and assessment results for individual students. Reports detail whether students have shown growth in an area and can move from taking a lower level to a higher level test, or whether they still need to work on specific areas of study. These reports are extremely beneficial for teachers as they can view their classes holistically and create additional lesson plans in areas

where students struggle most.

In addition, teachers have been participating in Professional Learning Communities (PLCs) and Communities of Practice (CoPs). Teachers meet with a group of their peers to discuss best practices, assessments, rubrics, student achievement, methods to promote growth, and advancement. Teachers meet to discuss student achievement and review the latest data. They have been provided with data specifically from their classes and from their program areas in general. Some of the data that teachers are provided to review are CASAS results, class completer ratios, and division report cards that indicate areas of growth and weaknesses that need to be addressed.

Data is analyzed throughout the school year in departmental meetings and PLCs/COPs. MWEPC has held schoolwide PLC meetings since 2018. Subsequently, teachers are becoming more adept at reviewing data and statistics. Using this information, they discuss methods on how to improve instruction for their students and the department as a whole. Teachers are now more accustomed in collaborating with their peers to ensure student achievement.

Stakeholders are made aware of student achievement through a variety of methods. The school's weekly bulletin, the Gazette, is emailed to all staff and is posted in Schoology and the web page. Teachers are encouraged to share student success stories with their classes. Posters of students' success stories are posted in the hallways of the classroom building and are posted on our web page. CTE students who won SkillsUSA medals in 2019 were featured on our website, www.mwepc.org. DACE also posts stories of student achievement on the Division website, <https://wearedace.org> and DACE Schoology platform.

The Division hosts weekly Administrative Data Chats that provide data indicators of performance. These may include DACE-SIS reports on attendance, persisters, student engagement, course completers, educational gains, capstone completers, and enrollment of Perkins-eligible students.

IMPLEMENTATION AND MONITORING OF SCHOOLWIDE ACTION PLAN

The school's Action Plan is a living document. At the Back-to-School meeting the plan is presented to all staff for their review and input. The Leadership Team meets to review the plan and make any necessary revisions. All the data is then compiled and listed in each Action Plan area. This enables all stakeholders to see the progress of the Action Plan throughout the year. In addition, Action Plan items are linked to "Key Issues" that were noted in the 2018 WASC MWEPC Self-Study. This is important as it allows all stakeholders the ability to tie the Action Plan to the school's 2018 Self-Study Report and see where areas of growth have been addressed within the Action Plan.

Action Plan updates are posted in the MWEPC Weekly Gazette and uploaded in Schoology and the school's teacher corner which is accessible to all stakeholders.

Reviewing the Action Plan annually provides the school an opportunity to update and revise the plan as needed.

PREPARING THE PROGRESS REPORT

The Mid-Cycle Progress Report has been a work in progress since the 2018 Self-Study report, with the Action Plan as the nucleus of the whole process.

Each year, the Action Plan is reviewed by all stakeholders, who are provided the opportunity to suggest changes or revisions they feel should be addressed. All progress throughout the school year has been linked to “Key Issues” that were noted in the WASC Visiting Team’s Follow-up report. Linking the school’s progress to the follow-up report ensures that MWEPC remains focused on addressing all Key Issues.

In preparing the mid-cycle review, the leadership team compiles, reviews, edits, and provides evidence. All the data is then placed into categories and matched with “Key Issues” from the 2018 Visiting Team’s Report.

Leadership approves the document, which is then shared with staff at a schoolwide meeting for review and input. After the leadership team reviews staff input, it is finalized and published, and added to the [school website](#). An overview of the report is shared with the student body.

The principal includes the SLOs in our [weekly Gazette](#) for teachers to include in their regular lesson plans and embed them in our culture by incorporating SLOs into daily school activities. The rationale for this is to enhance student learning by aligning our SLOs with lesson plans and class projects. Embedding the SLOs into school activities increases student awareness of MWEPC program outcomes and helps students and teachers set goals for student achievement.

CHAPTER IV

PROGRESS ON IMPLEMENTATION OF THE SCHOOLWIDE ACTION PLAN

The stakeholders at MWEPC have implemented five critical areas of the Schoolwide Action Plan. This is the initial plan developed in 2018 from the ACS WASC committee’s findings during the last visit. Since that time, we have evidence of successful progress for the following:

[ACTION ITEM #1](#)

Develop and implement various Integrated Education Training (IET) models

IET is a research-based initiative that combines basic skills instruction, career technical education, and workforce preparation skills. Beginning in 2017, MWEPC implemented this instructional strategy to transition students at an accelerated pace from ESL and ABE into CTE courses. The IET model aligns with the Division of Adult and Career Education (DACE) and Los Angeles Regional Adult Education Consortium (LARAEC) objectives.

ACTION ITEM #2

Develop a system that ensures regular evaluation of student needs

The stakeholders at MWEPC addressed the outlined action steps to create and assess student pathways. The rationale of this key issue is to improve the efficiency of student services for program access, progress, and success for all students.

In fall of 2017, we implemented the Individualized Student Plan (ISP) to support every student during one-on-one counseling sessions. Advisors schedule visits to classrooms to give ISP presentations and to assist students with completing their ISP goals.

ACTION ITEM #3

Enhance the school's educational effectiveness with collaborative partnerships from industry and create an efficient system to track students placed into jobs

The rationale of this key issue is to create educational pathways that connect students to careers and employment opportunities.

ACTION ITEM #4

Develop a student handbook to facilitate the enrollment process

The stakeholders at MWEPC addressed the outlined action steps to provide students with a reference handbook.

ACTION ITEM #5

Expand effective Professional Learning Communities (PLC) to all programs and departments

The stakeholders at MWEPC addressed the outlined action steps to promote collaborative leadership for teaching and learning in all programs. The ESL and ABE programs established PLC groups in August 2016. Since then, the leadership team decided to expand PLCs to all programs.

The PLC is a faculty-focused professional development framework that allows for sharing of best practices and learning new instructional strategies to improve student learner outcomes. PLCs are student centered, teacher driven, and administrator supported.

The Division provided funding for PLCs. MWEPC received "Notification of Budget Allocation" for school-based PLC activities. Teachers and advisors receive their full hourly rate for participating in PLC training.

CHAPTER V

SCHOOLWIDE ACTION PLAN REFINEMENTS

MWEPC uses school and student data to determine progress made toward achieving the priorities and goals for improvement. Accordingly, making refinements to the school plan has become a periodic practice for updating this live document. The leadership team communicates with stakeholders to clarify decisions and actions to maintain a productive learning environment where all students can thrive. Stakeholders contributed by publicizing data through staff meetings, Waters Gazette Newsletter, school website, LA Unified Adult website, emails, Teachers Corner website, DACE-SIS, Schoology, Facebook, and Instagram.

MWEPC accomplished the key issues in the [School Plan \(5.0\)](#) since the ACS WASC committee's last visit.

Action Item 1 is the only critical area from our 2018 Accreditation Report, that the leadership team will continue to refine in the updated school plan.

ACTION ITEM 1 (5.1)

Develop and provide equitable and accessible post-secondary transitions

This Action Item addresses the Division's priority to provide comprehensive support to adult learners. Collectively with stakeholders, MWEPC intends to ensure that students are college prepared and career ready.

The [2021 Schoolwide Action Plan \(5.2\)](#) includes the following new growth areas:

[ACTION ITEM 2 \(5.3\)](#)

Research and refine remote learning models and instructional tools

Remote learning is a new instructional model on our campus this school year. Deemed a critical area by DACE due to the pandemic, we hope to develop effective modules where some students attend class in-person, while others join the class virtually, or a combination of both.

Early in 2020, MWEPC installed new technology in the school's infrastructure and increased internet capacity. The updated technology and electronic resources support current teaching and learning needs of staff and students.

In March 2020, MWEPC sharply increased the implementation of the Schoology Learning Management System (LMS) for distance learning courses online. This LMS allows us to offer courses to meet student needs with remote instruction. Through our virtual LMS, we serve more of the local population as well as distant geographic locations.

[ACTION ITEM 3 \(5.4\)](#)

Utilize marketing strategies to promote school programs

Marketing is essential to attract students to our programs:

- [Social Media \(5.5\)](#)
- [Website \(5.6\)](#)
- [Special Events \(5.7\)](#)
- Signage
- School Brochures [[Catalog \(5.8\)](#), [Postcard \(5.9\)](#)]