



**Awards for Innovation in Higher Education Application Cover Page**

**Coordinating Institution:** Los Angeles City College

**Contact Information:** **Name:** Adriene "Alex" Davis, Ed.D. Dean, Economic and Workforce Development • **Email:** davisaa@lacitycollege.edu • **Phone:** 323-953-4000 x2596 • **Address:** 855 N Vermont Ave, Los Angeles CA 90029

**List of Participants:** Los Angeles City College, Los Angeles Unified School District, California State University Los Angeles, National University, Pacific Oaks College, University of La Verne

**Abstract:** The Los Angeles City College Child and Family Studies Department's Child Development Workforce Initiative Transfer/Degree Program (CD WFI) has implemented many innovative practices, policies and systems to increase access and success for students from the high school, community college, and university level since its inception in 2007. Some of the key changes that have been initiated since January of 2014 include expanding mentoring to high school students and implementing transfer workshops at local high schools where college level courses are being offered. Another key change has been to develop one of the mentors into a "transfer specialist" who will provide support and encouragement to those students ready for transfer. A dedicated child development advisor from Cal State LA will also begin spending time each week in the LACC Child Development office to provide support for students ready to transfer to their program. Furthermore, the CD WFI program helped to develop a cohort of Master's Degree students from a BA cohort who graduated in December of 2014.

**Assurance and Signature:** I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application."

✓/Renee Martinez, President  
Los Angeles City College  
323-953-4010

Date

[Faint, illegible text covering the majority of the page, likely bleed-through from the reverse side.]

ADMIN. SVCS. JAN 9 '15

PM4:02

**Context:**

1. The mission of our program is to expand the number and quality of early care and education workforce available to work in Los Angeles County. We also provide support services and educational access to all students, especially students from special populations, to overcome barriers and earn their AA and BA degrees in a timely manner.

One goal of the program is to recruit, educate and train students interested in entering the field of Early Care and Education or who want to teach in elementary and secondary education. Offering college level classes and support services to high school students increases the number of transfers from feeder high schools to LACC. At the high school level we are also able to target special populations such as male students, who are underrepresented in the field. At the community college level we recruit students who have completed a few of the core classes in child development to join the CD WFI (Child Development Workforce Initiative Transfer/Degree) program where they receive essential support services that assists them in obtaining their degrees and transferring in a timely manner.

A second goal of our program is to provide services that reduce barriers and facilitate the attainment of an Associate degree and/or transfer to a four-year university. One major barrier for child development students is math. Our program has a dedicated math tutor just for child development students and offers workshops on topics such as math anxiety and test taking strategies. Furthermore, every student in the program is provided with a Mentor who provides educational and psychological support to help students break through any other barriers that may threaten their progress.

A third goal of our program is to work with partners to make system changes that streamline the transfer process for all students from high school through community college and 4 year educational institutions. Through our partnerships with LAUSD, CSULA, Pacific Oaks, University of La Verne, and National University we have streamlined the process from high school to community college, community college to CSULA, and from LACC to a BA cohort program with one of our partners offered at LACC.

2. Below is the most recent statistical profile for Los Angeles City College. One statistic missing from this data sheet is former foster youth. In the 2013-2014 academic year, 207 students were identified as former foster youth.



# Annual College Profile 2013

**Founded in 1929**

**Our Mission**  
Los Angeles City College empowers students from the diverse community it serves to achieve their educational and career goals by providing learner-centered pathways to success through transfer, career and technical education, and foundational skills programs.

**Student Profile - Fall 2013**

**Unduplicated Enrollment:**  
Credit Students 19,240  
Noncredit Students 2,622

Female 55.5%  
Male 44.5%

African American 12.1%  
Asian/Pacific Islander 16.5%  
Hispanic/Latino 46.3%  
White 19.2%  
Other 5.9%

Under 20 19.0%  
20 to 24 years old 32.6%  
25 to 34 years old 25.6%  
35 to 54 years old 17.3%  
55 and older 5.5%

**Educational Goals:**  
Transfer to 4 Year 42.0%  
AA/Vocational Degree 8.9%  
College Prep 6.6%  
Career/Workforce 17.1%  
4 year College Credit 6.1%  
Personal Development 3.1%  
Undecided/Unknown 16.2%

**Study Load:**  
12 units or more 31.5%  
6 to 11 units 34.5%  
5 units or less 34.0%

**Quick Facts:**  
44.6% of student are first generation college students  
52.6% receive financial aid  
89.9% are U.S. Citizens or Permanent Residents

English is the most spoken language at home (68.5%), followed by Spanish (12.7%), Armenian (6.1%), Korean (3.1%) and Russian (2.2%).

Prepared by the Office of Research, May 2014  
[http://lacc.laccd.edu/research/annual\\_college\\_profile/index.html](http://lacc.laccd.edu/research/annual_college_profile/index.html)

## Student Success

Student Success ScoreCard	2008-09	2009-10	2010-11	2011-12	2012-13
Degree/Transfer Completion	44.1%	41.9%	39.7%	38.9%	39.4%
Persistence	66.3%	64.3%	62.6%	63.3%	62.8%
30 unit Completion	63.5%	62.1%	62.1%	61.4%	63.6%
Remedial English Progress	35.1%	36.0%	34.2%	36.6%	39.2%
Remedial Math Progress	19.0%	21.0%	21.9%	23.4%	24.3%
Remedial ESL Progress	14.4%	13.4%	12.6%	13.9%	14.3%

Completion	2008-09	2009-10	2010-11	2011-12	2012-13
Associate Degrees	669	588	556	479	506
Certificates	159	105	451	274	363
Skills Certificates	376	160	198	90	121
CSU Transfers	455	209	327	360	308
UC Transfers	88	106	99	81	80

Access	Fall:	2009	2010	2011	2012	2013
Concurrent HS Students		1,199	1,224	950	934	1,349
First Time Students		2,406	2,146	2,451	2,337	2,220
New Transfer Students		2,656	2,386	2,425	2,375	2,567
Continuing Students		8,970	9,141	9,617	9,910	9,856
Returning Students		2,789	3,111	3,374	3,279	3,240
<b>Total Credit Students</b>		<b>18,020</b>	<b>18,008</b>	<b>18,817</b>	<b>18,835</b>	<b>19,240</b>

Financial Aid	2008-09	2009-10	2010-11	2011-12	2012-13
BOGG	5,102	6,183	7,213	8,445	10,129
PELL Grant	4,921	6,036	7,152	8,402	9,558
EOP&S Bookgrant	1,550	1,854	1,476	1,906	1,549
Cal Grant B	695	596	549	714	839
<b>Annual Amount Distributed</b>	<b>\$28,221,396</b>	<b>\$42,426,689</b>	<b>\$46,901,704</b>	<b>\$58,338,957</b>	<b>\$68,925,579</b>

## Institutional Effectiveness

Staffing	Certificated Employees		Classified Employees	
	Count	FTEF		
Academic Administrators	12		Classified Managers	9
Faculty			Classified Supervisors	20
Regular Faculty	232	209	Maintenance and Operation	27
Adjunct Faculty	638	209	Technical and Clerical	155
<b>Total Faculty</b>	<b>870</b>	<b>418</b>	<b>Total Classified Employees</b>	<b>211</b>

Efficiency Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Cost per enrollment	\$1,751	\$1,603	\$1,618	\$1,542	\$1,509
Cost per FTEF	\$4,174	\$4,160	\$3,881	\$4,011	\$4,104
Cost per FTEF/District	\$4,070	\$3,798	\$3,905	\$3,932	\$4,297

Year-End Expenditures	2008-09	2009-10	2010-11	2011-12	2012-13
Certificated Salaries	\$34,193,649	\$28,821,679	\$30,561,794	\$30,262,283	\$28,664,477
Non-certificated Salaries	\$12,448,237	\$12,270,790	\$11,721,518	\$11,147,100	\$11,181,105
Benefits	\$11,575,210	\$11,022,276	\$11,135,357	\$11,475,533	\$11,447,018
Printing & Supplies	\$716,536	\$603,986	\$526,253	\$396,713	\$292,378
Operating Expenses	\$3,543,318	\$2,930,119	\$3,270,465	\$3,552,642	\$2,854,191
Capital Outlay	\$295,560	\$380,504	\$178,276	\$128,111	\$307,305
Other	\$612,170	\$638,812	\$517,548	\$293,182	\$202,933
<b>Total</b>	<b>\$63,384,680</b>	<b>\$56,668,165</b>	<b>\$57,919,210</b>	<b>\$57,255,565</b>	<b>\$54,929,406</b>

The chart below contains child development specific statistics that were pulled directly from the State Chancellors website.



**PERKINS IV Core Indicators of Performance by 4-digit Vocational TOP Code**  
**Summary Detail Report for 2012-2013 Fiscal Year Planning**

L.A. CITY COLLEGE

**1305 Child Development/Early Care and Education**

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	94.53	432	457	78.02	142	182	81.78	368	450
Female	94.10	399	424	80.00	136	170	82.73	346	417
Male	100.00	33	33	50.00	6	12	69.70	23	33
Non-traditional	100.00	33	33	50.00	6	12	69.70	23	33
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged	93.92	278	296	93.44	114	122	93.49	273	292
Limited English Proficiency	93.48	86	92	91.30	42	46	93.33	84	90
Single Parent		0	0		0	0		0	0
Students with Disabilities	89.29	25	28	100.00	12	12	88.89	24	27
Technical Preparation		0	0		0	0		0	0
District	92.20	3,655	3,964	82.20	1,298	1,579	86.26	3,385	3,924
State	90.38	229,390	253,808	81.47	84,655	103,907	85.88	214,963	250,904

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	56.25	72	128	7.33	33	450	4.81	8	163
Female	54.24	64	118	0.00	0	417	0.00	0	158
Male	80.00	8	10	100.00	33	33	100.00	8	8
Non-traditional	80.00	8	10	7.33	33	450	4.81	8	163
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged	70.37	38	54	6.83	20	293	3.13	4	128
Limited English Proficiency	87.50	14	16	3.33	3	90	2.44	1	41
Single Parent		0	0		0	0		0	0
Students with Disabilities	40.00	4	10	3.85	1	28	0.00	0	13
Technical Preparation		0	0		0	0		0	0
District	68.00	731	1,075	5.16	200	3,876	5.11	78	1,487
State	69.17	82,149	75,388	4.28	13,961	326,182	4.46	5,901	132,350

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 88.82% Performance Goal - ( 2009- 2010)  
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 80.93% Performance Goal - ( 2009- 2010)  
 Core 3 - Persistence in Higher Education: 85.86% Performance Goal - ( 2009- 2010)  
 Core 4 - Employment: 81.48% Performance Goal - ( 2009- 2010)  
 Core 5 - Training Leading to Non-traditional Employment: Greater than 22.08% Participation & 25.00% Completion - ( 2009- 2010)

The above data clearly shows that the areas of persistence, completions, and non-traditional participation and completion could be influenced by continued changes to policies, practices, or systems.

## **Innovations:**

3. Since 2007, the LACC Child and Family Studies Department began a partnership with Los Angeles Universal Preschool (LAUP) when grant funds were received for the early care and education workforce. The project at LACC has become known as CDWFI (Child Development Workforce Initiative Degree/Transfer). The program was originally named the AA to BA program.

The Child Development chairs from LACC and CSULA met to create a pilot program designed to provide support services to students interested in transfer. The goal was to create pathways to success and encourage systemic changes within institutions. Since beginning in 2007, the program expanded the partners to include University of La Verne, Pacific Oaks College, and National University. The inclusion of a high school component resulted in a partnership with the Los Angeles Unified School District (LAUSD) and several local high schools.

The CDWFI transfer/degree program provides partner services in a three tiers.

### *Tier 1 – High School Programs*

1. CD and GE coursework is offered on two feeder HS campuses each semester
2. Support services and transfer/career advisement
3. Networking during Child Development Club activities
4. Tutor services
5. Parent orientation meetings
6. Field trip to LACC campus to orientate students to campus life and available resources
7. Field trips to local exemplary Child Development Centers provide along with job shadowing opportunities.

### *Tier 2 – Associate's Degree*

1. Math and English tutoring
2. Support services/lending library
3. Tuition and book stipends
4. Dedicated CD Academic Counselor
5. Mentors assigned to transfer ready cohort
6. Social networking to increase job marketability

7. Academic and career workshops
8. University transfer information sessions, orientation and field trips

### *Tier 3 – Bachelor's Degree*

1. Coursework at LACC campus (Currently National University)
2. University support services including an advisor to identify and solve barriers to promote retention and success.
3. Networking events
4. Career and academic workshops
5. Tuition and book stipends

### *The outcomes of these innovations as of October 2014:*

1. Since 2007 over 700 high school students have taken child development classes on their campuses and have received transfer support services. Some have qualified for the Child Development Assistant Teacher Permit through the State of CA.
2. 250 Department wide AA/AS-T degrees have been awarded.
3. 85 BA degrees have been awarded ( 11 more completed in Dec 2014)
4. 8 Students have earned or are working toward a MA degree (8 more as of January 2015)

One of the biggest lessons learned through the years is that math is a monumental barrier for a majority of child development students in earning their degree in a timely manner which is why we continue to devise new strategies and supports to help students succeed. We don't really look at this as a failure, but as something that requires more innovative approaches for success. Another challenge is getting students to transfer which is a big step for our students. We hope that our new transfer specialist, who is also a mentor, will be able to help more students take that step.

Our greatest successes lie in the number of students who have been helped by our program to earn their AA/AS-T, BA, and MA degrees. Another great success is the support services and pathways that have become institutionalized which results in more student transfers and completions.

**4. One of the new practices we have included since the beginning of 2014 is to expand mentoring to high school students as well as the community college and BA students. Through mentoring, barriers to success are identified and appropriate supports are put in place to assure student success. Mentoring is a great example of a strategy that not only improves student success but also results in retention. Our mentors completed LACC's Child Development degree program, obtained their BA/MA degrees. Our mentors currently teach in local early care and education programs and provide not only educational advisement, but also career advisement.**

**We also implemented transfer workshops at the high schools in which our dedicated child development counselor meets with students and provides information on transfer and career pathways. At this workshop a financial aid officer also shares information about how students can obtain financial help with college.**

**At the end of 2014, our BA cohort that graduated in December expressed interest in continuing forward with the Masters Degrees as a cohort. Our team worked with Pacific Oaks and the institutionalized pathway that had already been developed and they were able to develop a program to assist the students into beginning their MA program beginning January 2015. This is a very important example of how these pathways have resulted in support for students because of the established collaboration between LACC and 4 year universities.**

**One of our biggest challenges is getting students to transfer. Although students express interest, they have trouble finding a way around obstacles that are in their way or that they place in their way due to concerns about the next step. A new position of "transfer specialist" was developed to provide the extra encouragement these students may need to take the next step. The person in this position attended LACC, and has gone on to earn a Bachelors and Master's Degree. This is also true for the CSULA advisor, who will begin to spend time in the LACC child development office to help students gain confidence as they transition to the 4-year school.**

5. As of January 9<sup>th</sup> 2015 there are several new practices and systems that will be put in place to assist our students in achieving their academic and career goals.

1. The dedicated advisor from CSULA will begin spending at least 4 hours per week in the LACC Child Development department to meet with students to help them with a smooth transfer if their choice is to attend their institution

2. One of the mentors has taken on the role of “transfer specialist” in 2015. It is anticipated, with this extra support, students thinking about transfer and/or planning to transfer will be more successful in their efforts. It is too early to tell if this position will make a difference. The position will also be responsible for following up with students as needed for other reasons; e.g., students who are slow to re-apply, or feedback on program processes and events.

3. In 2015 we are planning on connecting with 1 or 2 more feeder high schools to expand the high school component of our program, thus providing recruitment and resources to a greater number of high school students. We will apply our current model to the new high schools to increase enrollment in our program and increase degree attainment.

4. The Child Development Department will begin working in greater collaboration with the Math Department to come up with some innovative solutions to conquer this barrier for our students. This may include developing and implementing new workshops, expanding tutoring services, and possibly developing some innovated math courses for child development students.

5. As part of the Child Development department resource request we are asking for a Child Development Instructional Assistant position. This person would serve as a resource to our community college students providing peer mentoring and tutoring, would allow us to expand our CD lab hours so the IA could provide assistance with assignments and projects, assistance in promoting and filling out certificate applications as well as CD Permit Applications which is the required credential in the field of early childhood education. This person would

provide 40 hours of face-to-face individualized service to our students and would assist in planning and carrying out workshops for our students.

6. A new collaboration with National University is set to begin this spring for our on-campus BA cohort. Nine students are ready to begin and we are awaiting the recruitment of 3 more students to make the cohort.

The above activities are all aligned with the goals listed in #1 of the “context” section of this application.

1. *To recruit, educate and train students interested in entering the field of Early Care and Education or to teach elementary and secondary education.*
2. *Provide services that reduce barriers that facilitate the attainment of an Associate degree and/or transfer to a four-year university.*
3. *Work with partners to make system changes that streamline the transfer process for all students from high school through community college and University.*

6. There are several ways in which our programs will impact the average cost to award a bachelor’s degree. As these innovations become institutionalized and the pathways from HS to Community College to University become streamlined, the costs of carrying out these programs will be reduced as the start-up costs will be eliminated. As efficiency increases, the need for extra personnel decreases. Following a trainer-of- trainer’s model allows for those already providing support services such as transfer counseling and mentoring to effectively pass their knowledge to those new to the program or who are replacing them.

Getting students on track to receive their BA in 4 years instead of the 6-8 years some students have taken in the past, reduces instructional, facilities, and resource expenses potentially by half. Strategies for math success alone could decrease the cost of a BA degree substantially by saving the state from paying for the same class three times at one community college and possibly a few more times at another community college depending how long it takes students to pass.

Having a dedicated child development counselor also reduces the cost of a BA by assuring student obtain an appropriate educational plan that guides them in the right direction and prevents them from taking many unnecessary classes on their path to transfer.

7. In most things that we do there are risks or trade-offs that may occur, but with a program that provides many levels of opportunity and support to students, especially students of special populations, there is really little risk and great reward. The services that have been provided through the CD WFI Degree/Transfer program are not specific to one population, but they support all student populations in unique and individualized ways that result in retention, student success, and degree attainment.

One of the trade-offs with students moving through our program quickly is that there are a few classes that are left out of student education plans such as a second semester of curriculum and a second semester of practicum. These classes help develop students into quality early childhood educators. We put our faith in the hands of our partners at the university level to ensure that they will meet the needs of the students as they move on from the community college. Our students can always come back after they get their degree to take those classes for personal and professional growth.

We have never heard a student regret or disappointment in being part of the CDWFI Degree/Transfer program.

## **Sustainability**

**8. The key strength and asset of our program is that we have long standing relationships and agreements with all of our partners, with the exception of National University which will begin its first BA cohort at LACC this spring. Our relationship with CSULA and LAUSD goes back to the beginning of the CD WFI/AA to BA program in 2007. University of La Verne joined shortly after as the first private non-profit university to partner with us followed by Pacific Oaks College and now National University. These relationships are mutually beneficial and are respected by all entities as we work toward student success and degree attainment.**

**High school, university, and community partners attend and contribute to the advisory meetings for each institution. All of our collaborations and partnerships are held together through a shared vision for students' success and a focus on recruiting and training highly qualified early childhood professionals.**

**The leadership of Los Angeles City College has been supportive of the AA to BA/CD WFI program from the beginning and continues to renew our agreements with our partners every year. Child Development is one of the disciplines that awards one of the highest number of degrees and certificates each year.**

**Our on-going collaboration with the Math and English departments will also result in a sustainable model for students to achieve success in these areas. The development of contextualized and specialized courses for child development students is easily sustained once adapted to their needs.**

**9. One area in which the Child and Family Studies Department at LACC excels is at working collaboratively and engaging stakeholders in our mission and goals. All full-time faculty members are engaged in department activities and share in the responsibility of attending to the needs of students, serving on campus committees, and engaging with the community. Full time faculty members coordinate the Child Development Training Consortium and the California Early Childhood Mentor Program at LACC, both of which are quality improvement programs for child development in the State of California. Attendance at two coordinator**

meetings per year provides opportunities for our department to stay informed of state-wide initiatives and changes that will affect students and programs.

The Early Childhood Mentor Program at LACC provides opportunities to engage with local early childhood programs and educators as we develop relationships which allow us to place student teachers in high quality early childhood programs with skilled Mentor teachers. Many of the Mentors in this program also serve as Mentors to our CD WFI participants.

Annual advisory meetings allow our department to engage with business and educational leaders in the community. All of our partner programs attend our advisory meetings and our faculty members attend theirs. Student participation is also highly encouraged at advisory meetings. The information shared at these meetings allows us to better plan for the needs of our students and the community.

As a member of a 9 campus community college district, the child development departments from all campuses meet on a monthly basis at Los Angeles City College to share information, ideas, and work to implement quality programs throughout our district.

Child development adjunct faculty members are also very engaged in department activities. Many participate in our annual FLEX day on campus and attend an all child development faculty meeting each spring. Adjunct faculty members also play an integral role in recruitment of students and student support efforts. Many also participate in the development and assessment of student learning and program outcomes and plan and carryout workshops for our students.

**10.** As a Career and Technical Education program, child development is able to apply for funding to help support and maintain our ongoing projects. CTE enhancement funds will continue to help support some of our efforts to create sustainable pathways and support for students to attain their degrees within 4 years.

During the 2013-2014 academic year, the Child and Family Studies Department participated in the annual and comprehensive program review. Part of this process was to develop data-driven goals and resource requests to improve student success, access and

resources. Several of the resource requests will help ensure sustainability of our innovations once they are granted. Included was a request for an Instructional Assistant as mentioned under #5 of the innovations section of this application. A departmental request for a faculty position that has been vacated for almost 4 years was also just approved. Having an adequate number of full-time child development faculty members as well as an instructional assistant assures that the Child and Family Studies department will have the personnel to continue implementing successful programs and practices.

## **Evaluation**

**11.** Our programs will be evaluated qualitatively through semi-annual narrative reports completed by the program coordinators as well as through survey feedback from participants at the high school, community college, and university level.

### **Narrative reports could include:**

- Project highlights, best practices, accomplishments and major findings
- Impact of programmatic changes
- Description of progress made toward achieving outcomes and performance measures
- Description of lessons learned and how they impact development and implementation of future activities. (challenges, barriers, successes)

### **Quantitative data could be readily obtained each semester.**

- Number of participants served on each tier
- Number of AA/AS-T, BA and MA degrees awarded per year, looking for growth
- Number of special population members served and success rates
- Average number of attempts to success in math classes
- Average number of semesters it takes students to complete the AA and BA

**12.** Over the next 4 academic years we would like to see:

- 30% increase in CC and University student participation
- 50% increase in high school participation
- 30% increase in AA and BA degree completions
- 40% increase in math success/first attempt

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
High School Participants	10% increase	10% increase	15% increase	15%increase
CC Participants	5% increase	5% increase	10% increase	10% increase
BA Participants	5% increase	5%increase	10% increase	10% increase
AA Degrees	5% increase	5%increase	10% increase	10% increase
BA Degrees	5% increase	5%increase	10% increase	10% increase
Math completion	10% increase	10% increase	10% increase	10% increase

**Current CDWFI Member ship as of December 2014 = 202**

- 65 HS students
- 78 Community College
- 51 University
- 8 Graduate

**Degrees/Transfer: July-Dec 2014**

- 20 AA degrees
- 15 BA degrees
- 15 Students transfer ready

# Los Angeles City College

## Awards for Innovation in Higher Education Application

### Appendix A

- Q1 & Q2 Performance Measures
- 2014-2015 MOU – National University
- 2014-2015 MOU – Los Angeles Universal Preschool
- 2014-2015 MOU – Hollywood High School
- 2014-2015 MOU – Robert F. Kennedy High School
- 2014-2015 MOU – Pacific Oaks
- 2014-2015 MOU – CSU – Los Angeles

**Q1 and Q 2 : Performance Measures**

<b>Output/Target/Measure</b>	<b>Q1 Total</b>	<b>Q2 Total</b>	<b>2014-15 Target</b>
<b>Outcome 1 (High School)</b>			
Number of High School Members Take College Courses	0	60	40
Number of High School Members Pass College Courses with a C grade or Better	0	45	30
Number of high school students that matriculate in 2 year/4 year college or university	0	0	
Number of high school students that are admitted to a 2 year/4 year college or university	0	0	
<b>Outcome 6 (High School)</b>			
Number of High School Students Receive WFI Program Information	63		100
Number of High School Student Participants	21	44	60
Number of High School Student Core Members	74	3	40
Cumulative Number of High School Student Core Members YTD	77	81	
Number of High School Student Core Members Lost During the Quarter	0	14	
<b>Outcome 2 (College)</b>			
Number of WFI Members Earn an ECE-related Permit	0	0	15
Number of Community College Core Members Earn AA/AS Degree in ECE-related Field	0	0	20
Number of Community College Members Transfer to 4-Year College to Pursue an ECE-related Field	0	0	15
Number of Community College Members that are admitted to 4-year College to Pursue an ECE-related Field	0	0	
Number of 4-year College Members Earn BA/BS Degree in ECE-related Field	2	3	15
Number of Permits Applied for by Members	0	0	15
Number of Community College Members Develop an Educational Plan	44	54	75
Number of 4-Year College Members Develop an Educational Plan	22	45	30
Number of Graduate School Members Develop an Educational Plan	0	1	1
<b>Outcome 6 (College)</b>			
Number of Community College Students Receive WFI Program Information	28		100
Number of Community College Participants	111	324	25
Number of Community College Core Members	46	32	75
Cumulative Number of Community College Core Members	46	78	

<b>YTD</b>			
<b>Number of Community College Core Members Lost During the Quarter</b>	0	0	
<b>Number of 4-year College Students Receive WFI Program Information</b>	19		50
<b>Number of 4-Year College Student Participants</b>	5	0	20
<b>Number of 4-Year College Student Core Members</b>	27	24	30
<b>Cumulative Number of 4-Year College Core Members YTD</b>	27	51	
<b>Number of 4-Year Core Members Lost During the Quarter</b>	0	0	
<b>Number of Graduate School Student Participants</b>	0	0	
<b>Number of Graduate School Student Core Members</b>	0	1	
<b>Cumulative Number of Graduate School Core Members YTD</b>	0	1	
<b>Number of Graduate School Core Members Lost During the Quarter</b>	0	0	
<b>% of WFI Members in 2-Year College Programs from Existing ECE Workforce</b>	26%	32%	%
<b>% of WFI Members in 4-Year College Programs from Existing ECE Workforce</b>	59%	49%	%

## Memorandum of Understanding for Educational Services

This Memorandum of Understanding (MOU) is effective as of August 1, 2014, by and between National University (NU) and Los Angeles City College Foundation ("Organization") in order to facilitate providing National's educational services to teachers/employees/students of Organization.

1. **Instructional Programs.** National University will offer offsite cohort academic programs to teachers/employees/students ("Students") at the Organization's facility in accordance with National's course catalog and normal academic requirements. The name of this program is **LACC CD WFI Degree/Transfer Program in Child Development.**
2. **Academic Responsibility.** National shall have control over all academic issues, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Students; evaluation of Students' prior education; evaluation of Students' progress; scheduling courses; awarding academic credit; and conferring degrees. When selecting students for the LACC cohort, National will ensure students have achieved, or nearly achieved, an AA/AS degree. It is expected by LACC that students allowed to enter the cohort prior to finalizing their degree must complete all requirements within the first six months of the program. Priority enrollment will be given to students participating in LACC's CD WFI Degree/Transfer Program in Child Development. National University agrees to communicate in a timely manner with the Project Director and the Project Coordinator regarding all programmatic information needed in order to smoothly facilitate classroom scheduling, equipment procurement, student support, and to meet reporting requirements.
3. **Student Services;** National University agrees to provide on-site academic advising and registration assistance, including financial aid application assistance, to the students in the cohort at least twice a year. National also agrees to share advisement updates and other records of the cohort for quarterly reports required by Los Angeles Universal Preschool. This information must be received by the Project Director by Oct. 5<sup>th</sup>, January 5<sup>th</sup>, April 5<sup>th</sup>, and June 30<sup>th</sup> in order to comply with the grantor's reporting requirements.

March 11, 2014

4. Classroom Space and Equipment. Organization will make available classroom space and equipment whenever possible (e.g., computers, VCRs/DVD, overhead projectors, etc.) as needed for the Offsite Cohort academic programs to National. National University faculty will be provided with a key to the classroom and office in order to facilitate instruction, and will be responsible for returning the key to the Project Coordinator on the last day of the class in order to have it available for the subsequent class. National University agrees to pay Los Angeles City College \$1,000.00 per month for classrooms used to deliver the program; Fee payments will be invoiced and paid on a quarterly basis. University will submit payment on a quarterly basis on September 1st, December 1st, March 1st, and June 1st. Payment should be made out to: Los Angeles City College and mailed to Los Angeles City College Foundation, Attention: Helen Khachatryan, 855 North Vermont Ave. Los Angeles, CA 90029,
5. Class Size. National will offer the Programs for Students for the term of this Agreement unless the enrollment in any Program falls below twelve (12) students, in which case, National may terminate the Program (see Term Agreement below). As an incentive to increase enrollment, National will offer tuition discounts to students if class size is higher.
6. Tuition. University will provide students in the LACC CD WFI Degree/Transfer Program in Child Development a guaranteed scholarship equal to 25 percent of the University's standard tuition rate currently being charged at the time each course is offered. This scholarship will be increased with any tuition increases, as indicated in the most current version of the Catalog. University will also charge students applicable fees and costs. Should students take courses at any place other than the Facility, the scholarship offered in this Agreement will not be applicable and students will be charged the standard, full tuition rate.
7. Parking-Los Angeles City College will facilitate the attainment of student parking permits through the college Business Office for all students registered in the National University Child Development classes each semester. Students will pay the same parking fee as all LACC students. In addition, all National University faculty teaching Child Development courses for the CD WFI Degree/Transfer cohort program will be provided with free faculty/staff parking passes each semester.
8. Documentation/Student Information; National University agrees to cooperate in providing all requested documents, (in accordance with federal student privacy laws and regulations), needed in order to satisfy Scope of Work requirements for all grant funders. With student

March 11, 2014

- permission, per the release statement that students sign as part of their membership in CD-WFI, student transcripts will be provided each year by July 1 or whenever students drop from the program.
9. **Campus Code of Conduct**: National University agrees that its instructors, employees and students participating in classes at LACC pursuant to this Agreement must adhere to the LACCD Campus Code of Conduct) LACCD Board Rules Chapter IX, Article VIII). LACC reserves the right to remove National University instructors, employees, or students who violate the LACCD Code of Conduct, or otherwise disrupt the educational programs or activities at Los Angeles City College.
  10. **Term**. The term of this Agreement shall be two (2) years, commencing on the date first set forth above, provided that either party may terminate this MOU, without cause, at any time, upon thirty (30) days prior written notice to the other party. If the Agreement is terminated or if the Programs are discontinued due to low enrollment, Students may complete the Program(s) at National's other locations within a 25 mile radius of LACC at the standard, full tuition rate.
  11. **Insurance**. National will obtain and maintain a broad form commercial general liability insurance policy acceptable to Employer in the minimum amounts of \$1,000,000 combined single limit and \$2,000,000 general aggregate, which names Employer as an additional insured.
  12. **Indemnity**. Each party will indemnify, defend, and hold harmless the other party (including officers, employees and agents) against all claims, liabilities, damages and costs (including attorneys' fees) arising from or in any way related to this Agreement caused by that party's breach of this Agreement, inaccuracy of representations, or conduct, whether negligent, reckless or intentional. These obligations will continue after the Agreement terminates.
  13. **Notices**. All notices or other communications given under this Agreement will be in writing and sent to the addressee listed below:

March 11, 2014

Office of the Vice Chancellor, Business and Administration.

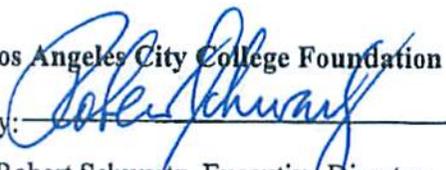
National University  
Address: 11355 Torrey Pines Rd  
La Jolla, CA, 92037

Organization  
Los Angeles City College Foundation  
855 North Vermont Ave.  
Los Angeles, CA 90029

14. Program Promotion. Organization will assist in promoting the Program(s) by disseminating information to employees/students. Neither party may use the names, logos, or trademarks of the other party without its prior written consent. National University will work with the Project Coordinator to facilitate appropriate dates and times for information/recruitment workshops.
15. Arbitration. Any controversy or claim, whether based on contract, tort, or statute, arising out of or relating to this Agreement will be resolved through binding arbitration by a single arbitrator, in accordance with the Commercial Arbitration Rules of the American Arbitration Association. The prevailing party in any arbitration or lawsuit will be entitled to an award of reasonable attorney's fees and expenses.
16. Entire Agreement and Severability. If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire agreement between the parties pertaining to the transaction and may not be amended unless in writing, signed by both parties.
17. Representations. Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.
18. General Provisions. The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement, including, but not limited to, any Student; (b) may be executed in counterparts and effective with original or facsimile signatures; (c) will be governed by California law; and (d) has been executed at Los Angeles County, California.

March 11, 2014

Los Angeles City College Foundation

By: 

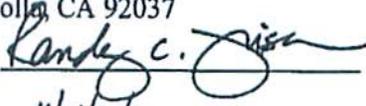
Robert Schwartz, Executive Director  
855 North Vermont Ave., Los Angeles, CA 90029

Date: 4/7/14

National University

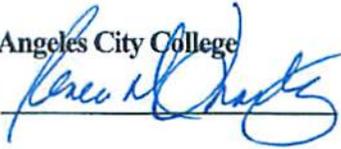
Randy C. Frisch, Vice Chancellor, Business and Administration.

Address: 11355 North Torrey Pines Road  
La Jolla, CA 92037

By: 

Date: 4/4/14

Los Angeles City College

By: 

Reneé D. Martinez, President  
Los Angeles City College  
855 North Vermont Ave., Los Angeles, CA 90029

Date: 4/7/14



CD WFI WORKFORCE PARTNERSHIP

Los Angeles City College Foundation
CD WFI Transfer/Degree Program

MEMORANDUM OF UNDERSTANDING
FY 2014-2015

This Memorandum of Understanding is hereby entered between the two parties indicated below and for the purpose as stated in the Scope of Work below:

Table with 3 columns: Lead Agency, Collaborative Partner, and various contact details (NAME, CONTACT PERSON, TITLE, ADDRESS, TELEPHONE, FAX, EMAIL). Includes handwritten entries for Kelly Bender and Hollywood High School.

Scope of Work: Serve as a contact person/coordinator to assist Los Angeles City College to conduct outreach and recruitment efforts on the High School campus, assist in the arrangement of Child Development classes for interested students, help to coordinate of job shadowing and/or internships in community preschools and help schedule guest speakers and presentations on the High School campus and be available to meet with the college Lead Recruiter monthly and in quarterly meetings with the team.

Authorized Signature - [Lead Agency] - LACC CD WFI HS Coordinator
Authorized Signature - [Collaborative Partner Title]

4/30/14
Date
4/30/14
Date



CD WFI WORKFORCE PARTNERSHIP

Los Angeles City College Foundation
CD WFI Transfer/Degree Program

MEMORANDUM OF UNDERSTANDING
FY 2014-2015

This Memorandum of Understanding is hereby entered between the two parties indicated below and for the purpose as stated in the Scope of Work below:

Table with 3 columns: Lead Agency, Collaborative Partner, and various contact details (NAME, CONTACT PERSON, TITLE, ADDRESS, TELEPHONE, FAX, EMAIL).

Scope of Work: Serve as a contact person/coordinator to assist Los Angeles City College to conduct outreach and recruitment efforts on the High School campus, assist in the arrangement of Child Development classes for interested students, help to coordinate of job shadowing and/or internships in community preschools and help schedule guest speakers and presentations on the High School campus and be available to meet with the college Lead Recruiter monthly and in quarterly meetings with the team. Arrange for orientations locations and equipment needed. Assist in distribution and collection of applications and forms. Have staff work with applications folders and develop a spreadsheet with all the students listed. Maintain an up to date roster of all students who are successfully attending class. Have multiple copies of application packets ready to be submitted to the Lead Recruiter. Arrange for room to be set aside for class activities and class lectures. Arrange for textbooks to be issued and accounted for by textbook clerk at school locations. Promote program insuring sufficient numbers to hold and secure class for the entire year. Develop and implement a screening process which will regulate the academic level of the students. Be available by cell phone or e-mail during working hours (7:00am-5:30pm). Work directly with students during application and orientation periods which may include summoning students to meetings and activities.

Authorized Signature - [Lead Agency]-LACC CD WFI HS Coordinator

Authorized Signature - [Collaborative Partner Title]

5/5/14
Date

05/05/14
Date



**CD WFI WORKFORCE PARTNERSHIP**

**Los Angeles City College Foundation  
CDWFI Transfer/Degree program  
MEMORANDUM OF UNDERSTANDING  
FY 2014-15**

This Memorandum of Understanding is hereby entered between the two parties indicated below and for the purpose as stated in the Scope of Work below.

	<b>Lead Agency</b>	<b>Collaborative Partner</b>
<b>Name</b>	LACC Foundation CD WFI Transfer/Degree Program	Pacific Oaks College, Pasadena, CA
<b>Contact Person</b>	Kathleen Bimber	Patricia Breen, Ph.D.
<b>Title</b>	Project Director	Provost
<b>Address</b>	855 North Vermont Ave, Los Angeles, CA 90029	55 W. Eureka St., Pasadena, CA 91103
<b>Telephone</b>	323-953-4000 Ext. 2294	312-410-8971
<b>Fax</b>	323-953-4013	
<b>Email</b>	bimberkr@lacitycollege.edu	pbreen@pacificoaks.edu

**Scope of Work:** Pacific Oaks College will provide the LACC CDWFI Transfer Degree Program members, both those pursuing their BA degree and those studying for their MA degree, with an advisor/mentor, who will have the resources to provide the following services that promote retention and success:

1. Provide Educational Plans to all LACC CDWFI members.
2. Meet regularly with the LACC BA cohort and members pursuing their MA.
3. Obtain necessary documents required by the grantor (i.e. transcripts, progress reports, class schedule/roster showing students enrolled in classes) and submit them to the Project Director.

Authorize Signature --(Lead Agency)-LACC CDWFI Transfer Degree Prog Project Dir

10/1/14

Date

Authorized Signature--(collaborative partner, title)

10/8/14

Date



**CD WFI WORKFORCE PARTNERSHIP**

**Los Angeles City College Foundation  
CD WFI Transfer/Degree program  
MEMORANDUM OF UNDERSTANDING  
FY 2014-15**

This Memorandum of Understanding is hereby entered between the two parties indicated below and for the purpose as stated in the Scope of Work below.

	<b>Lead Agency</b>	<b>Collaborative Partner</b>
<b>Name</b>	LACC Foundation CD WFI Transfer/Degree Program	California State University, Los Angeles
<b>Contact Person</b>	Kathleen Bimber	Rita Ledesma, Ph.D.
<b>Title</b>	Project Director	Chair, Dept of Child and Family Studies
<b>Address</b>	855 North Vermont Ave, Los Angeles, CA 90029	5151 State University Dr Los Angeles, CA 90032
<b>Telephone</b>	323-953-4000 Ext. 2294	323-343-4590
<b>Fax</b>	323-953-4013	323-343-5019
<b>Email</b>	bimberkr@lacitycollege.edu	rledesm@csula.edu

**Scope of Work:** Both parties will work in partnership to provide a seamless transfer pathway to California State University, Los Angeles for LACC CD WFI transfer ready members. To accomplish this goal, both parties agree to collaborate in the selection of a University Advisor/Mentor for the transfer ready LACC cohort. In addition, both parties will coordinate a variety of workshops and activities (at no cost to CSULA) that prepare members for transfer such as, but not limited to:

1. Writing Proficiency Workshop
2. Admissions Workshop
3. Financial Aid Workshop
4. Spring tour to the CSULA campus

Upon transfer of the cohort, CSULA will ensure that the University Advisor/Mentor has the resources to provide the following services that promote retention and success:

1. Provide Educational Plans to all LACC CD WFI members who transfer to the Child & Adolescent Studies program in pursuit of a BA/MA in Child Development, or closely related degree.
2. Support the University Mentor/Advisor to meet regularly with the LACC BA cohort.
3. Support the University Mentor/Advisor, or the Project Coordinator, to obtain necessary documents required by the grantor (i.e. transcripts, class schedule/roster showing students enrolled in classes).

\_\_\_\_\_  
Authorize Signature -(Lead Agency)-LACC CD WFI Project Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Authorized Signature-(collaborative partner title)

\_\_\_\_\_  
Date