

Adult Education in the West Hills Regional Consortium Service Area: Objectives 1, 2, and 4

Prepared for West Hills Adult Education Regional Consortium

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The following draft is based on research that Hanover Research has conducted to date to identify existing programming, needs, and gaps in the region served by the West Hills Adult Education Regional Consortium. The contents of this report are intended to inform parts of the consortium's Regional Comprehensive Plan that will outline plans to better serve the educational needs of adults in the region. This report focuses specifically on Objectives 1, 2, and 4, which evaluate existing adult education as well as programming needs and gaps.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research identifies key elements of adult education in the West Hills Adult Education Regional Consortium (West Hills Regional Consortium) service area. The contents of this report, which incorporate demographic and enrollment data as well as findings from interviews with key stakeholders, are intended to inform sections dedicated to Objectives 1, 2, and 4 in the Regional Comprehensive Plan draft due to the California Community Colleges Chancellor's Office on July 31, 2014. As such, the report is divided into four sections:

- The **Overview** provides a description of the West Hills Regional Consortium service area, including regional demographics.
- **Objective 1** identifies current adult education offerings in the region and provides information about the quality and quantity of existing programming.
- **Objective 2** analyzes adult education needs in the consortium service area.
- **Objective 4** examines some of the potential gaps that the consortium may wish to address in further detail in its final Regional Comprehensive Plan and outlines potential strategies for further action.

It is important to note that this report is based on data and information gathered to date. As Hanover conducts additional research and the consortium continues to have discussions, this narrative will be revised as needed.

KEY FINDINGS

- **Demographic data for the region suggest a need for all five types of AB 86 programming in the West Hills Regional Consortium service area.** The higher-than-average number of individuals who lack a high school diploma indicates that elementary and secondary basic skills may be particularly critical for the region. Also, the large non-citizen population and percentage of people in the region who speak a language other than English at home suggest that adult programming aimed at immigrants may also be in high demand.
- **Regional providers currently appear to offer programming in only four of the five program areas of focus for AB 86.** Based on information gathered to date, existing adult programs address elementary and secondary basic skills, classes for immigrants, short-term technical

education training, and apprenticeships. As yet, secondary research and interviews have not identified programming for disabled students.

- **All existing adult programs tend to be located in the more densely-populated areas and do not reach rural populations in the region.** For example, the city council of San Joaquin notes that there is no accessible programming for its adult population.
- **Most interviewed stakeholders in the region indicate that the quantity of programming is inadequate to suit the needs of adults in the consortium service area.** Additional high school diploma/GED programs, ESL courses, and short-term career technical education are often highlighted in interviews as being especially critical in the region. Short-term vocational programs, however, must incorporate input from major regional employers to be effective. Doing so will help to identify occupations that are and will be necessary to the regional economy.
- **Several barriers prevent adults in the region from accessing existing programming.** Lack of transportation, inadequate daycare, and lack of counseling and outreach inhibit many adults from accessing programs in the region.
- **Government and farm occupations are the top two industries in the region.** However, these industries are projected to have slower-than-average growth between 2010 and 2020. Some high-volume, high-growth industries for both Kings and Fresno Counties include trade, transportation, and utilities as well as health and education services. The list of major employers in Kings and Fresno Counties strongly reflects industry data, whereby agricultural, government, and health care companies and organizations feature prominently.
- **Improved collaboration among regional stakeholders is essential for expanding and improving adult education in the region.** This is particularly true as programs seek to transform jobs into careers for adult students within the consortium’s service area. For vocational programming in particular, working together to ensure that short-term programs can be transferrable and “stackable” across providers is critical in securing the long-term success of adult education.
- **Interviews with additional stakeholders and further conversations between consortium members will allow the consortium to gain a more comprehensive picture of regional needs.** Collaboration with the Kings and Fresno County Farm Bureaus, for example, may identify training needs in the agricultural sector, which is critical to the regional economy. Also, discussions with the Central Valley Regional Center may help to identify the needs for adults with developmental disabilities, and partnerships with the regional Human Services Agencies may provide additional insight into the needs of prospective adult students.

OVERVIEW OF THE WEST HILLS REGIONAL CONSORTIUM SERVICE AREA

The West Hills Community College District service area covers a 3,464 square miles on the west side of San Joaquin Valley and includes the following cities:¹

- Armona
- Avenal
- Cantua Creek
- Coalinga
- Firebaugh
- Hanford
- Huron
- Kettleman City
- Laton
- Lemoore
- Mendota
- Riverdale
- San Joaquin
- Stratford
- Tranquillity

As a result of the substantial agricultural presence in the region, many of the more densely-populated areas within the West Hills Community College District service area are spread out among rural areas. Less populated areas often lack reliable public transportation to and from existing adult educational programs.

The district is a “minority-majority area,” whereby minority populations, primarily Hispanic/Latino individuals, comprise the numerical majority in the region. Detailed demographic data relating to the five program areas can be found below.

DEMOGRAPHIC DATA

Examining detailed demographic data is critical to understanding the population composition of the region and can indicate a need for certain types of adult education in the consortium service area. The demographic data compiled by the California Department of Education for the AB 86 planning process provide a baseline for demographic analyses in this report.² The most recent estimates available for West Hills Community College District, which are outlined in more detail in Figure 1, show that its service area has a population of over 120,400 people. About 41 percent of the population over the age of 25 does not have a

¹ “West Hills Community College District: Strategic Plan 2011-2015.” West Hills Community College District. March 7, 2011, p. 3-5. http://www.westhillscollge.com/district/about/documents/WHCCD_StrategicPlan_final_3-7-11.pdf

² “Planning Demographic Data.” AB 86, California Community Colleges Chancellor’s Office. <http://ab86.cccco.edu/HelpfulResources/PlanningDemographicData.aspx>

high school diploma, and nearly 42 percent learned English as a second language.³

Figure 1: Demographic Data for Region Served, West Hills Consortium

TOTAL POPULATION	POVERTY	OVER 25, No HS DIPLOMA	UNEMPLOYED	ESL	ADULTS WITH DISABILITIES	NON-NATURALIZED CITIZENS	LOW LITERACY
120,480	39,277	49,517	14,096	50,115	12,195	17,212	19,117
	32.6%	41.1%	11.7%	41.6%	10.1%	14.3%	15.9%

Source: AB 86⁴

While these data provide an overview of local demographics, they do not disaggregate the population by age, educational level, or more focused metrics. To provide more detailed demographics, this report includes data from the U.S. Census Bureau's American Community Survey (ACS) Public Use Microdata Sample (PUMS).⁵ The PUMS files used in this report contain responses from the 2012 ACS Survey for Fresno County (West) and Kings County, which together have nearly 296,000 residents, as shown on the next page in Figure 2.

Adults in the West Hills region (Fresno County (West) and Kings County) are much less likely to have completed high school when compared to adults in California overall. Whereas 17.2 percent of adults between the ages of 18 and 49 lack a high school diploma statewide, about one-third (30.3 percent) of individuals within the same age group lack a diploma in the West Hills region.⁶ The majority of this group has completed no schooling or dropped out of school before entering high school, as shown in Figure 2.

³ Ibid.

⁴ Ibid.

⁵ "Public Use Microdata Sample (PUMS)." American Community Survey. United States Census Bureau. http://www.census.gov/acs/www/data_documentation/public_use_microdata_sample/

⁶ Ibid. For additional state-level data, see the Hanover report "The Regional Market for Adult Education Offerings," prepared for the consortium in June 2014.

Figure 2: Population by Educational Attainment for Kings County and Fresno County (West), 2012

AGE	NO SCHOOLING COMPLETED	PREK-8	9-12	HS DIPLOMA/EQUIVALENT	SOME COLLEGE, NO DEGREE	ASSOCIATE'S	BACHELOR'S	GRADUATE DEGREE	TOTAL	
<18	25,781	45,780	12,067	526	50	0	0	0	84,204	
18-24	281	1,222	4,992	11,123	12,676	2,058	626	83	33,061	
25-29	337	923	3,373	7,142	7,028	2,306	2,006	296	23,411	
30-34	405	3,166	3,186	5,741	4,973	1,850	1,926	657	21,904	
35-39	388	5,060	3,363	5,454	4,654	1,087	1,652	816	22,474	
40-44	665	3,973	2,797	3,885	3,399	828	1,627	996	18,170	
45-49	498	4,188	3,266	5,490	3,779	1,038	1,315	245	19,819	
50-59	2,140	7,182	4,084	7,127	6,818	2,419	2,421	814	33,005	
60+	4,152	7,617	3,276	9,881	7,993	2,792	3,077	994	39,782	
18-49	#	2,574	18,532	20,977	38,835	36,509	9,167	9,152	3,093	138,839
	%	1.9%	13.3%	15.1%	28.0%	26.3%	6.6%	6.6%	2.2%	100%
Total	34,647	79,111	40,404	56,369	51,370	14,378	14,650	4,901	295,830	

Source: PUMS

Citizenship data for Kings County and Fresno County (West) help to highlight the need for immigrant-focused adult education, one of the five program types supported by the AB 86 legislation. The data, which are provided in Figure 3, show that just over one-quarter (26.2 percent) of the 18-49 age group (and 18.7 percent of the total population) is comprised of non-U.S. citizens.

Figure 3: Citizenship Status of Residents in Kings County and Fresno County (West), 2012

AGE	U.S. CITIZEN	NATURALIZED U.S. CITIZEN	NON-CITIZEN	
Under 18	78,649	1,164	4,391	
18-24	27,263	927	4,871	
25-29	17,471	1,548	4,392	
30-34	13,279	2,050	6,575	
35-39	11,953	886	9,635	
40-44	10,497	2,115	5,558	
45-49	12,083	2,349	5,387	
50-59	18,834	5,281	8,890	
60 or Over	28,650	5,487	5,645	
18-49	#	92,546	9,875	36,418
	%	66.7%	7.1%	26.2%
Total	218,679	21,807	55,344	

Source: PUMS

Similarly, analyzing regional data about languages spoken at home may indicate the need for programs aimed toward individuals who speak English as a second language. These individuals often speak a language other than English at home and many have limited or no English language skills. Language data for the

relevant counties are provided in Figures 4 and 5. An analysis of the data shows that over half of the population (55.4 percent) between the ages of 18 and 49 speaks Spanish at home. Furthermore, 20.6 percent of this age group does not speak English well or at all.

Figure 4: Language Spoken at Home for Kings County and Fresno County (West), 2012

AGE		ENGLISH	SPANISH	LANGUAGE OTHER THAN ENGLISH OR SPANISH
5-17		22,997	33,625	2,539
18-24		14,581	17,923	557
25-29		10,678	12,006	727
30-34		9,339	11,258	1,307
35-39		9,078	12,498	898
40-44		9,201	8,017	952
45-49		9,091	10,084	644
50-59		15,012	14,949	3,044
60 or Over		20,319	15,751	3,712
18-49	#	61,968	76,871	5,085
	%	44.6%	55.4%	3.7%
Total		120,296	136,111	14,380

Source: PUMS

Figure 5: English Speaking Ability of the Residents of Kings County and Fresno County (West), 2012

AGE		SPEAKS ONLY ENGLISH	SPEAKS ENGLISH WELL OR VERY WELL	SPEAKS ENGLISH NOT WELL OR NOT AT ALL
5-17		22,997	34,538	1,626
18-24		14,581	16,133	2,347
25-29		10,678	10,182	2,551
30-34		9,339	7,210	5,355
35-39		9,078	5,717	7,679
40-44		9,201	3,457	5,512
45-49		9,091	5,630	5,098
50-59		15,012	8,890	9,103
60 or Over		20,319	9,639	9,824
18-49	#	61,968	48,329	28,542
	%	44.6%	34.8%	20.6%
Total		120,296	101,396	49,095

Source: PUMS

Data on the disabled population in the West Hills region, which help to identify the demand for programs and services aimed at disabled individuals, are provided in Figure 6. In total, PUMS data estimate that 13.0 percent of the population has a disability, of which 40.9 percent is over 60. The roughly 12,500 disabled individuals between the ages of 18 and 49 make up 9.0 percent of that age group.

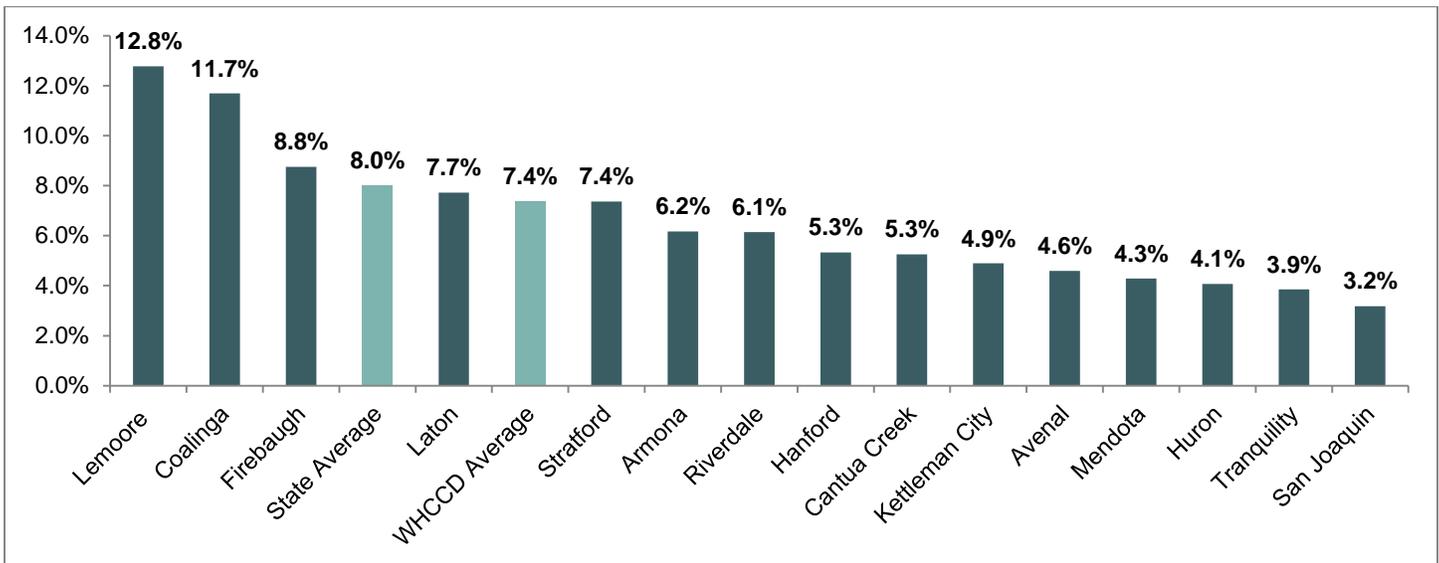
Figure 6: Disability Status of Individuals in Kings County and Fresno County (West), 2012

AGE		WITH A DISABILITY	WITHOUT A DISABILITY
Under 18		2,470	81,734
18-24		1,146	31,915
25-29		760	22,651
30-34		1,829	20,075
35-39		3,122	19,352
40-44		2,801	15,369
45-49		2,867	16,952
50-59		7,664	25,341
60 or Over		15,702	24,080
18-49	#	12,525	126,314
	%	9.0%	91.0%
Total		38,361	257,469

Source: PUMS

Adult participation in current offerings at West Hills Community College varies among the cities within its service area. Unsurprisingly, cities with West Hills Community College campuses have the largest percentages of educational programs participants that are at levels above the state average, as shown below in Figure 7. However, many cities in the region have below state average participation rates, which may indicate that residents in these cities have difficulty accessing the programs offered at the community college.

Figure 7: Adult (18+) Participation Rates in West Hills Community College Programs by City, 2005-10



Source: West Hills Community College Website⁷

⁷ "Adult (18+) Participation Rates by City." West Hills Community College.
http://www.westhillcollege.com/district/about/planning_research/student_demographics/city_participation_rates.asp

MAJOR INDUSTRIES AND EMPLOYERS

Being aware of trends affecting major industries and employers within the consortium service area is critical for understanding current and future employer needs, as well as the training required to prepare adults in the region for key positions. This information will also help educational providers in the region to connect and strategize with employers to tailor adult programming to suit the needs of the regional economy. The California Employment Development Department (EDD), which compiles the state's labor market data, provides industry and employer information on a county level. Therefore, Kings County and all of Fresno County are included in the analysis that follows.

Industry projections provided in Figures 8 and 10 on the following pages help to identify the major industries in Kings and Fresno Counties. These data also assist in pinpointing those industries that will experience the most growth in the future. According to the figures from June 2014, the government employed 32.3 percent of employees in Kings County and 17.9 percent of employees in Fresno County. There is also a large population of farm workers in both Kings and Fresno Counties, making up 15.8 and 15.5 percent respectively of each county's workforce. However, both of these industries are projected to have lower than average growth between 2010 and 2020.

In Kings County, several industries have both high employment numbers and above-average projected growth, as shown in Figure 8. These include the following:

- Manufacturing (34.1 percent projected growth);
- Trade, transportation, and utilities (23.1 percent projected growth); and
- Education and health services (22.2 percent projected growth).

Figure 8: Kings County Industry Employment Projections, 2010-2020

INDUSTRY	AVE. ANNUAL EMPLOYMENT		EMPLOYMENT CHANGE		EMPLOYMENT JUNE 2014
	2010	2020	#	%	
Total All Industries	47,000	53,900	6,900	14.7%	43,700
Total Farm	6,600	7,100	500	7.6%	6,900
Total Nonfarm	35,600	41,800	6,200	17.4%	36,800
Goods Producing					4,900
Manufacturing*	4,100	5,500	1,400	34.10%	4,100
Mining, Logging, And Construction	900	1,100	200	22.20%	600
Service Providing					31,900
Government	15,000	16,000	1,000	6.7%	14,100
Trade, Transportation & Utilities*	5,200	6,400	1,200	23.1%	5,700
Educational & Health Services*	4,500	5,500	1,000	22.2%	5,800
Retail Trade	3,900	4,700	800	20.5%	4,100
Leisure & Hospitality	2,700	3,400	700	25.9%	3,200
Professional & Business Services	1,700	2,000	300	17.6%	1,400
Financial Activities	900	1,100	200	22.2%	900
Transportation, Warehousing & Utilities	800	1,100	300	37.5%	1,000
Wholesale Trade	500	600	100	20.0%	600
Other Services	500	600	100	20.0%	600
Information	200	200	0	0.0%	200

Source: California Employment Development Department⁸

*Higher employment numbers and above-average projected growth

⁸ Data accessed through "LMI for Kings County, California." California Employment Development Department. <http://www.labormarketinfo.edd.ca.gov/county/kings.html> ; "Projections of Employment by Industry and Occupation," California Development Department. http://www.labormarketinfo.edd.ca.gov/LMID/Projections_of_Employment_by_Industry_and_Occupation.html

These data are reflected in the major employers in the county, which are presented in Figure 9. In Kings County, many of the top employers in the region relate to agricultural activities. Even employers classified as manufacturers, such as Del Monte Foods, Leprino Foods Company, and J G Boswell Company, are connected closely to agricultural production in the region. Other major employers include government offices and correctional facilities, hospitals and health care centers, and educational providers.

Figure 9: Major Employers in Kings County

EMPLOYER	LOCATION	INDUSTRY
KINGS COUNTY		
Olam Spices & Vegetables	Hanford	Agricultural Products
Del Monte Foods	Hanford	Canned Specialties (Mfrs)
Hotel At Tachi Palace	Lemoore	Casinos
Leprino Foods Co	Lemoore	Cheese Processors (Mfrs)
Kmart	Lemoore	Department Stores
Walmart Supercenter	Hanford	Department Stores
Walmart Distribution Center	Hanford	Distribution Centers (Whls)
Nichol's Farm	Hanford	Farms
US Naval Air Station	Lemoore	Federal Government-National Security
Warmerdam Packing	Hanford	Fruits & Vegetables-Growers & Shippers
Kings County Admin	Hanford	Government Offices-County
Kings County Government Center	Hanford	Government Offices-County
Leprino Foods Co	Lemoore	Grocers-Retail
Hanford Community Medical Center	Hanford	Health Services
Adventist Medical Center-Hanford	Hanford	Hospitals
US Naval Hospital	Lemoore	Hospitals
J G Boswell Co	Corcoran	Manufacturers
Central Valley Meat Co Inc	Hanford	Meat Packers (Mfrs)
Naval Air Station	Lemoore	Military Bases
Hanford Sentinel	Hanford	Newspapers (Publishers/Mfrs)
Lemoore High School	Lemoore	Schools
West Hills College-Lemoore	Lemoore	Schools-Universities & Colleges Academic
California State Prison	Corcoran	State Government-Correctional Institutions
Badasci & Wood Transport	Lemoore	Trucking

Source: California Employment Development Department⁹

⁹ "LMI for Kings County, California," Op. cit., "LMI for Fresno County California," Op. cit.

Figure 10 presents industry employment projects for Fresno County. High-volume, high growth jobs in this county include these industries:

- Educational services (25.1 percent projected growth),
- Health care and social assistance (23.7 percent projected growth); and
- Trade transportation and utilities (19.1 percent projected growth).

Figure 10: Fresno County Industry Employment Projections, 2010-2020

INDUSTRY	AVE. ANNUAL EMPLOYMENT		EMPLOYMENT CHANGE		EMPLOYMENT JUNE 2014
	2010	2020	2010	2020	
Total, All Industries	364,200	423,100	58,900	16.2%	377,000
Total Farm	46,000	49,400	3,400	7.4%	58,500
Total Nonfarm	279,500	331,100	51,600	18.5%	318,500
Goods Producing					37,800
Manufacturing	24,100	26,200	2,100	8.70%	22,900
Construction	12,000	18,700	6,700	55.80%	14,500
Mining and Logging	200	200	0	0.00%	400
Service Providing					280,700
Government	67,100	72,400	5,300	7.90%	67,400
Trade, Transportation & Utilities*	55,100	65,600	10,500	19.10%	63,300
Educational Services*	40,700	50,900	10,200	25.10%	58,900
Health Care and Social Assistance*	35,900	44,400	8,500	23.70%	54,200
Retail Trade	32,800	38,800	6,000	18.30%	36,200
Leisure & Hospitality	26,800	33,300	6,500	24.30%	30,100
Professional & Business Services	26,700	33,700	7,000	26.20%	33,000
Accommodation & Food Services	23,800	29,900	6,100	25.60%	26,100
Food Services & Drinking Places	21,500	27,000	5,500	25.60%	24,600
Ambulatory Health Care Services	14,400	18,300	3,900	27.10%	16,500
Financial Activities	13,400	14,800	1,400	10.40%	12,900
Wholesale Trade	11,500	14,100	2,600	22.60%	14,200
Transportation, Warehousing & Utilities	10,800	12,700	1,900	17.60%	12,900
Hospitals	10,300	11,800	1,500	14.60%	11,500
Other Services	10,000	11,500	1,500	15.00%	11,200
Transportation & Warehousing	8,900	10,500	1,600	18.00%	10,900
General Merchandise Stores	7,100	8,700	1,600	22.50%	7,700
Food & Beverage Stores	6,400	7,400	1,000	15.60%	7,500
Information	3,400	3,800	400	11.80%	3,900
Nursing & Residential Care Facilities	--	--	--	--	7,300
Social Assistance	--	--	--	--	18,900

Source: California Employment Development Department¹⁰

*Higher employment numbers and above-average projected growth

¹⁰ Data accessed through "LMI for Fresno County, California." California Employment Development Department. <http://www.labormarketinfo.edd.ca.gov/county/fresno.html>; "Projections of Employment by Industry and Occupation," Op. cit.

Figure 11 identifies the strong presence of agricultural employers in Fresno County, similar to Kings County. However, a higher number of hospitals and health care facilities are listed as major employers in Fresno County when compared with Kings County. Police departments and correctional facilities as well as colleges and universities also appear among the list of Fresno’s top employers.

Figure 11: Major Employers in Fresno County

EMPLOYER	LOCATION	INDUSTRY
FRESNO COUNTY		
Stamoules Produce Co	Mendota	Fruits & Vegetables & Produce-Retail
Valhalla Sales & Marketing	Kingsburg	Fruits & Vegetables-Growers & Shippers
Community Regional Medical Center	Fresno	Hospitals
Fresno Community Hospital	Fresno	Hospitals
Kaiser Fresno Medical Center	Fresno	Hospitals
St Agnes Medical Center	Fresno	Hospitals
US Veterans Hospital	Fresno	Hospitals
Aetna	Fresno	Insurance
Cargill Meat Solutions	Fresno	Locker Plants
Fresno Community Hospital and Medical Center	Fresno	Physicians & Surgeons
Fresno County Sheriff's Department	Fresno	Police Departments
Fresno Police Department	Fresno	Police Departments
Fresno Police-Management Support	Fresno	Police Departments
Zacky Farms	Fresno	Poultry & Eggs NEC
Foster Farms	Fresno	Poultry Farms
California State University	Fresno	Schools-Universities & Colleges Academic
Fresno State	Fresno	Schools-Universities & Colleges Academic
State Center Community College	Fresno	Schools-Universities & Colleges Academic
Pelco-Schneider Electric	Clovis	Security Control Equip & Systems-Mfrs
Fresno County Economic Opportunities Commission	Fresno	Social Service & Welfare Organizations
Pleasant Valley State Prison	Coalinga	State Government-Correctional Institutions

Source: California Employment Development Department¹¹

¹¹ “LMI for Kings County, California,” Op. cit., “LMI for Fresno County California,” Op. cit.

OBJECTIVE 1 – CURRENT LEVELS AND TYPES OF ADULT EDUCATION IN THE REGION

This section of the report identifies the current types of adult programming in the region and analyzes the quality and adequacy of this programming. Data from this section come from information identified to date and may not include a fully comprehensive list of available programming in the consortium service area.

FIVE PROGRAM AREAS

ELEMENTARY AND SECONDARY BASIC SKILLS

According to the data that members and partners have been submitted to the West Hills Regional Consortium thus far, two consortium members offered adult basic education programming during the 2013-14 academic year:

- Hanford Adult School
- Reef-Sunset Avenal Adult School

Additionally, Firebaugh Adult School offers informal high school completion programs for students who only need to complete a few courses before earning their high school diploma. The principal indicates that the school is considering offering a more comprehensive high school diploma program in the future.

In addition to programs offered by consortium members, the Fresno County Public Library offers an Adult Literacy Program that provides one-on-one tutoring for individuals with low literacy skills. Proteus, Inc., an organization that provides job training, placement, and support services in the San Joaquin Central valley, also offers adult basic education programming and General Education Development (GED) courses.

Golden Hills Adult School in Avenal State Prison offers high school and GED programs, which are required of inmates who have not completed a high school diploma or equivalent. The school also offers basic skills for those individuals who are not yet prepared for secondary-level material.

CLASSES AND COURSES FOR IMMIGRANTS

Classes and courses for immigrants are available through the following providers:

- Hanford Adult School
- Firebaugh Adult School

According to the principal of Firebaugh Adult School, English as a second language (ESL) programs are in high demand because many adults in the region speak little or no English. Proteus, Inc. also offers ESL courses and citizenship preparation for immigrant adults. Also – in addition to its Adult Literacy Program – the Fresno County Library provides Conversation Circles for English language learners.

PROGRAMS FOR ADULTS WITH DISABILITIES

Of the consortium member and partner organizations that have completed the data tables, none report offering educational programs that are specifically intended for disabled students. Additional data collection and interviews with representatives in the region who service these populations may yield additional information for this section. In particular, the Central Valley Regional Center (CVRC) may help to identify current needs and offerings for individuals with developmental disabilities.

SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS

Among the West Hills Regional Consortium members, only Hanford Adult School reports enrollment figures for short-term Career Technical Education (CTE) programs in the 2013-14 academic year.

Proteus, Inc., also appears to offer the following six CTE programs based on its website:

- | | |
|--------------------------|---|
| ▪ Office Automation | ▪ Photovoltaic “Solar” Design and Installation |
| ▪ Forklift Certification | ▪ Energy Efficiency & Renewable Energy Technician |
| ▪ Truck Driving | |
| ▪ Weatherization | |

While these programs reflect the type of programming that stakeholders identify as important for the region, the information on Proteus programming is based on secondary research only and thus far no interviews have attested to the quality or quantity of this organization’s offerings.

Numerous CTE programs encompassing a variety of occupations are also offered through Regional Occupational Programs (ROPs) in both Kings and Fresno Counties. These programs, however, are offered to high school students as well.

Also, according to the principal at Golden Hills Adult School, vocational programs are by far the most popular for inmates at Avenal State Prison, and the school offers a variety of short-term CTE programming for these individuals.

APPRENTICESHIPS

The California Department of Industrial Relations (CDIR) identifies 117 committees that oversee apprenticeships in Kings and Fresno Counties. These apprenticeships are available for a variety of occupations that range from cosmetology to ironworking. However, according to a representative from the California Community Colleges Chancellor's Office, many of these programs are not accessible to residents in the West Hills Regional Consortium service area because the required coursework is offered in other counties. The representative also notes that many of the currently available apprenticeship programs are focused on construction, and there are few available jobs in the region for this sector.

QUALITY AND ADEQUACY

Interviews with adult education providers and other stakeholders indicate that the quality of current adult education programming in the West Hills Regional Consortium service area is relatively high, although a few acknowledged that there were differences in quality among various providers.

Nonetheless, the overwhelming majority of stakeholders in the region maintain that the quantity of programming is inadequate to suit the demand. ESL courses, high school diploma programs, and vocational training relating to the regional economy are considered to be the most important programming for the region. Furthermore, stakeholders indicate that programming must be made accessible to individuals located outside of the more densely-populated areas of the consortium service area.

TABLE NOTES

Information from the tables, especially 1.1A, 1.1B, and 1.2, are incorporated into the content for this section. These tables are provided in an Excel document that accompanies this report. Data collection efforts for materials not yet submitted are ongoing and will continue past the initial July 31 deadline.

OBJECTIVE 2 – EVALUATION OF CURRENT NEEDS

This section discusses current needs for adult education in the West Hills Regional Consortium service area. Demographic data from the overview section of this report, in conjunction with interviews with consortium members, partners, and affiliates, are used to identify these needs, which often extend beyond the five programming areas AB 86 addresses.

FIVE PROGRAM AREAS

ELEMENTARY AND SECONDARY BASIC SKILLS

In Kings County and Fresno County (West), about one-third of adults aged 18-49 do not have a high school diploma, and approximately 15 percent of individuals this age group either have no formal schooling or did not complete the eighth grade. These data, coupled with the fact that about 16 percent of adults have low literacy skills, indicate that there is a strong need for elementary and secondary basic skills in the region. As an example, the mayor and city council of San Joaquin point to high school diploma programs as one of the most pressing needs for the city's adult population.

A representative from the region's Health Workforce Initiative also highlights in particular the need for basic computer skills training. She states that many health care employers note that graduates of vocational programs have mastered the occupation-specific work that is required of them but cannot navigate basic computer skills like saving a file to the desktop. As health care and other fields become increasingly computerized, these skills are necessary for many adult workers in the region.

The need to provide basic education may extend beyond traditional pedagogical methods, however. One-on-one tutoring, like the Adult Literacy Program offered at Fresno County Library, may be necessary to help adult learners overcome the self-consciousness or fear of returning to the classroom.

CLASSES AND COURSES FOR IMMIGRANTS

About one-quarter of adults aged 18-49 in the service region are not U.S. citizens, and roughly 20 percent do not speak English well or at all. As such, programs for immigrants, particularly Hispanic/Latino populations, are important. Both the superintendent of Reef-Sunset Unified School District and the principal of Firebaugh Adult School identify ESL courses as the most popular programming in the region.

Nonetheless, there are significant barriers to providing programming for this population. The superintendent of one school district notes that many

undocumented workers are reluctant to pursue adult education opportunities because they fear doing so will alert the authorities of their presence.

PROGRAMS FOR ADULTS WITH DISABILITIES

Less than 10 percent of the 18-49 age group in Kings County and Fresno County (West) are disabled. Nonetheless, no programs have been identified to date that serve this population although programming for these students is important. A California Community Colleges Chancellor’s Office study finds that overall, students with disabilities show greater persistence and similar retention levels to non-disabled students. Notable exceptions to this, however, are basic skills and workforce development courses, in which disabled students are less likely to be successful.¹² Such is the case for West Hills Community College’s campuses as well, as Figure 2.1 demonstrates.

Figure 2.1: Retention in Adult Basic Skills and Workforce Development Courses at Coalinga and Lemoore, 2008-9

POPULATION	# COMPLETED	# ATTEMPTED	% COMPLETED
BASIC SKILLS			
Disabled Students	145	269	53.9%
Non-Disabled Students	1,393	2,104	66.2%
Total	1,538	2,373	64.8%
WORKFORCE DEVELOPMENT			
Disabled Students	288	489	58.9%
Non-Disabled Students	6,382	9,624	66.3%
Total	6,670	10,113	66.0%

Source: California Community Colleges Chancellor’s Office¹³

Such data indicate that programs for students with disabilities may need to extend beyond traditional accommodations. This is particularly true as these accommodations have to adapt to a wide variety of disabilities.

SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS

A number of consortium stakeholders, including the principal and superintendent of two adult schools in the region and the mayor and city council of San Joaquin, highlight the importance of short-term vocational programming in the region. One representative from the region’s Health Workforce Initiative suggests that there are a number of entry-level health care positions that are available in the West Hills service area, many of which remain unfilled. The representative maintains that training for these health care occupations may be an important way to address the relatively high level of unemployment in the region.

¹² “Disabled Student Programs and Services Report.” California Community Colleges Chancellor’s Office. August 2013, p. 2. http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_DSPS_081613_FINAL.pdf

¹³ “Outcome Data for 2010 DSPS Report to Legislature.” California Community Colleges Chancellor’s Office. <http://extranet.cccco.edu/Divisions/StudentServices/DSPS/ResourcesReportsDataForms.aspx>

With regard to short-term CTE programming, several stakeholders maintain that vocational programs must be created in conjunction with input from major employers in the region. For example, the city council of San Joaquin contends that connections with agricultural employers will help to identify demand and secure employment for students who have completed relevant programs.

Others point to the importance of “contextualized learning,” or incorporating academic coursework into practical training. According to a representative from Coalinga One Stop Workforce Connection, adult students often become frustrated when they find they lack the basic math and reading skills required to participate in CTE programming. Therefore, he argues, contextualizing these skills into “real-world” situations would help students to persist in pursuing and completing this type of education. The representative from the region’s Health Workforce Initiative echoes these sentiments, stating that contextualized programs streamline educational programs and lead to a more holistic form of learning.

Another important aspect of expanding CTE training in the region is aligning similar programs and occupations to ensure that courses taken at one institution are easily transferrable to another. This can be particularly important when creating programming that can be “stackable,” or “part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs.”¹⁴ Stackable programs ensure that employees can transform the job they earned with short-term training into a career.

APPRENTICESHIPS

A representative from the California Community Colleges Chancellors Office indicates that there may be a particular need in the West Hills region for apprenticeship programs relating to agriculture. The representative maintains that machinists and other skilled agricultural employees are growing older, and new employees must be trained for when they retire. While he acknowledges that establishing apprenticeships in the region would be challenging because of concerns about unionization, he states that working closely with agricultural employers in the region may help to allay concerns with regard to establishing these programs.

Reef-Sunset Unified School District has recently established an apprenticeship program for its traditional high school students in conjunction with a large agricultural employer in the region. The superintendent of the districts indicates that this program may be expanded into adult education in the future.

¹⁴ Dortch, C. “Career and Technical Education (CTE): A Primer. Cornell University ILR School. February, 2014, p. 10. http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=2237&context=key_workplace

Pre-apprenticeship programs may also be an avenue to consider. Providing preliminary certificates to program applicants will allow adult students to receive priority status once an apprenticeship becomes available. According to the chancellor's office representative, such certificates also benefit apprenticeship committees, which often lack deliberate processes for selecting apprentices.

CURRENT AND UNMET NEEDS

FUNDING

One of the main barriers to providing adult education opportunities in the region is the lack of funding. A number of adult education programs have lost funding in recent years, and with the decrease in budgets for public education, funding that was allocated to adult schools has been diverted to fill budgetary gaps in traditional education.

The way in which funding is allocated is also important. Because an increasing percentage of Workforce Investment Act funds must be allocated specifically to training, funding necessary for non-training elements such as transportation has been dramatically reduced. These elements are important to ensuring that adults are able to access educational opportunities. Therefore, it is valuable to allocate funding for activities that go beyond education and training.

TRANSPORTATION

An often-cited barrier for students trying to access education in the West Hills Regional Consortium service area is the lack of transportation. The consortium services a large region with many rural areas, and access to adult education is often limited to the densely-populated regions. Furthermore, public transportation is scarce in many areas within the relevant counties. Without access to reliable transportation, distances of a few miles can seem like insurmountable obstacles to those adults seeking to pursue educational opportunities, particularly those who are currently employed and those with families.

Such is the case, for example, in the city of San Joaquin. The mayor and city council maintain that despite the growing need and relative poverty of its citizens, San Joaquin currently has no easily accessible adult education in the region. Furthermore, public transportation and shuttle services have been drastically reduced. For residents of San Joaquin, therefore, traveling four miles to attend courses in another city is often impossible. Such barriers are reflected in low participation numbers of San Joaquin adults in West Hills Community College programming, for instance.

DAYCARE/TIMING

Similarly, the lack of daycare opportunities is also a barrier to adults wishing to pursue educational opportunities. For those who work during the day, programs

offered at night may be necessary. However, those with children may wish to take courses during the day, preferably in the same facility where their children are attending school. As most programs for adults are offered in the evening, this could present a barrier to those who are unwilling or unable to entrust their children to the care of another.

COUNSELING AND OUTREACH

The Health Workforce Initiative representative for the region notes that adults may not pursue additional education programs because they are unaware of the opportunities available. A number of stakeholders and providers echo this statement, saying that there is no deliberate method for attracting potential students. Furthermore, as noted above, several consortium members and partners indicate that undocumented immigrants may not enroll in educational programs because they fear that doing so would affect their immigration status. Providing detailed, accurate information to a wide range of potential students is critical in ensuring that adult students enroll in programs that are appropriate for their needs and goals.

The city council of San Joaquin indicates that potential outreach in the city can be accomplished with town meetings, flyers, and information presented at local farmers' markets, where many San Joaquin residents congregate. Council members also state that having a facility or building dedicated to adult education would be extremely useful in attracting potential students.

SOFT SKILLS

Many stakeholders also highlight the need to teach “soft skills” – including arriving to work on time, dressing appropriately, and other workplace behavioral abilities – in conjunction with academic and vocational training. The superintendent of Reef-Sunset Unified School District states that these skills are often provided for high school students but need to be more deliberately incorporated into adult educational curricula.

COMMUNICATION AND ARTICULATION AGREEMENTS

Several stakeholders maintain that many of the credits that students earn at adult schools are not transferrable to the community college level. The principal of Golden Hills Adult School states that articulation is extremely difficult for students once they are released from Avenal State Prison. Lack of communication and articulation may cause some students to become frustrated when a course they take at one institution cannot be used toward a similar program at another. Such articulation is especially critical for stackable vocational programs, which allow employees to build on their existing education in order to pursue careers in their given field.

REGIONAL DATA SOURCES

A variety of sources were incorporated into this report. Numerical data from the AB 86 website, the U.S. Census Bureau, and consortium members and partners were critical in providing an overall assessment of the region. Additionally, a number of interviews were conducted with members, partners, and other stakeholders to provide a qualitative, narrative analysis of the region. The perceptions of the following organizations were gathered through interviews:

- California Community Colleges Chancellor's Office (Apprenticeship & Electrician Certification Programs)
- Coalinga One Stop Workforce Connection
- Golden Hills Adult School at Avenal State Prison (Principal)
- Reef-Sunset Unified School District (Superintendent)
- Health Workforce Initiative (Central Region Deputy Sector Navigator)
- Firebaugh Adult School (Principal)
- The City of San Joaquin (Mayor, City Council)

TABLE NOTES

Information from the tables is incorporated into the content for this section. However, individual members and partners may wish to expand upon the information that is provided through consortium meetings or other avenues. Data collection efforts for materials not yet submitted are ongoing and will continue past the July 31 deadline.

OBJECTIVE 4 – RESPONSE TO GAPS

This section identifies potential gaps that the consortium may wish to address in its final Regional Comprehensive Plan. These gaps, which are listed in Figure 4.1, were identified through interviews with key providers and stakeholders in the region.

Figure 4.1: Potential Gaps for the West Hills Regional Consortium to Address

GAP	DESCRIPTION
Additional Programming	Additional programming may be necessary to meet the needs of adult students in the region. In particular, ESL courses, high school diploma/GED programs, and short-term vocational programs are in high demand. Vocational programs should, however, be created in conjunction with local employers in the region.
Non-Traditional Programming	Programs that extend beyond traditional pedagogical methods may be necessary, particularly for those students with disabilities and those who are self-conscious by their lack of basic skills. These latter students may not be served best in a large classroom setting.
Transportation	Prospective adult students who live and work outside densely-populated areas in the county often do not have access to reliable transportation that would allow them to enroll in and regularly attend adult education programs.
Daycare/Program Times	Programs can be offered both day and night to accommodate those students with families. The consortium may wish to investigate daycare opportunities that take into account the culture of the region, or providers may wish to offer courses at the same time when adult students' children are in school.
Counseling and Outreach	The consortium may wish to coordinate counseling and outreach to provide the appropriate information for all students who are interested in pursuing adult education. This will also ensure that students are choosing a program that suits their career and educational goals.
Collaboration	Coordinating and aligning adult education efforts is critical to ensuring that the broadest spectrum of adults receives the education they need. As more programs work together to serve the target population, more students will be able to attain relevant education and build on their existing skills and goals.

Table 4.2 on the following page includes implementation strategies to address identified gaps offered by educational providers in the region to date.

Figure 4.2: Implementation Strategies to Address Identified Gaps

MEMBER NAME	DESCRIPTION OF THE GAP	STRATEGIES TO ADDRESS THE GAP	RESOURCES NEEDED	ESTIMATE OF THE COST	RESPONSIBLE PARTIES	METHODS OF ASSESSMENT	TIMELINE
Firebaugh Adult School	Students leaving the program or not enrolling due to time conflicts or lack of child care	Increase the number of course offerings to include day time classes and offer child care during class	Personnel for more classes and child care provider. Supplies for child care	\$18,000	School district	Enrollment and increased attainment of learning goals	Additional classes and child care in place by November 1 2014
Firebaugh Adult School	Students do not have access to curriculum outside of class time.	Establish curriculum online so students have access at their convenience.	Site license for curriculum and training for the teacher	\$2,000	School district	Monitor number of students accessing the curriculum and comparing the number of students attaining their goals.	Online program in use by January 2015
Firebaugh Adult School	ABE Program currently not available. Adult students do not have a HS diploma option in the community.	Establish an Independent Study program using a combination of online and teacher led resources.	Personnel and site license for curriculum.	\$20,000	School district	Enrollment and number of students attaining their diploma	September 1, 2014
Firebaugh Adult School	Career Technical Education for adults is not available.	Partner with the community colleges to bring qualified instructors and necessary equipment to the community. Also partner with the high school to use facilities and qualified instructors.	Personnel and equipment/ supplies	Depending on the program \$15,000 - \$50,000	School district and community college	Enrollment and number of students finding employment.	Implementation by Fall 2015
Lemoore Union High School District	Nongraduates requiring credits	e2020 credit recovery courses during the day and after school			Lemoore Union HSD	Graduation Rates	Compiled annually
Avenal Adult School	Transportation				Community College		2014-2016
Avenal Adult School	Finances						2014-2016
Avenal Adult School	Lack of Information				Both		2014-2016
Avenal Adult School	Cultural Barriers						2014-2016

Source: Regional adult education providers

STRATEGIES FOR FURTHER ACTION

This section presents several strategies that the West Hills Regional Consortium may wish to consider as they move forward in developing a compelling plan to better serve the educational needs of adults in the region. Discussion questions the consortium may wish to address in forthcoming meetings are provided in the appendix of this report.

FURTHER DATA COLLECTION

Collecting data from all providers in the region is important for identifying adult programming that is currently offered in the region. Discussing the individual tables as a consortium may help to ensure that these tables are filled out as accurately and comprehensively as possible. Input from these stakeholders is also invaluable in determining the potential demands of the area.

CONTINUED OUTREACH

Outreach to additional organizations in the consortium service area may help to identify further needs and gaps in adult education. With regard to CTE training, for example, collaborating with major regional employers is critical to ensure that offered programs meet employer needs. As there is a heavy agricultural presence in the region, the consortium may wish to connect with the Farm Bureaus of Kings and Fresno Counties.

Similarly, the consortium may wish to establish connections with the Central Valley Regional Center to identify any gaps in programming for individuals with developmental disabilities. County Human Service Agencies may also provide information on in-demand educational programs for adults with disabilities.

ADDITIONAL COORDINATION AND DISCUSSION

Coordinating with members and partners and identifying key strengths and weakness of the each stakeholder remains an important element of drafting the Regional Comprehensive Plan. The consortium should continue to engage members and partners regularly to address specific objectives and mandates outlined by the AB 86 legislation. This is the most effective manner in which adult education gaps can be addressed while ensuring that each organization is providing the services and programs that are best suited to its particular assets.

As the Regional Comprehensive Plan continues to develop, the consortium may also wish to incorporate perspectives of those who have practical experience in adult education in the region, such as exemplary teachers, counselors, or other individuals who work closely with adults enrolled in educational programming. Incorporating information from these individuals will provide comprehensive picture that broad-scale organizational data cannot address.

APPENDIX I: QUESTIONS FOR DISCUSSION

Figure A1.1 provides questions to guide upcoming discussions among West Hills Regional Consortium members and partners regarding Objectives 1, 2, and 4. Questions are organized according to the sections in this report and address the contents of the report, the accompanying tables, and the Regional Comprehensive Plan objectives as a whole.

Figure A1.1: Questions for Discussion

DISCUSSION QUESTIONS BY REPORT SECTION
OVERVIEW: DEMOGRAPHIC AND LABOR MARKET DATA
<ul style="list-style-type: none"> ▪ Does the demographic data in this draft accurately reflect the West Hills Regional Consortium service area? ▪ What demographic factors are the most important represent in the Regional Comprehensive Plan? ▪ Does the industry and employer data accurately reflect the regional economy? ▪ Does your organization have relationships with industry organizations or employers in the region? ▪ How can we strengthen these relationships to ensure that the adult programs are well-suited to the needs of these employers? ▪ What other information should be included to provide an accurate overview of the region?
OBJECTIVE 1: CURRENT LEVELS AND TYPES OF ADULT EDUCATION
<ul style="list-style-type: none"> ▪ Do data in Tables 1.1A, 1.1B, and 1.2* accurately reflect the current adult education offerings offered by consortium members and partners? ▪ What types of additional adult educational programming are not accounted for in this draft? How do we go about incorporating this information? ▪ What organizations or educational providers are not identified in the draft? ▪ What can be added to the section of the report that addresses the quality of existing programming in the region? ▪ What can be added to the section of the report that addresses the adequacy of existing programming in the region? ▪ Is there any information in Tables 1.1A, 1.1B, and 1.2 that must be further explained in the narrative? ▪ Do members or partners have any questions or concerns about completing the relevant data tables?

* Tables 1.1A, 1.1B, 1.2, 2, and 4 refer to the templates provided by the AB 86 work group to collect these data.

DISCUSSION QUESTIONS BY REPORT SECTION
OBJECTIVE 2: CURRENT NEEDS FOR ADULT EDUCATION
<ul style="list-style-type: none"> ▪ Does the narrative accurately reflect the current <i>programming</i> needs in the West Hills Regional Consortium service area? ▪ Does the narrative accurately reflect the current <i>non-programming</i> needs in the West Hills Regional Consortium service area? ▪ Are there elements in the narrative that the consortium would like to explore further (contextualized learning, stackable programming, pre-apprenticeships, etc.)? ▪ Are there additional needs in the region that are not addressed in this draft? ▪ Of the current needs for adult education, which are the most important? ▪ Is there any information in Table 2 that must be further explained in the narrative? ▪ Do members or partners have any questions or concerns about completing Table 2?
OBJECTIVE 4: PLANS TO ADDRESS GAPS IN ADULT EDUCATION
<ul style="list-style-type: none"> ▪ Do the gaps identified in Figure 4.1 accurately reflect gaps in adult education in the region? ▪ Are there any additional gaps that are not addressed in this draft? ▪ Is there any information in Table 4 that must be further explained in the narrative? ▪ Do members or partners have any questions or concerns about completing Table 4? ▪ How can the consortium or research partners assist members and partners who have not yet submitted the tables? ▪ What additional outreach should the consortium consider at this point in the process? ▪ What are ways that education providers and other organizations in the region can collaborate to identify and fill gaps in adult education in the region? ▪ Can the consortium members and partners identify individuals (exemplary teachers, counselors, etc.) with whom it would be beneficial to consult on for this initiative?
UPCOMING TOPICS OF DISCUSSION
<ul style="list-style-type: none"> ▪ Ways that members and partners will integrate existing programs and create seamless transitions into postsecondary education or the workforce (Objective 3) ▪ Approaches have been proven to accelerate a student’s progress toward his or her academic or career goals, and plans for how the consortium will address this need (Objective 5) ▪ Strategies for collaborating in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes (Objective 6) ▪ How to leverage existing regional structures, including, but not limited to, local workforce investment areas (Objective 7)

CAVEAT

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