

27 Los Angeles Regional Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

School Year 2019-2020 brought a unique set of challenges and opportunities for the Los Angeles Regional Adult Education Consortium. LARAEC continued to move forward in support of its original Regional Comprehensive Plan (RCP) and the 2019-2022 Consortium Three Year Plan (CP) with a focus on fostering collaboration between member-districts by including efforts to build better transitions and pathways, strengthening student support services, aligning data and accountability efforts, and creating a coordinated PD approach. The triple impact of the COVID-19 pandemic, protests in response to systemic racial inequality and static state funding has brought about distinct and unprecedented challenges but also provided opportunities for adaptation and growth. That said, the consortium celebrated a number of successes. School year 2019-2020 saw: a) the creation and actuation of Action Planning Teams to support implementation of plan objectives, b) refinement and adoption of a new consortium funding formula, c) finalization and adoption of bylaws to guide and define consortium operations and processes, d) creation of Innovation Awards to acknowledge consortium faculty and staff, e) creation and launch of a revamped and updated Consortium website, f) publication of governance research that was utilized and expanded on by the CAEP office for use across the state, and g) the adaptation of adult education to remote schooling. With the advent of COVID-19, LARAEC moved aggressively to adapt to this new environment. Member districts implemented training for faculty and staff in order to transition to an online setting and moved to fill new gaps in service created by this transition. Member districts were able to: a) provide devices to students and staff, b) educate students about family, food, health, employment and financial support resources to allow for continued engagement in educational activities, c) provide faculty and staff with significant professional development to support the transition to remote instruction, d) move many counseling and support services online, and e) enhance online registration with real-time support. Moving forward, LARAEC's primary goals will focus attention on Action Planning Team activities to define and identify additional gaps in services created by COVID-19 and to amend or adapt previously stated goals to the post-pandemic world. The consortium will also identify ways to continue to provide and expand services reduced or eliminated because of COVID-19. In addition, LARAEC staff will continue to work with Point Persons to provide guidance to working groups to maximize the consortium's ability to target specific needs and carry out work as efficiently and effectively as possible. A virtual LARAEC conference and series of moderated online sessions to address specific problems of practice are in the planning stages. Covid-19 was not the only driver of change in the consortium. With the current increase in protests after the death of George Floyd, LARAEC focused its attention on the issue of systemic racial injustice. Since member-districts prioritize equity of enrollment and access to programs and services, LARAEC plans to address this issue by: a) offering professional development opportunities with an emphasis on awareness of systemic racial injustice, b) reviewing curriculum with a focus on examining embedded racial inequities, c) scrutinizing enrollment practices, d) creating safe spaces and opportunities to initiate dialogue relevant to this issue, e) surveying students, faculty and staff to gather opinions and information on issues related to racial inequality. Budget constraints complicate matters as well. With no COLA in this year's budget, and with higher costs associated with the transition to remote learning and contractual obligations, the Consortium's ability to support and expand its programs and services is significantly impacted. Providing support services, counseling, and targeted assistance requires additional personnel in a virtual environment.

Regional Planning Overview

This year LARAEC created and approved consortium bylaws which provide the structures for how all of the consortium components operate together to fulfill the Consortium Three Year and annual plans. This document includes the composition and mechanics of the Executive Board, Point Persons, LARAEC staff, and Action Planning Teams (APTs). It also covers meeting processes, voting, and selection of group leadership positions which provide for open and fair operations with equity of voice between district members. In accordance with the bylaws, LARAEC established six inter-district Action Planning Teams to fulfill on the specific strategies outlined in the Consortium Three Year Plan. These action planning teams include: Adults with Disabilities, Data and Accountability, Counseling, Pathways, Professional Development, and Workforce Preparation. Each of these groups was given a scope of work and a schedule of meetings. Team members met during consortium-wide workdays and hosted individual group meetups throughout the year. During the transition to remote schooling in March 2020, teams suspended work temporarily to allow districts to reconfigure. By May 2020, the APTs switched to virtual formats using zoom,

google docs, and other networking applications to re-engage group members, assess current work, adjust deliverables, create a new timeline for completion tasks, and establish a bridge between this year and the next. APTs began the process of spotlighting new or newly created gaps in service related to the transition to a remote environment. The APTs work will continue in fall 2020. LARAEC staff has and will continue to coordinate the work of the APTs through regular communication with each group's co-chairs. Each district also has an appointed point person that meets with LARAEC staff twice monthly to provide input, local district perspective, and coordination for the implementation of the Consortium Three Year Plan activities. LARAEC point persons and staff have planned a retreat specifically to provide additional guidance for APTs. Because of the number of challenges that occurred in 2020, it became evident that APTs may need some specific support and direction from the consortium, new ad hoc or workgroups may need to be formed, and activities may need to be re-evaluated based on new priorities. LARAEC staff will continue to provide a monthly report to the Executive Board on consortium Three Year plan and Annual plan activities.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The SY 2019 fact sheet for LARAEC published by the California Adult Education Program (CAEP) state office indicates that the percent of needs met in the Los Angeles Region range from less than 1% for Programs for Adults with Disabilities to 2.5% for Adult Secondary Education, 4% for English as a Second Language and 11% for Career Technical Education. The data clearly indicates that there are not enough resources in the area to meet the overall need for adult education programs and services. Further, due to the COVID 19 pandemic, government mandates for business and school closures have led to high unemployment and job loss. According to the EDD Labor Market Information Division July 17, 2020 report, unemployment in Los Angeles County is nearly 20 percent (up from only 4 percent last year). Los Angeles County has a net loss of over 450,000 jobs. The hardest hit sectors are Textile Manufacturing, Entertainment, Recreation, and Hospitality. As California moves into a fifth month of social distancing requirements, industries that are holding stronger are finance, Healthcare, Real Estate, Education, and Construction. There is a need in our region to help adults who may be newly unemployed or underemployed gain the skills they need to get back to work. More than ever, we need to look at labor market data to help students find pathways to employment and short-term solutions for supporting their families. There is a new need to reach out to new and potential students to determine what support services would help address any barriers to enrollment. Many of LARAEC's existing students are in also need of additional support services that will allow continuity of learning. Continued professional development for faculty and staff can provide strategies for how to best meet student needs, provide remote learning opportunities, and address adaptations for hands-on or clinical practices. There is also a need to provide online registration, counseling, and record keeping services so that existing students can continue and new students can access adult education programs. LARAEC continues to work to be as efficient as possible in order to maximize resources, increase the number of students served, and provide a variety of essential services to our existing students.

How do you know? What resources did you use to identify these gaps?

The LARAEC Executive Board, LARAEC Point-Persons, LARAEC staff, and some school site faculty participated in a Consortium Program Quality Self-Assessment developed as part of the 2019-2022 planning tools provided by the California Adult Education Program (CAEP) office. This tool focused on the quality of the consortium's collaboration and impact within its communities. Through this assessment, participants were able to identify opportunities for improvement (gaps in service) and outline some strategies for enhancing policies, procedures, and practices for the next three-year Consortium Plan. The participants ultimately identified 3 focus areas to be developed further with consortium-wide Action Planning Teams (APTs). The APT groups addressed the need to streamline student pathways and transitions, provide more comprehensive support services, and strengthen consortium collaboration and professional growth. In light of new developments, consortium leadership has had many discussions about priorities moving forward and identifying current problems and practice. LARAEC conducted a survey in May and June 2020. LARAEC Executive Board members, LARAEC point persons, LARAEC staff, and Action Planning Team members provided input on new priorities, identification of any new gaps, made recommendations for modifications of some Consortium plan elements, and addressed timelines impacted by the COVID 19 pandemic. While the consortium priorities remained consistent, there was a new emphasis on transitioning services and programs to a remote environment. There is a greater need for consortium collaboration and professional development. Additionally, faculty and staff need opportunities to

develop and refine skills in meeting the needs of all adult learners and to establish forums for networking, reviewing research, and sharing curriculum.

How will you measure effectiveness / progress towards meeting this need?

During 2018, LARAEC established a Data & Accountability Workgroup to align the data-related efforts of all member-districts. In the Fall of 2020, LARAEC will be establishing a new data group and redistributing some of the data objectives from the Consortium Three Year Plan. The current Data and Accountability Workgroup (DAWG) will continue to create and implement new initiatives that will ensure data collection alignment and uniformity among LARAEC member-districts, provide professional development for school-based staff, and create protocols for managing data quality. The Data and Accountability Workgroup will continue to support data collection and reporting related to enrollment, student progress, and outcomes, as well as discussions of strategies for improving program performance. The DAWG will work with the Pathways APT to look for strategies to best capture transitions through AE programs and to post-secondary. Counseling, AWD, and Workforce APTs will work with DAWG to determine the best approaches for documenting student utilization of support services. LARAEC staff will document and report participation in PD and consortium-wide activities. LARAEC also will be creating a new data group. This group will focus more on strategic planning elements by looking at consortium-level metrics and using data to both evaluate consortium effectiveness in meeting the needs of students in the region and drive conversations about program innovations, expanded collaborations, and communication with policy makers and other stakeholders. These data collection elements are included in the strategic priorities outlined in the Consortium Three-Year Plan.

Gaps In Service

New Strategies

Strategy #1

The Adult with Disabilities APT will continue their work to design and implement initiatives supporting AWD students, which may include resources and PD for teachers, assessment tools for counseling staff, and programs for severely disabled. [2019-2022 Consortium Plan – Strategy 2.3, SMART Objective-3, Action Plan- 2.3, Pilot-2A, and Pilot-2B] Additionally, they will discuss strategies for meeting the needs of these students in a remote environment, as well as strategies for faculty in assisting these students remotely. Students with intellectual disabilities (ID) and other developmental disabilities often require additional supports during the transition to remote learning. This may include more targeted technology and training. The APT will be looking at existing and best assessments for identifying disabilities (including learning disabilities and emotional disabilities) and assessments for measuring progress. This APT will continue work on identifying new or more effective partnerships to provide AWD support and wrap-around services.

Strategy #2

The Workforce Preparation APT was formed to address the unmet needs of specific populations of AE students (e.g., immigrants, re-entry students, and individuals with low literacy rates). The LARAEC goal is to provide these AE students with equitable access to meaningful educational services through, eliminating barriers to enrollment and improved pathways and transitions. This APT will continue their work in designing and implementing at least 6 initiatives, focused on this student population [2019-2022 Consortium Plan – Strategy 1.5, SMART Objective-3, Action Plan-1.5, Pilot-1B]. This group will be creating student survey items to assess needs and will be strategizing how to insure that survey and data collection efforts are effectively reaching this target population. Moving forward, LARAEC point persons and staff will work with this group to identify specific initiatives to implement which may include partnerships between institutions, collaboration with community agencies, and specific outreach efforts.

Strategy #3

LARAEC will scale up the Family Success Initiative (FSI), addressing the needs of Adult Training to Support Child School Success, by expanding to two other AE USD programs, as well as begin designing implementing program enhancements through service learning projects and Parent-Child Interactive Learning Activities (PCILA) [2019-2022 Consortium Plan- Strategy 1.4, SMART Objective-2, Action Plan-1.4, Pilot-1A]. In May and June 2020, this curriculum was transitioned to an online platform. This will provide continued use of the program through remote learning. The curriculum was enhanced to include technology

skills, LMS access, zoom lessons, and community resources that target and support the FSI population. The online program is offered in English and Spanish. The new online nature of the program will allow for expanded implementation as space and childcare considerations have been minimized. Interested LARAEC member-districts will adapt the curriculum to their district LMS.

Strategy #4

In the Fall of 2020, LARAEC will be establishing a new data group and redistributing some of the data objectives from the Consortium Three Year Plan. The current Data and Accountability Workgroup will continue to create and implement new initiatives that will ensure data collection alignment and uniformity among LARAEC member-districts, provide staff development for school-based staff, work with action planning teams to support data collection efforts, and create protocols for managing data quality. This group will also discuss strategies for continuing work and data collection in a remote environment. The APT and districts will continue to work with CASAS, OCTAE, HiSET/GED, and the CDE to provide for remote testing, developing testing protocols, and providing continuity of user experience. A new data group will focus more on strategy elements by providing recommendations to the LARAEC board on how to best use data to demonstrate programmatic effectiveness in meeting the needs of AE students in the region, as well as using data to drive conversations about program innovations, expanded collaborations, and communication with policy makers. Dividing the Consortium Three Year Plan data objectives into two groups will allow for more targeted action and inclusion of appropriate stakeholders. [2019-22 Consortium Plan – Strategy 2.5, SMART Objective-4, Action Plan-2.4].

Seamless Transitions

New Strategies

Strategy #1

The LARAEC Pathways APT will continue work on creating a template and defining pathways, identifying priority areas, creating a multi-year plan for completing pathway maps. [2019-2022 Consortium Plan – Strategy 1.1, SMART Objective-1, Action Plan-1.1]. The Pathways APT is looking to create a plan for online versions of the pathway maps to provide greater access in this remote environment. The APT will work with the LARAEC web-developer to investigate options for a student interface, propose pathways map sharing on school and consortium websites, ensure pathway maps work on mobile devices to provide maximum access, and work with the counseling APT to ensure pathway maps work in tandem with access to counseling services. The Pathways group will also consider how to best use Labor Market Information (LMI) for Los Angeles and surrounding areas to provide relevant opportunities in expanding job markets for our students.

Strategy #2

The counseling APT will continue their work to design and share uniform orientation elements, which include information about LARAEC offerings, pathways, and importance of Individual Student Plans for all AE students. [2019-2022 Consortium Plan- strategy 2.1, SMART Objective-3, Action Plan-2.1, Pilot2C]. In light of remote schooling, the counseling group is looking at developing an online orientation that can be tailored to individual school sites. This will provide an alternative method of delivery to address gaps in enrollment processes brought on by social distancing requirements. Board members reaffirmed their interest in having this group explore more student-centered approaches to advising and providing staff development for counselors and faculty.

Student Acceleration

New Strategies

Strategy #1

The LARAEC Counseling APT will continue work on developing an action plan which includes: PD on the student-centered counseling approach, pathway maps and transition tools, enhanced career planning, and training on AB 705 and multiple

measures for placement. [2019-2022 Consortium Plan – Strategy 2.2, Action Plan-2.2, Pilot-2D] All of these areas are in the re-tooling process to adjust to remote schooling. The Counseling APT will work in conjunction with the Workforce Preparation and Pathways groups as they create tools and initiatives to support students and their transitions through LARAEC programs.

Strategy #2

The LARAEC Counseling APT will design an AE student survey to identify student preferences and determine effectiveness of advising strategies. This survey will be implemented annually. [2019-2022 Consortium Plan- Action Plan-2.2.d] In light of remote schooling and the current climate of social racial injustice, student surveys will include questions about access, equity, representation, and perceived racial bias (i.e. curriculum, faculty, hiring, etc.). The survey will also include questions about access to technology, devices, and the internet.

Strategy #3

The LARAEC Pathways APT, in conjunction with the LARAEC Board, LARAEC Office, and Counseling APT will explore strategies for implementing dual-enrollment and transitions to post-secondary. [2019-2022 Consortium Plan- Strategy 1.3, Action Plan-1.3] LARAEC will support partnerships between local adult schools and community colleges in creating opportunities for dual enrollment.

Strategy #4

The Professional Development APT will identify research-based best practices for respective content areas and provide PD and networking opportunities for classroom teachers. These opportunities may include classroom-based practices for accelerating student progress, increasing student achievement, and incorporating technology supported instruction. [2019-2022 Consortium Plan- Strategy 3.2, SMART Objective-5, Action Plan-3.2, Pilot-3A]. Best practices might include use of online applications and open-source materials to address student-learning gaps, use of learning management systems to provide student-paced curriculum and courses, and creation or use of technology-focused tutorials to provide on-demand professional development and student training.

Strategy #5

The LARAEC Executive Board, point persons, and staff will work together to outline recommendations and strategies for addressing systemic racial injustice. This may include the creation of an ad hoc group that includes all stakeholders, including student voices. Specific plans may include: a) offering professional development opportunities with an emphasis on awareness of systemic racial injustice, b) reviewing curriculum with a focus on examining embedded racial inequities, c) scrutinizing enrollment practices, d) creating safe spaces and opportunities to create dialogue relevant to this issue, e) surveying students, faculty and staff to gather opinions and information on issues related to racial inequality.

Professional Development

New Strategies

Strategy #1

LARAEC AE USD members will continue support Professional Learning Communities (PLCs) and establishment of PLCs at AE USD school sites. The PLCs will be student-centered, teacher-driven, and administrator-supported. [2019-2022 Consortium Plan- Strategy 3.1, Action Plan-3.1]. As LARAEC moves into the 20-21 school year, attention will be given to continuing PLCs remotely.

Strategy #2

To provide equity, access, and collaboration, the Professional Development APT will work with LARAEC staff to begin creation of an online forum for information sharing, networking, hosting a master PD calendar, and archiving a PD library. [2019-2022 Consortium Plan Strategy 3.4, Action Plan-3.4, Pilot-3B]. The LARAEC staff will utilize social media accounts to increase teacher engagement and highlight consortium activities.

Strategy #3

The Professional Development APT will create coordinated staff development plans for each subject area and general teacher training. The APT can work together to review LARAEC goals, evaluate feedback from stakeholders, research and recommend

training, select trainers or training providers, and work with LARAEC staff to coordinate and promote PD opportunities. [2019-2022 Consortium Plan-Strategy 3.3, Action Plan-3.3, Action Plan-3.2, Action Plan-3.6] For 2020-21, PD opportunities will be provided online and through the use of zoom. Additional PD opportunities are provided by individual districts and may include inter-district options as practicable.

Strategy #4

After the cancelation of the annual LARAEC conference in March, the consortium will be moving to a virtual conference format. This virtual conference will address the greater need now for sharing across districts, meeting the challenges of serving our students and future students, and keeping faculty and staff connected and engaged. This format may also allow for participation in super-regional activities by including other consortia. This virtual conference will also introduce the new collaboration awards. These awards will acknowledge schools, teams, and individuals who have implemented successful collaboration projects

Strategy #5

The LARAEC point people and staff will be implementing new moderated inter-consortium sessions to facilitate sharing and problem solving in our remote environment. These sessions will address the immediate needs of faculty and staff. These sessions will move beyond PD, and provide a forum for practical help and connection. Topics may include items like: remote testing, open source materials, tracking student progress, curriculum, student engagement, and providing student support services remotely. LARAEC may reorganize previous subject-matter expert groups to plan and facilitate more subject specific moderated sessions. For example, in light of the transition to remote learning, a CTE subject-matter expert group can focus on strategies for providing appropriate and safe hands-on activities or clinical experiences for hard-to-convert courses, as well as strategies to strengthen pre-apprenticeship and externship opportunities. ESL subject-matter experts can focus on structuring synchronous and asynchronous lesson plans that are engaging and effective.

Strategy #6

LARAEC Point people and staff will work together with the created ad hoc group (see acceleration strategy #5) to outline professional development recommendations for addressing systemic racial injustice. These recommendations may include an emphasis on awareness and sensitivity to systemic racial injustices and creating safe spaces and opportunities to initiate dialogue with students relevant to this issue.

Leveraging Resources

New Strategies

Strategy #1

The Professional Development APT will work with LARAEC staff to conduct annual surveys to help guide PD and recommend consortium priorities. Through communication with all the APT groups LARAEC can leverage resources from all districts to benefit all consortium members. LARAEC staff will coordinate and promote the work of APTs, PD opportunities, and LARAEC activities through the LARAEC website and eNewsletter. The work of the APT groups will be made available to all LARAEC faculty and staff. [2019-2022 Consortia Plan Strategy 3.6, Strategy 3.3, SMART Objective-5, Action Plan-3.3b and Action Plan-3.2] LARAEC staff will create and populate a universal professional development calendar to link consortium PD, member-district PD, state-level training, and opportunities offered by relevant professional organizations. The LARAEC staff will utilize social media accounts to increase teacher engagement, highlight consortium activities, and increase traffic to the LARAEC website.

Strategy #2

To better meet the needs of Workforce Preparation students, LARAEC will continue to investigate partnerships in the community for working with: legal aid referrals, work permits for students with immigration issues, ex-offenders entering society, veterans, and AWD students. LARAEC member districts will continue to work with community partners, workforce boards, AJCCs, WorkSource centers, and youth source centers to assist students and potential students with accessing training, support services, and job placement. [2019-2022 Consortium Plan- Strategy 1.5, SMART Objective-3, Pilot-1B, Action Plan-1.5] Moving into the new year, attention will be paid to leveraging these community resources in a remote schooling environment.

In light of COVID 19 unemployment, LARAEC will continue to investigate grant opportunities that support the community getting back to work.

Strategy #3

The Adults with Disabilities APT group will continue to strengthen collaboration with regional centers, California Department of Rehabilitation, and community partners to link AWD students to extra support services. [2019-2022 Consortium Plan- Action Plan-2.3.a] Due to the transition to remote schooling, emphasis will be placed on providing support and wrap-around services in the current remote environment.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

LARAEC identifies focus on quality collaboration between-member districts, including building better transitions and pathways, strengthening student support services, aligning data and accountability efforts, and creating a coordinated PD approach as priorities. The majority of program funds are allocated to instructional and non-instructional salaries to support programs and services provided to consortium students according to the strategies outlined in LARAEC's Regional Comprehensive Plan, 2019-2022 Consortium Three Year Plan, and the 2020-21 Annual Plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

Burbank Unified School district: For the 2020-2021 academic year Burbank Adult School will be incorporating the carry-over funds from prior years in a number of capacities as outlined. We created our new IET course entitled Cable and Computer Technician, which provides 18 weeks of instruction and a lab component specifically to provide additional support for the English Learners who are enrolled. This component cannot be offered at this time due to COVID restrictions. We are providing further professional development for ESL teachers to infuse technology into their classroom instruction. The funds will also be used to enrich the curriculum for the IET CMA program and the CAN program, both of which encourage and provide additional support for English Learners who participate. The approval for an LVN program will be pursued this year and carryover funds will be used for the purchase of equipment and materials. Culver City Unified School District: During the 2019-2020 school year, Culver City Adult School utilized allocated funds from 2018-19 to add an assistant principal and campus security. The campus security position was not ultimately filled, and is not needed at this time due to the current school closure circumstances. Culver City Unified School district will use any remaining carryover for certificated salaries and benefits, professional development, supplies and materials, and support services. All purposes listed are aligned to the LARAEC RCP and annual plan. In addition to sustaining existing ESL, ABE, and ASE programs for students, CCUSD will use some funds to collaborate with LAUSD on the adoption of its FSI program, as well as the development of a CTE program. Los Angeles Community College District: For the 2020-21 academic year, the Los Angeles Community College District will use carry-over funds to address several initiatives across the District's nine colleges. The District will leverage CAEP funds along with District local, state and federal funds to support adult student equity, completion and transfer. In doing so, the District commits to address onboarding in a remote environment, transitions from adult schools to community colleges, and from community college to workforce or transfer to a four-year institution. The District has established a process to host cross-college professional development opportunities to align programs, courses (curriculum), and policy. This effort will continue in 2020-21. Los Angeles Unified School District: The carry-over funds from the 2019-20 will be used to maintain certificated salaries, employee benefits, professional development, supplies/materials, and support services. This will ensure that the class offerings are diverse and relevant to accelerate students' progress and to help them achieve their educational goals. Additionally, funds will be used to offer summer IET classes, allocate instructional materials and maintain the new DACESIS system. These activities fully align with the LARAEC 3Year and the annual plans. Montebello Community Adult School (MCAS) - Montebello Unified School District will utilize funds to provide our faculty and paraprofessionals 21st century professional learning opportunities. We continue to increase project based learning settings and continue to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs. The carry-over funds will be utilized to complete existing approved capital outlay projects and for planning and construction of a medical magnet site. We will also purchase student materials for all of our CTE courses (Protective Services, Certified Nursing Assistant, Recreational Activities and Personal Care Aide classes). We will also enhance our certification programs by utilizing funds to purchase software and

online curriculum to help certify our staff and our students in a shorter period of time and remotely. This will assist in our alignment with K-12 and postsecondary partners.

Certification

Burbank Unified - Member Representative

Emilio Urioste

Director Burbank Adult school
emiliourioste@burbankusd.org
 (818) 729-5950 ext: 33901

Approved by Emilio Urioste Jr.

08/14/2020 01:51 PM PDT

Culver City Unified - Member Representative

Veronica Montes

Principial
veronicamontes@ccusd.org
 (310) 842-4300

Approved by Veronica Montes 8424300

08/14/2020 12:41 PM PDT

Los Angeles CCD - Member Representative

Ryan Cortnner

cornnerm@email.laccd.edu

Adrienne Ann Mullen

Dean, Adult, Commuity & Continuing Education
mullenaa@email.laccd.edu
 (323) 953-4000 ext: 3533

Approved by Adrienne Ann Mullen Ed.D.

08/13/2020 03:29 PM PDT

Los Angeles Unified - Member Representative

Insenh Stark

~~Joseph Stark~~
joseph.stark@lausd.net
(213) 241-3150

Men Le
men.le@lausd.net
(213) 241-3814

Approved by Joseph Stark

08/13/2020 03:24 PM PDT

Montebello Unified - Member Representative

Angel Gallardo
gallardo_angel@montebello.k12.ca.us

Approved by Angel Gallardo

08/14/2020 01:45 PM PDT



California
Community
Colleges



2020 © California Community Colleges
NOVA Site Version: [4.20.9](#)