



LARAEC Executive Board

Minutes- Board Meeting

Wednesday, August 19, 2020

10:00 AM – 1:00 PM

Via Zoom

Executive Board Members in		Point Person Team Members		Staff	
Emilio Urioste, Burbank USD		Marianne Griffin, BUSD	X	Lanzi Asturias, Project Director	X
Veronica Montes, Culver City USD	X	Ruth Morris, CCUSD	X	Michele Stiehl, Advisor	X
Dr. Ryan Cornner, LACCD	X	Dr. Adrienne Ann Mullen, LACCD	X	Justin Gorence, Advisor	X
Joseph Stark, Los Angeles USD	X	Men Le, LAUSD	X	Grace Ocampo, Budget Analyst	X
Dr. Angel Gallardo, Montebello USD	X	Philip Tenorio, MUSD	X	Teresa Plaza, Secretary	X

1 Call to Order	<p>1.1 Pledge of Allegiance</p> <p>Mr. Stark called the meeting to order with board member quorum at 10:03 AM. He welcomed Dr. Angel Gallardo to the board representing MUSD, and thanked Ms. Jacquez for her service. He also welcomed new BUSD point person Marianne Griffin.</p>	Dr. Allison Tom-Miura, LAUSD
	<p>1.2 Adjustments to the Agenda</p> <p>a. There were no adjustments.</p>	Mr. Urioste
	<p>1.3 Approval of the Agenda</p> <p>a. Ms. Montes motioned to approve the agenda, and Dr. Cornner seconded.</p> <p>b. The board voted unanimously to approve the agenda.</p>	
	<p>1.4 Items for Future Agendas</p> <p>a. There were no items for future agendas.</p>	
	<p>1.5 Approval of the Minutes</p> <p>a. Regular Board Meeting: July 15, 2020</p> <p>i. Ms. Montes motioned to approve the minutes, and Dr. Cornner seconded.</p> <p>ii. The board voted unanimously to approve the minutes.</p>	
2 Public Comment	No public comment at this time.	
3 Yearly Plan Update	<p>a. Ms. Stiehl explained that last Friday they submitted their annual plan to the state, and thanked board members for their approvals.</p> <p>b. Some highlights from the plan:</p> <p>i. Last week the LARAEC office staff met with the Point Persons Team and spent extended time going through the implementation of their new annual plan.</p> <p>1. One thing they definitely want to go forward with is the networking and subject area meetings, which are the moderated sessions that have been brought up at previous board meetings. There was a need from some networks to have these meetings ASAP, so they will be happening after Labor Day.</p>	Ms. Stiehl

	<ul style="list-style-type: none"> ii. The LARAEC Virtual Conference will be on September 25th, and conference information is already up on the website, with the save-the-date being sent before the end of the day. iii. They want to continue the work of the Action Planning Teams by using the model from last year of setting aside 3-4 days throughout the year for APT work, and the kickoff will be October 9th. <ul style="list-style-type: none"> 1. They also gave added direction and guidance to the APTs to help them kick off faster, as well as added a new focus on fulfilling 3-year and annual plan goals with a focus on remote learning. 2. Another big change was the splitting of the Data and Accountability group. She explained that as they saw tasks completed by the D&A group, they realized that there's really two groups of people dealing with the data. <ul style="list-style-type: none"> a. They will keep the existing Data and Accountability team, which will basically work with collecting data, data collection issues, and personal development training for those responsible for collecting data. b. They will add the Data for Strategic Planning team, which will basically deal with what LARAEC does with the data once it collects it, and how they use that data to tell the narrative about LARAEC and to foster innovation and collaboration. It will also look at how LARAEC shares data with policymakers about what they're doing, and also have conversations about what other data elements they should be collecting to best tell the story of LARAEC and its accomplishments. iv. Finally, they have implemented a calendar on the LARAEC website which includes everything that LARAEC is doing, as well all of the training they're doing right now with CAEP and LARAEC's professional organizations. They are trying to populate all those in one place so teachers can find them easily. <ul style="list-style-type: none"> 1. It also has the board's and PPT's meeting dates on it, as well as the LARAEC conference information and regional meetings, with direct links to register for those so that everything is in one spot. c. There were no questions, and Mr. Stark congratulated the LARAEC office on their hard work and expressed excitement for the upcoming virtual conference. 	
<p style="text-align: center;">4 Budget Report and updates</p>	<ul style="list-style-type: none"> a. Ms. Ocampo gave updates for the important dates for FY2019-2020 funding, including due dates for the FY 2020 Progress and Expense Report for Q4 and the FY 2020 Instructional Hours and Expenses by Program Area estimates. <ul style="list-style-type: none"> i. She also gave important dates for the member district Program Year Budget and Work Plan submission and certification. b. Ms. Ocampo added reminders from the California Department of Education to CAEP members that Education Code section 52616.4 	<p>Ms. Ocampo</p>

	<p>applies to the Adult Education Fund, and that per the California School Accounting Manual, procedure 305-6, the Adult Education Fund may be expended only for direct instructional costs, direct support costs, and indirect costs as specified in EC section 52616.4, which were amended in EC 84900-84920.</p>	
<p>5 Information/Dis cussion Items</p>	<p>5.1 Best Practices in a Covid Environment</p> <p>Mr. Asturias introduced this section, explaining that it is a continuation of best practices discussions from previous board meetings, and that they have two presenters from BUSD and LACCD today.</p> <p>a. Burbank E-testing</p> <p>i. Ms. Griffin introduced presenter Stephen Steinberg from BUSD, who teaches ESL Level 6 Intro to ABE at Burbank Adult School in the evenings. He was asked to help with an experiment to see if they could use Zoom to successfully administer CASAS testing online. He explained that two of his students were successfully able to use Zoom to complete their CASAS testing with the help of Yanira Chavez, their CASAS coordinator.</p> <ol style="list-style-type: none"> 1. He explained that during the practice session with teachers, the only operating system they could get the CASAS testing to work with was Windows 10. It said that the testing was supposed to work with an Apple iPad, but they could not get it to work. 2. So two of Mr. Steinberg’s students were able to complete the testing because they both had computers running Windows 10. With Ms. Chavez’s help, they were able to use a function of Zoom called Breakout Rooms so they staggered the starting of the tests. 3. One of the difficulties they encountered was when the students downloaded the testing software and clicked to open it, it automatically went to full-screen, so they couldn’t use their Zoom controls, though he was able to talk them through the next steps. 4. While those students were able to successfully utilize Zoom for CASAS testing, they were level 6 ESL students, and Mr. Steinberg is not sure that lower levels would have the necessary English skills to follow the English directions to complete it. <p>ii. Ms. Montes asked if it is something BUSD plans on using moving forward, or if they don’t think it would work on a long-term basis.</p>	<p>Mr. Asturias Ms. Griffin Dr. Allison Tom-Miura Andrea Rodriguez-Blanco Dr. Cornner Mr. Gorence</p>

1. Mr. Steinberg explained that they are starting this year with physical testing, and for students who aren't able to do physical testing on the day, they might be able to pick up those students with Zoom CASAS testing, but only for upper-level students.

b. LACCD - High-Touch Enrollment Assistance for Job/Career Training @ West

- i. Mr. Asturias introduced Dr. Tom-Miura, who introduced Andrea Rodriguez-Blanco's presentation about how LACCD is providing high-touch enrollment assistance during COVID and putting it to work with their job and career training at West. Dr. Tom-Miura explained that it was part of a larger district-wide effort that Dr. Cornner's area had initiated compiling all of the short-term non-credit and credit job opportunities across the district into one streamlined, easy landing page to be utilized by their enrollment assistance staff.
- ii. Dr. Tom-Miura introduced Ms. Rodriguez-Blanco as their Job Placement and Work Experience Faculty Coordinator at West.

1. Ms. Rodriguez-Blanco explained that they consolidated and streamlined their website, and added steps for how students can start short-term training or career training both credit and non-credit, and who to reach out to if they had trouble applying.
2. Ms. Rodriguez-Blanco said that the most important part of the landing page was highlighting their Fall 2020 credit and non-credit training offerings, and they had started this summer promoting summer prep classes to prepare students for their fall offerings.
3. She shared with the attendees the trainings LACCD was offering in the fall, and explained that they categorize the prep and fall training classes by Career Pathways. The document describes to students the certificate awarded by each program, as well as the start and end date of the program.
4. They also included a program map for learning and career paths that credit and non-credit students could utilize who had finished a program to figure out their next program or career path at West LA College, and where the non-credit path ties to their credit programs.

5. They also included step-by-step instructions for how to apply, how to enroll, and students will complete a short-term training form, which will notify LACCD once the student submits it electronically. LACCD will then check in if the student applied, then check if they need assistance, then follow up by sending them the fall schedule for the courses they have to enroll in.
6. Ms. Rodriguez-Blanco said that they will also help students go through registration classes, which is for helping them get financial aid through the FAFSA application and College Promise, and everything they will need before they start with credit or non-credit short-term training that they selected for the fall.
7. She added that they have had a lot of interest so far, and the students they've been in contact with have been very excited to start. She emphasized that LACCD receives a notification every time a student signs up, which allows them to follow up with every student, and that they had already started this process months ago.
8. Ms. Rodriguez-Blanco said that like Dr. Tom-Miura mentioned, they are doing this in collaboration with their career center, so that students know that after they finish job training, they're able to access this career center and job portal and get assistance with applying for a job or internship.

iii. Dr. Tom-Miura added that the community colleges in California are all implementing guided pathways. She explained that even though their program mapper program does not allow non-credit or bachelor degree programs in the official program mapper, as Ms. Rodriguez-Blanco showed attendees, LACCD West did add them in. And from the program map or landing page, which they have been getting a lot of hits on, they have integrated the non-credit and the bachelor degree program, so it does take students directly to those websites to help them understand the context and the non-credit prep courses they might need to take. Because they get many students who have been away from education for a long time, and need refreshers on terminology in subjects like Math and English.

- iv. Dr. Cornner asked Dr. Tom-Miura to go back to the program map example. He explained that this is a program that they bought for their credit programs, and they have been asking the vendor to update it so that it includes the non-credit programs. The issue is, they set up the program initially so that the unit value has to be greater than zero, which doesn't work with non-credit programs. But they hope that within six months they will implement something that will allow for non-credit programs as well, and what it does is actually tells students step by step, in which order, and how long it will take them to finish their certificate, and then aligns that with the jobs they can get.
- v. Dr. Tom-Miura added that since they created that landing page, they're showing high traffic on it, and students are using that program mapper. It gives them salary information, it shows them course prerequisites, and required courses. So it shows students a snapshot of what they need to take before they see a counselor.
- vi. Dr. Mullen asked if Dr. Tom-Miura could share about LACCD's focus on getting students in and out with a certificate under non-credit within one year to make sure they meet the needs of getting students to work.
 1. Dr. Tom-Miura explained that the exercise they did as a district was to identify all the credit programs that a student could complete in a year or less that would result in them being ready to work.
 2. They also did it for non-credit programs, and then West consolidated them and pulled the schedule for fall to see whose programs they could complete in one semester. So there are some programs based on scheduling, and asking department chairs to modify the length and scheduling of their certificates to enable students to get in and out in one term to be able to get to work. They also added in non-credit preparatory classes including an introduction to college orientation, how to be successful as an online or hybrid student, as well as discipline-specific preparatory classes, for example making students take non-credit computer classes to prepare for the computer graphic arts program.
 3. They are emphasizing preparatory classes and the high-touch experience for students

who are not as familiar with the college. Dr. Tom-Miura explained that they have to go through the CCC Apply application online, so sometimes it takes a while for students to actually go through that process and then enroll in classes.

5.2 CAEP Data Reminders Discussion

- a. Mr. Gorence gave background on the state audit items 31 and 32, as well as the Eide Bailly audit recommendations. He also explained that the board had asked the LARAEC staff to create a series of quarterly CAEP reminders. As they tried to formulate what they might look like, they reached out to district stakeholders, as well as Jay Wright of CASAS and their point person Dr. Mullen.
 - i. He explained that it seemed to make the most sense, since the amount of items necessary to review each quarter was fairly long, that they format the reminders in the form of checklists that would include basic categories like data collection, deadlines, and task categories.
 - ii. Mr. Gorence said that the intent is to distribute these reminders quarterly about a month before the quarterly deadline to enable everyone to look at and review the reminders and use them optimally.
 - iii. Ms. Montes said she appreciated the organization that went into formulating the checklists of reminders, and hopes it will help everyone stay on top of their deadlines. Mr. Gorence added that he has a newfound respect as a result of this entire process for the people who handle CAEP and CASAS data and deadlines.

5.3 Professional Development on Equity by CALPRO Discussion

- a. Mr. Stark said that they are very excited about this opportunity from CALPRO, and introduced Mr. Asturias to give context and explain the item.
 - i. Mr. Asturias explained that the state CAEP office added a couple of questions to the one-year planning process, and one of the questions had to do with how they are addressing issues related to equity within the consortium. One of the board's suggestions was the implementation of professional development, so in that context they reached out to CALPRO who has been contracted by the state for professional development.
 - ii. He explained that there was a new wrinkle related to that: last year, they had reached out to CALPRO and they were unable to work with individual consortia.

Now they are able to due to a contract change, and came back to LARAEC with a three-phase approach to providing direct equity-related training, and the first two phases will be at no cost to LARAEC thanks to CALPRO's contract with the state.

- iii. Mr. Asturias explained the three phases, starting with an informational presentation with the LARAEC board, PPT, and staff, and progressing through 15-hour personal development training for LARAEC leadership and training of trainers to increase capacity for further rollout of equity training throughout LARAEC.
 - 1. He added that phase three, the training of trainers, would require some cost from LARAEC and they have not explored that opportunity as of yet. They wanted to bring this proposal to the board and hopefully get buy-in so that the training process can continue.
- iv. So the requested action from the board is to implement phase one and two, which would conform with their one-year plan parts that involved looking into training or professional development programs related to equity. They are also requesting the ability to engage with the American Institute for Research which is the umbrella company under which CALPRO works, and they would be the ones who would be customizing the training for trainer-to-trainer so each one of the member districts can develop capacity of providing this training for each one of the districts.
- v. Ms. Montes asked, if phase three was there but they hadn't looked at what that might look like in terms of cost, etc. Mr. Asturias confirmed that, and added that they can leave that third phase as an option to explore later, and later on they can ask for a proposal that states the cost and bring it back to the board for approval.
- vi. Dr. Cornner said that he is supportive of using resources that the state is already providing, and so phases one and two sound great as a long-term strategy. However, he thinks it's great to train principals and deans and core staff, but where they achieve true equity is through teaching and learning.
 - 1. He thinks that anything they do moving forward should consider two areas: one is how they involve the teachers in these trainings who are actually interacting the most with the students, and they should

	<p>investigate what their districts are already doing as an example.</p> <ol style="list-style-type: none"> 2. He noted that LACCD is in the process of approving their new contract, and built into it mandated implicit bias training, and have a contract with the USC Race and Equity Center and Dr. Sean Parker to do annual training in areas of equity and anti-racism. He wanted to make sure that they are targeting areas where they will have the biggest impact, which are the teachers that actually serve their thousands of students. 3. Second, they should make sure they aren't replicating something that they are already doing, and make sure this will be an add-on benefit. <p>vii. Dr. Gallardo commented that he concurs with what has been said in relation to involving faculty and teachers, but wants to make sure that everyone in adult ed is part of that, including all of classified personnel, which have a big impact on students, as well as all of their support staff. He thinks it is a fabulous process, and obviously free is better, but MUSD will invest in the third phase when it is available.</p> <p>viii. Mr. Asturias recapped that there was support from all board members for phases 1 and 2, and that they can evaluate the implementation of phase 3 at a later time. This is in addition to the recommendations of Dr.'s Cornner and Gallardo of evaluating what's already being offered by our districts and including classified staff as part of the training so that it is a global approach for their organizations.</p>	
<p>6 Board Member Reports</p>	<p>LAUSD:</p> <ol style="list-style-type: none"> a. Mr. Stark reported that the adult career education division of LAUSD was undergoing a renaissance in terms of volume and engagement with regards to professional development. In June, they had over 60 sessions, all done remotely, with 400 plus faculty and administrators participating in over 6,000 hours of training, and the feedback has been tremendous. This week as part of their Smart Start they are starting the school year with about 600 teachers and staff per day. He gave a shout out of gratitude to their staff, some of whom were on the Zoom including Matthew and his team, for a tremendously heavy lift that brought great engagement and participation. 	<p>Mr. Stark</p>
	<p>BUSD:</p> <ol style="list-style-type: none"> a. No report. 	<p>Mr. Urioste</p>

	<p>LACCD:</p> <p>a. Dr. Cornner shared that their chancellor put forward a framework for racial equity and social justice that calls for nine specific areas to be addressed. One is focused on making sure curriculum has anti-racism embedded in it frequently in education, and making sure that not just specialized classes but even general ed classes can integrate the values that they are trying to espouse and reach all students. Another area is looking at hiring practices, making sure they have equitable hiring practices that bring in candidates and ultimately employees that reflect the students that they serve. They are definitely going to put more resources and focus on this issue going forward.</p>	Dr. Cornner
	<p>MUSD:</p> <p>a. Dr. Gallardo concurred with CCUSD that it does feel like they are all in a tornado, and it has felt this way since March. He wanted to thank Ms. Jacquez for all her work and dedication as she has partaken and will continue to participate in LARAEC. He thinks it goes without saying that Mr. Philip Tenorio is also a very important member of MUSD, and he participates with passion and dedication. Dr. Gallardo explained that he has not had an opportunity to publicly thank them for their dedication and hard work. He added that MUSD has had a very successful summer school, and implemented online registration for the first time this summer. And they are moving ahead for fall; it has been a lot of work, and he said he thinks Mr. Jacquez and Mr. Tenorio would say that they should get some time off to brainstorm and take a break. He complimented the passion of adult ed teachers, classified personnel, and administrators, and he is always surprised by the creativity of their teachers. Now they are looking at the devices they need to provide to the students, teachers, and classified staff to support them.</p> <p>b. They begin school next week, and he thinks that this year will be an incredible year, not only because they are doing their very best in all avenues of education, but also because he thinks they will make great strides in remote learning.</p>	Dr. Gallardo
	<p>CCUSD:</p> <p>a. Ms. Montes said that CCUSD is just getting into the craziness of starting the school year, and figuring out the enrollment component that's different from the end of last</p>	Ms Montes

	<p>year. They are looking forward to working with LAUSD and grateful for LAUSD's partnership and shared resources, and looking to get started; starting the school year feels like being in a tornado, so they are looking forward to starting so they can settle for a second and breathe.</p>	
<p>7 Public Comment</p>	<p>No public comment at this time.</p>	
<p>8 Action Items</p>	<p>8.1 Approve 2020-21 Annual Plan</p> <p>a. Dr. Gallardo moved to approve the 2020-21 annual plan, and Ms. Montes seconded. There was no discussion.</p> <p>CCUSD: Aye MUSD: Aye LACCD: Aye LAUSD: Aye</p> <p>The board voted unanimously to approve the 2020-21 Annual Plan. BUSD's board representative was absent.</p>	
<p>9 Announcements</p>	<p>Announcements: Next meeting Wednesday, September 16 from 10:00 AM to 1:00 PM, to be held over Zoom videoconferencing.</p>	
<p>Adjourn</p>	<p>Mr. Stark adjourned the meeting at 11:02 AM.</p>	