



LARAEC Executive Board

Minutes- Board Meeting

Wednesday, September 16, 2020

10:00 AM – 1:00 PM

Via Zoom

Executive Board Members in		Point Person Team Members		Staff	
Ann Brooks, Burbank USD	X	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 Corner, 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 at 10:01 AM with board member quorum. He also welcomed Ann Brooks as the new LARAEC board member for Burbank USD.</p>	Dr. Adrienne Ann Mullen
	<p>1.2 Adjustments to the Agenda</p> <p>a. No adjustments to the agenda.</p>	
	<p>1.3 Approval of the Agenda</p> <p>a. Dr. Gallardo motioned to approve the agenda, and Ms. Montes seconded. There was no discussion.</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: August 19, 2020</p> <p>i. Ms. Montes moved to approve the minutes from the August 19 meeting. Ann Brooks seconded. There was no discussion.</p> <p>ii. The board voted unanimously to approve the minutes from the August 19 meeting.</p>	
2 Public Comment	No public comment at this time.	
3 Yearly Plan Update	a. Mr. Asturias explained that they are in the process of implementing a number of activities, but deferred until item 5 to further explain them.	Mr. Asturias
4 Budget Report and updates	<p>4.1 FY/2020 Q4 Progress and Expense Report</p> <p>a. Ms. Ocampo explained that the deadline for the Q4 P&E Report certification in NOVA will be September 30. Ms. Ocampo explained various due dates for the IH&E report, culminating in LARAEC certification in NOVA on December 1st.</p>	Ms. Ocampo

	<p>b. She went over the P&E Report for Q4, noting the budget submissions and rationales for each member district. The majority of member districts have met their spending targets, and she also summarized the activities of each member district and how those and their spending align with the regional comprehensive plan.</p> <p>4.2 Instructional Hours and Expenditures by Program Area Estimates Report</p> <p>a. She summarized the report for board members, noting that member districts have reported a total of about 13.6 million instructional hours across seven program areas and a total of 159.1 million in total expenditures from different funding sources. Dr. Gallardo asked if she would send copies of the presentation slides, and Ms. Ocampo said that she would, but that they are also part of the board packet.</p>	
<p>5 Information/Discussion Items</p>	<p>5.1 Phase 1 - Equity Professional Development</p> <p>a. Mr. Stark thanked CalPro for joining them today to speak about a highly relevant and imperative topic. Mr. Asturias introduced Mariann Fedele-McLeod from the American Institutes for Research, the organization that runs CalPro. She introduced her colleague Sudie Whalen as well, and implored LARAEC to reach out to them for any future professional development needs. She is the director of the CalPro project, and Ms. Whalen is the deputy director, and Ms. Fedele-McLeod is involved in a bunch of other education initiatives with AIR, including leading the Adult Learning Practice Area. Ms. Whalen also introduced herself and gave some background on her history with LARAEC and CalPro.</p> <p>b. Ms. Fedele-McLeod summarized what the presentation would discuss, and explained that she has been talking with Mr. Asturias on developing the training as a three-part process, part one of which included the current board meeting. She explained that substance was essential to an intentional focus on equity, and that they would also discuss the importance of examining their own biases and understanding cultural competence.</p> <p>c. Ms. Fedele McLeod explained that they started working on the topic and the rollout for adult education last year, and it ended up being timely as society in general has come to a deeper understanding of the ills of institutional racism and had a national dialogue about it. CAEP and CTE have come as a result to focus on equity and how they can improve services and empower their adult learners to succeed.</p> <p>d. She then explained about leadership and workplace equity and how it informed CalPro's approach to adult learning equity through an intentional emphasis on the subject. And the focus on equity must be informed by an organization's policies in terms of their staff and the culture of their learning or work space.</p>	<p>Mr. Asturias Mariann Fedele-McLeod Sudie Whalen Ms. Stiehl Mr. Gorence</p>

- e. Overall, they want creative environments that encourage input and promote innovation and give voice, which are psychologically safe for all of their stakeholders. She quoted a Carnegie Mellon researcher who called these principles The Psychological Contract, comprised of tangible and intangible expectations between workers and their leaders.
- f. She explained that “fairness” or equity can be subjective based on perception, which can trigger a feeling of unfairness. Perceived inequity can lead to defensiveness, blame, etc. She then shared some tips to maximize workplace equity based on an open atmosphere of communication and based on scanning your own biases when you give an unfair reward or gift.
- g. Regarding the subject of equity, she said that it is informed by conversation and work around workplace equity, but also by the hard work of anti-racist education efforts that have been going on for years. She then pointed out a couple of resources that LARAEC board members can use as education administrative leaders, including self-assessment tools.
 - i. The Management Competency Self-Assessment through CalPro has 5 core competencies that leaders should aspire to for truly equitable and culturally responsible workplaces and education spaces.
- h. Ms. Whalen took over the presentation and took the group through an exercise in imagining a hypothetical conference trip as a way of exploring innate bias. She explained that everyone’s perspectives, including their biases, are framed by their environment, culture, and experiences. So they are focusing on bias intentionally so that it does not affect the learning experience of their students.
 - i. She explained that when they created the Institute, they saw a gap in the field for equity training, and noticed that a lot of equity training is abstract. Their training, geared toward adult education, is inclusive, focuses on cultural competence, NOT abstract, and includes specific action items based on needs and role. Their training in cultural competence teaches them what “culture” is:
 1. The customary beliefs, social norms, or material traits of a racial, religious, or social group.
 2. The set of shared attitudes, values, goals, and practices that characterizes an institution or organization.
 3. The set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic.

	<ul style="list-style-type: none">4. The integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations/<ul style="list-style-type: none">ii. Culture cannot be ignored because it informs identities, beliefs, values, behaviors, and perceptions. She further explained why culture is important to how people develop and experience perception and what they consider their expectations of others.i. Ms. Whalen explained that cultural competence is being aware of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the in-group differences that make students unique, while celebrating the between-group variations that make the country so diverse.<ul style="list-style-type: none">i. She then introduced a continuum designed to describe the cultural competency of a given individual or organization, with the steps being: cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, cultural competence, and cultural proficiency.ii. She explained that sexism, racism, ageism, and ableism tend to live in the cultural destructiveness and cultural incapacity spaces on the continuum, and represent active bias.iii. She explained that Cultural Blindness is basically the idea that the perspective of the majority is relevant for all others, which is problematic.iv. By contrast, Cultural Pre-Competence is when one is aware of differences in cross-cultural communication and outreach, and when an individual or organization wants to provide fair and equitable treatment with appropriate cultural sensitivity, but may not know exactly how to do so.v. Cultural Competence is a demonstrated commitment to diverse populations in all aspects of the structure, foundation, and functions of the organization. The commitment is characterized by sustained systemic integration and evaluation on all levels of the significant collaboration from all the diverse populations within the infrastructure and organization.vi. Cultural Proficiency is demonstrated by the centrality of the schools commitment to diversity in its external expertise, leadership and proactive advocacy and promoting appropriate care for diverse populations.	
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- j. Ms. Fedele-McLeod explained that Phase 1 of equity training includes today's board meeting, and would be looking at implicit and explicit bias, along with cultural competence, and would describe in a bit where they go from there within the context of the CalPro Institute. But in discussing the three phases of training with Mr. Asturias and Mr. Overlander, CalPro will always be willing to come back for subsequent phases of the training in front of the board.
- k. In terms of after today's session, Ms. Fedele-McLeod said that LARAEC can take part in the CalPro Institute titled "Success For All Learners Through Equity". It is a roughly 15-hour course professional development institute composed of five segments, with asynchronous and synchronous work among individuals and as a group.
 - i. She added that building equity means engaging the entire workforce of LARAEC, and they encourage teams of participants from organizations, including principals, deans, teachers, and other key staff including front office staff, because they're the first ones that interface with learners and convey the beliefs, values, and culture of the organization.
- l. Ms. Fedele-McLeod passed the presentation off to Ms. Whalen to describe the objectives for the pre-session, including recognizing the frequency with which people prejudice others based on implicit assumptions, identify their own cultural values and those of others, and developing a general understanding of terms related to equity, cultural competence, and bias.
 - i. Ms. Whalen explained that the first live virtual session would be three hours, and talk about understanding the concept of implicit bias and its effect on students, and train participants to use methods to avoid letting one's implicit bias affect students and those around them. They would also train to identify various forms of privilege and how to use privilege in a positive way. She added that they never ask participants to put themselves on the spot by sharing their biases to avoid them feeling uncomfortable or put on the spot.
 - ii. Ms. Whalen then explained the interim session, which would be three hours and train participants to identify areas of bias to work towards addressing and overcoming them. It would also train them to describe the model of cultural competency, and allow them to identify and understand microaggressions in the classroom.
 - iii. She then explained that the second three-hour live virtual session would train participants to develop the necessary skills to have a culturally competent

conversation, respond appropriately to persons offended by unintentional microaggressions, learn how to form a bridge across cultures, and begin to identify policies and practices that can harm or help equity.

iv. Finally, the post-session would be geared toward making sure that participants can identify policies which can affect equity, identify a way to “bridge the gap” between themselves and another person, and identify a specific equity focus to improve on after the training ends.

1. Regarding the last item, they do not ask participants to propose or change a major school-wide policy, rather they ask them to identify smaller-scale and more direct procedures or habits that they want to improve on.
2. In terms of “bridging the gap”, they provide frameworks and guides for people to engage others in productive conversations for a variety of purposes: maybe there was a misunderstanding or an unintentional microaggression. The training is intended to facilitate challenging conversations in a way that respects the equity and culture of both parties.

m. Ms. Fedele-McLeod described Phase 3 of the CalPro training, emphasizing that they are not aware of a more in-depth professional learning unit designed specifically for adult education, and they are eager to roll the training out across the state.

- i. Phase 3 would be through a contract with AIR, and would be a unique capacity-building training of trainers event. Because they are still rolling out the training to dozens of consortiums across the state, training trainers is essential to increasing the reach of the program. They would work with Mr. Asturias, Mr. Overlander, and any stakeholders in the LARAEC community who are needed to develop truly unique online content.
- ii. CalPro would uniquely tailor training materials for LARAEC’s trainers, providing two full days of training that would allow them to engage with institute content from their own perspective and receive coaching and feedback from CalPro facilitators.
- iii. Ms. Whalen added that the training will include whatever specific focuses LARAEC may have, but will mostly be about how to deliver the CalPro

training module to their unique audience, as well as training them in facilitation skills.

- n. Ms. Montes said that her district is very excited about the training, their admin team has actually been reading the book “Cultural Proficiency: A Manual For School Leaders”. She said that in all her years of teaching in adult ed, it’s always been incredibly hard to get professional development that is geared towards adult ed. So she thanks LARAEC and CalPro for putting in the work to create PD opportunities geared towards adult educators.
 - i. Ms. Whalen thanked Ms. Montes, and said that she recognized the gaping hole in professional development following a NAPE Equity Summit from a few years ago, and realizing that she was one of the few people there for adult education.
- o. Mr. Asturias clarified that Phase 2 was already in existence and ready to go, and could be implemented for LARAEC in the next couple of months or so, which Ms. Fedele-McLeod confirmed. Mr. Asturias asked how long Phase 3 training would last from the perspective of a participant.
 - i. Ms. Fedele-McLeod said that the rollout would probably take a few months, since they would want to help LARAEC develop their own unique training materials as part of the institute, and since LARAEC itself would be recruiting their facilitators and trainers to be trained. And then the actually intensive training itself would be 12 to 16 hours, usually consisting of 4-hour sessions. Ms. Whalen said that they were thinking of doing two 6-hour training days for LARAEC.
- p. Ms. Montes suggested rolling out the training to who can and is willing to participate, and then working on the training of trainers, worrying that if they start with the training of trainers, it could take forever.
 - i. Ms. Fedele-McLeod said that in discussions with Mr. Asturias and Mr. Overlander, they decided that the phased approach was best, and that they would leave it to the board to decide who would be at initial training sessions.
 - ii. Ms. Whalen added that in discussing Phase 2 with Mr. Asturias and Mr. Overlander, they talked about having key staff at the Phase 2 training from each of the schools and colleges so that they could have the core training in it entirety delivered and modeled for them, and so they could see the coaching model firsthand. They could also have a selected LARAEC stakeholder shadow the facilitators/coaches through the training process.

- q. Mr. Stark thanked Ms. Fedele-McLeod and Ms. Whalen for their presentation, and said that he is really looking forward to how this can enhance some of the things that he has been doing at LAUSD and accelerate equity access for students and for teachers.

5.2 Online LARAEC Conference Update

- a. Ms. Stiehl explained that the LARAEC Virtual Conference would be happening next Friday from the meeting date. The LARAEC website will take people to the conference schedule and presenter profiles, and they have 36 speakers covering 30 sessions, and she gave highlights of some of the upcoming speakers and topics.
- b. Mr. Gorence added that going into a virtual experience for the conference has opened them up to new possibilities in terms of exhibitors, and many are participating in a virtual conference for the first time so they have been giving presenters tutorials to bring them up to speed. He reminded the board that they would like a kind of video greeting from them to kick off the conference.

5.3 Action Planning Teams Update

- a. Mr. Gorence updated the board on the Action Planning Teams' activities, explaining that they would be kicking off on October 9 and there would be three subsequent meetings for the APT's to work on their focus areas. They are also working with the Point Persons Team to finalize the APT members from each district, which they hope to have back by the end of September.

5.4 Data Reminders Calendar Update

- a. Mr. Gorence said that yesterday (September 15) was an historic day for LARAEC, as it was the first Data Reminder sent out to the member districts, board members, and point persons from the LARAEC office. And they will be sending these reminders that were born out of a conversation in the July board meeting quarterly.

5.5 Consortium Survey Update

- a. Ms. Stiehl explained that the survey was intended to give a sense of students' access to instruction, services, and technology and that they were finalizing the questions to hopefully roll the survey out to school sites in October.
- b. Dr. Gallardo asked how the survey information will be segregated and how they will know the results. Ms. Stiehl explained that they will have a spreadsheet with individual cells for each of the districts and the point person from each will be the shared owner of that spreadsheet. So each district will have access to all of LARAEC's information as well as their own district's data.

5.6 Legislative Agenda Items Share-out

- a. Mr. Asturias explained that at the last meeting of the point persons, they had discussed creating a legislative agenda for LARAEC, as had been done in the past as directed by the board since many districts are trying to formulate their agenda for the year. He asked if they could have input from each of the board members on what they might want to include in the legislative agenda for LARAEC, clarifying that they would ideally like that input by the end of the week.
 - i. Dr. Cornner said that LACCD's agenda is set by their Board of Trustees, so it's unlikely he will have any input by the end of the week.
- b. Mr. Asturias summarized that they would create a draft agenda from board member input to be circulated and approved by the board to make sure it has items that they would like supported as a consortium. Once that agenda is approved by the LARAEC board, they would share it with the various organizations and adult education advocacy groups that represent LARAEC.
- c. Ms. Montes asked Mr. Stark to share some of the context around the genesis of the idea of a legislative agenda for LARAEC.
 - i. Mr. Stark summarized that they had talked previously about a legislative agenda and passed a resolution on creating one based on the fact that LARAEC is by far the largest consortium and has five of the largest, most heavy-hitting districts in California comprising about 20-25% of the total state budget for adult education. Their pie in the sky wish would be to push for getting legislation passed that would help adult education, but their legislative agenda could also include to simply facilitate discussions and produce talking points about adult ed between different state consortiums and with elected officials, whether they adopt a formal agenda or not.
 - ii. Dr. Cornner added that they may come into difficulty when they talk about general funding, and where it might go. He thinks it might be good to focus on programmatic things, for instance things that would make it easier for students to apply or enroll. Mr. Stark agreed, and thought it would be wise to look at policy that affects alignment opportunities like that. There is also the issue of the lump sum funding nature of adult education funding, and the scrounging for supplemental resources after that, especially around the issue of counseling.

- iii. Dr. Cornner said that one budgetary issue they could look at is the fact that adult education funding is much less than what it was, and it was taken down to this level because of an economic crisis. He thinks they can at least look at making sure that their funding is maintained, because adult ed funding seems to become easy pickings anytime there is a financial or budget crisis.
- iv. Dr. Gallardo agreed for the need to advocate for maintaining adult ed funding, and asked what the legislative agenda for LARAEC was previously. Ms. Montes said that they have not really had one, which is why this issue was introduced, because they thought that a consortium of LARAEC's size and influence should have one.
- d. Mr. Stark summarized that the board would send input to Mr. Asturias, who would with the LARAEC office synthesize it into a draft agenda to be introduced in the next meeting. Not necessarily as an action item, but more of a dialogue piece.

5.7 CASAS Student Testing Pilots and Best Practices Discussion

- a. Mr. Asturias explained that the PPT had discussed best practices in testing at each of the member districts and had solicited the board for examples of best practices, considering that testing was a big issue now for districts practicing distance learning. He asked board members for any best practices they'd found with adapting testing.
- b. Mr. Stark said this might be a topic that would be better fleshed out and more meaningful at the point person level. Dr. Gallardo agreed. Ms. Montes agreed, and thought it might be better if that conversation happened "closer to the ground". Mr. Asturias said he would put it on the agenda for the next PPT meeting, but noted that the point persons thought it would be better to get input from the board, but noted the board could give that input to their individual point persons behind the scenes.
- c. Ms. Brooks asked, given how challenging remote testing has been, if there's been any consideration to the creation of an app that can be utilized by all adult ed students, or whether that would have to be initiated by CASAS.
 - i. Mr. Asturias explained that that would most likely have to be initiated by CASAS, and that in conversations with their team, he knows that there are activities and pilots taking place on doing remote testing. He said that they can reach out to their usual CASAS representative Jay Wright to provide them with background information and start the conversation with the PPT.

5.8 SY 2019 and 2020 Enrollment Comparison

- a. Mr. Asturias explained that School Year 2019 covers 2018-2019, and School Year 2020 covers 2019-2020, so this comparison will cover two years of information for which they have full years' worth of data in the TE system.
- b. Mr Asturias explained that the reports from which the data for the next few slides was taken are also in the board packet.
 - i. He introduced slides describing unduplicated enrollment by hours of instruction, explaining that they have seen a decrease in enrollment over the last couple years consortium-wide, which was most likely exacerbated by COVID.
 - ii. Mr. Asturias explained that there was an 11% decrease as a result in 0 or more hours. He explained that generally speaking they don't usually include specifically data on 1-11 hours or 12 or more hours since CAEP doesn't require it. Some students might not receive direct instruction, but there are still costs associated with counseling those students.
- c. Mr. Asturias further described the decline in enrollment numbers, emphasizing that they are almost certainly being affected by the extraordinary circumstances of the pandemic. He then explained the data behind duplicated enrollment by program area, noting that those numbers had remained relatively stable: some had increased in number, and most remained the same even with changes in some program areas' definitions by CAEP.
- d. Mr. Stark said that it is always great to look at data, and asked the board members if there was an interest in leveraging or creating a mechanism through the action planning teams or some other thing about diving deeper into the data, citing LAUSD's recent deep diving into their ESL data.
 - i. Mr. Stark emphasized that ESL students are particularly suffering in the current remote learning environment for a number of reasons, and he asked if there are areas they could be doing better engagement support in. CTE and other technical paths are doing better with remote learning, but ESL learners are struggling through no fault of the teachers, simply because of the technology component and technical skills required by online learning. He would imagine this is an issue at all districts, and would be interested in LARAEC districts working together around that problem of practice.

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| | <ul style="list-style-type: none">ii. Ms. Brooks suggested looking at some of the platforms that teachers are using for online learning from the perspectives of their students.iii. Mr. Gallardo agreed, and said that online learning for ESL has been hectic at Montebello as well with trying to meet the needs of their students and with supporting their teaching staff. Teachers in general have been learning to adapt to an entirely new style and format of teaching overnight.iv. Mr. Stark requested that they put this issue on the agenda for the next PPT meeting to have a discussion and dialogue around what districts are doing to meet this challenge. And at some point it would be great to have a summary of best practices of what districts are doing to support their ESL teachers and students. He said that the issue also ties in with K-12 learning and the overwhelming new responsibilities placed on parents as part of the online learning process.v. Dr. Cornner noted that LAUSD had sent out a bunch of information regarding their K-12 reopening, and asked if that translated to their adult ed program or if it was being treated separately. He noted that LACCD's circumstance was different and had received different guidance from the county that has hampered having students back on campus and addressing some of their training and learning needs. So knowing more about what their LARAEC partners are doing would help to increase parity among them.vi. Mr. Stark clarified that this is an issue LAUSD and the adult ed division of LAUSD have been discussing for some months and working with their stakeholders on. They have been trying to implement a hybrid online/in person model, working with their teachers' bargaining unit to figure out how to do that while being as safe as possible and adhering to health guidelines. He added that adult ed's funding is based on performance, and for many of their CTE programs there is no viable online component.vii. Dr. Gallardo asked how LAUSD is dealing with the potential that one-third of their staff might not be coming back because of underlying medical conditions, because MUSD may be facing a similar situation. Mr. Stark said that there are a lot of discussions going on, and though he is not privy to some of them on the K-12 side, their superintendent is trying to start a COVID testing program to see | |
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	<p>which employees can come back. At this point, he will take what he can get as long as it's safe, and as long as it respects health guidelines. He thinks this will happen in increments, not with big sweeping changes. It may happen program by program. He thinks the more they can pool their resources and energy as a consortium, the better off their students will be, since they are serving so many vulnerable populations.</p> <p>viii. Mr. Asturias summarized, saying he will add ESL student engagement to the agenda as part of the next meeting with the PPT, particularly at the lower levels and also discussing plans for resuming in-person instruction.</p>	
<p>6 Board Member Reports</p>	<p>LAUSD:</p> <p>a. Mr. Stark said he basically gave his update as part of the previous agenda item. But he did want to call out, thank, and emphasize the hard work of the LARAEC office, as well as all of their point persons. They do tremendous work even in "normal" times, and have been stepping up, digging in, and pushing work forward.</p>	<p>Mr. Stark</p>
	<p>BUSD:</p> <p>a. Ms. Brooks said that they, like Culver City, were experiencing increased student engagement thanks to remote learning, and they are looking at possibly offering both remote learning and in-person learning, with their first week of remote learning starting in October.</p>	<p>Mr. Urioste</p>
	<p>LACCD:</p> <p>a. Dr. Cornner said that a lot of his update was covered in the previous item, when talking about the different requirements from the state that LACCD has to deal with. They have announced that they will be online-only in the winter and spring. Dr. Cornner said that they have always had the ability to have online registration for their students, but have also relied on not only face-to-face teaching, but on partnerships. So they've had to figure out how to maintain that relationship when teaching is based on a physical locality. They are continuing to figure out ways to address it. They have also seen a big dip in their fall enrollment as many of their classes are not preferred in an online format by students.</p> <p>b. He explained that they are trying to grow areas where students are more open to online learning, and have purchased a couple of software items that have assisted with student communication.</p>	<p>Dr. Cornner</p>

	<p>MUSD:</p> <p>a. Dr. Gallardo said that MUSD is currently fine-tuning its website, and that their teachers have been great adapting to online learning and reaching out to students. They are figuring out more ways to support their teachers. They have also waived most fees for programs, with the exception of certain ones like CNA. Their administrators have also been partaking in Power School training as part of a new student information system. They are not certain that it can meet their needs, but are continuing to explore it for adult education.</p>	Dr. Gallardo
	<p>CCUSD:</p> <p>a. Ms. Montes said that their numbers are similar to last year's from July to September even though their registration was 100% online this year, which can be attributed to their outreach efforts. They can also offer things through remote learning that they couldn't offer before, like expanding ESL level 5 classes. They also have a little extra income based on their fee-based programs. Their virtual kids program over the summer also was a huge success thanks in no small part to Ruth Morris' ambition.</p>	Ms Montes
7 Public Comment	There was no public comment at this time.	
8 Action Items	<p>8.1 Approve LACCD Capital Outlay Request</p> <p>a. Ms. Montes moved to approve the LACCD Capital Outlay Request. Dr. Gallardo seconded.</p> <p>b. Dr. Gallardo commented that during the pandemic, they need to be mindful of the fact that Capital Outlay projects may not be completed in a timely manner and they need to be considerate of that.</p> <p>c. There was no further discussion. The board voted unanimously to approve LACCD's Capital Outlay request.</p>	
9 Announcements	Announcements: Next meeting Wednesday, October 14 from 10:00 AM to 1:00 PM, to be held over Zoom videoconferencing.	
Adjourn	Meeting was adjourned by Mr. Stark at 12:14 PM.	