



**LARAEC Executive Board**

**Minutes- Board Meeting**

Wednesday, October 14, 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 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

<b>1 Call to Order</b>	<p><b>1.1 Pledge of Allegiance</b></p> <p>Mr. Stark called the meeting to order at 10:01 AM with board member quorum. Montebello USD's board member Dr. Gallardo was not present.</p>	Men Le
	<p><b>1.2 Adjustments to the Agenda</b></p> <p>a. No adjustments to the agenda.</p>	
	<p><b>1.3 Approval of the Agenda</b></p> <p>a. Ms. Montes motioned to approve the agenda, and Ms. Brooks seconded. There was no discussion.</p> <p>b. The board voted unanimously to approve the agenda. MUSD's board member was absent.</p>	
	<p><b>1.4 Items for Future Agendas</b></p> <p>a. There were no items for future agendas.</p>	
	<p><b>1.5 Approval of the Minutes</b></p> <p><b>a. Regular Board Meeting: August 19, 2020</b></p> <p>i. Dr. Cornner moved to approve the minutes from the September 16 meeting. Ms. Montes seconded. There was no discussion.</p> <p>ii. The board voted unanimously to approve the minutes from the September 16 meeting. MUSD's board member was absent.</p>	
<b>2 Public Comment</b>	<p>No public comment at this time. Ms. Brooks wanted to make the board aware that this is her last week at Burbank Adult School, and Candace Lee from West Valley Occupational Center will be taking her place. She is on the agenda for board approval in November. Mr. Stark said that they are happy to have Ms. Lee on board, but was sorry Ms. Brooks was leaving. It is a pleasure to work with her in any capacity, and he hopes she and LARAEC cross paths in the future again.</p>	
<b>3 Yearly Plan Update</b>	<p>a. Mr. Asturias explained that the activities they have been carrying out are mostly associated with the Action Planning Teams, and Mr. Gorence will have a detailed update further on in the presentation. Mr. Asturias will also have on the three-year planning activities further down in the presentation that have already started as far as the state is concerned. He added that next month they will come</p>	Mr. Asturias

	<p>back with a tool to gauge the percentage of completion of activities as outlined in the yearly plan.</p>	
<p><b>4</b> <b>Budget Report and updates</b></p>	<p><b>4.1 Policies and Procedures Update</b></p> <ul style="list-style-type: none"> <li>a. Ms. Ocampo explained that they received a draft of proposed policies and procedures from Vasquez and Company LLC a few months ago, and two months ago routed it to all member districts to solicit feedback. <ul style="list-style-type: none"> <li>i. They have received feedback from two member districts, and two member districts have requested more time. However, given their timeline they have forwarded the feedback they did receive to Vasquez and Company yesterday so they can generate a second draft by the end of the month. Once they receive the second draft they will route it to all member districts again for feedback, so they can generate a final draft for board review and action.</li> </ul> </li> </ul> <p><b>4.2 FY 2021 Budget and Work Plan</b></p> <ul style="list-style-type: none"> <li>a. Ms. Ocampo broke down the LARAEC Work Plan, consisting of 5 objectives to be addressed by strategies in each district: gaps in service, seamless transitions, student acceleration, shared professional development, and leveraging resources.</li> <li>b. She explained that their budget this year was carryover plus their new allocation, totalling 260.7 million dollars. Last year they had a carryover of about 29.4 million dollars, and their FY 2021 allocation is about 131.3 million.</li> </ul>	<p>Ms. Ocampo</p>
<p><b>5</b> <b>Information/Discussion Items</b></p>	<p><b>5.1 Phase 1 - Equity Professional Development</b></p> <ul style="list-style-type: none"> <li>a. Mr. Asturias reminded everyone that LARAEC is set to start this professional development, the official title of which is “Success For All Learners Through Equity Online Community of Practice”. It is provided by the California Adult Literacy Professional Development Project, or CalPro for short. <ul style="list-style-type: none"> <li>i. There will be two synchronous sessions, each from 1-4 PM, on Wednesday, November 18 and Wednesday, December 2.</li> <li>ii. Agencies are not required but are highly encouraged to send teams of representatives, and they would like those teams to include a member of administrative instructional faculty and front office or support staff. They are in the process of reaching out to stakeholders on the matter.</li> </ul> </li> <li>b. Dr. Gallardo was now present representing MUSD, and asked Mr. Asturias how districts will notify LARAEC of the team members they plan on sending. Mr. Asturias explained that LARAEC has already sent information out to the district Point Persons. They will be in charge of the flow of information to Mr. Asturias, who will forward that information to CalPro.</li> </ul> <p><b>5.2 APT Update</b></p>	<p>Mr. Asturias Mr. Gorence</p>

- a. Mr. Gorence explained that the Action Planning Team kickoff meeting was October 9, and added that he and Ms. Stiehl were gratified at the virtual infrastructure that they were able to carry over from the virtual conference. They had 89 attendees and great participation from all member districts.
- b. Mr. Gorence explained that he and Ms. Stiehl wanted to make sure that new members of the Action Planning Teams were equipped with the background, context, and information they needed to maximize their effectiveness and participation in the October 9 meeting.
  - i. He added that they created one-sheets with guiding questions and and pragmatic ideas formulated from discussions between the staff and point persons, as well as things Ms. Stiehl and Mr. Gorence had learned over the past year.
  - ii. He explained that what they learned last year was sometimes the action planning teams are so ambitious that when they talk about an initiative they think it has to be something that's groundbreaking and innovative and accomplishes multiple goals, when it can be something smaller-scale and practical like providing professional development or webinars to disseminate important information.
- c. Once they got to the breakout rooms for individual teams, each group had a specific and finite list of tasks to accomplish. One of the things Mr. Gorence and Ms. Stiehl learned last year was that they really want to maximize the total amount of time the groups had to work with each other.
  - i. The groups were able to maximize their time together and were required to produce minutes and defined action steps to take during the meeting, between meetings, and what they plan to accomplish before their next meeting.
- d. Their next steps center around a few things: they will be meeting with co-chairs for all groups next week to gather feedback on how to best move forward and achieve their goals. The next meeting of the APT's will be November 6.

### **5.3 Online LARAEC Conference Update**

- a. Mr. Stark thanked the LARAEC team, the point person team, and everyone who was involved with what he thinks was absolutely extraordinary work on the first LARAEC ROCS virtual conference to ensure that teachers have access to high-quality professional development, which is needed now more than ever. He thought it was incredibly successful and was excited that they had participants from around the state, outside of their consortium.

- b. Ms. Stiehl said that it took a big team to pull the conference off: 20 different volunteers and 40 presenters in addition to all the staff, point persons, and even board members. She thanked the board members for recording their greetings and for their outreach to their member districts.
  - i. They had 673 people participate, and had 169 people in the morning participating in a series of six networking sessions before the actual start of the virtual conference, which was exciting. Each session also maintained over 600 participants, and almost 600 participants attended the keynote speech.
  - ii. She added that they usually end up with about 480 participants in their in-person conferences in years past, so more people definitely attended the virtual format.
- c. She added that in addition to having people from all over California participate, they also had a participant from Minnesota. And the California participants ranged up and down the state, and were all very excited that the LARAEC conference was finally available to them. They've heard about it and been dying to go for years.
  - i. For the virtual networking sessions, they are still trying to figure out how to facilitate virtual networking, but they had about 170 people participating during 29 breakout sessions throughout the day, with 48 presenters throughout the day.
- d. Ms. Stiehl said that another challenge was figuring out how to work with exhibitors and create the exhibitor experience so teachers can interact with vendors. So they ended up creating a section of the website where exhibitors could create virtual booths, some of which had live zoom sessions.
  - i. She added that exhibitor Cambridge was decided to be the sponsor of their first collaboration awards as well.
  - ii. They received very positive feedback from all of the virtual exhibitors and vendors, and some said they had more interactions with participants than they would have had normally in an in-person conference.
- e. LARAEC also solicited feedback independently, and did feedback forums for each session and for overall conference feedback, and the feedback was overwhelmingly positive, with participants being excited about the relevance of the conference topics, and the way they tried to match presenters with topics to provide actionable take-aways for teachers.
  - i. The keynote speaker George Couros got the most applause and positive feedback in the feedback

forums, and there was a top 10 most-mentioned positively list of presenters, which was displayed on the presentation.

- ii. They had a lot of presentations devoted to skills for teaching online: how to incorporate media into teachers' synchronous lessons, and how to build out the asynchronous parts of their classes, which was reflected in the top 10.
  - iii. They also asked whether participants preferred an in-person conference or a virtual conference, and only 24% of those surveyed would prefer an in-person conference. 76% would prefer an online conference or a conference that had both online and in-person versions moving forward.
  - iv. Some teachers were skeptical of the online experience, but overwhelmingly enjoyed the LARAEC virtual conference. Others did not know how thirsty they were for interacting with their peers until participating in the virtual conference. The general sentiment was this kind of interactive virtual conference was just what teachers needed.
  - v. The chatbox was one of the focal points of the conference, which allowed for sharing and acknowledgements.
- f. Ms. Stiehl said that putting together the conference required a ton of Zoom meetings; they did training for presenters and volunteers, and everybody was awesome and great and they couldn't have put the conference together without the whole team.
- g. She said that her favorite part and the part she's most proud of is the budget. They had a budget of \$14,000, and began researching immediately on different software platforms as soon as they got the charge to develop a virtual LARAEC conference.
- i. In the course of their research, they thought they could develop their own platform without the \$50,000 pricetag of some of the other software platforms. She and Mr. Gorence worked with their web developer and his designers, and they essentially developed their own conference website and virtual conference platform.
  - ii. The best is that they still have that website and virtual platform to use in the future with the APT's or for other meetings.
  - iii. For everything else, they tried to stay as low-budget as possible and figure out responsible financial shortcuts where possible. Therefore, the \$14,000 budget is a tremendous bang for LARAEC's buck,

especially considering more people attended than have attended in-person conferences.

- h. Lastly, she wanted to mention Lunch With LARAEC, which is a series of virtual events that are an extension of the conference.
  - i. She explained that it was born out of the fact that some of the topics they wanted to feature, the presenter couldn't make it on the day of the LARAEC conference, or they just couldn't fit topics into other presentations. They really wanted to pull the magic and connection into the rest of the year.
  - ii. Lunch with LARAEC was what the moderated sessions discussed in the spring turned into. Their first session on October 8th had 100 participants and a fantastic presentation on the use of social media to engage students.
  - iii. The session coming up tomorrow is about LARAEC-LAUSD revised ESL guidelines, and finally on October 24th, the presentation will be about SB68 and what it means for their students' transitioning, tuition, and counseling.
- i. Dr. Gallardo said that he thought the conference was phenomenal. He had some difficulty navigating the website, but he does not think it was due to any errors or issues on the conference's end. He also thought the Lunch with LARAEC was well done, and thanked Ms. Stiehl, Mr. Gorence and the whole LARAEC team.
- j. Ms. Montes said she unfortunately could not attend the conference due to a conflict, but what she loved about what she is hearing during this meeting is all the talk and emphasis about collaboration. The upside of this pandemic is that it has forced them to figure out different ways to connect with each other; but frequently time is an issue and traveling is an issue, so being able to do the conference from home eliminates those issues and lets people focus and connect better. So she is very excited about this mode of professional development and collaboration moving forward. She hopes even when they can have classes in person again, that they still recognize the value of this virtual synchronous/asynchronous professional development and collaboration.
  - i. Ms. Stiehl added that one of the things that came out of the APT meeting was the idea of recording Lunch With LARAEC and APT meetings and putting them on the new website architecture so that new teachers can have those resources.

#### **5.4 State Survey Results and Survey Updates**

- a. Mr. Asturias explained that the consortium directors event took place a little over a week ago, and the results of several surveys by the CAEP office were presented that he wanted to share with the board. The presentation was done by Dr. Carolyn Zachry representing CDE and Javier Romero representing CCCCCO.
  - i. Some points they wanted to emphasize were that CAEP received the same funding FY 20-21 as in FY 19-20 without COLA. They wanted participants to understand that that was remarkable considering many other programs were actually cut.
  - ii. They were also trying to be sensitive to concerns of the consortia about enrollment now that the pandemic is forcing a lot of consortia to online programming. They wanted to emphasize that CAEP is not pay for performance, it is based on regional need.
  - iii. Some other takeaways that the presentation emphasized were that online instruction and distance learning should be continued moving forward, and that digital literacy is a skill that our adult learning population is in dire need of.
- b. Mr. Asturias explained that the CAEP surveys covered how consortia would open, what constraints they would have, etc., student intake technology, and personal protective equipment.
  - i. Regarding opening, about 81% of consortia surveyed would be doing online classes only, with about 15% saying they would do some kind of hybrid of in-person and online. About 3-4% would open in the traditional format in person.
  - ii. Regarding registration, 75% said they would have registration for students online, and 25% would be in person. He reminded them that in LA the situation was unique since they were a hotspot and had much higher restrictions than other consortia throughout the state.
  - iii. The next slide he introduced as describing what student services will continue to be offered by consortia, including student orientation, counseling service, transitioning services, referral to other agencies, and those unable to offer services currently. Most everyone indicated that those would be online. He thought it was interesting to see that some consortia were not intending on offering any services, and hopes it is not too many of them.
  - iv. The next slide showed how consortia were planning on assessing their students for fall. About 25% of consortia planned in-person assessment, 22% said

they would do online/remote assessment, and 40% said they would do both.

- v. Consortia were also asked what program they thought would be affected most, and the consensus was that CTE would be the most affected. The second-most-affected was ESL.
  - vi. Mr. Asturias said that they also asked how consortia would be continuing outreach to students, and the results were a variety of different approaches. Only 29% of responding consortia said that they would do in-person outreach.
- c. Regarding student technology intake, the survey was still ongoing, but about 3200 students had been surveyed so far.
- i. 2378 do not have a device to study online, about 2/3rds of students, not unlike their ESL students, who he thinks are the most affected by that.
  - ii. Another interesting thing is 683 students connect using their phone. He emphasized that for LA this might be slightly different since they have different demographics and the survey was state-wide.
- d. Regarding PPE, the consortia and districts all received a PPE survey, and those that were having trouble securing PPE were provided some by the CDE and by the chancellor's office.
- e. The next slides concerned the 3-year planning cycle, and Mr. Asturias emphasized that they are on the second year of their 3-year plan. The state is already planning and would like consortia to start planning next year at the beginning of 2021 for the next 3-year plan. The whole idea is they want to focus on data, how they use data in order to help students and hone in on their needs to better provide services to them.
- i. He requested that the 3-year plan line up with the 1-year plan, which has always been a source of controversy. The 1-year plan really focuses on the objectives of the original AB84 legislation, and the 3-year plan moved on to something else so it's been difficult to reconcile them. But he hopes that in the next 3 year cycle the one-year plan will be aligned with the three-year plan which would make it easier to break down into yearly chunks and monitor their progress on goals.
- f. Ms. Montes asked if the CAEP office disaggregated any of the data by region, particularly the data about students not having devices, the reason being that they need to respond to data based on the needs of their region. Mr. Asturias said that what was in the slides is what was shared with him, so the information is not disaggregated, but he can contact them to request the raw data so they can disaggregate it

themselves. Ms. Montes added that one of the first tasks in formulating action plans is identifying gaps in needs, so it would be great to be able to use existing data for that.

- g. Mr. Asturias added that they are also in the process of creating a survey for the consortium, and they have formulated some questions. They will finish it at the staff meeting and Point Person meeting, and once it's finalized they will bring it before the board for approval and distribution.
- h. Mr. Stark thanked Mr. Asturias, saying it was good to get a statewide perspective. He added to Ms. Montes' discussion, saying that the state data would suggest that CTE is the most-impacted program, but at LAUSD they have seen that, if they are looking at it from the learner's perspective, Individuals with Disabilities English Language learners are having the most difficult time with online learning.
  - i. So he thinks the survey might have missed the boat a little bit, though since they were not in charge of it, they don't know the methodology. Going forward he would like to advocate for professional development on engaging English learners, particularly those who are at beginning levels and very low levels of English literacy proficiency. Particularly those who might have barriers other than proficiency, like socioeconomic barriers, lack of access to technology, etc.
- i. Ms. Montes said that it makes her absolutely nuts when they have to pull together spending and budget data that CAEP, WIOA connects ABE and ESL. And in terms of funding those numbers go together there. But then on the CAEP site, ABE and ASC go together there. So they are constantly trying to pull data and recombine it for different reports. So she is crossing her fingers that aligning more with WIOA II is talking about how they separate them all, data wise, and see individual programs or put the same ones together in both.
  - i. Mr. Asturias clarified that they did not get into the particulars of what they meant by "additional alignment", but they said they would like to remove some of that repetitive work, so hopefully that is something they are considering.
- j. Dr. Cornner mentioned the previously-discussed regional effect, which he thinks is important, how different regions are impacted and how that relates to the impact of COVID that is not necessarily in the academic realm.
  - i. LACCD has done a lot of analysis with their colleges and sister colleges outside their district, and one of the things they see is that there is a profound difference between the impact of COVID on

enrollment in South Los Angeles compared to other regions in LA. He would be grateful to hear what that looks like in terms of other school districts' adult education and K-12 education.

- ii. In summary, the economic and life impact of COVID is hitting those communities so hard that education has become something that is inaccessible no matter what they do, which they cannot sit by and let happen. He would be very grateful to hear what other groups are seeing in terms of specific regional impacts on the populations they usually serve.
- k. Mr. Stark thought that that would be great data to look at if available, and they will certainly research that in terms of LAUSD to get a bigger picture. Since LA is an enormous area, over 800 square miles, that data would be great for the consortium to dig into looking at it by region and some of the impacts.
- l. Dr. Cornner said it was as simple as ADA in those areas for LAUSD. If they fall on the same trend lines that LACCD is seeing in their enrollment, then they have a lot of evidence that they can take to the county and city to say that this community is suffering and it needs more help than they can give. Mr. Stark agreed, and suggested that LARAEC districts come back with some information and updates on that for next meeting.

#### **5.5 CASAS Testing Update**

- a. Mr. Gorence reminded the board that this report grew out of a larger conversation about CASAS student pilots and best practices that was had at the September board meeting where the board indicated an interest in learning more about any technology developments being worked on by CASAS. To that end, they reached out to Jay Wright at CASAS.
  - i. A few items of note that came out of the conversation were that CASAS has not developed any kind of testing app that would increase accessibility of students to do pre or post testing.
  - ii. Mr. Wright did mention that CASAS had developed a reading level indicator that students can use without a proctor that would allow them to self-assess their level for placement. They are also working on something that would allow students to take listening tests on their cell phones, though there's nothing official on that yet.
  - iii. Mr. Wright said, in what Mr. Gorence thought was a telling way, that they are really looking to the field to see what innovations are going on there related to remote testing. He did emphasize that for pre and post testing, there was no relaxation of the

requirement for students to be observed directly, and that also included EL Civics.

- iv. Mr. Gorence said it was his impression from the conversation that it's a really fluid situation and they are really looking for innovation and to create or utilize technology that will help with assessment, especially since the trend seems to be towards online instruction through the spring. He thought it would be worthwhile to follow up with Mr. Wright periodically.

#### **5.6 ELL Persistence and Engagement Update**

- a. Mr. Gorence explained that as Mr. Stark referenced, English Language Learners/ESL students seem to have been disproportionately affected by the transition to a remote learning environment. That same comment and idea came up at the last board meeting out of a larger discussion on enrollment, and the board had requested that staff put this issue on the agenda at the subsequent Point Person and staff meeting to discuss what districts are doing to meet the challenge. The idea was to report back to the board with a summary of best practices.
- b. The discussion between staff and the PPT centered around a number of ideas, but quickly evolved to the idea of being more inclusive in the discussion instead of limiting it to one virtual room and a finite number of people. They wanted to expand the conversation to include subject matter experts from within member districts, and use the infrastructure built up for the virtual conference and Lunch With LARAEC so they can be more inclusive of opinions and expert opinions and disseminate that information on a wider scale.
- c. They can also enlist presenters from LARAEC ROCS whose scope of presentation was focused on persistence and engagement of English language learners.
- d. As they have this conversation to kind of aggregate that information for the board that they've gotten, Ms. Stiehl referenced that LA City College did an amazing presentation on social media and talked about how they've been able to engage students and get them back on board this virtual environment using social media.
- e. Mr. Gorence explained that the idea is to have that conversation to enlist more presentations that would directly impact the idea of persistence and engagement of English language learners, aggregate that information and report it back to the board as a best practice and aggregate information that they can disseminate or give to the board to utilize.

<b>Board Member Reports</b>	a. Mr. Stark yielded his time to his fellow board members.	
	<b>BUSD:</b>  a. Ms. Brooks piggybacked on MUSD's report, saying that there have been different guidelines she has read for the community college level, but BUSD is a K12 district, and their superintendent has told them to prepare for remote for next semester, but to also have hybrid in place in case that does happen, and they will continue to follow that advice.	Mr. Urioste
	<b>LACCD:</b>  a. Dr. Cornner said that LACCD is continually looking at the guidance from LA County as it relates to returning to campus and creating plans for red, orange, and yellow. One of the concerns that LACCD has that their board has expressed as well is that the higher education restrictions are not always in alignment with other entities and their restrictions. <ul style="list-style-type: none"> <li>i. For example, they have West LA, which has a church who sublet some space on the weekends. Churches have guidance that they can have that they can have outdoor services under certain specifications, and they have been told by the county that that cannot happen on their site.</li> <li>ii. He explained that that may seem unrelated, but one of the things that they are looking at closely is what is going to be the guidance for the red category as it relates to Unified School Districts what they get as higher ed and they are continually trying to figure out if there is a balance between the understanding of what they do in adult education vs what they do in their traditional credit programs and how guidance might differ for their partners in LARAEC.</li> <li>iii. They do not expect to see any changes until probably Thanksgiving, but it's something they are strictly monitoring with a special attention to how they can bring testing back in a more profound way so that they meet the guidance that was discussed in the earlier board items.</li> </ul>	Dr. Cornner
	<b>MUSD:</b>  a. Dr. Gallardo said to echo Dr. Cornner's comments that MUSD was also being very protective, and he does not see them coming back to campus until at least the second semester. His superintendent did communicate to him that according to the advice from the county, higher ed and adult ed were considered equal and that the guidance for	Dr. Gallardo

	<p>K-12 was not necessarily the same for adult ed and higher ed as they are considered in the same realm. But MUSD is very protected, and they will continue to abide by district as guidance to protect their students and staff.</p>	
	<p><b>CCUSD:</b></p> <ul style="list-style-type: none"> <li>a. Ms. Montes said that Culver City has always had very small physical capacity, so they have had opportunities to look at expanding the ways they could continue to serve their students. <ul style="list-style-type: none"> <li>i. One of the things was, in the last few years there was a new AJCC in Culver City, and as they were getting up and running it was a kind of challenge for them to figure out what they were doing and then try to connect with them, but at this point they have started to develop a new referral system with them. She is using the electronic process so when a student states at registration that they are seeking full or part time employment, the results of the survey are then shared with AJCC so that they can follow up with the students.</li> <li>ii. The AJCC is saying that they have lots of jobs available, but not a lot of applicants, so they are trying to help people that are trying to find work where they can and stay safe.</li> </ul> </li> <li>b. She reported that CCUSD is really committed to the Family Success Initiative, which they are trying to get going. As LAUSD uses Canvas, they are now looking into purchasing Canvas for adult ed so that they can move forward with the FSI and they are hopefully targeting a rollout in January and also trying to figure out CASAS testing.</li> <li>c. Lastly, they are now doing whole out groups: what they realized was in the past Culver City did all of the testing at registration. So you could do all of the testing before students even went to a class. They don't want to delay people starting class, so they are starting classes and then proctors are going into classes and doing <b>(something, audio unintelligible)</b> in order to do testing, which takes a long time. And until they can revisit the idea of going back in person, they are really trying to keep everyone safe.</li> <li>d. Dr. Cornner said that he thought it was interesting they were looking towards Canvas because it's a great learning management system. For the community colleges that's done at a state level through our system. If there is a consistent interest in Canvas, maybe that can be part of their advocacy, that some of these broad learning management systems get picked up by the state so that the individual entities don't incur additional costs. <ul style="list-style-type: none"> <li>i. Ms. Montes thought that was a great idea, since they are such a small district. She asked if LAUSD uses Canvas at their K12 as well, and Mr. Stark said they did not, instead using a learning management system called Schoology, which they use for K12</li> </ul> </li> </ul>	<p>Ms Montes</p>

	<p>and adult. But they would be interested, and leveraging their size, that may have been one of the goals of the consortium was to standardize some of these things.</p> <p>ii. Dr. Gallardo said MUSD would also like to standardize that, and part of their adult ed uses Canvas. The district has just adopted PowerSchools as its information system and Schoology. Part of that will come into play in January, however, and he said that PowerSchools is not a student system that lends itself to adult ed, so they are not participating in that. But Schoology and Canvas is definitely a discussion that they would like to pursue and perhaps standardize for LARAEC.</p>	
<b>7 Public Comment</b>	There was no public comment at this time.	
<b>8 Action Items</b>	<b>No action items.</b>	
<b>9 Announcements</b>	<p>Mr. Asturias announced that the newsletter from the state CAEP office just came out, and Lunches With LARAEC are featured. They are looking forward to robust participation, hopefully from the consortium, but also from other members from the state as well. He thinks that is a very positive development, since they are to network and learn from each other at these lunches, so the more the merrier.</p> <p>Mr. Stark asked if any other board members had updates or announcements. Ms. Montes described the experience of hearing something many times or watching a movie many times, and realizing something entirely new about it the most recent time. She had that experience looking at the LARAEC ROCS logo and realizing the multiple meanings of it. Mr. Stark agreed, and said that LARAEC ROCS in every sense that the phrase could possibly mean.</p> <p><b>Next meeting Wednesday, November 18 from 10:00 AM to 1:00 PM, to be held over Zoom videoconferencing. (Note: Board meeting subsequently canceled).</b></p>	
<b>Adjourn</b>	Meeting was adjourned at 11:15.	