



LARAEC Executive Board

Minutes- Board Meeting

Wednesday, February 17, 2021

10:00 AM – 1:00 PM

Via Zoom

Executive Board Members in		Point Person Team Members		Staff	
Candace Lee, 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

1 Call to Order	<p>1.1 Pledge of Allegiance</p> <p>Mr. Stark called the meeting to order at 10:03 AM with board member quorum. He announced that this would be Ms. Lee’s last meeting with them, and expressed his sincere appreciation for all of her hard work and for helping BUSD to transition.</p>	Candace Lee
	<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. Mr. Asturias clarified that the agenda has been altered; two items were combined, so no consent calendar was necessary and the item was moved to Action Items.</p> <p>b. Dr. Cornner moved to approve the agenda as altered, and Ms. Lee seconded.</p> <p>c. The board voted unanimously to approve the agenda.</p>	
	<p>1.4 Items for Future Agendas</p> <p>a. No items for future agendas.</p>	
	<p>1.5 Approval of the Minutes</p> <p>a. Regular Board Meeting: December 16, 2020</p> <p>i. Dr. Gallardo moved to approve the minutes from the December 16, 2020 meeting. Ms. Lee seconded. There was no discussion.</p> <p>ii. The board voted unanimously to approve the minutes from the December 16 meeting.</p>	
2 Public Comment	No public comment at this time.	
3 Yearly Plan Update	<p>a. Mr. Asturias introduced Mr. Gorence and Ms. Stiehl to present on the progress and activities of the Action Planning Teams and on the new tool that has been developed to track progress of the activities that are being implemented in the yearly plan.</p> <p>i. Mr. Gorence directed the board to their packets for graphic and narrative information about the topics being discussed. He explained that the APTs did meet on February 5th, and</p>	Mr. Asturias Mr. Gorence Ms. Stiehl

	<p>they would be going through them alphabetically for updates.</p> <ul style="list-style-type: none"> ii. Ms. Stiehl introduced the Adults With Disabilities APT and explained their project to produce short video vignettes directed specifically at teachers on how to work with different populations of disabled students, to be distributed at Lunch with LARAEC events and available on the website. iii. Mr. Gorence introduced the Counseling APT which has been focused on support for the online orientation enrollment process. The presented a Personal Development session at a Lunch with LARAEC event and are now taking those basics and compiling them with resources and links so they are available to the wider member district community via the LARAEC site. They will also have example onboarding processes available there. iv. Ms. Stiehl explained that the Data APT is formulating a presentation for Lunch with LARAEC about remote testing practices so districts and schools can share their best practices and tips. They're also working on ways to best collect data in a remote learning environment. v. Ms. Stiehl also presented the update for the Pathways APT, saying that they have been working on templates for the different pathways. They have also noticed that on the LARAEC website if you click the "Student" button it doesn't really have a lot of direction for students who haven't been on the site. They are working with the web developer to put together basic info and info about the programs available through LARAEC and that are different across the school sites. That way they can link to the specific schools. vi. Mr. Gorence explained that the Professional Development APT has been focused on the PD Survey that was a huge part of the plan to inform consortium choices around PD. They created the survey and went out to the field with it and got a great response, so now they are analyzing the raw data. vii. Mr. Gorence explained that the Workforce APT was not only utilizing the APT meetings as their time to move goals forward, but also creating mini-initiatives focused on the workforce reentry population around resume writing and 21st century follow-up job searching, along with online tools and resources for job searching. They are focused on getting them into the hands of students and teachers, and they are directly applicable to the conference in the spring. 	
<p>4 Budget Report and updates</p>	<p>4.1 Policies & Procedures and Effectiveness Report Discussion</p> <ul style="list-style-type: none"> a. Ms. Ocampo gave updates on the important dates for the FY21 Q2 Progress and Expense and FY2019 Close Out reports, as well as the FY2021-FY2022 CAEP allocations. She added that the CAEP Fees Policy Memo states that no fees may be collected except for CTE for K12 districts. b. Next, she presented the final draft of the LARAEC Policies and Procedures. For background, she explained that the genesis of these came from the state audit report that indicated that LARAEC must develop policies and procedures to ensure the proper collection, reporting, and review of data to ensure its accuracy. 	<p>Ms. Ocampo</p>

	<ul style="list-style-type: none"> i. They contracted Vasquez and Co. to develop those, and Vasquez met with the LARAEC office and with member districts, and they have summarized their findings. It has been circulated to all member districts with multiple opportunities for comment and revision. ii. In the timeline, they are presenting it currently for board approval and implementation by March or April, and once it's approved, they can get rolling on the professional development plan associated with it, starting in March through June. <ul style="list-style-type: none"> c. Dr. Gallardo asked if today's report and discussion were informational only, which Ms. Ocampo confirmed. d. Mr. Asturias clarified that this presentation is so that the procedures can be presented as an action item at the March meeting, and in addition they will be presenting a quote from Vasquez and Co. to develop the professional development for implementing the policies and procedures. e. Dr. Cornner added that it takes a lot of work on the back end to distill so much information into a few slides, and he thanked the LARAEC office team and the team leads from across member districts for all of their hard work. <p>4.2 Fiscal Year 2021-22 Preliminary Allocations</p> <ul style="list-style-type: none"> a. Ms. Ocampo directed the board to their packets and explained the CAEP preliminary allocations for FY21-22 which were released by the state last week. Based on the approved formula from last year, the board decided to take LACCD and LARAEC office off the top. Subtracting that, they get the preliminary allocations for each member district. These numbers are not yet set because there may be a revise. 	
<p style="text-align: center;">5 Information/Dis cussion Items</p>	<p>5.1 Equity Training Phase III, Train the Trainer Proposal and Discussion</p> <ul style="list-style-type: none"> a. Mr. Gorence explained that this issue had two parts, and referred the board to their report. For context, this discussion started in August when the CAEP office requested information in consortia's annual plans around how they are addressing issues around equity. b. Following that, CalPro was invited by the board to present on how related training might be rolled out to LARAEC. They suggested a three-phase approach: <ul style="list-style-type: none"> i. Phase one is the presentation from CalPro ii. Phase two is inviting member districts to participate in training provided by CalPro iii. Phase three is a LARAEC-tailored professional development around equity that would be a "train the trainer" event and training. c. At the last board meeting there was a report and discussion around the member district participation with the equity training. The board expressed interest in hearing from 	<p>Mr. Gorence Mr. Asturias Ms. Stiehl</p>

member district personnel who had participated in the training. Member districts were invited to select personnel who participated in the training to give feedback.

- d. Burbank USD - Marianne Noss and Yanira Chavez
 - i. Mr. Gorence explained that Ms. Chavez was unable to attend due to another meeting. Ms. Noss said that she took the training with Ms. Lee and Ms. Chavez and they all found it beneficial.
 - ii. They examined some beliefs and concepts for them to question at BUSD, as well as how they are providing equity and how they can do it better. They all put together a presentation for a staff meeting to bring out interesting points on equity and what that really means.
 - iii. She thinks they should use the word “access equity”, or “access to information”, and how teachers can help students have more equity in the process.
 - iv. She thinks the most impactful thing she learned was about microaggressions and microinsults.
 - v. As far as training the teachers and impacting them, Ms. Noss felt that they did have very impactful videos and articles to help teach about the way we develop superficial concepts about people.
 - vi. At BUSD, they asked teachers to look at themselves and develop strategies for helping students and for each teacher to develop their own program for having equity in their classroom, whether through tutoring or some other method.
- e. Culver City USD - Daniel Gomez and Tasha Edwards
 - i. Mr. Gomez said that it was a wonderful and eye-opening training, and one of the main things he liked was that it informed the trainees about how sensitive their words can be. He said that the intent of a teacher when communicating with students and peers is always positive, but things can be said that are still hurtful.
 - ii. One exercise he really enjoyed was one where they were given different dialogue scenarios of students talking to students and/or teachers talking to students, and they were asked to evaluate where each fell on the range of cultural competency.
 - iii. He also liked that they were provided with information, content, videos, and readings that the lessons were built on top of to reinforce what they had just been exposed to.
 - iv. Finally, Mr. Gomez thought that the interactive part of being sent to breakout rooms really allowed one another to really grasp the information.

- v. Ms. Edwards said that the training was a little different for her since she's part of the office/clerical staff, and what was beneficial to her was learning about differences in implicit and explicit biases when they first encounter their customers. She said they sometimes assume they want one program or another based on their speech or vocabulary or appearance. So it was very helpful for their interactions with new customers and students as the first point of welcoming, and to be able to let the students speak for themselves before deciding which program they should go to.
- vi. She added that she is new to adult ed, having come from K12, so it was great to meet new faces and make new contacts. She thought the training was well-organized, and is eager to implement it at her school site.
- f. Los Angeles USD - Juan Noguera
 - i. Mr. Noguera believed that the trainer did a fantastic job with the limitations of online learning and teaching online, and keeping everyone engaged.
 - ii. The content was well organized and made him reflect on what they do every day to provide access and equity to all their students.
 - iii. It also encouraged him to look at the data from a different perspective, and in the breakout rooms they were able to analyze how to use that data to have tough conversations to address important issues in equity and access.
 - iv. Mr. Noguera gave an example: suppose 90% of students are doing just fine, but 10% are not. They cannot take the 90% figure and stop there; they should measure success by helping every single student and elevating them to the same playing level.
 - v. He added that they did not have time to cover everything, but the homework was very well organized. He believes that homework should make you reflect on what you learned that day, and he believes it was very effective as well.
 - vi. Finally, he believes they have a huge thing to do to provide equity and access to all of their students, and that access is going to make a difference in the community. He left the board with a quote from a Hindu philosopher, Jiddu, who said "The ability to observe without evaluating is the highest form of intelligence." He thinks they have to observe people and their programs keeping that in mind.

- g. Dr. Gallardo was intrigued by the testimonials and the presentation and training, complimenting them on a great job and thanking everyone.
- h. Ms. Montes echoed that, and gave kudos to the LARAEC team for finding quality equity PD training that strikes the right tone and presentation style to allow the examination of bias and the opportunity to process learning through breakout rooms.
- i. Ms. Lee commented that when they did the full staff training at BUSD, most of the people in attendance were either highly satisfied or satisfied with the presentation.
- j. Mr. Gorence thanked the board for their comments and moved on to the second part of this item, which was the continuation of a board discussion from last meeting about the “train the trainer” proposal from the American Institutes for Research, which would be the phase three rollout of the CalPro equity training.
 - i. Basically, the scope of work for AIR would be to develop materials and resources specifically tailored to the needs of LARAEC member districts with the goal of developing and increasing capacity for equity training in member districts.
 - ii. There are two parts to this: one is the preparation and creation phase of resources which will be maintained and scored by LARAEC via Moodle server.
 - iii. The second portion is the rollout of the training which is really in three phases:
 1. Part one is making materials and resources available to trainers or people participating in the training as it gets closer.
 2. Part two is the training itself, which is over two full days.
 3. Part three is AIR providing ongoing follow up expert support and hands-on support after training to support personnel designated as trainers in member districts.
 - iv. If there are no objections, the idea is to have this voted on as an action item at the next board meeting.
- k. Dr. Cornner asked if Moodle was used uniformly across USDs at present, and Mr. Gorence clarified that it was not. AIR specifically uses Moodle to create their materials. In discussions with LARAEC’s webmaster, they said it would not be a problem to utilize a Moodle server with their website.
 - i. Dr. Cornner suggested that it might be good in the initial stages to stay software agnostic so they can have conversations later about what would be the

most appropriate and best system to provide the training across all USDs. He thinks building Moodle into the initial proposal ties their hands with the potential to build something most beneficial to their trainers and students.

- ii. Mr. Gorence asked Dr. Cornner if he had a platform in mind to build the training on, and Dr. Cornner said he thought it would be good to do an inventory of what the various USDs are using. LACCD uses Canvas, as do some other USDs; there may be different ways of approaching this, but they may want to go with whatever benefits the most USDs.
- i. Ms. Montes liked the term “software agnostic”, and thought it was critical for LARAEC to be able to build it at the right point to have it accessible for all of them. They would not want to be restricted, then have to build something different with cost associated when they have already paid AIR \$21,000 for the development of equity training and \$22,922 for the training of trainers.
- m. Mr. Stark agreed with everything that has been said, and as a follow-up said that one thing they are trying to get better at in LAUSD regarding PD is doing a better job of archiving everything so it can be used later, for example for their onboarding process and so they don’t have to reinvent the wheel for PD every time. Whatever the content, LAUSD would ask that it be compatible with whatever format a district uses. He thinks it might also be helpful for staff to develop a LARAEC matrix examining how this training dovetails with and supports existing LARAEC efforts to create and improve PD.
- n. Ms. Montes agreed with Mr. Stark and would like to see those alignments so they can speak to that with their districts and further cultural proficiency. She heard Mr. Noguera in his testimonial say there was some alignment there, but those kind of connections would be really helpful in selling the training to CCUSD.
- o. Dr. Gallardo agreed with everything said, and thought it was appropriate to do that inventory and make it more available to every member district.
- p. Ms. Lee added that after the training, it was sometimes hard to maintain that information, and she ended up transferring it to her own desktop in order to keep the information. It was taken down about a month after the program, so she emphasized that it will be very important to keep new PD archived and accessible to LARAEC.
- q. Mr. Gorence summarized that the board directives seem to be to explore with AIR what platform availability there is to provide accessibility, and also to create a matrix showing

transparently how this new training fits with the existing practices and initiatives in LARAEC.

- i. Ms. Montes also requested that they identify where their research practices are coming from, which will help when going back to member districts to show how it aligns with them.

5.2 The LARAEC EDGE Report

- a. Ms. Stiehl updated the board that they now have the flyer for the event, which will have registration info added and then sent out to be distributed. They are currently working on last-minute tweaks to the website to provide the functionality for students to register and for presenters to submit proposals, etc.
- b. They have had some advisory brainstorming sessions over the past couple weeks with APT members, point persons, and member district stakeholders attending in order to make sure they're including issues that students want and teachers love.
 - i. There were three sessions, one on tech support and overall conference structure, one on academics and pathways to college, and one on CTE, apprenticeships, and support services.
 - ii. They have another session coming up on Friday which Dr. Mullen has set up to talk with the non-credit deans about what their participation in the event might be.
 - iii. Out of the brainstorming sessions, teachers really wanted to be able to have hands-on demonstrations in CTE, noting that MUSD has done a similar event to this for years bringing high schoolers in to see their programs and take part in hands-on demonstrations.
 - iv. They also wanted to create networking rooms for Q and A's with students so if they have direct questions they can ask a college counselor.
 - v. Additionally, since APTs are working on things directly related to things students and teachers want to see at the Edge conference, the Workforce APT is working on events around resume writing and job searches. They want to have APT members and in-house LARAEC experts that they've reached out to who have presented at conferences past.
 - vi. Ms. Stiehl explained that another thing that came out of the advisory sessions was the idea of exploring "wraparound services" in addition to talking about registration and financial prep. Wraparound services cover ways to help students deal with barriers to participating in LARAEC programs and also to

	<p>transitioning to college: services like the Family Resource Center at Valley College. They also want to have reps from wraparound services presenting at the Edge conference.</p> <ul style="list-style-type: none"> vii. Also, they want to have presentations around general around adult ed and the programs LARAEC offers in addition to pathways so that if parents attend the conference with their students, they might see programs that fit them. viii. In addition, the conference will be three four-hour blocks at different times on Thursday, Friday, and Saturday to try to attract as many different types of populations as possible. ix. They are also updating the conference website; previously, the website tended to be geared towards teachers who were familiar with conferences, so they are rethinking the Conference Center online to be more student friendly and to have basic information also available in Spanish with Google translator on standby for other languages they might need. x. Mr. Gorence added that there was a ton of enthusiasm from the field when they held these advisory events, and the advisors, teachers and support personnel all thought this was a terrific idea, especially now. Ms. Stiehl added that they even gave them ideas on outreach and specific populations to reach out to. xi. Mr. Stark thanked all of the LARAEC office personnel and point people for their hard work and innovation. 	
<p style="text-align: center;">6 Board Member Reports</p>	<p>LAUSD:</p> <ul style="list-style-type: none"> a. Mr. Stark reported that the LAUSD superintendent announced today that it will hopefully open up a vaccination center soon at Hollywood Park in Inglewood for all LA County public and private school employees. It will be a public service to the community much like their meal program that has delivered 80 million meals to children and 25 million meals to adults. The Hollywood Park effort will be in partnership with the LA Rams. Mr. Stark said they can send the information to LARAEC member districts, and Dr. Gallardo greatly appreciated that. 	<p>Mr. Stark</p>
	<p>BUSD:</p> <ul style="list-style-type: none"> a. Ms. Lee shared that their CNA classes are starting up again mid-March, and that a decision has not been made yet as to whether summer school will be in person or online. 	<p>Ms. Lee</p>

	<p>Given that there is interest in both among students, they are looking at developing a hybrid system for teachers and students.</p>	
	<p>LACCD:</p> <ul style="list-style-type: none"> a. Dr. Cornner congratulated the USDs for being able to start looking at returning to in-person learning, noting that the institutions of higher learning had different guidelines. The county has not provided guidance for what it will look like when they transition into red, which seems likely over the next few weeks. The state has, so LACCD has put together what they are calling their Reengagement Plan: rather than merely returning to pre-COVID circumstances, they are looking at doing things better than they had in the past. b. The two most important parts of the way they are working with their adult ed population is the allowance in the Red Tier for onsite testing, which they are looking forward to reengaging. And second, once they get to the Orange Tier, they can start to see classes return to onsite, whether on campus or offsite. c. They are actively engaging those plans as they prep for summer and fall and are looking forward to the opportunity to reengage non-credit students in their adult programs who have suffered the most due to COVID. They are populations that traditionally suffer more from economic conditions without a face-to-face option, and that lack has strikingly affected LACCD's relationship with communities and students they serve. 	<p>Dr. Cornner</p>
	<p>MUSD:</p> <ul style="list-style-type: none"> a. Dr. Gallardo reported that MUSD is still not going back on campus until, as currently planned, the fall semester which starts August 2021. Summer school will be online. He thinks their teachers have done a phenomenal job meeting the needs of the community, and like Dr. Cornner said MUSD is looking at ways to be even better once things reopen and in-person learning can resume. b. He is also happy that vaccinations are coming, considering that MUSD has lost so many family members, staff, and students to COVID. They are looking forward to seeing each other in person again. 	<p>Dr. Gallardo</p>
	<p>CCUSD:</p>	<p>Ms Montes</p>

	<ul style="list-style-type: none"> a. Ms. Montes gave a shout out to CCUSD’s equity actions and efforts, saying that the leadership team identified two key actions to pursue at the end of the year to carry forward the momentum of their equity training. <ul style="list-style-type: none"> i. One was a student survey to encouraging them to write about their own experiences in CCUSD schools and programs. She echoed Ms. Edwards’ testimonial about needing to understand where the students are coming from. ii. They are also looking for a presenter at CCUSD to move that conversation about equity forward while they are waiting for the training modules to be in place on March 12, and are looking for a guest speaker to speak to the challenges of distance learning and solutions of using different platforms. CCUSD has always had a space limitation, so distance learning definitely helped with that. b. They are also gathering more data through online learning in terms of what devices students have, their interests and needs, commute, etc. c. In terms of coming back to campus, they are looking at when it will be safe and who will come back first. They’ve identified three factors: <ul style="list-style-type: none"> i. One would be the onsite CASAS testing. ii. Some digital literacy and tech support. iii. And other high support need students. d. Nothing would happen before spring break, but they are preparing for the eventuality of coming back. e. In terms of PD, the staff goes regularly to Lunch with LARAEC, and she thanked LARAEC office staff for that. f. She was able to attend the all staff meeting around data analysis, finding where there are gaps that can be filled and how that data can be leveraged to continue pursuing equity. 	
<p style="text-align: center;">7 Public Comment</p>	<p>No public comment at this time.</p>	
<p style="text-align: center;">8 Action Items</p>	<p>8.1 Approve the LARAEC EDGE budget for the student college and career conference</p> <ul style="list-style-type: none"> a. Ms. Montes motioned to approve, and Dr. Cornner seconded. b. Dr. Gallardo asked, regarding the discussion they had on technology raised by Dr. Cornner, if that would be integrated into this proposal. Mr. Stark clarified that that issue was raised with the AIR equity training, not this agenda item. c. Ms. Lee congratulated Ms. Stiehl and Mr. Gorence on the event, saying that her counselors and students are excited and can’t wait to sign up. d. The board voted unanimously to approve the action item. 	
<p style="text-align: center;">9 Announcements</p>	<p>Next meeting March 17, 2021, times tbd, to be held over Zoom videoconferencing. (Note: Board meeting subsequently canceled).</p>	
<p style="text-align: center;">Adjourn</p>	<p>Meeting was adjourned at 11:21 AM.</p>	