LARAEC Executive Board	Minutes- Special Meeting
	Friday, March 15, 2019
	9:30 AM – 12:30 PM
	Van De Kamp Innovation Center
	2930 Fletcher Drive, LA 90065

Executive Board Members in		Point Person Team Members		Staff	
Emilio Urioste, Burbank USD	X	Yanira Chavez, BUSD	X	Lanzi Asturias, Project Director	X
Veronica Montes, Culver City USD	X	Elvis Carias, CCUSD	X	Michele Stiehl, Advisor	
Dr. Robert Miller, LACCD		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
Alice Jacquez, Montebello USD	X	Philip Tenorio, MUSD	X	Vacant, Secretary	

1 Welcome	**Meeting was called to order at 9:15 by Mr. Asturias.** Ms. Montes welcomed everyone to the summit and thanked everyone for their hard work over the last three weeks. She appreciates the time they've taken and the input to help them develop something that will take the consortium to the next level and be a model. Gayla Kraetsch Hartsough introduced herself on behalf of KH Consulting. She explained that this is a big day, and added that input had still been sent to her on the draft plan after she closed comments and input, so she wanted to emphasize the document was a work in progress. She detailed the structure of the draft plan, and explained the order of presenting, as well as proposals to continue some APT's and create new ones for Fall 2019.	Veronica Montes
2 Action Planning Teams (APTs) Planning Summit With LARAEC Board	a. Pathways, Bridges, and Transitions The PBT/APT goal: LARAEC will create, implement, share, evaluate, and improve AE student access, bridges, and pathways among all CAEP programs within member districts to accelerate Student progress and achieve student outcomes. The presenter for PBT/APT presented the goal, and discussed that information access about pathways for students was important. Strategy 1.1: Pathways, Sub-Regions, and Articulation agreements The PBT presenter said that they talked a lot about articulation, then the various means they had discussed to define and initiate articulation, including formally establishing LARAEC sub-regions as the most effective way to work on articulation. Stakeholders at the sub-regional level will meet and establish priorities for articulation and develop a plan and formal template to initiate. They also discussed the necessity for communication between the community colleges and USD programs, including specific dedicated adult ed	

staff to keep communication lines open about pathways, credit programs, and support programs.

The presenter talked about partnership with employers and externships; most of the industries they train for have a hard time understanding how career education transmits to their end, so they need to communicate effectively how the skills they provide translate into industry jobs. They also want to work with employers to "carve" specific job areas for adults who cannot be cross-trained or do all of the job requirements, and to explore having sub-regional CTE industry advisory groups.

Also, one of the key parts is the notion to find partners whether unions or industry companies that can actually provide jobs for students. There was some suggestion to explore the possibility of having sub-regional CTE industry advisory groups, and also to expand opportunities for online course offerings across LARAEC - complicated but interesting idea that might support articulation and dual-enrollment. They also want to expand online offerings through LARAEC.

Strategy 1.2: Shared information and databases.

The presenter talked about how it's challenging for students to know what's available from one campus to another, especially since different colleges list courses differently. A way to remedy that is LAUSD is rolling out the STEP program: Student Transition Education Plan, which facilitates the process of sharing students' educational portfolio across districts and colleges. They suggest rolling STEP out to other Adult Ed USDs and expand the LARAEC website to include listings of course offerings to help students and staff to guide students to pathways.

Strategy 1.3: Dual Enrollment

The presenter talked about advocating for legislative amendment for dual enrollment offerings to be delivered at no cost to AE students and other legislative remedies, then encouraging dual enrollment. Also, about identifying alternative means to collaborate between programs and schools and build bridges.

Strategy 1.4: Adults Training to Support Child School Success

The presenter gave a brief history of adult training to support child school success at LAUSD, and summarized what they'd like to see moving forward in terms of collaboration and sharing successful training programs across schools.

Strategy 1.5: Other Adult Education Populations

The presenter explained that they want to make sure LARAEC continues to improve and strengthen programs for high barrier individuals and populations

such as immigrants and adults with disabilities. They want to strengthen programs at adult ed USDs and LACCD colleges for those populations, including collaboration with Regional Centers and California Department of Rehabilitation to link students with disabilities to extra support services and survey workforce entry/re-entry students to identify their needs. They also want to establish partnerships in the community for working with legal aid referrals for immigrants, work permits for students with immigration issues, ex-offenders entering society, veterans, and students with disabilities.

Mr. Stark thanked the team for their work, and asked about possible funding sources for dual-enrollment classes, and stopgap measures for funding while waiting for legislative fixes.

Mr. Urioste expressed interest in the STEP program, and asked about the training they've been considering for the counselors in order for it to be truly effective, as well as ways to facilitate transitions from adult schools, including offering math or entry math and english courses at adult schools. The presenter said that it was discussed as a main goal in the Adult Secondary Ed SME group, but they didn't get there.

Dr. Mullen elaborated on the training counselors were receiving for the STEP program, as well as some of the legal difficulties in offering dual enrollment. Everyone in the room expressed their support for a legislative push for dual enrollment.

b. Student Success

The Student Success presenter explained their APT's goal: Provide students with comprehensive support, including Opportunities, Motivation, Inspiration, and Recognition to help them move from where they are to where they want to be.

Strategy 2.1: Orientation

The presenter explained that they want to precede orientation with increased recruitment through mailers, bus stop ads, and public service announcements.

For the actual orientation for students, they explained that they want to bring a variety of options for the delivery of the orientation, and to present uniform content across LARAEC.

Strategy 2.2: Approaches to and Tools for Advising.
The presenter explained that LARAEC students deserve a connection with someone on campus who has permission to reach out when needed, and who knows their goals and the challenges that they are facing, and they have to provide professional development, resources, and tools to all staff and faculty to enhance their knowledge to help them help students to meet their goals. Part of that is implementing STEP, and increasing collaboration among

faculty and advisors or counselors, since faculty is instrumental in developing that personal connection.

Strategy 2.3: Support for Students with Disabilities

The presenter said she was thrilled to hear the first group talk about job carving because that relates to what the Student Success group talked about. Students with disabilities fall under four separate groups, and they're already supporting them in every program without the correct supports to our own staff. She explained the four type of groups, which vary in the severity and type of their disabilities, and that the biggest issue is funding. They want to establish a LARAEC-wide team, increase access and advocate for funding, and make tools available for assessing all populations of disabled students, and develop classes and programs that provide access and focus on employment and job skills.

Strategy 2.4: Metrics and Data

The presenter said that the group wants to provide everyone with the data and reports needed to support student success, requiring that they collect data, make the data transparent, and share the data between faculty, staff, counselors, and advisors such as test scores and pre and post assessments and ISPs. The development of those metrics will require establishing a LARAEC-wide team to establish meaningful categories and milestones of data.

Then they have to design a scorecard accessible to the public and all LARAEC members with aggregated information about student success that will help improve programs, and the presenter explained a potential timeline for doing so and implementing the scorecard. They also need to address funding and structural barriers to collaboration.

Ms. Montes asked for clarification on strategy 2.2, and the presenter explained that everyone involved in students' success should be permitted to approach the student and to know the student and their goals, and to have professional development to know how to guide the students.

Ms. Jacquez added that access to transportation for students is also key, and added that case management should also be a focus in advocating for disabilities funding.

c. Professional Development

The Professional Development group's presenter explained their goal: The LARAEC board and its member districts will support a culture shift to continuous improvement and collaboration among staff, administration, and teachers to foster student success. The presenter explained that most of what they talked about centered around how they could make that PD relevant, portable, inclusive, and accessible, and how those results would show

themselves in the classroom. So the strategies and goal grew out of that discussion.

Strategy 3.1: Create and support Professional Learning Communities at all school sites that are student-centered, teacher-driven, and supported by administrators, advisors, coordinators, and other out-of-classroom support personnel.

The presenter explained the benefits of PLC's, as well as some of the difficulties in getting teachers involved. They also discussed setting attendance goals for PLC training, and working with administrators to provide support, marketing, advocacy, and encouragement, as well as possible incentives for teachers to attend, financial or otherwise.

Strategy 3.2: Deliver research-based best practices across LARAEC.

The presenter discussed forming an APT and using SMEs on training, redefining their role to work as researching groups to vet best practices and PDs, and to address equity and availability among LARAEC districts.

Strategy 3.3: Offer coordinated professional development in multiple ways.

The presenter explained that the first step is to design a survey for all the stakeholders to identify their preferences, then offer PD in multiple ways like remote webinars to encourage participation regardless of location during convenient times. They also discussed offering a catalogued and curated library of PD online, and making sure there is formal and informal PD.

3.4 Create an online platform for information-sharing on professional development

Across all member districts, they want to have a LARAEC point person and LARAEC staff collect and consolidate local professional development information, including date, location, and content from LARAEC districts and make a centralized calendar, then share it via a monthly email blast and post on the LARAEC website.

The presenter also explained their ideas regarding creating an online platform for information-sharing, and the IT challenges regarding implementing it, receiving user feedback, and training users to use it.

Strategy 3.5: Articulate administrator/advisor role, including: materials, time and space, time to reflect and plan, continuous check-in, technical support, observations, training of office staff, time for collaboration, and transparency in policy and funding.

The presenter explained that they want to support the goal we have by articulating the roles of the administrator, advisor, and any other out of classroom staff. Understanding that districts may have varied needs to

support PLC, there may be components that need to be included in their plans, and explained the components they thought necessary to articulate those roles. They included creating a video library demonstrating professional development in action, and providing time for teachers and administrators to observe each other. Strategy 3.6: Engage all stakeholders with continual formal and informal feedback loops to ensure transparency on policy and funding, adapt feedback loops as needed. The presenter explained that this is all just about communication, 2-way formal and informal. As the other team members have talked about, they're creating a feedback structure using a mutually agreed upon platform. They also discussed changing the structure of the SME groups to networking groups or collaborative groups. They also discussed encouraging informal reporting on PD, developing formal feedback loops to support getting PD skills into the classroom, building templates for reporting on PD, and offering incentives for professional development beyond payment. Ms. Jacquez asked if there was a perfect time for PD for AM and PM teachers, and the presenter said that they decided in talking with people around the districts, there was no perfect time. This is why they wanted to develop different platforms to disseminate PD and provide access, potentially through the LARAEC website as a platform for a la carte PD. They also found out that long distances of travel are not welcomed by teachers, so electronic tools can take the traffic factor out of accessing PD. Ms. Montes commented that since the consortium has locations all over the place, they could use those facilities to bring PD to different areas. Mr. Stark thanked the group and added that they may want to move big initiatives to reframe PD as not optional, but something everybody should be doing. Mr. Urioste added that in the footnote number 12 on page 41, regarding receiving stipends, they may need individual MOU's for individual districts.	
3 General Disussion About Next Steps	A stakeholder discussed training administrators in the programs they'll be overseeing, and added there should be a master list of what teachers did what PD. A stakeholder introduced herself as a counselor at East LA College, and explained that all community college districts have a PD coordinator, and welcomed other districts to collaborate with them to attend PD events that they offer.	

A stakeholder agreed with Mr. Stark that adult education has not received the respect it deserves, and that as educators they need to change that by telling people that adult ed is a different choice, not the second choice.

Mr. Urioste added that a lot of districts struggle with the mandates from Sacramento, and that they need to get people together to help all 5 members understand and fully comprehend what it is Sacramento wants them to do and implement so it's implemented with fidelity and uniformity.

Ms. Hartsough began discussing next steps, emphasizing that the goal is to submit the regional plan by early May, and discussed logistical/scheduling issues related to that. She asked if it made sense to extend the APT's into the fall, and there was consensus that it did. She went over the five APT's identified in the draft plan. Stakeholders discussed clarifying APT #2, and wanted to be sure they're clarifying that they're not necessarily bound on college degrees/promotions with regards to the CTE pathways.

Ms. Jacquez said in regards to #5, SMEs on Training, that they should network and implement cross-curriculums, giving a chance for SMEs in CTE or ESL all to work together. The stakeholders also found it useful to be in workgroups with different districts.

A stakeholder added that the Pathways team is requesting to meet one more time before the 3-year plan is hammered out, as they feel there are big pieces that need to be worked out before the fall.

The stakeholder previously introduced as a counselor at East LA College added that community colleges also have articulation officers, but they articulate CC's on up, not down. So the push would be to have articulation officers to put adult schools and high schools on pathways, and have many in different locations.

Another stakeholder explained some of the processes by which they articulate with high schools, and how they're using that process with some of their adult schools. She also emphasized the need for constant review of articulation, since teachers and curriculums change.

The other thing that isn't reflected in this report is dealing with legislation that the colleges are dealing with that are actually helpful to their students' pathways and transitions. Their district is reeling under the changes from AB705, and there have been a lot of falsehood and myths given to students around our campuses around math and physics competency.

Also, through her work with adult schools, she has found there to be a somewhat negative bias towards college noncredit courses, and asked stakeholders to be open to not discounting the value of the college noncredit courses in their search for credit.

	A stakeholder added that when students take a test, it's not an articulation agreement, it's giving credit to something students already did. They believe students shouldn't be forced to go to college to take non-credit again, and they are better off collaborating to not duplicate.	
4 Adjourn	**Meeting adjourned at 12:06 PM.**	