



**LARAEC Executive Board**

**Minutes- Board Meeting**

Wednesday, April 22, 2020

10:00 AM – 12:00 PM

Via Zoom

Executive Board Members in		Point Person Team Members		Staff	
Emilio Urioste, Burbank USD	X	Rosalinda Brewington, BUSD	X	Lanzi Asturias, Project Director	X
Veronica Montes, Culver City USD	X	Elvis Carias, CCUSD	X	Michele Stiehl, Advisor	X
Larry Frank, 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
Alice Jacquez, Montebello USD	X	Philip Tenorio, MUSD	X	Teresa Plaza, Secretary	X

<b>1 Call to Order</b>	Mr. Urioste called the meeting to order at 10:12 with quorum. He explained the protocol that would be observed for their first board meeting via Zoom.	Mr. Urioste
<b>2 Pledge of Allegiance</b>	Mr. Gorence led the pledge of allegiance.	Mr. Gorence
<b>3 Adjustments to the Agenda</b>	<p>Mr. Asturias requested that on item 11, Announcements, instead of having the date of the next meeting as Friday August 14, 2020, that they change that to TBD (To Be Determined) as that is part of the discussion they will hopefully have today.</p> <p>Ms. Jacquez requested if the public comment section could come up twice like they usually do, since this situation is so new to everyone and they may have people coming late. Mr. Asturias said that procedurally, if they are going to have a second round of comments, it will be after 10.5. All comments need to be made before decisions are made, and they have an action item for 10.6. So they can call it agenda item 10.5.1, Public Comments.</p> <p>Mr. Frank asked if there was a chance to have a little bit of a dialogue about the workforce development opportunities that are likely to come to their districts with the stimulus act funds that are coming. Mr. Urioste thought that would be limited to Mr. Frank's time as a board member. Mr. Frank acknowledged that there was a lot of relaxing of the Brown Act during this time for conversation, but maybe people can just limit it to their thoughts as board members.</p> <p>Ms. Jacquez motioned to accept the adjustments to the agenda, and Mr. Frank seconded.</p> <p>There was no discussion. The board voted unanimously to approve the adjustments to the agenda.</p>	

<p><b>4</b> <b>Approval of the agenda</b></p>	<p>Ms. Montes moved to adopt the agenda as adjusted. Mr. Frank seconded.</p> <p>There was no discussion. The board voted unanimously to approve the agenda as adjusted.</p>	
<p><b>5</b> <b>Items for Future Agendas</b></p>	<p>Mr. Frank suggested they have an item to talk about the workforce development opportunities that our districts could be working on, and even working on in partnership related to the stimulus funds that are coming.</p> <p>Ms. Jacquez asked in regards to the representative for Tops enterprise, if they were ever going to address that, and were they coming to speak to the board, and Lanzi confirmed that addressing that is part of the agenda today.</p> <p>Mr. Stark echoed what Mr. Frank mentioned, and said that there's a lot that the board should be talking about, but he thinks one issue that might be interesting to talk about is leveraging their might a bit around technology and resources for adults with high barriers for further education and training, obviously a highly relevant topic given the students they serve. The need for tech hit their districts unexpectedly, so that might be something in terms of a long-term ask, and devices for their students would be an area of interest.</p>	
<p><b>6</b> <b>Approval of the minutes</b></p>	<p><b>6. a. Open Board Meeting: January 17, 2020</b></p> <p>Mr. Stark moved to approve the minutes from the January 17, 2020 board meeting, and Mr. Frank seconded.</p> <p>There was no discussion. The board voted unanimously to approve the minutes.</p>	
<p><b>7</b> <b>Public Comment</b></p>	<p>LAUSD Teacher Advisor Sofia Mayoral said that there were no public comment cards.</p>	<p>Sofia Mayoral</p>
<p><b>8</b> <b>Board Member Reports</b></p>	<p><b>LAUSD:</b></p> <ul style="list-style-type: none"> <li>a. Mr. Stark reported that LAUSD has been working hard on their continuity of learning plan. In terms of academic and ESL, they were already far along with the setup as far as distance learning.</li> <li>b. CTE is his biggest concern because they are very hands-on classes, so the challenge is how you do that in a viable way online. He said their instructors have really stepped up, so LAUSD is letting them lead the way as far as what they need for their programs, and he has been in awe of some of the innovation out there.</li> <li>c. He also wanted to echo the thoughts about discussing career tech training and workforce development. But he is really happy with the team for doing a lot of heavy lifting with virtually no lead time. He thinks they should advocate going forward for technology and for their students in that technology divide. Without a device and a decent internet connection, you're an outcast essentially, so LAUSD is</li> </ul>	<p>Mr. Stark</p>

	<p>looking to take advantage of opportunities that are evolving by the minute.</p>	
	<p><b>BUSD:</b></p> <ul style="list-style-type: none"> <li>a. Mr. Urioste expressed how thankful he was to BUSD staff, teachers, counselors, office staff, support staff. In very quick time, they came together and had to absorb a lot. Frankly, there was the issue of how can BUSD maintain operations as a school virtually, and how do they work from their homes. Coming together and being able to deal with those things is huge. He looks at some of the larger members of LARAEC, and can't even fathom how they do it. He added that they could not have done this without the support of OTAN and CASAS; they provided them with excellent training and webinars. The information gleaned from there was awesome, because they have a lot of information that's important to the daily operations they have.</li> <li>b. He agrees with Mr. Stark that a major challenge is getting devices and hotspots out to students who don't have access to the technology, and even being able to communicate that to them has been a challenge. Fortunately, BUSD has invested in technology such as laptops and ipads; but rolling those out has been another critical piece of the puzzle. What he can say is they are running their ESL classes. He met with their teachers, and they are energetic and enthusiastic about the task; there are some that are doing incredibly innovative things with technology, and there are some that need a little hand-holding with technology, and that's okay.</li> <li>c. They have also had their CTE people stepping up and innovating. Certain CTE programs that they have not been able to run, like their CNA program. Students have already done the application and virtual classes for the theory; now they need the clinical, and that's not available to them. And so in times of crisis, not just the individual districts but the state needs to be able to address these issues. The other piece which has been tough has been the professional development and making sure that they get that out to people, letting them know what the options are. Zoom is an option, but then there were security issues with Zoom that people are worried about, so they need to be able to recommend alternatives. BUSD has truly supported its adult ed teachers and included them in professional development, so the umbrella of their districts has truly come together. What he can say is in the midst of this difficult moment, very positive things and new ideas have come about.</li> </ul>	<p>Mr. Urioste</p>
	<p><b>LACCD:</b></p> <ul style="list-style-type: none"> <li>a. Mr. Frank said that LACCD was in the same boat as everybody, and it's been a hurricane; they are lucky to be working, but he said that it feels like they're working harder now, but for some reason they don't feel as productive. As a district, they set themselves to shut down on March 16th, and then the stay at home order hit, so they realized they needed to not only bring classes online, but bring operations online.</li> </ul>	

- They prepped faculty for a week, then spent the next week putting operations online, then classes started on March 30th.
- b. Echoing Mr. Stark, LACCD never could have gotten their faculty to do online classes unless this pandemic had come about. They have superstars and star faculty, but also have a lot of hard-to-convert classes, particularly clinical classes involving nursing and health. The digital divide was huge: their recent survey shows that about 22% of their students overall are trying to log in just on their cell phones.
  - c. LACCD has gotten about 9,000 chromebooks out to students and have applications in for 5,000 more. Mr. Frank then listed some of the software that LACCD has been using to work with their students and manage classes digitally. They are also glad they have gotten their IT department to adopt a short-term application form.
  - d. About the governor's budget, they don't know what it's going to mean as a district. LACCD staff are getting the 5, 10, 15% cut scenarios ready, and it won't be until August until they have a clear sense of what it's going to be. But there's a couple of questions that come to mind: number one, how do they keep people engaged? Tons of people are dropping because of job loss, family responsibilities, etc. They are trying to bring in some augmented VR technology for some of the hands-on classes.
  - e. He added that a Harvard report recently said that they may be able to come back in some capacity in June. Multiple spikes will be coming in multiple periods by geography until a vaccine is found, which could affect all districts even after opening back up.
  - f. LACCD is working really hard on what's happening at the national level with Stimulus 4, how they get the WIOA dollars in, and Mr. Frank thinks those opportunities will be available for all the districts. He added that whole sectors in the workforce are devastated, but not everyone is coming back; there is currently a big battle in City Council today as to how coming back to work will function. But they can all talk for an hour about what this experience has been like, where the lessons and opportunities are, and kudos to everybody for holding it together emotionally, and their students for holding it together on every front.

**(Following Mr. Urioste's report, Mr. Frank added:)**

First of all, he does not know if LARAEC office provided the transitions to everyone or just to the board members, and Ms. Stiehl said that the LACCD is included in those now in the document.

Mr. Frank said that the issues in California now are when and how they will reopen. The governor is reporting today on the 6 preconditions for reopening, and one of them that affects LARAEC is social distancing, and the issue is how they can do that in school. Also, apparently all of the districts have received CARES Act dollars, and 50% was supposed to go to students directly somehow. Yesterday, Betsy Devos said that it is not allowed to go to anyone but citizens and naturalized residents, so LARAEC's DACA students aren't allowed to

	<p>receive any, and he wanted to lay out that additional complexity.</p>	
	<p><b>MUSD:</b></p> <p>a. Ms. Jacquez said that one of the things she noticed is, she thinks they are like first responders in education, in that they are just doing the job they are supposed to be doing, even in a crisis. The district expects it, the parents demand it, and the students deserve it, so she just wanted to give a shout out to everybody. Another thing is, as far as MCAS is doing, they have been meeting with instructors on a weekly basis, plus meeting with the classified staff, checking in on their emotional state. A lot of the classified staff are going stir crazy at home too, so they're offering to support MUSD any way they can. MUSD has updated their website, and they are moving forward with online registration. They are still working with ASAP, although they are looking to work with another online provider. Other that, they are facing similar problems of technology and hands-on learning as other districts.</p>	<p>Ms. Jacquez</p>
	<p><b>CCUSD:</b></p> <p>a. Ms. Montes said that CCUSD is just adjusting, and she knows Ruth Morris is going to speak about the transition. Their district is trying to figure out how they can make it work for all of their students. At the adult school, the teachers have been working hard to create learning opportunities for students and support, and the district is providing support for all their staff. She also can't wait to actually see people face to face when this is over and sit down and eat in a restaurant.</p>	<p>Ms Montes</p>
<p><b>9 Reports to the Board</b></p>	<p><b>9.1 Annual Plan Update</b></p> <p>a. Ms. Stiehl referred board members and online stakeholders to the copy of LARAEC's annual plan update in their packets. She explained that since they went through it at their January meeting, they had a large Action Planning Team meeting in February, and other groups have worked on projects. With regards to the annual plan, their focus has shifted because of everything that's happened. Looking at the stuff that's on the annual plan for the LARAEC office to do, there's things they see as super important to get going right now like developing the website and pushing content onto it. One of the items on their list was putting together a universal professional development website, and there's so much PD happening right now they want to work on that right away.</p> <p>b. Mr. Gorence added that they thought it might be appropriate to do the APT update here, and directed the board to their packets. The update is meant to give the board and stakeholders a sense of what's happening with the APT since January.</p> <p>i. February 7th they had an APT meeting face to face with a chance to sit down, take a look at action items</p>	<p>Ms. Stiehl Mr. Gorence</p>

developed at the November meeting and give them a chance to continue to work on those items to push them forward. The LARAEC office had offered the option to get together for a supplemental meeting in March, and a number of teams wanted to take advantage of that.

- ii. The Adults with Disabilities team managed to get together March 6th, but other teams weren't able to meet because of pandemic concerns. The items of note on the report to the board will just give you a sense for what each APT was working on when they had to discontinue those meetings. Aso, most of the teams have developed an electronic platform to communicate and share information, but this information is only current as of the 2nd week of March when they suspended activities.

**9.1.1 New Annual Plan (FY 2020-2021)**

- a. Mr. Asturias explained that in spite of current circumstances, the CAEP office is holding LARAEC to most of the deadlines that they had already set up from the previous year, and so the new yearly plan is due on August 15th. It should include some of the current distance and online learning efforts that most districts are engaged in currently.
- b. It is his understanding that as soon as the CFAD is completed, the 1-year plan template will be available for consortia. It will be similar to last year's if not the same. Given current circumstances, they should follow the same procedure as last year to gain input and finalize the report on the new annual plan.

**9.2 Budget Reports and Updates**

Ms. Ocampo presented the upcoming due dates related to CAEP. On May 2nd, the fiscal year 2021 CFAD certification is due. On June 1st, the Q3 progress and expense report is due in NOVA. June 16th will be the deadline to turn in CBO certified reports to LARAEC.

**9.2.1 FY 2019-2020 Q2 Progress and Expense Report**

- a. Ms. Ocampo said that last month they completed the submission of their Q2 Progress and Expense report and closeout report. The P and E report had a budget revision. She then introduced a summary of the Q2 report, and added that LARAEC has met the 30% target for Q2, but there are 3 districts that did not meet this target and their corrective action plan is indicated in this slide. These districts are expected to meet their targets in Q3.
- b. She added that all districts have indicated that their expenses are aligned with the regional comprehensive plan.

Ms. Ocampo

	<p><b>9.2.2 FY 2017-2018 Closeout Report</b></p> <p>a. Along with the Q2 report, LARAEC completed the closeout report for the FY2018 allocations. All member districts have certified that all funds for the FY have been spent and they are not returning funds to the state.</p> <p><b>9.2.3 Capital Outlay</b></p> <p>a. Ms. Ocampo introduced summaries of their capital outlay approvals, budgets, and expenditures. In FY2019, the board had approved about 2.6 million in capital outlay projects. As of the end of FY2019 in Q4, the budget they reported to the state is about 3.15 million.</p> <p>b. She then showed a summary of the FY2020 capital outlay budget, adding that the board had approved about 10 million in capital outlay expenditures. If they add the carryover of about 2.3 million from prior year, this would bring the projected capital outlay budget to 12.3 million.</p> <p>c. She explained the summary of their capital outlay budget as of Q2 reporting. They reported about 11.11 million in capital outlay and have spent about 1.2 million. Their balance is about 9.9 million.</p>	
	<p><b>9.3 LARAEC Conference Report</b></p> <p>a. Mr. Gorence explained that typically the annual LARAEC conference is held the second saturday of March, but Covid-19 forced cancellation. Because of the timing of cancellation, there were a number of outstanding contracts with vendors. Typically the vendors wanted to work with LARAEC, but the arrangement was if LARAEC were to hold its conference at its normal time, they would forgo the cancellation fee, but typically if you look at the vendors here on the report to the board, most of them were willing to work with LARAEC and waive the cancellation fee. Because they talked to them about the likelihood of the conference being at its normal time next year, it would make sense to schedule their next conference at its normal time and location. The board also might draw up bylaws around force majeure decisions or act of god situations; just might be what the board might want to consider.</p> <p>i. Mr. Urioste asked if there was money lost, and what was the total. Mr. Gorence said that there was, and the money was money laid out by the vendors that they'd already spent. He said he would be happy to aggregate those numbers and report on them.</p> <p>ii. Mr. Stark: added that it would be helpful to know what money they are out, and what percentage of the remaining money for this year's conference they could repurpose.</p>	Mr. Gorence
	<p><b>9.4 Action Planning Teams (APT) Report</b></p> <p>a. Mr. Gorence said that as previously noted, the information that is in the report, the board has already heard previously in the</p>	

agenda. As they are aware, the APT functions are suspended pending the board's decision on the most judicious way forward.

- b. Ms. Montes switched topics back to the LARAEC conference reschedule memo that the board received, which lists all of the costs if they wait to decide versus if they should go. She asked Mr. Stark if he was asking for a summary of that, adding that the board cannot make a decision on the matter today since it is not an action item.
  - i. She asked if there is a timeline that the Sheraton is asking that LARAEC reschedule so they do not have to pay the \$40,000, and Mr. Gorence replied that their was one, but he would have to check. Ms. Stiehl said that she believed the deadline to reschedule was before the end of the year, since the Sheraton knows that they have to figure it out and get board approval.
  - ii. Mr. Gorence added that the reason they are going back and forth on the date is that it's been an evolution since the cancellation. Ms. Stiehl clarified that originally it was March, then the end of the school year, then the end of 2020, and then they would only have to pay the \$8,000 for food out of pocket.
  - iii. Ms. Montes clarified that this should be an action item for the next meeting.
  - iv. Mr. Stark said that the LARAEC office is making a recommendation for a day in March, and if that's the decision point they are waiting on, under delegated authority he doesn't see why they can't move on it.
  - v. Mr. Urioste added that Mr. Stark had already mentioned and indicated that what the board would like for the next meeting is to know exactly how much they have lost in terms of any fees that they incurred, how much of the conference funding they have leftover, and how much they can repurpose for other needs. He directed Mr. Gorence and Ms. Stiehl to provide that for their next meeting. Mr. Gorence asked for clarification on what "repurpose for other needs" would mean, and Mr. Urioste clarified that they wanted to know how much money that LARAEC didn't have for this year because of the conference, and how they can repurpose that for other needs out there.
  - vi. Mr. Frank added that the work that went into it is phenomenal, and it looks like an exciting conference. If there's a repurpose conversation, he suggested maybe LARAEC can help them to think centrally about some of that capacity.
- c. Mr. Urioste then returned to the APT report, and asked if there was something they should incorporate into their action planning teams given that they are in this very difficult



	<p>circumstance. For example, regarding technology, is there something they should be refocusing on or revisiting in light of what they are experiencing? Mr. Gorence said that he thinks they need to take a look at how they can focus on technology, and maybe the Data &amp; Accountability team can help with that, disseminating info across districts and sharing info with districts.</p> <p>d. Mr. Urioste added that teachers really had a lot of work to do in preparing materials, then delivering them to students. But really rethinking how they deliver instruction, is it something that's going to be discussed with these action planning teams? Because quite frankly they don't know if LARAEC is going to be in this same position come fall, or even winter if there's another round of social distancing. Mr. Gorence thought that the first step might be for the board to consider how the APTs can continue their work in some form or format, and then they can consider those important issues.</p> <p>e. Ms. Montes noted that on the report, it says groups are in their process as of mid-March. She asked to clarify if the LARAEC office was waiting for guidance from the board to determine how to move forward with the APTs.</p> <p>f. Mr. Asturias interjected that basically what they are struggling with is the logistics of how to re-engage with the APTs. They know the environment is not as open, and is a little more restrictive in terms of whether they can engage individuals, or if the individuals will have time to participate in APT activities.. All these logistics need to be worked out before they re-engage, and they want to be cognizant of changes in the playing field, and don't want to impose on teachers dealing with all of this. Also they don't want to go against new requirements that may be present in districts as a result of new circumstances.</p> <p>g. Ms. Montes noted that they don't have it as a discussion item, and are not proposing a meeting until August 14th, and asked if they are proposing that the APTs would not be meeting between now and then. Mr. Asturias clarified that that was one of the changes to the agenda that was introduced in terms of the next meeting date. It has been changed to TBD because of all of the additional assignments and seeking directions. When the meeting comes to the list of meetings they are proposing for next year they can address issues such as this.</p>	
	<p><b>9.5 Existing and New Approaches to Distance and Online Learning, Including Best Practices</b></p> <p>a. Mr. Urioste clarified that this report is not a "gotcha" report, and neither it nor its accompanying spreadsheet were intended to be. He added that one of the things for him that was important in this particular phase is they will have to think on the fly and quickly assess resources such as personnel, equipment, technology.</p>	

He wants to know as the largest consortium in the state how all of its members are dealing with the situation. Because if LAUSD is doing something that's really working, he wants to know what it is so he can incorporate and utilize it for his students. If MUSD is doing something, he wants to know what it is. So he thought of this report as a way for them to see how it is that each of them are operating during this very special time period.

- b. Ms. Stiehl then displayed a spreadsheet that was not in the board's packet, since it was submitted just yesterday. She explained that it was recommended by some of the board members that they talk about what everyone is doing in their districts. They had several staff and PPT meetings, thought about how districts are communicating with their students, what platforms they're using to communicate/provide resources, how districts are handling internet connections, what CTE programs LARAEC is still doing, how they are recording and tracking attendance remotely. What are points of pride in each district, etc.
- c. Rosalinda Brewington from BUSD said that e-mail seems to be one of the ways her district is communicating. Blasts are being sent to students. Counselors return calls to interested students and contact those with courses in progress. CTE faculty communicates with students about new classes and registration. Teachers have been provided training in google classroom.
  - i. In their students with disabilities group, youtube videos are used for further learning. Classified and certificated staff are informed about CalPro, OTAN and Casas PD. Apex learning is used for high school diploma classes.
  - ii. Teachers use email to communicate with students to provide class assignments and powerpoints, and to communicate with each other. In terms of resources, the office is contacting and is still making contact with students; for classes that closed, students who paid for those classes get their money back.
  - iii. Students and staff have been provided with iPads or Chromebooks, and students who need a device have been encouraged to contact their teacher, counselor, or the school as a whole.
  - iv. Classes and students are being recorded with the distance learning tag, and BUSD is providing instructions provided by CASAS and OTAN based on a webinar from them. Weekly

Zoom meetings are held with the department staff and the leadership team. Text messages are used selectively with office staff and leadership staff. CNA has been canceled, and all other CTE classes have been run remotely. Teachers have developed a deep enthusiasm for remote learning, and have been very creative when it comes to instruction.

- d. Ruth Morris, speaking for CCUSD, explained that in terms of engagement and retention, they are using their website, social media, and email to groups of students, and they have various google form surveys they've sent to students. They are also working on having their registration form as a google form, and they are trying out something for new and returning students on the website, hoping to link to ASAP.
  - i. She added that teachers have been taking quite well to Google Meets and Zoom. For their software, they have APEX for the high school diploma side, and some use of it in ABE as well. For ABE they have been using NewsELA and MyELT as well. The teachers have developed synchronous and asynchronous assignments.
  - ii. Counselors, teachers and office staff have been reaching out to students. Regarding CCUSD's resource management and devices, on the day they were all together physically last, they checked out Chromebooks to teachers to work from home and provided information through their district about free internet access in the area.
  - iii. They created a shared spreadsheet through Google to manage the collection of data, rosters, and what students are doing synchronistically and asynchronously. Some of which they have done before, but teachers have really stepped up to use it more often. The office staff sort of made themselves liaisons to all of the different departments, which has worked out very nicely. They don't have CTE right now, so they don't have anything yet on that front to worry about. Points of pride for CCUSD are the creativity that the staff has come up with, and their efforts to reach out to students who have dropped out: people may have extra time on their hands to come back to them. In areas wanting support, it is just a question about what will happen; for example, some of the HiSET students are continuing to

study for an exam that they're not sure is going to happen.

- e. Dr. Adrienne Ann Mullen, speaking for LACCD, would echo the same things that have been shared so far. She and Mr. Frank wanted to share LACCD's approach to enrollment.
  - i. They completed the transitions worksheet and did some touchpoint calls with AE deans and CE deans. For points of pride, they put together the non-credit adult education calling center, to call every student registered for Spring 2020. Most of the classes were never intended to be made online. They have repurposed employees whose jobs were face to face to be their ambassadors to bring students back in.
  - ii. Other points of pride include the distribution of Chromebooks to students, and moving about 40 short-term voc ed classes/programs online. The classes they are having challenges with are their health-based classes. The theory portion they can put on line, the face-to-face requirement they can't.
  - iii. In terms of areas to improve support, their online application is cumbersome. They moved to create a 1-page paper application to make it simpler, but they can't make paper-to-paper applications. So they are moving non-credit application online for a fall release.
  - iv. They are also reviewing face-to-face processes online; how do people check out textbooks, etc. Many colleges are using CraniumCafe for counseling support, and they hope to include that into credit and non credit. They are looking at what partnerships with workforce development opportunities look like. What this national emergency has shown LACCD is that they have to prepare students for the gig economy. And they are reviewing what programs they can move on or off-line if necessary.
- f. Dr. Mullen then introduced a slide with tables showing student enrollment between Spring 2019 and Spring 2020. She stressed that this date is preliminary, and that this is enrollment; it does not mean they are engaged. They wanted to see the difference between enrollment from this year and last year.
  - i. She explained that the 2nd table is active student headcount, and it's not duplicated. Again, this means the students are there,

doesn't mean they're engaged. They are taking enrollment online and through their SIS system, and they are using google meets and Zoom across the colleges.

- ii. She explained that the first table is total enrollment, duplicated, and table two is unduplicated headcount.
- g. On the next slide, she introduced a survey to everyone enrolled in a Spring 2020 class. The study is in real time, so the numbers will change depending on how many people submit in the future. 76% have access to a computer, 82% have access to the internet. 68% have access to their classwork on a computer. Approximately 12% say they are not prepared for online classes and an additional 20% are not sure how they feel.
  - i. She added that the majority of the students say they've had regular contacts with their instructor. About half of their students have lost their jobs or had their hours reduced, and about 20% suffer from food insecurity. How LACCD is using this information is they are determining what courses they need to provide to their students to make them competitive in this market. With all the furloughs being issued, they need to think of how they are training them to be socially viable when restrictions lift.
  - ii. The next slide talks about challenges that students have been experiencing. The majority have more than average stress or tremendous stress.
- h. Mr. Stark gave kudos to LACCD and thanked Dr. Mullen for a comprehensive report, and for getting those devices out so rapidly to students and transferring a large part of their CTE.
- i. Men Le, speaking for LAUSD, explained that she just wanted to have this opportunity to share LAUSD's transition to online learning and how they are providing support to their teachers and students.
  - i. They have a student engagement plan to focus on supporting the teachers; it comprises of using Blackboard Connect, Remind outreach, and Schoology outreach. Our platforms consist of Zoom, Remind, Schoology, Survey Monkey, and email. For ASC, they use Apex, Edmundton, and digitized traditional contracts. Teachers are also using Zoom to contact their students.

- ii. For student resources, they have expanded them at [keeplearning.dace](http://keeplearning.dace). Devices have been distributed for all their teachers and they are working on distributing devices to students. Guideline was sent to the schools on taking attendance on our new system on DACES. With regards to faculty and staff communication, their office hours by school support teams are provided via Zoom.
- iii. For points of pride, they are very proud of our staff, very similar to other member districts; there has been so much creativity and effort. They have also digitized 100% of their ASE curriculum, and are continuing their spring plus offerings and their career program.
- iv. Their teacher attendance in Professional Development has reached almost 2000 PD's. This is very exciting what's happening in their school, and they are just very proud and happy that this is going on. With regards to areas of wanting support, it's just working on online registration, summer school planning, and rethinking end of the year PD opportunities.
- j. Phil Tenorio introduced himself representing MUSD, and explained that they are trying to do similar activities.
  - i. He wanted to touch on Dr. Mullen's point about stress. In terms of communication, MUSD felt that was the most important thing, for every instructor to make personal contact with their students. Their teachers are great at creating learning communities, so they're a real source of support for their students, who are in turn sources of support for each other. He said they were probably about 90% successful in that endeavor, and their classified staff has been raring to go and continue that effort daily. So that's part of their points of pride as well.
  - ii. Regarding technology, a lot of the instructors had their existing platforms, so they didn't want to impose a particular communication method. The majority of teachers are using Google Classrooms, but some are using zoom, Snagit, WebX, etc. In terms of distance learning, and to kind of echo what Mr. Urioste said, a big shout out to OTAN and CASAS, and especially Burlington English.
  - iii. They have converted a lot of our classes to Burlington English Core, and they've been very

	<p>helpful and supportive in helping MUSD teachers do that conversion. Some of their CTE classes they have converted to Burlington English, Career Explorations, etc. They use Gradpoint for our high school program, and they have had teachers move seamlessly between Gradpoint and their high school lab settings.</p> <ul style="list-style-type: none"> <li>iv. In terms of teacher and student resources, they have tried to make their website Montebello Ed more robust, including a teacher portal and a student portal. Online registration went live this morning. A lot of their high school program students are completing their courses, so they are looking to capture more students as well.</li> <li>v. In terms of devices, again that has been a struggle. They had a very limited amount of time to check out Chromebooks for students and instructors that needed them. They are looking at getting more chromebooks out and trying to fill as many needs as they can.</li> <li>vi. They are still using ASAP for attendance, and are working with CASAS to convert their courses to distance learning format. As with everyone, MUSD has a wide variety of technological competence in its instructors. The instructors that are highly technologically competent are volunteering their own time to assist colleagues. Communication Methods meets weekly with classified staff, high school and counseling staff, CTE instructors, and ESL instructors. What's awesome to see is the staff is now organizing meetings on their own.</li> <li>vii. Regarding points of pride, when they think of distance and online learning, they think about technology, computers, mobile devices, etc. They try to acknowledge as much as they can the human capital they have; their students, and their connection with the staff. That's really the point of pride that MUSD has. They have staff that range in age from very young to well past normal retirement age and all of them have been participating in their google hangouts meetings.</li> </ul>	
<p>10 New and/or Unfinished Business</p>	<p><b>10.1 Eide Bailly, LLP LARAEC Enrollment Count and Procedures Audit Final Report and Recommendations</b></p> <ul style="list-style-type: none"> <li>a. Mr. Asturias explained that this report was included as part of the board packet, and it is the same report they provided back in January,</li> </ul>	<p>Mr. Asturias</p>

they are just introducing it here for the board's reference. Because of the current pandemic's disruptions of the organizations LARAEC works with, they are only providing a quick update. During the January meeting, the board requested CASAS to provide clarification for discrepancies between CASAS reports and individual district attendance. Mr. Asturias would like to recommend reaching out for CASAS reps to report at the next scheduled board meeting. With ample notice, they should be ready to prepare because the LARAEC staff had already reached out to them and they were willing to come and present their viewpoint. He would also like to add this item as a discussion item for the next board meeting.

### **10.2 Vasquez and Company, LLP Development of Oversight Policies and Procedures Progress Report**

- a. Mr. Asturias updated the board, saying they experienced some disruption in terms of deliverables that were promised by Vasquez and Company, although they did provide us with a preliminary policies and procedures draft to the LARAEC office. LARAEC provided comment on the following items: there were some elements of the engagement letter that weren't included. For example, LARAEC requested specific recommendations for inclusion in their internal controls. Also findings from relevant audits, etc. The policies and procedures presented were a bit too general and did not include step by step instructions or consortium enrollment guidelines from the Eide Bailly report that they were provided with. Finally, the procedures did not include reconciliation procedures between member districts and CASAS systems. Vasquez has been working to include these and produce a first draft of policy and procedures to provide to districts for comment. They have given LARAEC a target date of May 18th to provide LARAEC with that information.

### **10.3 Proposed LARAEC Future Meeting Dates**

- a. Mr. Asturias directed the board to page 37 of board packet and the dates included in there as proposed dates for future meetings. There was a March 20th meeting scheduled, but this was cancelled, and they were planning to get exec board approval on the CFAD at that time. Since the meeting was cancelled, they had to schedule another meeting before May 2nd CFAD deadline. There was an additional meeting scheduled for May 22, and the next meeting proposed is August 14th. They would like the board to let them know when they think is appropriate for the next meeting, and if possible, agree to the proposed list of meeting dates. Mr. Asturias explained that the LARAEC staff worked with the PPT to make sure there weren't a ton of conflicts, and tried to follow the previous directive from the board to meet every other month. The first question is, do they want to meet again after this meeting, and is the board agreeable to the dates set forth on page 37?



- i. Mr. Urioste thought they should meet again in May because by then they may have some signals from the federal and state government as to where things will be. He wouldn't want to wait until June, because he thinks then they would be racing. If they meet in May, it gives them time having staff in place and knowing how otheir federal and state governments are going to proceed. Mr. Stark and Ms. Montes were also in favor.
  - ii. Mr. Frank said he is in favor of a May or June meeting, and brought up some points for June: he would say the workforce stimulus 4 is likely to be sometime in the next 3 weeks, and then there's still formulation of how it's going to roll out. There's a request for WIOA 1 and 2 from workforce partners, as well as Perkins, as well as TAA. There might be some combined efforts that they can work together on as a system. Also, this distancing is in place in LACCD schools through the end of the school year. Distancing is in place until May 15th, but there may be some value in a little bit more time. It's not like they are going on vacation anywhere to actually have a little more direction and information. His sense is that a little bit more time is better, but obviously he will go with what people think is the best way forward.
  - iii. Ms. Jacquez agreed with Mr. Frank, and thinks combining grants with each other might be working smarter, not harder. So to give them a couple weeks after May 15th might be good; she also preferred meeting on Wednesday mornings.
- b. Mr. Urioste said that he was not opposed to meeting in June, but does think they need to meet again in May, and then they can meet in June. At this point in time, he wouldn't feel comfortable limiting their meetings given decisions that might have to be made regarding their operations in the fall.
    - i. Mr. Stark, Ms. Montes, and Mr. Frank agreed and said they would be fine with meeting May and June.
  - c. Mr. Asturias summarized that they have a consensus to meet in May and in June. Mr. Urioste suggested meeting May 22nd since it's after when the stay at home orders are going to be lifted on the 15th. Mr. Asturias suggested making the meeting May 20th to continue with the Wednesday Morning dates. The board agreed that the next meeting will be on May 20th from 10:00 AM to 1:00 PM. Mr. Asturias said he will send a mid-June meeting date which will be posted on the website as well.
  - d. Mr. Asturias said LARAEC would look at June 17th or June 24th for the June meeting, and the board members said they were good with either. Mr. Asturias said he would tentatively schedule if for the 17th; if everybody confirms, the meeting will be on that date from 10 AM to 1 PM.
  - e. Mr. Asturias said the second question was with regards to the calendar, based on the info he just received, he asked if the board would like the PPT to review this calendar and propose monthly meetings, and the board agreed. Mr. Asturias said that they will

update that list to have a monthly meeting and then the board can change it as circumstances change.

#### **10.4 LARAEC Board President Succession**

- a. Ms. Stiehl directed the board to a handout in their packet that recaps decisions made regarding board president succession in the past. Last August, when they elected Mr. Urioste, they elected Mr. Stark as first vice president to take over next year, then Ms. Jacquez to take over 21-22 SY. In the bylaws, it states they will select a new second vice president to follow the chain, and they will need to have that on the agenda for the first meeting of the new year.
- b. Mr. Urioste said that he thinks this actually should occur in June. So that that person is ready for that meeting in August. Ms. Stiehl clarified that they have the president already determined so the vice president can take over too. Mr. Asturias added that the way the bylaws indicate succession is to have 3 positions already decided, so through 2021, they know what president is going to be in effect July 1st. So they need to vote on the 3rd position any time after July to make sure the succession line continues.

#### **10.5 Consortia Financial Administration Declaration**

- a. Ms. Ocampo explained that the CFAD is included as an action item today, and showed a slide with important dates or processes that impact our allocations. LARAEC staff know that things are fluid at the moment, but so far this is the info the CAEP office has provided to them. In January the fiscal proposed budget was released. CAEP office has released preliminary allocations for FY21, and now what's on their horizon is CFAD submission, which is due on May 2nd. It's a critical piece because the CFAD is crucial in formulating the inter-agency agreement between CDE and the chancellor's office. After completion of the May 2nd CFAD, what's scheduled next is the release of the May revised budget in mid-May. Depending on adjustments to budget, that may affect their allocations. The release of CAEP funds starts in August
- b. On the next slide, the preliminary allocations for FY21 included a 2.29 COLA. According to the state, all members are eligible to receive COLA based on a member's allocation percentage from the prior year's CFAD. Consortia cannot vote to exclude a member from receiving COLA provided they received funding the prior year.
- c. Last April, the CAEP office sent a correspondence to all consortia directors or leads on anticipated changes from previous allocations. In line with the current situation, the CAEP office cannot make any guarantees regarding FY21 funding. More info will be released Mid-May. The CAEP office gave 3 possible scenarios. 1, that COLA remains the same. This is the scenario LARAEC will be using to work on the CFAD. She summarized the projected allocation with COLA.

	<p>d. On the next slide is scenario 2: the COLA will be cut and the base funding remains the same. If this happens, they will need to resubmit CFAD by June 13th.</p> <p>e. The last scenario provided is if the COLA and CAEP funding are both cut. In this case, they'll have to resubmit their CFAD by June 13th, and the cuts would be proportional to each member.</p> <p><b>10.5.1 Second Public Comment</b></p> <p>Sofia Mayoral said that there were still no public comment cards.</p>	
<p><b>10.6 Action Item</b></p>	<p><b>10.6.1 Approve Consortia Fiscal Administration Declaration (CFAD)</b></p> <p>Ms. Montes confirmed with Ms. Ocampo that the money for the LARAEC office is new money from their 2021 allocation, and Ms. Ocampo added that it was the base.</p> <p>BUSD: Aye  CCUSD: Aye  LACCD: Aye  LAUSD: Aye  MUSD: Aye</p> <p>The board voted unanimously to approve the CFAD.</p>	
<p><b>11 Announcements</b></p>	<p>Mr. Frank announced that his 7-year commitment to LACCD would lay out on June 30th, so he has two more meetings left on the LARAEC board and will work hard to make sure his replacement is ready to go.</p> <p><b>11.1 Next Board Meeting:</b></p> <p>Next board meeting will be Friday, May 20th, 2020. Location: LACCD's Van de Kamp Innovation Center</p>	
<p><b>Adjourn</b></p>	<p>Mr. Urioste adjourned the meeting at 12:33 PM.</p>	