



LARAEC Executive Board

Minutes- Board Meeting

Wednesday, October 20, 2021

9:00 AM – 12:00 PM

Via Zoom

Executive Board Members in		Point Person Team Members		Staff	
Wendy Heard, Burbank USD	X	Yanira Chavez, 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		Men Le, LAUSD	X	Lourdes Enriquez, Budget Analyst	X
Dr. Angel Gallardo, Montebello USD	X	Travis Crowe, MUSD	X	Teresa Plaza, Secretary	X

1 Call to Order	<p>1.1 Pledge of Allegiance</p> <p>Board president Dr. Gallardo called the meeting to order at 9:03 AM. Ms. Stiehl led the group in the Pledge of Allegiance.</p>	Ms. Stiehl
	<p>1.2 Adjustments to the Agenda</p> <p>a. Dr. Cornner had a request he thought was important for the agenda, and thought their action item has to occur first since 361 has already come into effect. He believed they had to have an affirmative action on passing that resolution before continuing with the meeting, otherwise they would not be abiding by AB361.</p> <p>b. Dr. Gallardo agreed, and Mr. Asturias moved item 8.1 up to the first action item in the agenda. (For the purposes of formatting, notes on that item will be later in the minutes under 8.1).</p>	
	<p>1.3 Approval of the Agenda</p> <p>a. Ms. Montes moved to approve the agenda as amended to alter the order of items and address item 8.1 before this agenda item. Dr. Gallardo seconded.</p> <p>b. The board voted unanimously to approve the agenda. Mr. Stark from LAUSD was not present.</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: September 15, 2021</p> <p>i. Dr. Cornner motioned to approve the minutes. Ms. Montes seconded.</p> <p>ii. The board voted unanimously to approve the minutes. Mr. Stark from LAUSD was not present.</p>	
2 Public Comment	No public comments.	Mr. Gorence
3 Yearly Plan Update	3.1 Annual Plan and APT Updates	Mr. Gorence

	<ul style="list-style-type: none"> a. Mr. Gorence explained that he would be running through the kickoff to the Action Planning Teams on October 8 and the followup to that meeting. <ul style="list-style-type: none"> i. He explained that prior to the meeting he and Ms. Stiehl had sent a virtual binder with materials designed to prepare all of the APT members for the meeting’s information and activities. It included the meeting agenda and information about the scope of work as well as a recap of last year’s APT activities and guidance notes from those APTs. ii. Typically, member districts supply the APTs with really skilled people who come up with unique ideas that might have otherwise taken years to come up with. So they wanted to give them guidance on how to hit the ground running as far as creating ideas and initiatives that can be implemented quickly, as well as an idea of how they can push those out into the field. iii. Once in the actual meeting, they had great participation from member districts and great point person support. Now, he and Ms. Stiehl are focused on reaching out to the cochairs and facilitators of the APTs to set up one on ones to be updated on what they’re working on. That way if they need follow up support we’re much better equipped to do that. iv. Mr. Gorence added that the next APT meeting will be November 5th. b. Ms. Stiehl then took over to share some stats regarding the APTs. <ul style="list-style-type: none"> i. She explained that during the summer retreat they strategized with the Point Persons Team how to better engage with the APTs. During their kickoff meeting, they had 80% participation out of the 76 total members across 5 APTs. Of the ones who did not participate, it was mostly due to communication issues and conflicts with other meetings. ii. Ms. Stiehl then took the board through some charts showing the results of a survey given to APT members after the kickoff, indicating favorable responses on the subjects of preparedness, support, and participation. iii. The survey was geared toward increasing engagement and participation, and one of the things participants were most excited about was collaborating with other districts. <ul style="list-style-type: none"> 1. The thing they thought was most challenging was narrowing their work down in each group, with Ms. Stiehl noting that their enthusiasm frequently means they have to pare down what they want to do to a feasible amount. iv. In general, most said they were very excited and honored to be part of an APT. c. Dr. Gallardo thanked Mr. Gorence and Ms. Stiehl for always providing excellent updates, and thought this one was especially heartening to hear that people felt they were being heard. 	
<p style="text-align: center;">4 Budget Report and updates</p>	<p>4.1 Due Oct 30: School Year 2022 Member Program Year Budget and Work Plan certified by Consortia in NOVA</p> <ul style="list-style-type: none"> a. Mr. Asturias explained that Ms. Enriquez was in attendance but her Zoom settings made her unable to comment. He explained that the report that will be certified will show that every member district submitted the proper information for the Budget and Work Plan. 	<p>Mr. Gorence Ms. Enriquez</p>

	<p>4.2 Due Oct 31: Student data due in TOPSPro (Q1)</p> <p>a. Mr. Asturias reminded the board that student data was due in TOPSPro for Q1 by October 31.</p>	
<p>5 Information/Dis cussion Items</p>	<p>5.1 Three-Year Plan Draft Structure and Calendar</p> <p>a. Ms. Stiehl summarized that they had been discussing different planning frameworks last time and the use of internal experts. They cycled that information back through the staff meetings and point person meetings.</p> <ul style="list-style-type: none"> i. Then, they began getting into what each meeting will look like and how they'll work. ii. They put together a proposal in the board's packet, and Ms. Stiehl explained it arose from figuring out how to facilitate the planning process, starting with data collection. <p>b. Ms. Stiehl then broke down a graphic explaining the proposed planning process.</p> <ul style="list-style-type: none"> i. They are currently developing surveys and member districts are involved in data collection. The intent is to collect that data and funnel it into an initial planning group meeting that will analyze the info for gaps compared with the needs of students. ii. The initial planning group would use that analysis to identify focus areas, and then look at strategies and activities that align with those gaps. It may be that the people who participate in these focus groups or areas are not the same people they would have in their initial planning meeting. iii. As a result, they decided to split up those up and have the initial planning group with four people from each district plus the point persons plus staff. And that group will be looking at the data to determine gaps in service. iv. Then, the idea is to take that analysis and those data and surveys and feed that into a board meeting that is coming so the board can use it to finalize the focus areas. <ul style="list-style-type: none"> 1. The PPT recommended that this be a board workshop setting like the last three year planning session so they can hear from the initial planning team, point person, and staff about what their focus areas should be. v. Then, they would funnel that into focus area group meetings, where each district would select who they want to work on a particular focus area based on their expertise. Then they will have focus group meetings starting in January that would be 	<p>Mr. Gorence Mr. Stiehl</p>

facilitated, and the PPT is working right now on a list of who they have in house for potential facilitators.

1. They also talked about doing a training for those facilitators and how to lay them out to have some prep time to put together training and materials, then there's the meeting time itself.
 2. Then there is some synthesis and writing that they want those facilitators to be doing after the meeting to pull together what happened in those groups.
 3. There will then be a series of three meetings consisting of initial discussions, drafting, then draft review for each of the focus areas
 4. She also directed the board to a summary of the time and work commitments that would be necessary for participants and facilitators.
- c. Dr. Gallardo asked what the allotment of hours would be for teachers and each participant. Ms. Stiehl directed him to a chart in the board packet explaining that it depends on how many people they put in the groups, which will be up to each district. They can put up to four people each now which might be challenging for the smaller districts.
- d. Dr. Gallardo also asked about a previous slide where one person felt they did not really feel heard and how that group would participate if some of the smaller districts only had one person. Second, he knows there is a lto of work to be done so the more hands on deck the better, and wanted to see what they thought of making sure that there is equity and equal participation.
- i. Ms. Stiehl said with regard to the amount of work, the people participating just during the meeting time or who are leading the meeting are going to do that synthesis and writing and summary after the fact, so there's added time for facilitators to do that type of work. A teacher will ideally participate during those three hours of the meeting, and while bigger districts have more people on their team, if there's a disagreement or any voting needed in those groups, each district has one vote. So that one person from a smaller district would have the same voice as a district that had four people.
- e. Dr. Cornner's concern was the writing component, or what the plan calls prep and synthesis. It doesn't seem like there is a lot of time allotted and since there is one person who will synthesize all this into one cohesive plan with one style, voice, and format, he asked what the plan is for making sure that happens and if they think they can get to the final document within this timeline.

- i. Ms. Stiehl said she did, and added that they have switched point persons to meeting every week when possible. They are still working out some components of the plan like how who the experts are. But they want to identify technical experts and technical writers as part of that with the point persons team who can help with the surveys. And they also plan on writing as they go, so some sections they can get started on writing sooner than later.
 - ii. Dr. Cornner recommended identifying a single person or two or three who would be the core writers to finalize the document, citing an example of the LACCD working on accreditation documents for their nine colleges at once to ensure a unified voice for the document. He thinks the consultative process looks great, he is just worried about the actual activity of writing.
 - iii. Dr. Gallardo echoed Dr. Cornner's sentiments, saying that right now MUSD is working on the self study for WASC, and the idea of a unified voice is also very important there.
- f. Ms. Montes asked if there would be one facilitator per focus group. Ms. Stiehl explained that they were looking at two facilitators, one person facilitating the conversation while another was the logistical coordinator, taking notes and keeping everything together.
- i. Ms. Montes noted that for a facilitator the hours are about 25 hours per person, while the participants are 9 hours per person. Ms. Stiehl confirmed this.
 - ii. Ms. Montes agreed with Dr. Cornner that they do need to figure out how to get one unified voice out of all of the writing related to the plan, and that however that happens to let the facilitators know that the voices will be brought together, because sometimes in these situations people feel that things were changed in the process of bringing their writing in line with the voice of a document.

5.2 Three-Year Plan Data Collection Update

- a. Ms. Stiehl explained that they have been talking in the PPT and to staff about data collection, and their plan for data collection can be found in the board packet. The collection falls into a couple different buckets that align with the plan and guidance structure.
 - i. The first is about aligning their plan with other existing plans
 - 1. They have spent time working with the PPT and staff to identify what data they want to collect and the intent is to bring it into a

package or binder so that they can give it to the planning team a few weeks ahead of their meetings to have time to look into it and so they can package the data in an easily digestible way.

2. They will look at district strategic plans, WASC plans, and others to see what goals in the consortium are for adult ed, as well as media marketing plans. They will also look at plans external to them such as workforce regional plans.
 3. The PPT will synthesize these into some one pagers or bullet points.
- ii. The next area would be identifying the educational needs of adults in the region and looking at who is in their existing student population, along with regional demographics.
 - iii. Then, they will be looking at regional labor market data, and the CAEP office is trying to make this very easy by putting together a searchable tool on their website to allow them to get a lot of this data very quickly.
 1. They will also be looking at some of their existing surveys they've already had to ensure they are not duplicating anything, in addition to creating their own survey to send to students, faculty, and community members.
 2. They will be asking community members for their input around the plan and what things should be the focus areas for the next 3-year plan.
 - iv. They will also be collecting TE metrics as well. Ms. Stiehl directed the board to a chart showing how the point persons have decided they would report that information back as well as info from the rest of the areas.
- b. Ms. Montes suggested that as they look at the education needs of adults in the region that they be mindful of data overload and that they are not collecting data for the sake of collecting but collecting data that they plan to use for actionable purposes.
 - c. Dr. Gallardo concurred, but acknowledged the hard work and planning done by the PPT, staff, and faculty and is thankful that this is shaping up to be a better process that is always improving.

5.3 LARAEC In-person Conference Update

	<p>a. Mr. Gorence explained the background of this item, that it came out of a conversation around a calendar of events and the difficulty of having an in-person conference this coming March. The discussion was around pushing that date to the fall but also working with the Sheridan venue to see if it would be possible given the constraints of the contract they signed.</p> <ul style="list-style-type: none"> i. They reached out to talk dates and the possibility of moving to next fall in late September, early October, early November, and they gave LARAEC a couple of dates that are still open. They will be discussing at the next PPT meeting so all member districts have a chance to weigh in and will come back at the next board meeting to provide specific information and feedback on those dates. ii. They have September 24 available, as well as a mid-October date and an early November date. <p>5.4 AB361 Implementation Discussion: Continuation of Teleconferenced LARAEC Board Meetings</p> <ul style="list-style-type: none"> a. Covered as part of action item 8. 	
<p style="text-align: center;">6 Board Member Reports</p>	<p>LAUSD:</p> <ul style="list-style-type: none"> a. 	<p>Mr. Stark</p>
	<p>BUSD:</p> <ul style="list-style-type: none"> a. Ms. Heard reported that they are still pursuing work reported last time, noting that this week was the cutoff date for employees to be vaccinated so they have dealt with staffing issues, particularly related to ESL. So they are talking about distance learning options for students in the face of a potential student vaccine mandate from the state. 	<p>Ms. Heard</p>
	<p>LACCD:</p> <ul style="list-style-type: none"> a. Dr. Cornner reported that they are in preparation for spring schedules, and on-site and remote courses are still options. He thinks this relates to some of the discussions on data in terms of planning. They have excellent data on students that come to them, but thinks they have all suffered enrollment declines due to the socioeconomic, health, and job market impacts of COVID. So they are trying to focus on those as they re-engage communities and bring them back either to campus or virtual environments. What do they need to do differently to really get their communities the education they need, because while some of these economic and job factors are here for now, they all know that education is the long term way out of poverty is education. Right now, somehow, that message is not playing as well as it used to and he would be very eager to hear information from other districts on the students who are not coming. He thinks that is something they will be dealing with for years to come. 	<p>Dr. Cornner</p>

	<p>MUSD:</p> <ul style="list-style-type: none"> a. Dr. Gallardo reported that for MUSD, they are having both distance learning for the students and on-site learning. For distance learning they have Grad Point, Burlington English, and Rosetta Stone, and they also have an on-site ESL program at night with more students coming in at the end of the year than began the year. Partly it is because of the vaccination perspective, he thinks, and they are trying to encourage students to get vaccinated. MUSD staff have vaccination or testing mandatory. b. Regarding the question of why students are not coming, it is definitely an essential question that they need to address individually and as a group. This year MUSD Adult Ed is looking at marketing tools to bring students back, looking at classes they can offer in the middle of the day, as well as more current technical programs that are short term but provide students the ability to get a job. They are seeing a decline in the moment which worries him, but he believes it is also a result of the whole state declining. c. He thanked Ms. Montes and Ms. Heard for sharing their WASC reports as MUSD engages in theirs. They are in that process right now and it is exciting and energizing way to get everyone up to date with new approaches and connect with people. d. Mr. Asturias thought that Ms. Heard had not had the opportunity for a board report yet, but she confirmed she had given her report at the beginning of board member reports. She did add that like Ms. Montes she would be interested to discuss the different options happening throughout the consortium. 	<p>Dr. Gallardo</p>
	<p>CCUSD:</p> <ul style="list-style-type: none"> a. Ms. Montes wanted to know of the group how many of their districts are allowing students and teachers to still do distance learning in their adult ed program. They had it traditionally in Adult Ed in the middle of the day, but that has always been a challenge in terms of enrollment and attendance, so they stopped it for a bit but are bringing some back and trying to pilot some new things to meet their population's and teachers' needs. <ul style="list-style-type: none"> i. So they have a few midday classes opening up over the next few months, and she thanked their partner district LAUSD for the curriculum for some of that FSI stuff which will be moving forward again. ii. She also thanked BUSD as a partner district along with others, and said they are in transition with some staff and are having to depend on other people to help with certain things. b. They also added a part time counselor which expanded the hours they can serve students from that perspective and the counselor really focused on the college and career transition topics. She reiterated that she would love to have a 	<p>Ms Montes</p>

	<p>discussion around distance learning vs in person and other district's staffing.</p> <ul style="list-style-type: none"> i. Mr. Asturias said he would be happy to provide background information and have a discussion at next meeting for sure. Ms. Montes said since the meeting is so short, discussion next time is fine. 	
7 Public Comment	No public comment at this time.	
8 Action Items	<p>8.1 Adopt resolution 10□20□21, authorizing the continuation of virtual teleconferenced LARAEC meetings pursuant to AB361</p> <ul style="list-style-type: none"> a. (Item 8.1 was moved up to have discussion and voting take place during item 1.2). b. Mr. Asturias explained that Ms. Stiehl had an informative presentation for the board on the item to give some background. c. Ms. Stiehl directed the board to their packet for a report on AB361 and the resolution that was part of the action item for the board. <ul style="list-style-type: none"> i. Ms. Stiehl noted that the board's allowance of having remote meetings ended last month on September 30th, and in order to continue having them remotely the board has to take actions at this meeting and meetings following. ii. She explained that they have to declare or have findings that there is still an imminent risk to the health and safety of people should they attend in person. And so the LARAEC team created this resolution that would have the LARAEC board reaffirm the need for remote meetings every 30 days until there is a recommended social distancing policy. The resolution was modeled after policies in other LA school districts like LACCD and CCUSD. d. Dr. Cornner thanked the staff for putting together a detailed reasoning to back up this resolution. e. Dr. Gallardo thought they had all agreed that having the meetings virtually had positively impacted districts' participation in LARAEC meetings, and that though he is in favor of this resolution, they should investigate continuing to have a virtual option for LARAEC meetings in the future. f. Dr. Cornner moved to adopt the resolution. Ms. Montes seconded. g. The board voted unanimously to approve the resolution. Mr. Stark from LAUSD was not present. h. Mr. Asturias then went back to agenda item 1.3. 	Ms. Stiehl
9 Announcements	Next Board Meeting: November 17, 2021 Location: Zoom Meeting	
Adjourn	Dr. Gallardo adjourned the meeting at 9:59 AM.	Dr. Gallardo