REGULAR MEETING ANNOUNCEMENT

Los Angeles Regional Adult Education Consortium
Burbank Adult School
3811 Allan Ave, Burbank CA 91505, Auditorium
August 16, 2019 ✂ 1:30 to 5:30 PM
LARAEC Regular Board Meeting
Agenda

1. Call to Order 1.1 Pledge of Allegiance 1.2 Approval of the agenda 1.3 Approval of the minutes a. Regular Board Meeting: May	Veronica Montes
2. Public Comment	Veronica Montes
3. Annual Plan Update	Lanzi Asturias
4. Budget Report: Upcoming CAEP and Data and Accountability deadlines and updates 4.1 Recertified, Revised CFAD Allocations 4.2 D&A Final Budget and Expense Report 4.3 FY 2019 CAEP Q3 Progress and Expense Report a. Capital Outlay Summary and Reminders b. Spending Targets	Grace Ocampo
5. Information/Discussion Items 5.1 Vavrinek, Trine, Day & Co., LLP LARAEC Enrollment Count and Procedures Audit Progress Report 5.2 Vasquez and Company, LLP Development of Oversight Policies and Procedures Progress Report 5.3 Student Transitions and Educational Plan (STEP) Program update	Lanzi Asturias Report Presented by: Grace Ocampo Marialyn Salvador, CPA,CGMA, Senior Manager Lanzi Asturias
6. Board Member Reports	Executive Board

Vision Statement
LARAEC will provide seamless pathways to workforce and higher education that are efficient, comprehensive, student-centered, and regionally relevant.

Mission Statement
LARAEC will sustain, expand, and improve adult education.

7. Action Items 7.1 LARAEC Board Meetings for School Year 2019-2020 Locations Discussion and approval 7.2 Board President Nomination and Election	Lanzi Asturias
8. Consent Agenda 8.1 RG Pacific P.O. $18,000 (New Webmaster) 8.2 One-Year Plan -Break-	Lanzi Asturias
9. LARAEC Executive Board Workshop: Governance, Roles, and Responsibilities of the LARAEC Office, Point Persons Team, Action Planning Teams, and Executive Team a. Discuss the Roles and Responsibilities of the LARAEC Office b. Discuss the Roles and Responsibilities of the Point Persons Team c. Discuss the Roles and Responsibilities of the Actions Planning Teams d. Discuss the Roles and Responsibilities of the Executive Team e. Develop a Governance Agreement Draft That Encapsulates the Outcome of Discussions a-d f. Develop a Governance Agreement Including Terms and Conditions for Reevaluation	Facilitated by the Technical Assistance Project (TAP) of the California Adult Education Program (CAEP): 1. John Fleischman, TAP Consultant 2. Diana Batista, Director 3. Veronica Parker, Coordinator
Announcements: Next Board Meeting: Friday, September 20, 2019	
Adjourn	Veronica Montes

Please note that the LARAEC Executive Board may consider at this meeting any item referred from a Board Meeting five calendar days prior to this meeting (Education Code 54954.2(b)(3)). The LARAEC Executive Board may also refer any item on the agenda for the consideration of a committee or meeting of the LARAEC Executive Board. Requests for disability related modifications or reasonable accommodations shall be made 24 hours prior to the meeting to Sofia Mayoral by calling (213) 241-3150. Requests for translation should be made at least 48 hours in advance by calling Sofia Mayoral at (213) 241-3150. Individuals wishing to speak at a Board meeting must sign up at the meeting. There will be no sign ups in advance of the meeting. Speakers must sign up prior to the public comment section of the agenda. Speakers should plan to arrive early. Materials related to an item on this agenda distributed to the LARAEC Executive Board are available for public inspection during the meeting and at http://laraec.net/open-meetings/

AGENDA ITEM
1.3

LARAEC Executive Board	**Minutes- Regular Meeting** Friday, May 17, 2019 1:30 PM – 3:30 PM East Los Angeles Skills Center 3921 Selig Place, LA 90031

Executive Board Members in		Point Person Team Members		Staff	
Emilio Urioste, Burbank USD		Yanira Chavez, BUSD		Lanzi Asturias, Project Director	
Veronica Montes, Culver City USD		Elvis Carias, CCUSD		Michele Stiehl, Advisor	
Dr. Robert Miller, LACCD		Dr. Adrienne Ann Mullen, LACCD		Justin Gorence, Advisor	
Joseph Stark, Los Angeles USD		Men Le, LAUSD		Grace Ocampo, Budget Analyst	
Alice Jacquez, Montebello USD		Philip Tenorio, MUSD		Vacant, Secretary	

1 Call to Order	**1.1 Pledge of Allegiance**	Michelle Stiehl
	1.2 Approval of the Agenda Dr. Miller moved to approve the agenda, Ms. Jacquez seconded. The board voted unanimously to approve the agenda.	Dr. Miller
	1.3 Approval of the Minutes **a. Regular Board Meeting, April 2019** I. Mr. Urioste moved to approve the draft minutes from the April board meeting, Mr. Stark seconded. The board voted unanimously to approve the April minutes.	Mr. Urioste
2 Public Comment	There was no public comment.	
3 Program Updates	**3.1 Budget** **a. Upcoming CAEP and Data Accountability Deadlines and Updates** I. Revised FY20 Allocations: a. Ms. Ocampo explained that the governor's May revision included a decrease of $1M in CAEP funding due to a change in COLA, which was reduced from 3.46% to 3.26%. b. Due to the COLA reduction, the CAEP State Office will adjust the allocation amount by consortium in NOVA, and each member must reverify the adjusted amount on the FY20 CFAD. The LARAEC office has not received additional information yet, and the state office will be conducting informational webinars. c. Ms. Ocampo presented the estimated revised FY 2020 allocations. II. Due Date reminders: a. Ms. Ocampo explained that on June 3, the D&A Expenditure Report up to Q3 (June 1, 2016 to March 31, 2019) is due. Also, final budget revision and work	Grace Ocampo

plan revisions are due to LARAEC (and due to state by June 17, 2019).

b. She added that June 30 will be when D&A activities end. July 17 is when the final D&A expense report will be due to LARAEC (due to the state on Jul 31). On August 12, D&A will close out and the Practice with Promise report will be due to LARAEC (due to state on Aug 26, 2019)
    i. Ms. Montes asked what the Practice With Promise Report was, and Ms. Ocampo replied that they have seen no template from the state regarding it.
    ii. Ms. Montes asked if "Practice With Promise was just a report name, and Mr. Asturias said that that has all they have been told, and he believes the state wants to know best practices that were funded through the D&A mechanism.

c. Ms. Ocampo added that the Q3 Progress and Expense report is due in NOVA June 1, with an executed copy submitted to LARAEC. June 30 will be the end of Q4 and the due date for the Q3 Progress and Expense Report to be certified by the consortium.

III. FY 2019 INstructional Hours and Expenses by Program Area:
    a. Ms. Ocampo explained that estimates due to LARAEC by August 16 (and are due in NOVA on September 1)
    b. Actuals are due to LARAEC by December 6, and due in NOVA on December 31.

IV. FY2020 CAEP Funds
    a. Ms. Ocampo explained that they must certify their new 3-year plan in NOVA by June 7, and their annual plan is due in NOVA by August 15.
    b. The Member Program Year budget and work plan is due to LARAEC by September 20 (Due in NOVA on September 30).

V. Mr. Urioste asked when they must recertify their revised FY20 allocations, and Ms. Ocampo said the state hasn't presented any information at this time.

VI. Mr. Urioste said that he was concerned that they are just taking this and that there is no response from us as a consortium to whomever that would be, saying that they have already made commitments or had started to make commitments to cut back. He believes someone needs to hear that this is quite an impact on adult education for this consortium.
    a. Dr. Miller said he believes that the COLA is set by the US federal department of commerce, for the whole country. So the state budgets set the COLA according to those guidelines. So this is adjusting every

	unrestricted and categorical fund for education state-wide, not just Adult Ed. b. Mr. Urioste added that the state should have made an adjustment to the date they had to certify their numbers. Ms. Montes added that the May revision is not even the final budget, which does not come out until June, so they may be potentially recertifying again. VII. Mr. Asturias said that he thinks part of it is for the districts to know and have a figure to plan with, and that the state always makes a point to indicate when the COLA numbers are not the final numbers. The deadlines they have is so the CFAD is in place, otherwise the state cannot distribute funding to them on July 1.	
4 Informational Items	**I.1 Information Items** **a. Discuss scheduled board meeting for June 21, 2019** I. Mr. Asturias explained that in the board's packet, the LARAEC office team has included a list of possible dates to meet, and that per their conversation last time, they indicated they would tentatively not be having a meeting on June 21. II. Ms. Montes said that unless there was some deadline that they needed to meet, that they would not need to meet in June, and they would just need to adjust the schedule they had approved the year before. III. Mr. Urioste moved to cancel the July 21 board meeting, and Ms. Jacquez seconded. Mr. Urioste, Mr. Stark, Ms. Montes, and Ms. Jacquez voted aye. Dr. Miller was absent. Motion passed with 4 aye votes. IV. Ms. Montes asked Ms. Ocampo to confirm that there was nothing the board needed to approve coming up with financials, just data/copy they needed to enter, and Ms. Ocampo confirmed. **b. Discuss STEP Pilot Direction and Next Steps** I. Mr. Asturias explained that they thought it would be prudent to get vendors to let them know what they've done so far and how it can be used, and also to inform LARAEC's next steps with what the board would like regarding the STEP program. II. Garth Neil introduced himself as a representative of the vendor behind CommunityPro and the STEP pilot program. He thanked the board, saying it has been a pleasure to work with them, Mr. Asturias, and the whole LARAEC team. a. Mr. Neil gave a quick review of project: its timeline started in Jan 2017 with visionary discussion, they spent last fall and early this year in developing it, getting specs right and coding. Earlier this year, they went into preliminary implementation phase. On March 22, they trained 26 pilot testers. Many people got trained, but many did not engage with the system.	

b. He explained that one of the first things they did was make sure all of the data is flowing, and that they were bringing it in on a nightly basis from ASAP and TopsPro Enterprise, and it was clear that LACCD was going through a new student data program. They will not be able to devote time and resources to this project as a result. When that word got out, others indicated they may be pulling out of it while waiting for a directive from LARAEC about how to move forward.
c. They currently have about 77,000 records in they system, and also have data from students who attended two or more schools, and where they have been dual-enrolled.
d. He added that they worked very carefully with the leadership of each school to create the community catalog and bundles; the community catalog tells students exactly where they are, and if a school can't provide a class that they want, it's an effective and quick referral to an outside school. And this is also used for catalog bundles. The way the program works is if you are referred into a program about English, the bundle is ESL 1,2,3,4, and a CASAS assessment will be used to refer students to the right level, then an assessment is done based on how long it will take a student to be English proficient.
e. He explained that the current summary screen was their first shot at it, and they think it is sparse and can be improved, and they want more feedback from users. They have shown this to consortia in Northern California and the Bay Area, and they are very excited and grateful for LARAEC for putting the idea together. He said they will be back with more mockups of system pages when the time is right, probably in the next couple of weeks.
f. Mr. Neil summarized that schools have been working isolated from each other from an IT standpoint. What CommunityPro brings is collaboration and connectedness, better planning within each school, co/dual-enrollment visibility, and improved transitions to post-sec. Matriculation from adult school to community college is often such a chasm, but this helps capture data from reliable sources.
g. Mr. Neil said that, regarding where to go from here, if they still want to use the pilot, they will need to regain commitment to the pilot, and his company is happy to retrain users if necesary. Second, they need to adjust and develop better summary screens, and improve dual-enrollment display and subsequent functionality. They would also ideally bring on LACCD to see co/dual enrollments, transitions, degrees.
h. Also, they would highly recommend to expand the pilot to include LARAEC's community partners. They have seen that you can do it strictly in-school, but where the true power comes from is engaging workplace community partners and state/federal/community agencies/entities.

i. Mr. Neil outlined the list of entities and agencies that his company has been having active conversations with in the LA basin.

III. Ms. Montes said that they depend on consortia stuff at CCUSD to give their students additional options, considering how small CCUSD is, so they would be stuck without information for things in LAUSD or West LA. She also asked what the partnerships with the AJCC's look like inside of this CommunityPro program.

a. Mr. Neil explained that their staff is able to do the preliminary loading of the community catalog in only a few hours with LARAEC district staff, and explained that they have vetted and bundled all other districts but LA's, adding that they would love to work with the other 3 schools because they know there are ways to improve the project.

b. In addressing how the program works with the AJC's, they do the same thing loading up offerings and options from workforce systems and workboards around LA. And they work with them to better convey what they have to offer. With that set up, they can instantly refer them and follow up, as well as convey necessary information to students with a comprehensive printout to ensure a strong handoff. They want to decrease the time it takes to get new jobs for students with more comprehensive support.

c. Ms. Montes asked what sort of student data the AJC's see on their end. Mr. Neil explained that they will see is the Golden Record. What they get in that is the WIOA data and the Pearl data: who they are, where they live, contact info, and demographics. AJCs also see the equivalent of a super-transcript for all schools that provide CommunityPro data. It can tell you if they are enrolled, if they have earned a degree or certificate, plus their employment status through CalJobs. There's a lot of data there to use.

IV. Mr. Urioste asked, since their AJC is the Verdugo Job Center, what their commitment will have to be, and whether they will have to purchase CommunityPro themselves.

a. Mr. Neil explained that in the past, when the consortium has purchased the product, then all their students have subscriptions. So when they refer any of their students out or when AJC's refer to them, it's all covered. They are negotiating to sign data sharing agreements with all of the districts, and with CalJobs, they sign a DSA and train them as well. So it's fairly straightforward, and a low-capped way for them to bring on. If they want to bring on Title 3 and Title 4 participants, they will pay more for them directly. He has not had a conversation with the Verdugo people yet, but now he know it's important.

V. Mr. Urioste also added that he has not had good feedback from their counselors on CommunityPro. They say it is cumbersome to use, and don't like that they have to flip over

from one page to another to use it. He asked how they get to this point and not take in input from the end users to modify the product so that it is user-friendly.

a. Mr. Neil said that they are looking for that exact feedback, and are wide-open and willing to sit down and talk with users, making any adjustments necessary. If it is not working in practice, that is the point of a pilot. He would have loved to have that feedback, but they have had zero.
b. Ms. Jacquez added that MUSD counselors had the same feedback about using the system. She noticed this, and went to one of the trainings herself. She also thinks that CommunityPro needs to go into the service part of the industry: the EDD's, Workhorse, and AJC's to tap into to supplement the cost.

VI. Mr. Asturias wanted to provide background on the genesis of this system: at the beginning they were looking for a system to track our students. The Counseling Workgroup developed an ISP, and the consensus was that this should be an electronic thing so they can keep track of students internally. Then, discussion moved to how they keep track of where students go, where they came from, and if they're employed. Right now, they still using self-reporting from the TE system. And they have no way of tracking whether students are going to and what they're doing in college, unless they self-report. So that is what this system was intended to do.

a. He explained that the process started for LARAEC four years ago; then there was an electronic system they were trying to do with a different vendor. Subsequent to that, they found CommunityPro to help address this issue.
b. To go back to when counselors came in, they have been with them the whole way, and they developed a form to help create the system. In addition to that, they wanted to be able to see academic records and in the planning portion, they wanted to be able to tell students what class is best for them and what location is most convenient.
c. Finally, Mr. Asturias added that the part where people come back and say they do not like certain portions of the system has not happened yet. That is what the pilot was supposed to do. They have talked to counselors, who have given a lot of input about how to modify the system, and they are now at the point where the system is built, but it is not being tested live as of yet, and that's the part that is missing at this point. If they were to test it, part of the testing process is the modification from users based on their suggestions. So all of those things are due to the pilot version not being concluded.

VII. Dr. Miller added that LACCD is playing out at least this round because they have their own SIS and are still working through it. He is not sure what they are deciding today, and if they are not deciding anything today, he thinks the three

districts involved can keep doing what they are doing, then get together and decide what they want to do.

VIII. Ms. Montes thought that the whole idea was the referral piece, the ability to keep track of students. Mr. Neil mentioned something earlier about payment points, and Ms. Montes said that Ms. Jacquez suggested AJCC's pick up the cost of the subscriptions since they are sending the students. So, she asked what their potential return on investment is if LARAEC districts are picking up the cost.

a. Mr. Neil summarized that organizations such as CalJobs can help students by helping them get a new job, retain a job that was at risk, or get a better job. He also added that they would love to have counselors come to them, if a couple or three take the lead in helping them improve CommunityPro, they would love that. And it is covered in the existing contract. They would rather deliver a product that LARAEC is really happy with.

IX. Mr. Urioste said that BUSD is reluctant to use the system since it is cumbersome, and as a result, they are sticking with the paper ISP that they piloted. His concern is that they have he would hate to move forward with the new system if their counselors cannot utilize it, and that they need to be given the opportunity to submit problems with the product as it stands.

X. Mr. Neil said that the board has his commitment that his company will come down to talk to their counselors to discuss with them what they would like to do. He thought that would be better than the larger meetings they have been having.

XI. Mr. Urioste thanked Mr. Neil, and said that as a consortium, LAUSD has a proprietary system, and LACCD has its own. Dr. Miller added that LACCD would be willing to facilitate funding of this system on behalf of its colleagues. He explained that LACCD has a PeopleSoft/Oracle-based student planning system. They have a state MIS system they need to interface this, and they are not sure if this is compatible with that. They would not want to stand in the way of our K12 colleagues, but they do not know if CommunityPro will work out with their system.

XII. Mr. Stark clarified that LAUSD has been through a lengthy process in identifying a new ISP system, and they are over their eyeballs in the implementation of a system of this size and scope. He clarified that it is not proprietary, but rather they went through the vendor Focus Software. They just need to get their hands on the tools of the system that are similar to CommunityPro's functions and figure out if they want to get involved in another third-party system.

XIII. Mr. Neil addd that LACCD would not have to use CommunityPro even if they decided to join on. Their intent is only to bring LACCD data on from Peoplesoft, to see who went on to enroll and whether they got a degree or not. Each

	of these IT systems are great for running their school. CommunityPro is the one that bridges them and provides a common view.	
5 Board Member Reports	**LAUSD:** a. Mr. Stark announced that for measure EE, there is a special election on June 4, and summarized the measure and the funding it would provide. He encouraged those present to vote for measure EE.	Mr. Stark
	BUSD: a. Mr. Urioste announced that this afternoon they are having their staff celebration, where he will be barbecuing and their staff will be celebrating a good year. Also, their teachers will be working this summer to launch two IET programs they are very proud of, and also exploring a visual effects program for next year for students with disabilities with a post-production company in Burbank.	Mr Urioste
	LACCD: a. Dr. Miller summarized that things are going well in the LACCD right now. They continue to be challenged with enrollments, and the most transformational things in CC's these days are their new funding formula, guided pathways, and AB705, the doing away of remedial education. But that too will result in a downward slope of enrollment. That being said, their financial situation is quite strong. Their graduation from all 9 of their colleges is on June 4th and they are looking forward to that.	Dr. Miller
	MUSD: a. Ms. Jacquez announced that MUSD has been conducting professional learning with all of its staff. Just this week, they collaborated with LAUSD for FSI training, along with their pathways that help support our teachers. Their teachers are ready to keep on training, possibly without pay. They are also doing a lot of branding, with the slogan "Perserverence, Pride, and Promotion" on their documents. They also participated in the Discover MUSD event which had over 4,400 participants. They are working with local schools for service learning programs, and they did our CTE career fair in April. In May, the auditor visited. They are also working closely with communities with adults with disabilities. And Mr. Tenorio and Ms. Jacquez are continuing to work with the CIE (Competitive Integrated Employment) plan for special needs individuals to find work.	Ms. Jacquez
	CCUSD: a. Ms. Montes described how excited her team was from the PLC training, and how excited they are about the work they	Ms Montes

	are going to do separately and collaboratively. She is also thankful that PLC is part of their 3-year plan to see it continue. They have also started what they call their WestSide LARAEC group, and summarized the group's origins and its current makeup. Lastly, they have hired an Assistant Principal at CCUSD.	
6 Action Items	**6.1 Approve proposed LARAEC Board Meeting Schedule for 2019-2020 6.2 2019-2022** a. Mr. Asturias explained that the LARAEC board had expressed an interest in meeting every other month starting with the next school year. LARAEC staff had included a schedule in their packet indicating suggested dates for meeting under this scheme. The first meeting in 2019/2020 fiscal year would be August 16, 2019. The next would be September 20. Even though we recognize that is not 2 months, there are some deadlines that need to be met. b. Ms. Montes noted that the annual plan is due August 15, and Mr. Asturias added that they have an agenda item for the annual plan. Since it is happening so close to the culmination of the three year plan, they can use the narrative from the current three-year plan for yearly plan. Since they are using the action plan, all items due within one year will become activities for yearly plan. Ms. Montes clarified that he was talking about using the three-year plan we're voting on today, and then pulling items out from that plan based on the first year and making that their annual plan. The board agreed to do this unanimously. c. Mr. Stark moved to adopt the schedule as presented by LARAEC staff. Mr. Urioste seconded. The board voted unanimously to approve the new LARAEC schedule.	
	6.2 2019-2022 - 3- Year Plan Approval a. Mr. Asturias explained that the draft 3-year plan was submitted to the board as part of the board packet. Dr. Miller recommended that Gayla Hartsough and her colleagues go over the executive summary so the public knows what they are up to. b. Ms. Hartsough summarized the adjustments made to the document, saying that the one they have is the required text for the state template. The executive summary talks about who LARAEC are, then how that connects to the CAEP programs, and then consortium plans. At the bottom of page 7 are the priority areas of building pathways and bridges, priority 2, student success support, and priority 3, professional developments. There are also two documents that are not necessary to approve today.	

c. Dr. Miller thought the two additional documents are very helpful, and personally speaking for LACCD, he thought the work of Ms. Hartsough and her team has been extraordinary.
d. Mr. Asturias provided background on the process of revising the plan, and said that the document before them is for all intents and purposes the final iteration of that work.
e. Ms. Montes said that she had notes; beginning on page 55, she asked if “fast tracks” was just a term. Ms. Hartsough confirmed that it was, and that the action planning team used it to refer to moving students through tracks as fast as possible.
    i. Ms. Montes referred to page 57 in the 1.5 category, and how the goal is to provide educational services through improved pathways and transitions. She asked if that was just a general statement. Ms. Hartsough said that this is also why the workbook action team planning document is important. It’s consistent with the strategies, and focusing on the vulnerable population. So there is a much longer definition in their reference workbook.
    ii. Ms. Montes referred to page 65: in looking at the APTs and workgroups, she sees an asterisk that says, “Will advise APTs, Conseling Collaborative, and SMEs”, and there’s no counseling workgroup there. There it talks about a counseling collaborative, and they would be remiss if they did not have a group that is that, and not just part of something else. Mr. Stark had a similar question, and thought that it was on an earlier draft.
    iii. Ms. Hartsough explained that the counseling collaborative already exists. The other APT’s are new. Number 5 is sort of reconstituting the subject matter experts. There’s a need for the counseling collaborative to become more metric-driven. But they already had the Data and Accountability group. And they were thinking that every group needs to be more metric driven.
    iv. Ms. Montes clarified that she is not talking just about the data, but rather the work that counselors do and the need for them to work collaboratively and the need for better metrics. She would like to see a Counseling Workgroup. Ms. Hartsough explained that the counseling collaborative still exists, and that they can add that to the table and the checkmarks, but her group saw that as just continuing. Mr. Asturias and Mr. Stark agreed that it would be a good addition and provide clarity.
    v. Mr. Asturias asked if the board wanted the LARAEC staff or Ms. Hartsough’s staff to make the aforementioned changes. Ms. Montes asked LARAEC staff to make the changes since they would be inputting

the data. Ms. Hartsough said they can coordinate to make the changes; Mr. Asturias said, if it please the board, that LARAEC staff can make the changes to the plan, then provide Ms. Hartsough with a copy so she can change the other two documents.

vi. Ms. Montes referred to page 67, and the phrase “Build an argument…” that discusses pursuing legislative remedies related to the dual-enrollment issue. Dr. Miller explained the current community college promise regarding high school graduates, and the desired outcome for the same promise to roll over into adult ed.

vii. Ms. Hartsough clarified that the APT was passionate about adult ed students in a program for high school equivalency getting the same reimbursement that high school students do entering community college. She added that there may be other options, and some districts have ways of working around it.

viii. Mr. Asturias added that part of the argument that the group was trying to make was, let’s explore what the dual credit/dual enrollment issues were and let’s explore how they can make that happen. It’s important for dual enrollment students to get credits for taking college classes while they’re taking classes at an adult school. The work group wanted to see how they can get to the bottom of the issue and figure how they can effect it. Ms. Hartsough added that it may require legislative change, or LARAEC subsidizing them.

f. Dr. Miller said that the discussed item in the plan says to Establish, Identify, Expand, then Build an Argument for the issue. Ms. Hartsough suggested it could be changed to“Assess the pros and cons”, but it seems the big barrier was that it had been done in the past and they were unable to secure reimbursement. So the big barrier was figuring out the entire situation, and this to her is an example of what the legislators did no think of because they are not on the ground level. She asked the APT what are the ballpark figures of how many students they would be talking about, and it would be about 20,000 in the system. If a quarter of them want that first step before heading off to college, that’s a sizeable number.

i. Mr. Asturias added that this item was discussed at length, and there were all kinds of previous requests and requirements, and he vividly recalls one of them was looking at other avenues where this can take place.

ii. Mr. Stark suggested that maybe for the moment, they can just agree to explore possibilities on dual enrollment and leave the possibilities a little open-ended, mark it, and then be more specific in one of the next annual plans.

	iii. Dr. Miller added that he thinks what he said was to change it to "explore opportunities for adult education dual-enrollment programs". And this is tied to AB130, which is legislation for College Career Access Pathways, CCAP. Ms. Hartsough added that if they say "explore opportunities", there was concern among the LACCDs that this would lead the public to expect it would be done tomorrow, and there is not the funding for it. Dr. Miller said that he thought that would be a given, exploring funding, and Ms. Hartsough said they will phrase it as "...explore legislative and funding-related opportunities for adult education dual-enrollment programs". g. The board meeting recessed at 3:38 PM for a break. It was reconvened at 3:45 PM. h. Mr. Stark asked for clarification on page 70, strategy 2.4 A, and wanted to add language to clarify that they are not holding the D&A workgroup responsible for implementing the items listed. Ms. Hartsough suggested putting, "And submit to the board for approval" at the end of the item, and Mr. Stark agreed. i. Ms. Montes referred to page 71, item 3.5.b, and asked why the community college is not listed in there. Ms. Hartsough explained that most of the PD is with adult education USD's. Ms. Montes asked, if they wanted to do PLC and LACCD would be available, what would be the issue? Ms. Hartsough explained that there would be no issue, but they do their own training, and there was a feeling that they need to have a master calendar sharing overlaps with LAUSD and LACCD. Mr. Asturias thought that the point being made is there's no need to exclude an organization, and Dr. Miller suggested just putting "administrators". Ms. Montes suggested putting "LARAEC board" instead of "LARAEC staff". j. Mr. Stark thanked the APT's, the faculty, teachers, administrators, and said that the new 3-year plan couldn't have happened without their input, and felt they had more robust participation from faculty and administrators k. Dr. Miller moved to approved of the plan as is. Mr. Urioste seconded. The board voted unanimously to approve the draft 3-year plan as modified. l. Ms. Montes thanked Ms. Hartsough, KH consulting, LARAEC staff, and LARAEC point people for their hard work.	
	6.3 2019-20 Annual Plan concept approval a. Item 6.3 was approved as part of item 6.1.	
7 Consent Agenda	**7.1 Approve Capital Outlay – LAUSD**	

	Mr. Urioste moved to approve the capital outlay, and Dr. Miller seconded. The board voted unanimously to approve the capital outlay.	
8	**Announcements** The next meeting will be on August 16th, location TBD. Mr. Asturias suggested that they take up rotating meeting locations through the five districts again. Mr. Urioste said they would be happy to host in Burbank on August 16th. Ms. Montes requested the board to look at their calendars, and bring some dates in August for them to offer for meeting hosting. Mr. Asturias said that, now that the three-year plan is approved, the board had mentioned a desire to review roles and responsibilities, and that they might need a special meeting, so he is bringing it back to the board as an item that was crucial but had been put off to prioritize the 3-year plan. Ms. Montes requested it be part of the agenda for August 16. Dr. Miller asked if there was a need to do it before then, and Mr. Asturias explained that it would make it easier to begin implementing the plan. Ms. Montes suggested they bring it as an agenda item on August 16, and Mr. Asturias confirmed that it would not materially get in the way of things LARAEC staff needs to do before August 16 to do so.	
Adjournment	Ms. Montes adjourned the meeting at 3:55 PM.	

AGENDA ITEM 5.1

LAREAC ENROLLMENT AGREED UPON PROCEDURES

Brandon L. Harrison
Partner

PROCEDURES PERFORMED

Visited Sites between April and June 2019

1. Burbank Unified School District
2. Culver City Unified School District
3. Los Angeles Unified School District
4. Montebello Unified School District

In Process with Los Angeles Community College District, selections have been made and provided to District. District is gathering information to provide for support.

PROCEDURES PERFORMED

- Auditor reviewed enrollment procedures at each site and compared for consistency.
- Participated in conference call with all key personnel from member districts communicating auditors items needed.
- Auditor Selected 40 classes per site to verify the enrollment was correctly accounted for and supported.
- Auditor compared reported enrollment to attendance systems supporting documentation.

NEXT STEPS

- Complete testing at Los Angeles Community College District.
- Prepare observations for management's review and input.
- Finalize enrollment agreed upon procedures report.
- Present to LAREAC Board completed report (Date will be based on completing audit procedures).

THANK YOU

Brandon L. Harrison
Partner
bharrison@eidebailly.com

EideBailly®

CPAs & BUSINESS ADVISORS

AGENDA ITEM 5.2

Vasquez & Company LLP
Certified Public Accountants and Business Consultants

655 N Central Avenue, Suite 1550
Glendale, CA 91203
Ph. (213) 873-1700
Fax (213) 873-1777
www.vasquezcpa.com

OFFICE LOCATIONS:
Los Angeles
Sacramento
San Diego
Manila

Los Angeles Regional Adult Education Consortium
Contract No. 4500269897
Status Update
As of August 8, 2019

Objective: To provide assistance in developing systems for the oversight and monitoring of AB 104 Adult Education Block Grant

Work Plan:

Phase	Description	Status
1.	Gaining an understanding of LARAEC's existing policies and procedures for oversight and monitoring of AB 104 funds	• Week of July 15, 2019: We performed interviews of LARAEC personnel in order to gain an understanding of the systems and practices currently performed related to monitoring AB 104 grants. • LARAEC provided a narrative of existing policies and procedures for oversight and monitoring of AB 104 funds, including their process of evaluating allowability and reasonableness of expenditures.
2.	Gaining an understanding of member-districts' procedures and systems for AB 104 data accumulation procedures and reporting to the State and LAREAC	• We held meetings with key personnel at the following member-districts: - July 18, 2019: LAUSD (site visit - person); and - Week of July 22, 2019: MUSD (site visit), CCUSD and BUSD (via teleconference) - July 31, 2019: LACCD (site visit – in person)

Work Plan (continued):

Phase	Description	Status
2.		• We performed inquiries to gain an understanding of the systems used by each member-district to accumulate and transmit data to the State (via the Nova system) and reporting to LAREAC, as required by the AB 104 program. Areas of focus include the following cycles: - budgeting, - payroll - procurement / disbursements - reporting • Documentation of results is currently in progress. A written draft report of findings and recommendations will be provided to LAREAC management for review.
3.	Development of an effective monitoring function and written policies and procedures manual for the administration of AB 104 funds.	Not yet started.
4.	Reporing draft report	Not yet started.

AGENDA ITEM 7.1

School Year 2019-20 LARAEC Regular Meeting Schedule

Date:	**Location:**
• August 16, 2019	Burbank Adult School
• September 20, 2019	_____
• November 15, 2019	_____
• January 17, 2020	_____
• March 20, 2020	_____
• May 15, 2020	_____

AGENDA ITEM 8.1

Los Angeles Unified School District

Print Preview, Not an Original Document

Vendor Details:

Vendor Number : 1000015577
Vendor Name : RG PACIFIC LLC
1493 N. MONTEBELLO BLVD SUITE M2
MONTEBELLO CA 90640

Invoice To:

Accounts Payable
P.O.BOX 54306
LOS ANGELES, CA 90054
ACCOUNTS.PAYABLE@LAUSD.NET
TEL#213-241-4800

Deliver To:

LAUSD Code
LAUSD Company Code
AD/OC ED-CEN OF INST
333 SOUTH BEAUDRY AVE. FLOOR 18TH
LOS ANGELES CA 90017

Purchase Order:

Purchase Order Number	: 4500496101
Purchase Order Date	: 06/21/2019
Delivery Date	: 07/02/2019
Procurement Official Name	:
Email	:
Requesting Person Name	: PATRICIA WINROW
Email	: patricia.winrow@lausd.net

Vendor Contact Person	: RAMON GALAN
Telephone	: +13233142127
Terms of Delivery	: FOB Destination
Terms of Payment	: Now due and payable
Currency	: USD

To expedite payment, email invoices in PDF format to Accounts.Payable@lausd.net with the Purchase Order Number and Vendor Name in the email subject line. Purchase Order number must appear on all invoices and correspondence.

Item	Order Qty	Unit	Description	Price/Unit	Net Value
00001	1,500.000	EA	Website development for FY 2019	$1	1,500.00

Product Category : **96200**
Reference Shopping Cart : 1000975841

LRP#243079
LANZI ASTURIAS
213-241-1254

Los Angeles Unified School District

Print Preview, Not an Original Document

Vendor Details:

Vendor Number : 1000015577
Vendor Name : RG PACIFIC LLC
1493 N. MONTEBELLO BLVD SUITE M2
MONTEBELLO CA 90640

Purchase Order:

Purchase Order Number : 4500496101

Item	Order Qty	Unit	Description	Price/Unit	Net Value
	GRACE.OCAMPO@LAUSD.NET				
00002	7,500.000	EA	Website development for FY 2020	$1	7,500.00
	Product Category		: 96200		
	Reference Shopping Cart		: 1000975841		
00003	9,000.000	EA	Website maintenace and social media serv	$1	9,000.00
	Product Category		: 96200		
	Reference Shopping Cart		: 1000975841		

Total Net Value Excl. Tax	**: USD**	**18,000.00**
Tax	**: USD**	**0.00**
Total Net Value Incl. Tax	**: USD**	**18,000.00**

Chief Procurement Officer

This purchase order is VOID if signature does not appear.

By accepting this Purchase Order, Vendor agrees to all "Terms and Conditions" at http://achieve.lausd.net/page/13580
For Purchase Orders issued against LAUSD contracts, please refer to Terms and Conditions contained within associated contracts.

AGENDA ITEM
8.2

27 Los Angeles Regional Adult Education Consortium

Plans & Goals - Submitted

Executive Summary

LARAEC continues to work in alignment with the plan objectives outlined in its original Regional Comprehensive Plan (RCP). The overarching implementation strategies included: Bridges and pathways, comprehensive student support, and common data and accountability systems. In the 2019-2022 Consortium Plan (CP), LARAEC has added a new focus on Professional Development (PD) for administrators, teachers, and staff. The annual plan for 2019-2020 initiates those strategic priorities laid out in the current 3-year plan and supports the plan objectives in the RCP and CP. Key accomplishments from 2018-2019 include: a. Collaboration among LARAEC member districts for professional development and the implementation of Training to Support Child School Success, called the Family Success Initiative (FSI) in which Two AE USDs established FSI programs, b. Added 4 consortium-based staff members, c. Completed placement of AE (Adult Education) Deans at all LACCD locations and have AE programs and offerings at all locations, d. Completed evaluation of consortium activities in advance of the 3-year planning process, e. Formulated a LARAEC marketing plan, f. Completed and presented funding formula research, g. Completed and presented consortia governance research, h. Developed APTs (Action Planning Teams) in advance of the 3-year planning process, i. Sponsored a LARAEC-wide conference to provide a platform to share classroom –based best practices, acknowledge faculty and staff innovations, and offer opportunities for networking among professionals from all LARAEC member districts, j. Completed a LARAEC-wide PD survey as a first step in collecting needs information from member-district faculty, k. Sponsored and delivered PLC training to consortium member districts, For 2019-2020, LARAEC will focus on the quality of collaboration between-member districts and impact within its communities, including building better transitions and pathways, strengthening student support services, aligning data and accountability efforts, and creating a coordinated PD approach. Action planning teams will be established in each focus area to create and execute initiatives, such as: the Family Success Initiative, pathway mapping, PLC implementation, dual-enrollment, comprehensive orientations, supports for Adults with Disabilities, and strategies for meeting the needs of Workforce entry-re-entry students. The data and accountability workgroup will continue to focus on aligning data collection, as well as work with APTs to support data-driven decision making. LARAEC staff will focus on providing enhanced opportunities for faculty and staff engagement and collaboration among member-districts.

Regional Planning Overview

LARAEC formed Action Planning Teams (APTs), one APT for each priority, for its 2019-2022 planning effort. Each APT had a good cross section of the LARAEC members and subject-matter experts (SMEs). The APTs ranged in size from 15 to 30 participants who attended four half-day working sessions, including a kick-off, planning sessions, and a summit. At the summit the APTs presented their proposed initiatives and draft action plans to the LARAEC Board. The LARAEC Board reviewed and refined the proposed action plans and adopted the 2019-2022 Consortium Plan for submission to the State. Action items and priorities for 2019-20 were compiled into this annual plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The SY 2019 fact sheet for LARAEC published by the California Adult Education Program (CAEP) state office indicates that the percent of needs met in the Los Angeles Region range from less than 1% for Programs for Adults with Disabilities to 2.5% for Adult Secondary Education, 4% for English as a Second Language and 11% for Career Technical Education. The data clearly indicates that there are not enough resources in the area to meet the overall need for adult education programs and services. Even though this is the case, due to budget constraints, LARAEC continues to provide services at approximately the same level as the previous year. Moreover, LARAEC continues to work to be as efficient as possible in order to maximize resources, increase the number of students served, and provide a variety of essential services to our existing students.

How do you know? What resources did you use to identify these gaps?

The LARAEC Executive Board, LARAEC Point-Persons Team, LARAEC staff, and some school site faculty participated in a Consortium Program Quality Self-Assessment developed as part of the 2019-2022 planning tools provided by the California Adult Education Program (CAEP) office. This tool focuses on the quality of the consortium's collaboration and impact within its communities. Through this assessment, completed collectively during two separate meetings, participants were able to identify opportunities for improvement (gaps in service) and outline some strategies for enhancing policies, procedures, and practices for the next three-year Consortium Plan. The participants ultimately identified 3 focus areas (referenced below) to be developed further with consortium-wide Action Planning Teams (APTs). The APT groups addressed the need to streamline student pathways and transitions, provide more comprehensive support services, and strengthen consortium collaboration and professional growth. Students are not always aware of the programs available at each adult education site, nor how they fit together along a pathway from adult education to college and careers. There is a need to more fully develop pathways, provide comprehensive orientations, and incorporate more personalized counseling services. In addition, faculty and staff need opportunities to develop and refine skills in meeting the needs of all adult learners, and a forum for networking, reviewing research, and sharing curriculum. The LARAEC APTs and consortium leadership have identified the need to enhance collaboration and data sharing in all areas of the three-year plan.

How will you measure effectiveness / progress towards meeting this need?

During 2018, LARAEC established a Data & Accountability Workgroup to align the data-related efforts of all member-districts. This Workgroup will continue to work on: A. Aligning current State metrics and definitions, B. Providing staff development to member districts to ensure metric uniformity, C. Improve accuracy of data collection by implementing new initiatives for compiling and integrating information across LARAEC members, D. Developing a template of critical metrics for the LARAEC Board to monitor, E. Creating a dialogue among LARAEC Members about how to best use data to demonstrate AE programmatic effectiveness in meeting the needs of AE students in the region, F. Advising the various LARAEC groups (e.g., APTs, Counseling Collaborative, and SMEs) in developing metrics for pilots and program areas, The LARAEC APTs, Counseling Collaborative, SMEs, and others will identify metrics for student recruitment, retention, and progress to increase student persistence and identify best practices to implement at their sites and across sites. APT/SME Pilots and initiatives will each include specific measurable indicators for success. LARAEC staff will compile PD and staff engagement statistics and surveys. The LARAEC Board plans to continue the Action Planning Teams (APTs) in the Fall 2019 to delve deeper and develop solutions in specific areas, including: Strategic Priorities 1: Pathways and Bridges 2.Student Success Support 3. Professional Development. Proposed APTs and Workgroups for Fall 2019: A. APT-Pathways (Aligned with Strategic Priorities 1 & 3), B. APT- Workforce Entry/ Re-Entry Students, Focused on CTE Pathways (Aligned with Strategic Priorities 1, 2 & 3), C. APT-AWD Students (Aligned with Strategic Priorities 1, 2 & 3), D. Data & Accountability Workgroup (already formed and in progress) (Aligned with Strategic Priorities 1, 2 & 3), E. APT-SMEs for Professional Development (PD) (by subject area) (Aligned with Strategic Priority 3), F. Counseling Collaborative (Aligned with Strategic Priorities 1, 2 & 3),

Gaps In Service

New Strategies

Strategy #1
An APT will be formed to address the needs of Adults with Disabilities within the adult education program. This group will design and implement initiatives supporting AWD students which may include resources and PD for teachers, assessment tools for counseling staff, and programs for severely disabled. [2019-2022 Consortium Plan – Strategy 2.3, SMART Objective-3, Action Plan- 2.3, Pilot-2A, and Pilot-2B]

Strategy #2
An APT will be formed to address the unmet needs of AE Workforce entry/re-entry students (e.g., immigrants, re-entry students, and individuals with low literacy rates). The LARAEC goal is to provide these AE students with equitable access to meaningful educational services through, eliminating barriers to enrollment and improved pathways and transitions. LARAEC will begin design and implementation of at least 6 pilots, focused on this student population. [2019-2022 Consortium Plan – Strategy 1.5, SMART Objective-3, Action Plan-1.5, Pilot-1B]

Strategy #3
LARAEC will scale up the Family Success Initiative (FSI), addressing the needs of Adult Training to Support Child School Success, by expanding to two other AE USD programs, as well as begin designing implementing program enhancements through service learning projects and Parent-Child Interactive Learning Activities (PCILA). [2019-2022 Consortium Plan- Strategy 1.4, SMART Objective-2, Action Plan-1.4, Pilot-1A]

Strategy #4
The Data and Accountability Workgroup will create and implement new initiatives that will ensure data collection alignment and uniformity among LARAEC member-districts, provide staff development for school-based staff, and provide recommendations to the LARAEC board on how to best use data to demonstrate AE programmatic effectiveness in meeting the needs of AE students in the region. [2019-20 Consortium Plan – Strategy 2.5, SMART Objective-4, Action Plan-2.4]

Seamless Transitions

New Strategies

Strategy #1
The LARAEC Pathway APT will create a template and define pathways, identify priority areas for defining pathways, work with other APT/SME groups as needed, and implement a multi-year plan for completing pathway maps. [2019-2022 Consortium Plan – Strategy 1.1, SMART Objective-1, Action Plan-1.1]

Strategy #2
LARAEC will design and launch uniform orientation elements, which include information about LARAEC offerings, pathways, and importance of ISPs for all AE students. [2019-2022 Consortium Plan- strategy 2.1, SMART Objective-3, Action Plan-2.1, Pilot-2C]

Student Acceleration

New Strategies

Strategy #1
The LARAEC Counseling Collaborative will develop an action plan which includes: PD on the student-centered counseling approach, pathway maps and transition tools, enhanced career planning, and, training on AB 705 and multiple measures for placement. [2019-2022 Consortium Plan – Strategy 2.2, Action Plan-2.2, Pilot-2D]

Strategy #2
The LARAEC Counseling Collaborative will design an AE student survey to identify student preferences and determine effectiveness of advising strategies. Survey will be implemented annually. [2019-2022 Consortium Plan- Action Plan-2.2.d]

Strategy #3
The LARAEC Pathways APT, in conjunction with the LARAEC Board, LARAEC Office, and Counseling Collaborative will explore legislative and funding options for dual-enrollment. [2019-2022 Consortium Plan- Strategy 1.3, Action Plan-1.3]

Strategy #4
The LARAEC Subject Matter Expert groups will identify research-based best practices for respective content areas and provide PD and networking opportunities for classroom teachers. These opportunities may include classroom-based practices for accelerating student progress, increasing student achievement, and incorporating technology supported instruction. [2019-2022 Consortium Plan- Strategy 3.2, SMART Objective-5, Action Plan-3.2, Pilot-3A]

Professional Development

New Strategies

Strategy #1
LARAEC AE USD members will create and support Professional Learning Communities (PLCs) and begin to establish PLCs at all AE USD school sites. The PLCs will be student-centered, teacher-driven, and administrator-supported. [2019-2022 Consortium Plan-Strategy 3.1, Action Plan-3.1]

Strategy #2
To provide equity, access, and collaboration, SME groups will work with LARAEC staff to begin creation of an online forum for information sharing, networking, hosting a master PD calendar, and archiving a PD library. [2019-2022 Consortium Plan-Strategy 3.4, Action Plan-3.4, Pilot-3B]

Strategy #3
SME groups will create coordinated staff development plans for each subject area and general teacher training. SMEs can work together to review LARAEC goals, evaluate feedback from stakeholders, research and recommend training, select trainers or training providers, and work with LARAEC staff to coordinate and promote PD opportunities. [2019-2022 Consortium Plan-Strategy 3.3, Action Plan-3.3 , Action Plan-3.2, Action Plan-3.6]

Leveraging Resources

New Strategies

Strategy #1
SME groups will work with LARAEC staff to conduct annual surveys to help guide PD and recommend consortium priorities. Through SME groups LARAEC can leverage resources from all districts to benefit all consortium members. LARAEC staff will coordinate and promote the work of SMEs, PD opportunities, and LARAEC activities through the LARAEC website and eNewsletter. The work of the SME groups will be made available to all LARAEC faculty and staff. [2019-2022 Consortia Plan- Strategy 3.6, Strategy 3.3, SMART Objective-5, Action Plan-3.3b and Action Plan-3.2]

Strategy #2
To better meet the needs of Workforce entry/re-entry students, LARAEC will establish partnerships in the community for working with: legal aid referrals, work permits for students with immigration issues, ex-offenders entering society, veterans, and AWD students. The Workforce Re-entry APT group will strengthen pre-apprenticeship and externship opportunities. [2019-2022 Consortium Plan- Strategy 1.5, SMART Objective-3, Pilot-1B, Action Plan-1.5]

Strategy #3
The Adults with Disabilities APT group will strengthen collaboration with regional centers, California Department of Rehabilitation, and community partners to link AWD students to extra support services. [2019-2022 Consortium Plan- Action Plan-2.3.a]

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.
LARAEC identifies focus on quality collaboration between-member districts, including building better transitions and pathways, strengthening student support services, aligning data and accountability efforts, and creating a coordinated PD approach as critical. The majority of program funds are allocated to instructional and non-instructional salaries to support programs and services provided to consortium students according to the strategies outlined in LARAEC's Regional Comprehensive Plan, 2019-2022 Consortium Plan, and the 2019 Annual Plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.
Burbank Unified School District: For the 2019-20 academic year Burbank Adult School will be incorporating the carry-over funds from prior years in a number of capacities which will be outlined. The first is that of utilizing the carry over to provide curriculum development for the new IET class which will launch in the fall of 2019. The IET Cabling Technician course will provide 18 weeks of instruction and also a lab component on Fridays to reinforce the course material for English Learners who are enrolled. This year we will be providing professional development for ESL teachers to continue to infuse technology into their classroom instruction. Teachers will be provided the materials and the hands-on experience to improve the quality of ESL instruction which will ultimately give students opportunities to utilize technology and thereby improve their employment skills. The funds will also be used for curriculum development as we hope to launch an IET CMA program. The funds will also be used for new ESL classes which we are starting in satellite locations in the community. Lastly, we are expecting to be approved this next year for an LVN program and the carryover funds would be used to purchase the required equipment, materials and supplies for the program. Culver City Unified School District: Culver City Adult School had allocated funds from 2018-19 to add an assistant principal and campus security. Both of these positions were created in response to implementing identified regional plan strategies and stakeholder recommendations. The process for hiring and board approval has delayed the start date until the 2019-20 school year. Culver City Unified School district will use the remaining carryover for certificated salaries and benefits, professional development, supplies and materials, and support services. All purposes listed are aligned to the LARAEC RCP and annual plan. In addition to sustaining existing ESL, ABE, and ASE programs for students, CCUSD will use some funds to explore the establishment of CTE options on Saturdays. Los Angeles Community College District: For the 2019-20 academic year, the Los Angeles Community College District will use carry-over funds to address several initiatives across the District's nine colleges. The District will leverage CAEP funds along with District local, state and federal funds to support adult student equity, completion and transfer. In doing so, the District commits to increasing Adult Education staffing to address on-boarding, transitions from adult schools to community colleges and from community colleges to workforce or transfer to a four-year institution. The District has established a process to host cross-college professional development opportunities to align programs, courses (curriculum), and policy. This effort will continue in 2019-20. Los Angeles Unified School District: The carry-over funds from the 2018-19 will be used to maintain certificated salaries, employee benefits, professional development, supplies/materials, and support services. This will ensure that the class offerings are diverse and relevant to accelerate students' progress and to help them achieve their educational goals. Additionally, funds will be used to offer summer IET classes, allocate instructional materials and maintain the new DACESIS system. These activities fully align with the LARAEC 3-Year and the annual plans. Montebello Community Adult School (MCAS) - Montebello Unified School District will utilize funds to provide our faculty and paraprofessionals 21st century professional learning opportunities. We continue to increase project-based learning projects within more of our classroom settings and continue to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs. The carry-over funds will be utilized for student materials for all of our CTE courses (Protective Services, Certified Nursing Assistant, Recreational Activities and Personal Care Aide classes). We will continue to enhance our certification programs by utilizing our funds to purchase software and online curriculum to help certify our staff and our students in a shorter period of time. This would help us align ourselves with both of our K-12 and Post-Secondary partners.

Certification

Burbank Unified - Member Representative

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Awaiting Approval

Culver City Unified - Member Representative

Veronica Montes

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Awaiting Approval

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Awaiting Approval

Montebello Unified - Member Representative

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(323) 887-7847

Awaiting Approval

2019 © California Community Colleges

REGULAR MEETING

AUGUST 16, 2019

1:30 P.M.

BURBANK ADULT SCHOOL

1. CALL TO ORDER

1.1 PLEDGE OF ALLEGIANCE

1.2 APPROVAL OF AGENDA

1.3 APPROVAL OF THE MINUTES

a. Regular Board Meeting: May

2. PUBLIC COMMENT

3. ANNUAL PLAN UPDATE

Three-Year Plan organized by LARAEC priorities:

1. Pathways and Bridges
2. Student Success Support
3. Professional Development

One-Year Plan is organized by State priorities:

1. Gaps In Service
2. Seamless Transitions
3. Student Acceleration
4. Professional Development
5. Leveraging Resources

Priority 1: Pathways and Bridges

- Strategy 1.1. Pathway Maps
- Strategy 1.2. Shared Information and Databases
- Strategy 1.3. Dual Enrollment
- Strategy 1.4. Family Success Initiatives
- Strategy 1.5. Workforce Entry/Re-Entry

Priority 2: Student Success Support

- Strategy 2.1. Comprehensive Orientations
- Strategy 2.2. New Approaches to and Tools for Advising
- Strategy 2.3. Support for Adults with Disabilities (AWD) – see also Strategy 1.5
- Strategy 2.4. Metrics for Measuring Success

Priority 3: Professional Development (PD)

- Strategy 3.1. Professional Learning Communities (PLCs)
- Strategy 3.2. Research-based, Best Practices in PD
- Strategy 3.3. Coordinated PD
- Strategy 3.4. Online Platform for Information-Sharing
- Strategy 3.5. Administrator-Advisor-Coordinator Support Roles
- Strategy 3.6. Stakeholder Engagement with Feedback Loops

Gaps In Service

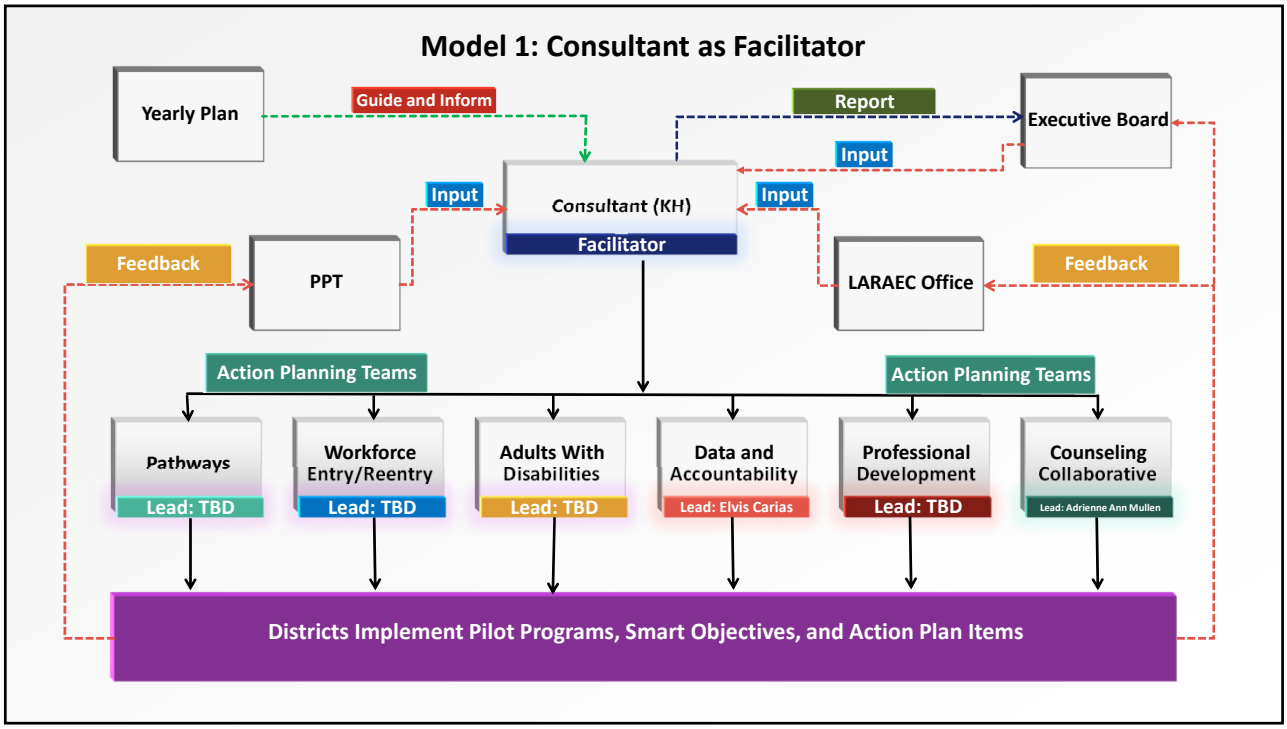
New Strategies

Strategy #1

An APT will be formed to address the needs of Adults with Disabilities within the adult education program. This group will design and implement initiatives supporting AWD students which may include resources and PD for teachers, assessment tools for counseling staff, and programs for severely disabled.

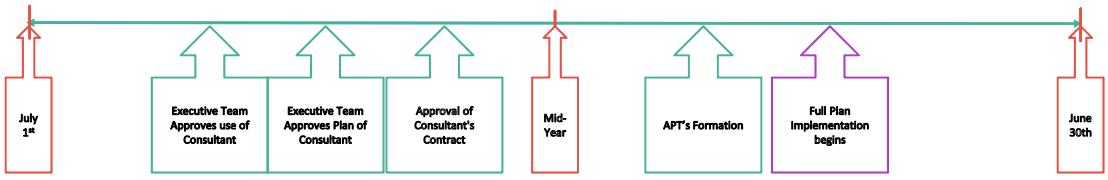
Summary of tasks:

1. **2019-2022 Consortium Plan – Strategy 2.3,**
   - Bullet 1: A resource guide for instructional faculty and counselors for identifying and meeting the needs of students with disabilities, including learning disabilities
   - Bullet 3: Use of alternative assessment methods with AWDs, including learning disabilities
2. **SMART Objective-3**
   - Bullet 3: Three initiatives aimed at serving AWD students
   - Bullet 4: An enhanced orientation program that includes information about LARAEC, pathways, etc.
3. **Action Plan- 2.3**
   - Item B: Prioritize needs and advocate for a program for students with disabilities. *(ATP-AWD Students)*
   - Item E: Offer PD for enhancing faculty skills when working with the AWD population. *(LARAEC Staff)*
4. **Pilot-2B**
   - Adults with Disabilities. Create a guide to meeting the needs of AWD students, including identification and use of alternative assessment tools. *(LARAEC Staff working with member districts)*

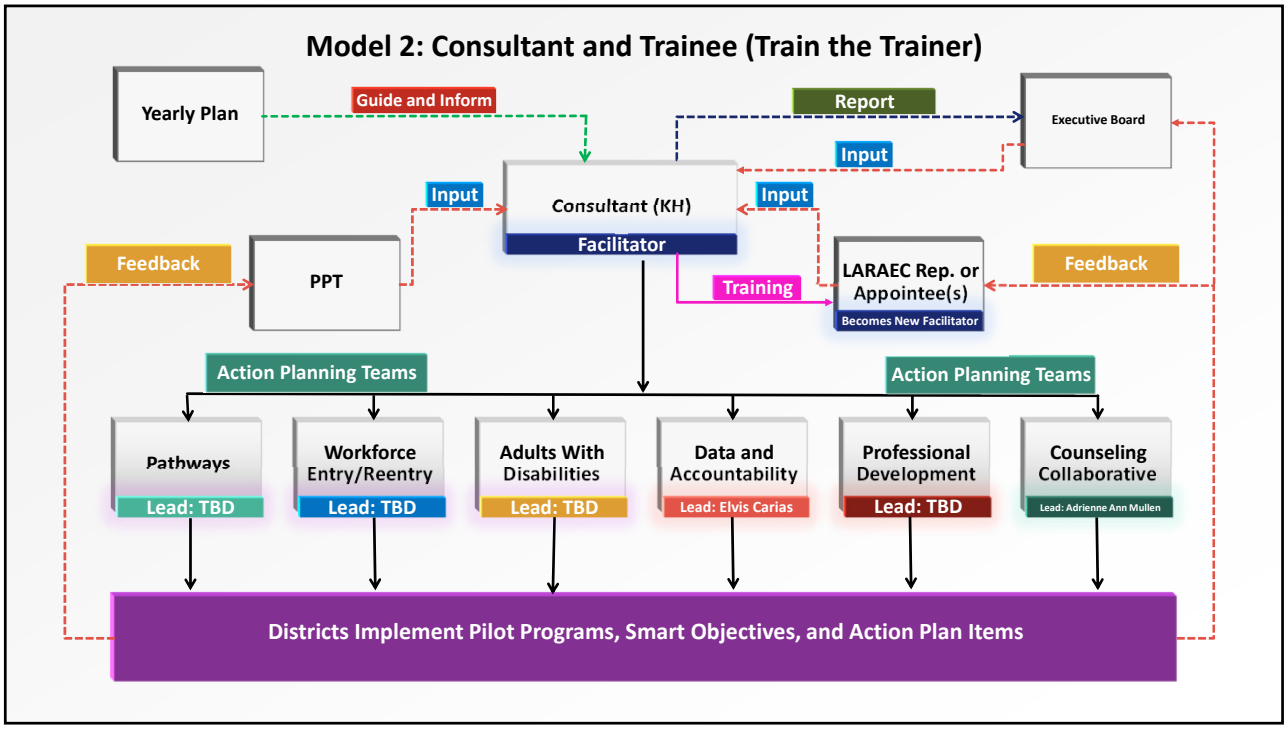


Model 1: Consultant as Facilitator

Summary: Use a consultant to drive the implementation of the LARAEC Plan. The consultant facilitates APT creation and activities implementation. ET, PPT, and LARAEC Office provide input. Given pre-implementation activities required, full implementation starts later in the school year (2nd half).

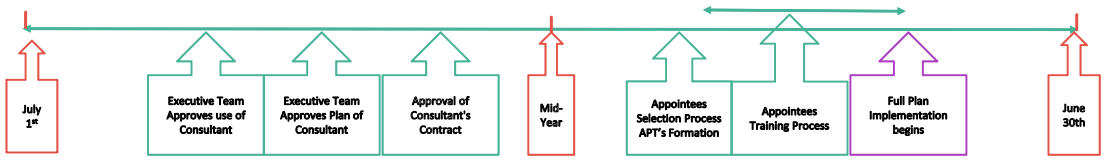


SY 2019-2020 Timeline

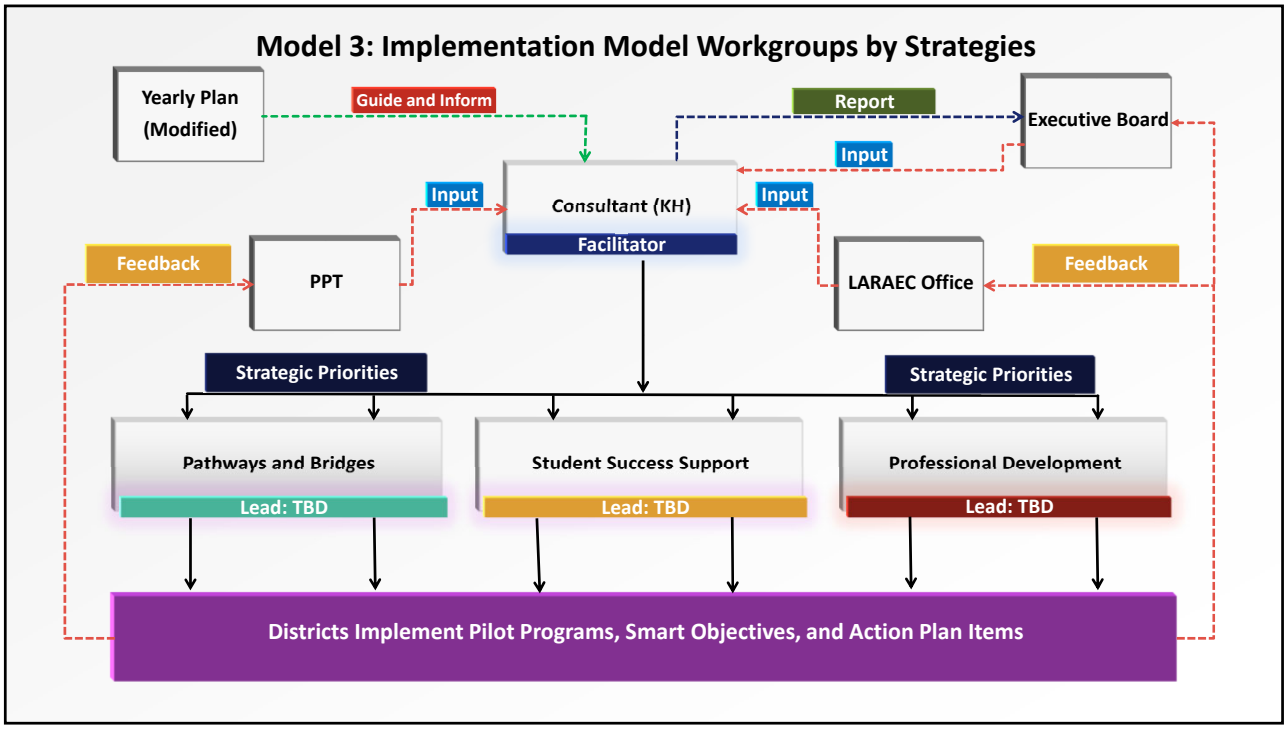


Model 2: Consultant and Trainee (Train the Trainer)

Summary: Use a consultant to drive the implementation of the LARAEC Plan and train LARAEC facilitators. The consultant facilitates some implementation activities. The newly trained facilitators take over, likely, the second half of the school year. Given required pre-implementation activities, full implementation starts later in the school year (2nd half).



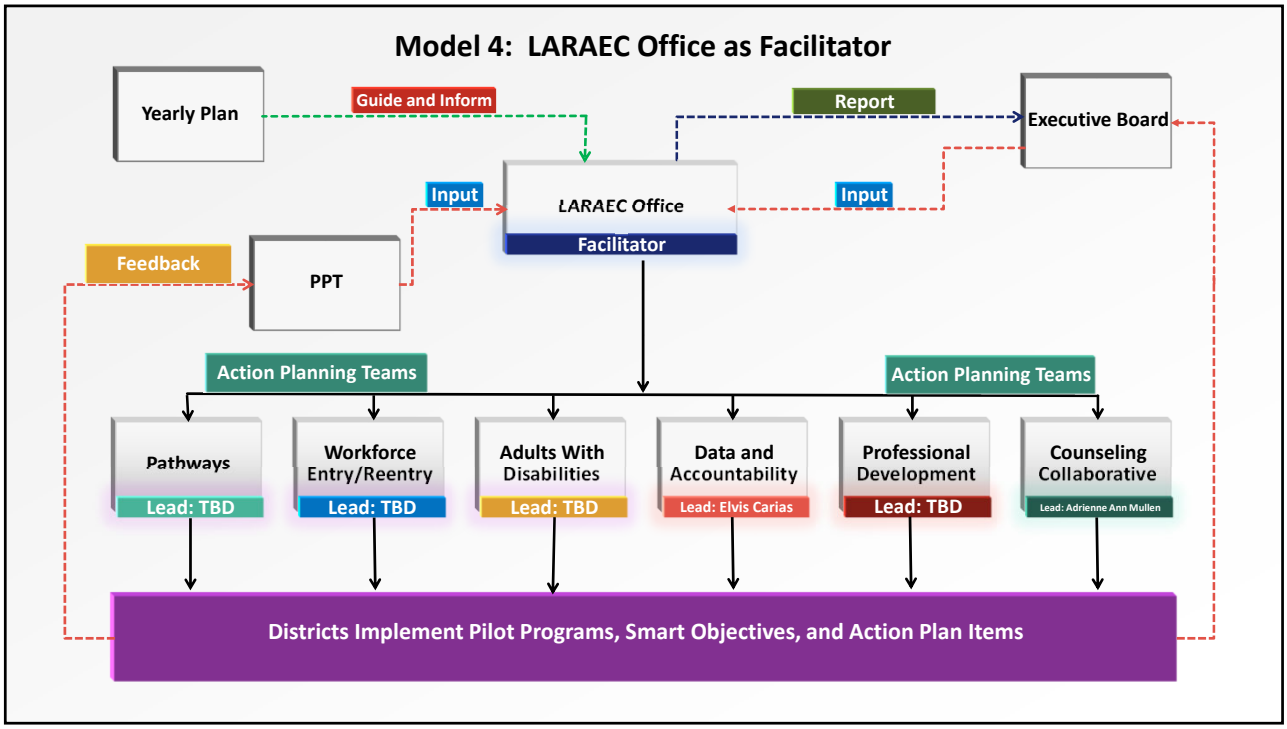
SY 2019-2020 Timeline



Model 3: Implementation Model Workgroups by Strategies

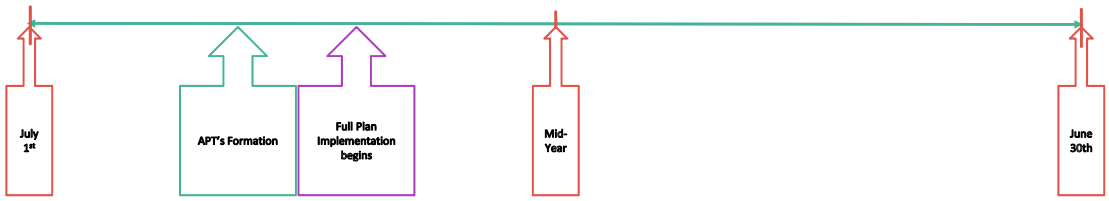
Summary: The significant change proposed in the model is the use of 3 workgroups instead of the 6 currently noted on the existing plans. The proposed workgroup configuration can be implemented with either model 1, 2, or 4.

The timeline is based on the model implemented



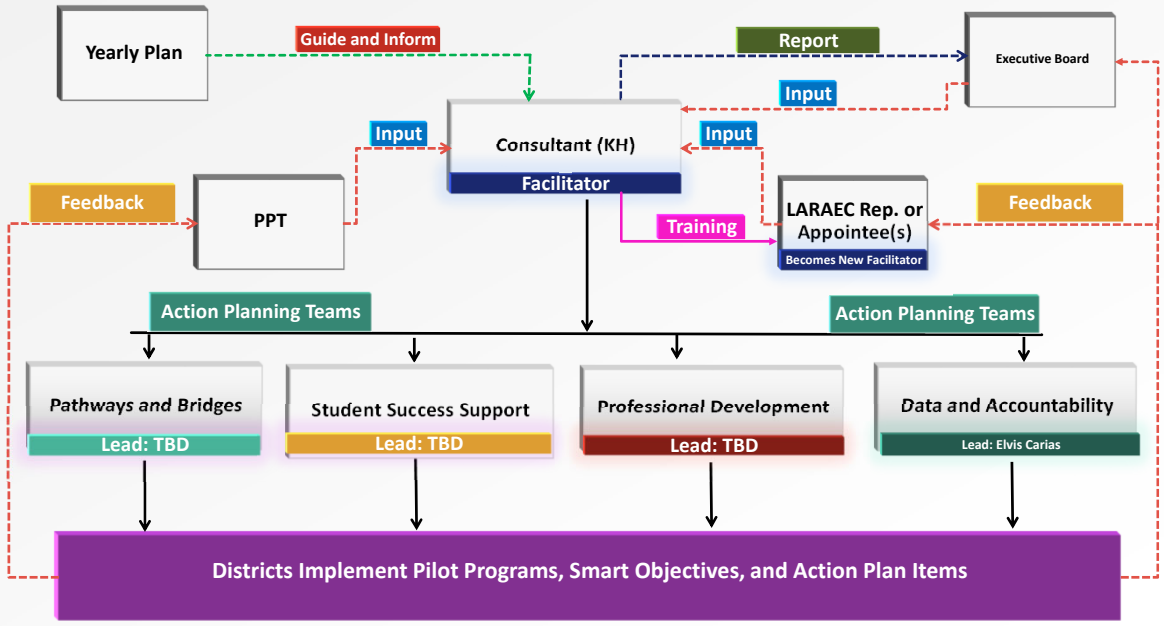
Model 4: LARAEC Office as Facilitator

Summary: Use the LARAEC Office to drive the implementation of the LARAEC Plan. LARAEC facilitates APT creation and activities implementation. ET and PPT provide input. Given no pre-implementation activities are required, full implementation starts earlier in the school year (1st half).



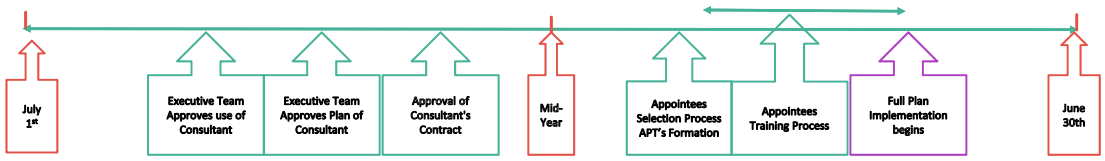
SY 2019-2020 Timeline

Model 5: Consultant and Trainee (Train the Trainer) Workgroups by Strategy



Model 5: Consultant and Trainee (Train the Trainer) Workgroups by Strategy

Summary: This hybrid model combines the basic aspects of Model 2 and 3. All the elements of Model 2 (use of a consultant to drive implementation and to train facilitators) remain the same; however, the APT structure now becomes that of Model 3 (i.e., use of 4 action planning teams as opposed to 6). Given that pre-implementation activities are still required, full implementation starts later in the school year (2nd half).



SY 2019-2020 Timeline

4. BUDGET REPORT:

Upcoming CAEP and Data and Accountability deadlines and updates

Data and Accountability Funds

- August 12 – D&A Close-out and Practice with Promise report due to LARAEC (due to State on August 26)

FY 2019 CAEP Funds

- August 30 –Q4 Progress and Expense report due in NOVA
- September 16 – CBO executed Q4 Progress and Expense report to LARAEC
- August 30 – Estimated Program Area Report due in NOVA

FY 2019 Estimated Program Area Report

- Hours of instruction by program area
- Expenditures by program area by fund source (leveraged funds)
- 7 AEP Program Areas: ABE/ASE, ESL/EL Civics, Adults with Disabilities (AWD), K-12 Success, Short term CTE, Workforce Re-entry, Pre-apprenticeship
- Workforce Re-entry will be called Workforce Prep

FY 2020 CAEP Funds

- September 30 – Member Program Year Budget and Work Plan due in NOVA
- October 15 - CBO executed Member Program Year Budget and Work Plan to LARAEC

4.1 RECERTIFIED, REVISED CFAD ALLOCATIONS

FY 2019-20 Consortium Fiscal Administrative Declaration (CFAD)

District	CFAD Allocations as of May 2, 2019	Projected Allocations Presented on May 17, 2019	Revised CFAD Allocations (May Revise)
BUSD	$ 2,674,734	$ 2,669,563	$ 2,669,564
CCUSD	$ 1,627,060	$ 1,623,914	$ 1,623,915
LACCD	$ 7,994,485	$ 7,979,031	$ 7,979,033
LAUSD	$ 104,939,413	$ 104,736,555	$ 104,736,576
MUSD	$ 13,396,233	$ 13,370,337	$ 13,370,340
LARAEC	$ 895,063	$ 893,333	$ 893,333
Total	$ 131,526,988	$ 131,272,733	$ 131,272,761

4.2 D & A FINAL BUDGET AND EXPENSE REPORT

Data and Accountability Funds Final Progress Report (June 1, 2016 to June 30, 2019)

District	Budget	Expenditures	Balance	% Balance
BUSD	$ 314,037	$ 314,037	$ -	0.00%
CCUSD	$ 282,098	$ 282,098	$ -	0.00%
LACCD	$ 922,067	$ 922,067	$ -	0.00%
LACCD (fiscal agent for LARAEC)	$ 77,500	$ 77,500	$ -	0.00%
LAUSD	$ 2,879,812	$ 2,879,812	$ -	0.00%
MUSD	$ 205,339	$ 205,339	$ -	0.00%
Total	**$ 4,680,853**	**$ 4,680,853**	**$ -**	**0.00%**

4.3 FY 2019 CAEP Q3 PPROGRESS AND EXPENSE REPORT

a. Capital Outlay Summary and Reminders

b. Spending Targets

FY 2019 CAEP Q3 Progress and Expense Report (July 1, 2018 to March 31, 2019)

District	Budget	Expenditures	Balance	Spending %	Corrective Action Plan
BUSD	$ 3,511,155	$ 2,185,512	$ 1,325,643	62.24%	
CCUSD	$ 2,228,352	$ 964,220	$ 1,264,132	43.27%	Expenditures are still slightly below the target. The action steps that will be taken include filling staffing vacancies.
LACCD	$ 14,207,188	$ 4,957,799	$ 9,249,389	34.90%	The District Adult Education Dean is working with all campus Adult Education Deans to ensure that LACCD meets the expenditure targets. Many expenditures are in process and will be reflected on the next quarterly reports.
LAUSD	$ 110,120,019	$ 73,347,457	$ 36,772,562	66.61%	
MUSD	$ 16,054,582	$ 6,093,660	$ 9,960,922	37.96%	We are below 45% due to some projects/repairs that are starting to be conducted must first have Board Approval, therefore a delay. But preparing and planning on spending within our budget and expenditure timelines.
Total	**$ 146,121,296**	**$ 87,548,648**	**$ 58,572,648**	**59.92%**	

Capital Outlay Reminder

State's response on approval of capital outlay:

"The state doesn't approve these request – but we do ask that you send us an informational email in case we have questions. If you have run these capital improvements by your consortia members (and they are in agreement), and they are solely for the benefit of the adult education seven program areas – then I would save the minutes of that meeting, and make sure you post this in your 18-19 budget and work plan (as it connects to the 18-19 annual plan strategies). If those things are completed, then you can move forward."

FY 2019 CAEP Q3 Capital Outlay Summary:

District	Budget	Expense	Presented to LARAEC Board
BUSD	$ 230,816	$ 231,296	Yes
CCUSD	$ 75,852	$ -	No expenditures
LACCD	$ 43,649	$ 194,931	Submitted directly to the State
LAUSD	$1,341,751	$ 57,779	Yes
MUSD	$1,030,717	$ -	Yes
	$2,722,785	$ 484,006	

5. INFORMATION/DISCUSSION ITEMS

5.1 VAVRINEK, TRINE, DAY & CO., LLP LARAEC ENROLLMENT COUNT AND PROCEDURES AUDIT RESULTS PRESENTATION

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CPAs & BUSINESS ADVISORS

LAREAC ENROLLMENT AGREED UPON PROCEDURES

Brandon L. Harrison
Partner

PROCEDURES PERFORMED

Visited Sites between April and June 2019

1. Burbank Unified School District
2. Culver City Unified School District
3. Los Angeles Unified School District
4. Montebello Unified School District

In Process with Los Angeles Community College District, selections have been made and provided to District. District is gathering information to provide for support.

PROCEDURES PERFORMED

- Auditor reviewed enrollment procedures at each site and compared for consistency.
- Participated in conference call with all key personnel from member districts communicating auditors items needed.
- Auditor Selected 40 classes per site to verify the enrollment was correctly accounted for and supported.
- Auditor compared reported enrollment to attendance systems supporting documentation.

NEXT STEPS

- Complete testing at Los Angeles Community College District.
- Prepare observations for management's review and input.
- Finalize enrollment agreed upon procedures report.
- Present to LAREAC Board completed report (Date will be based on completing audit procedures).

THANK YOU

Brandon L. Harrison
Partner
bharrison@eidebailly.com

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5.2 VAZQUEZ AND COMPANY, LLP DEVELOPMENT OF OVERSIGHT POLICIES AND PROCEDURES PROGRESS REPORT

5.3 STUDENT TRANSITIONS AND EDUCATIONAL PLAN (STEP) PROGRAM UPDATE

6. BOARD MEMBER REPORTS

7. ACTION ITEMS

7.1 LARAEC BOARD MEETINGS FOR SCHOOL YEAR 2019-2020 LOCATIONS DISCUSSION AND APPROVAL

School Year 2019-20 LARAEC Regular Meeting Schedule

Date:	Location:
• August 16, 2019	Burbank Adult School
• September 20, 2019	
• November 15, 2019	
• January 17, 2020	
• March 20, 2020	
• May 15, 2020	

7.2 BOARD PRESIDENT NOMINATION AND ELECTION

8. CONSENT AGENDA

8. 1 RG Pacific P.O. $18,000 (New Webmaster)

8. 2 ONE-YEAR PLAN

-BREAK-

9. LARAEC EXECUTIVE BOARD WORKSHOP: GOVERNANCE, ROLES, AND RESPONSIBILITIES OF THE LARAEC OFFICE, POINT PERSONS TEAM, ACTION PLANNING TEAMS, AND EXECUTIVE TEAM

a. Discuss the Roles and Responsibilities of the LARAEC Office

b. Discuss the Roles and Responsibilities of the Point Persons Team

c. Discuss the Roles and Responsibilities of the Action Planning Teams

d. Discuss the Roles and Responsibilities of the Executive Team

e. Develop a Governance Agreement Draft that Encapsulates the Outcome of the Discussions a-d

f. Develop a Governance Agreement Including Terms and Conditions for Reevaluation

10. ANNOUNCEMENTS:

NEXT BOARD MEETING

FRIDAY, SEPTEMBER 20, 2019

LOCATION: TBD

ADJOURN