Executive Committee in attendance:	Emilio Urioste, BUSD
	Joseph Stark, LAUSD
	Dan Garcia, MUSD
	Veronica Montes, CCUSD
	Robert Miller, LACCD
Project Manager:	Lanzi Asturias

00:00:00

Lanzi Asturias: Good afternoon, everybody, and thanks so much for your patience, we're going to get started. Welcome to the first meeting this year for the LARAEC Open Meeting. We will start with the Pledge of Allegiance.

Elvis Carias: Good afternoon, everyone, will you please rise? Face the flag, hand on your chest.

All: I pledge allegiance to the flag of the United States of America and to the republic for which it stands. One nation, under god, indivisible, with liberty and justice for all.

Lanzi Asturias: Alright, before we go on to the minutes approval, I would like to let you know that we have public comment cards that Deanna is distributing. So if you are interested in leaving public comments, please feel free to avail yourself of one of the cards. So first item on the agenda is the minutes approval, so I believe we have copies at the table. This is for our last meeting which was held in May 13, and that is a correction that we need to make on the agenda. The agenda that we published says May 8th, if we could please change that over to May 13th which is when the meeting was actually held. So with that correction…

Joseph Stark: I think there's two corrections. So on page one, item 5-A, just [] here, change fifteen hundred man-hours to fifteen hundred personnel hours. And then last page makes reference item 11, next open meetings it gives September 8th and November 3rd, I just wanted to make sure if those were in fact the dates or if that was a mistake.

Emilio Urioste: You know I-I think we first need...I'm going to motion to accept the minutes from the May 13th meeting, May 13th 2017.

Robert Miller: Second.

Joseph Stark: I'm assuming as amended?

Emilio Urioste: As amended.

Lanzi Asturias: Yes.

Joseph Stark: Okay, so all in favor?

Lanzi Asturias: All in favor?

All Board Members: Aye.

Lanzi Asturias: It is so *[unknown]*. Thank you. Alright, so moving on to the next item with the...consortium updates. The first element of the consortium updates is going to be a number of budgets. This is all sweet stuff but please bear with me. Alright, and so we have a number of budgets to go through. We're going to be going over the Final Expenditure and Progress Report, carryover reports, LARAEC/TTC budget, *[unknown]*, LARAEC Office Funding, and Data Accountability.

00:04:01

So we're going to start with the first one which is the...Final Expenditure and Progress Report. Now, everybody read that? No, actually we are putting that information in there just for your reference. There are many elements in each one of these budgets so here we are only summarizing the information. These budgets are going to be posted on the website where we can get some additional information. Right now we're just going to look at the summary and the—highlight the major elements for it. So in this case the expenditure, the allocation—bring it down a little bit please *[unknown]*. So to the summary section please. Right there. Summary—so, the allocation or the—the allocation for the consortium or the revenue for the year twenty sixteen-seventeen was a hundred and twenty-one million dollars, eight hundred seventy-two, nine hundred and forty-five. Of that, ninety-six million, eight hundred eighty-two thousand, two hundred sixty-five dollars were spent. And at the consortium, we have a carryover of nearly twenty-five million dollars.

00:05:25

Moving on to the next...budget. It represents the carryover of the—just scrolling down. Okay, so this represents the twenty fifteen-sixteen carryover budget, and again we cannot see—let's look at the summary table if you would, please. And on the summary table we have indicated that the carryover for fifteen-sixteen, this is the year prior, was twenty-eight million—little bit over twenty-eight million dollars. Of that, we spent—the consortium spent twenty-six million dollars. And it gave us a balance or a carryover if you will, of approximately two million dollars. This is important to know because we have a sunset time of December 31st for these funds, which means that these moneys need to be spent by the end of this year. Now, these budgets are reflected as of June 30th, which means that by now probably those funds have already been spent, okay. So—and I notice that Adrienne Ann has a comment.

00:06:57

Adrienne Ann Mullen: Adrienne Ann Mullen, the director for the ~~LA TTC~~. Our *[inaudible]* a large percentage carryover has been linked to the position, and that budget is to carry that position through December of 2017 and then it'll *[inaudible]* budget. Otherwise we are *[inaudible]* district position *[inaudible]* expires. So that'll be *[inaudible]*.

00:07:23

Lanzi Asturias: Excellent, thank you for the clarification. Moving on to the next carryover budget, that would be for last year, right, for sixteen-seventeen. And basically we're looking here at the amounts, at the percentage of the allocation of each college, of each—sorry, of each district, including the community college. In general, LARAEC carried over twenty-one percent of the budget, which is not far off from what the state as a whole carried over which is approximately twenty percent of the funds. If we go to the summary portion, in there it will indicate the amount of the carryover that each one of the districts is holding for a total of nearly twenty-five million dollars. The only district that has not had any carryover is Culver City, not last year, not this year.

Emilio Urioste: So, Mr. Asturias, I want to comment on Burbank. The—the purpose for this carryover —this carryover is a line to the development of an LVN program, and those facilities are go—have gone out for bid and we expect to have them installed along with the utilities so all of that funding is a line to a new CT program that would be coming to the adult school campus in Burbank.

Lanzi Asturias: Outstanding. Thank you. Moving right along, we'll go onto the next—

Emilio Urioste: I'm sorry, sir—the—the funding must be spent by twelve thirty-one eighteen?

Lanzi Asturias: That is correct.

Emilio Urioste: Okay.

Lanzi Asturias: Okay, moving right along to the next budget...and even though it does say—this one is the L—LA—LARAEC Activities Budget Report. Basically, from the beginning of the consortium LARAEC understood that there would be a number of activities that the consortium itself had to pay for as opposed to each individual district. And so moneys were set aside for these specific purposes. Expenditures that are included in here are the LARAEC conference, LARAEC YPB and...website development and maintenance and other activities such as those. So we have two years worth of budget, one hundred and sixty-six thousand, a hundred and thirty-three, and we have a total expenditures from those two amounts of one hundred and sixteen thousand dollars. So we can go to the summary section if you would, please. So the total allocation for the two years is three hundred and thirty-two thousand, again one hundred and sixteen thousand expenditures. We have a balance for carrying over of two hundred and fifteen thousand, six hundred and one dollars.

00:10:46

Okay, moving on to the next budget, in—in that one, right now, the title indicates LARAEC activities report, that's the one that we just did. The title is incorrect, that should be "LARAEC Donations Report." So LARAEC has received a total of five thousand two hundred and fifty dollars in donations, and that amount is available for...expenditures, for miscellaneous expenditures.

00:11:15

Dan Garcia: Just—just—can you go ahead and explain to the audience what the donations—and how they came about, please?

Lanzi Asturias: Absolutely. So, the donations represent payments that vendors made to...to LARAEC to participate in the LARAEC conference last May. The total amount collected, I believe the amount was two hundred dollars if I'm not mistaken for each vendor. And so the...the total of all those payments equals to—so it's two hundred and fifty dollars, I'm sorry, so it's five thousand two hundred and fifty dollars.

00:11:56

And the last budget that—the second to last budget that we're going to look at is the LARAEC Office Staff Funding. Basically from the onset of the...the consortium, we have not come together to form a LARAEC office. Instead of staff members that would be working to assist in the project of implementing all of the activities for the consortium. That has been approved as of today and so we are just advising involvement that basically we have five positions that will be implemented. Number one being the project director, yours truly, we have two teacher advisors, and we have one budget analyst and an administrative assistant that we will be—that will be becoming a part of the LARAEC office and will be working for LARAEC to implement the regional comprehensive plan and to put *[unknown]* related to that. The next and last budget that we'll be talking about today—yes, we have a comment?

00:13:13

Veronica Montes: Yeah. So the—the – just for clarification, all the positions will be housed at LAUSD with you?

Lanzi Asturias: Yes.

Veronica Montes: But they will be providing support and service to all five of the member agencies?

Lanzi Asturias: Absolutely. Yes. Thank you for the clarification. Moving on to the next budget, we're looking at the LARAEC Data Accountability funding. These were one-time moneys that were distributed by the state. Some of you may remember that a couple of years ago the state designated a total of twenty-five million dollars for a consortium to create systems to support data and accountability. Since then, we have been waiting...guidance from the state in order to implement these budgets. That guidance finally did come to us until, you know, a couple of months ago. They requested for us to draft a plan and submit it to the state. That plan has been drafted, submitted, and will also be posted on the website.

This is basically a second phase of the plan, and it indicates basically how funds have been distributed to each one of the districts and the total amount that was distributed. So as of late, the amount distributed about two or three months ago was two and a half million dollars. Eight hundred and seventy thousand had been previously distributed to consortium—I mean, to the members of the consortium, to each one of the districts. And we have set aside the amount of one point two six million for the development of a common LARAEC data system. The total amount of the distribution that we received from the state, from those twenty-five million dollars, and by we I mean LARAEC received, was four point six million. And if you go to the summary, basically highlighting the same thing here, and again software development, this is a request for proposal, one point *[unknown]*.

Emilio Urioste: And this...this is to be spent by...June of 2018?

Lanzi Asturias: Originally we had a sunset d—that is—it's actually December of 2018. The original sunset date for this funding was December of 2017. However, in view of the fact that the dis—that the state took quite some time in providing us with guidance on how to spend these funds, then they extended the sunset date to December of 2018.

Emilio Urioste: December 31st, 2018?

Lanzi Asturias: That is correct. Alright, thank you, we can go back to the presentation. And so we have covered in brief, in summary all of these budgets and the next slide as well, I believe. The Data Accountability...we talked about the request for proposal and moving on to the next slide on the agenda would be the carryover...I'm sorry, would be the sixteen/seventeen yearly plan report which Mr. Matthew Oberlander will be providing some comments on.

00:17:08

Matthew Oberlander: Good afternoon. So, I'm here just to provide a very quick overview of LARAEC—LARAEC's accomplishments for 2016-2017. To make it easy to see what we've been doing, we created this update document. The update document is organized to mirror the annual plan, being that it's organized by an *[unknown]* objective.

So there are five objectives, the first is integration and seamless activity, the second is gaps in services, the third is acceleration, the fourth is shared professional development, and the fifth is leveraging resources. This document reflects all the great work that's been done by all of our LARAEC workgroup members and we'll hear a little bit more about some of the specific strategies and some of the specific accomplishments later when the LARAEC workgroup members come up to do their presentations. But we really thank them for their accomplishments, and we hope that you can check out this document, it'll be posted at LARAEC.net very soon. So please take a look at it and see what's been happening with the consortium. Thank you very much.

00:18:27

Lanzi Asturias: Thank you, Matthew. And now we're proud to introduce the last year plan to be done with the current regional comprehensive plan. The *[unknown]* regional comprehensive plan is three years, so every year we do a yearly plan to follow up on what has taken place. Now—we'll just briefly describe the activities that have taken place for last year. Now Adrienne Ann is going to be presenting or introducing them to you, the 17/18 yearly plan.

00:19:10

Adrienne Ann Mullen: Okay. So, each year we're required *[inaudible]* to—each year we're required to do an annual plan. So this year's 17/18 annual plan is pulled from the current regional plan which will end this year. It's broken into three areas, plans and goals, we look at *[unknown]* budget and then it that what we hope to accomplish by the end of the year, we align it to what we accomplished last year, then that can get shared on, and then *[unknown]* to this year.

The full plan is available on the website, the LARAEC website, and it has been sent to the state and it aligns to continue the work of the workgroup as well as looking at...the full round of workgroups and also aligning for next years writing process, which were the *[unknown]* while we were waiting for the template to come out from the state that's looking at how we're going to address the next three years,

and that's also included. There's no big surprises here, we're just continuing the good work that we've started in the past, so thank you.

00:20:24

Lanzi Asturias: Thank you, Dr. Mullen. And now, we're going to be talking about—if you are not familiar with the fact that LARAEC and actually, we—the state of California has adopted TE as its supporting system for the consortium, so everyone who would like to receive consortium funding from the state of California needs to do its reporting through TOPSPro Enterprise or the CASAS system, so Anita is going to be talking briefly about the report. Oh! Okay, so we have a pinch-hitter instead. Elvis?

00:21:09

Elvis Carias: In the true spirit of collaboration, she's not–she's not feeling to well so I'm going to go ahead and talk a little bit about this. So this report was due August 1st, *[unknown]* this is the combination of all type of *[unknown]*. It's divided into three parts, the first part here on the left align with the CASAS skill level gains, the middle part is the outcome—the middle part's the outcome but it's based for—based on students with twelve or more hours. On the far right it's all of the students, even those who just registered. Not necessarily *[inaudible]*. So I think we're pretty happy with the— with *[inaudible]* this year. And we're working towards to have better numbers for next year now that the outcomes are better defined.

00:22:08

Lanzi Asturias: Yes, thank you, and—and I just wanted to say that K-12 are—K-12 districts, I'm pretty happy with the numbers, and they're very accurate. I believe that the community college has a comment about some of the information reported through TE. Dr. Mullen?

Adrienne Ann Mullen: Yes, Adrienne Ann Mullen again for the record from LATTC. And I just wanted to share, those numbers don't accurately reflect the *[unknown]* Community College district because not all of our *[unknown]* across our nine campuses of our district *[inaudible]*. That will change, we are—we're—we're staffing up and also expanding our *[unknown]* grant across our district, so it showed that we served like fourteen thousand and eight. The reality *[unknown]* last year we served ninety-two thousand individuals through adult education.

So it doesn't accurately reflect what who we have served in the district, but this is the way the state counts. Previous year they did not count this way, we did not know this was the way it would count, or we may have adjusted things prior to *[inaudible]*. But this grant is being built *[unknown]* is a metric of population that's new, so we hope that number will be an accurate—a more accurate reflection next year. So I just wanted that to be noted, that who we serve *[inaudible]*.

00:23:34

Lanzi Asturias: Okay. Thank you for the updates. Moving right along, we go on to the next update item which has to do with the eISP, which stands for Electronic Individualized Student Plan. And we had originally contracted with MC Squared, a software development firm. That plan did not materialize, and so now we're looking at—at—we're working with *[inaudible]*. We are in the final stages of deciding whether we contract with them in order to develop the...Electronic Individualized Student Plan. We just want to make you aware of it, they are very excited to come work for LARAEC

and very interested in creating a product that makes sense for the students of the consortium. Now let me introduce Ms. Deanna Matsumoto, she's going to talk about our partnership with LAPL.

00:24:49

Deanna Matsumoto: In August, members of our LARAEC team met with staff from the Los Angeles Public Library Department of Life-Long Learning and the Office of Education and Literacy to discuss future proposals for our partnership. *[unknown]* LARAEC would like to craft a proposal which mounts certain aspects of the Los Angeles Public Library Strategic Plan, including increasing the *[unknown]* to library cards, participating in the Families for Literacy project, and coordinating citizenship resources through the library's new citizenship initiative program, melded with LARAEC's vision of expanding and improving students' access to knowledge. National Library Week and Adult Education Week coincide in April of 2018, so perhaps we can also target that time for a special partnership program.

00:25:52

Lanzi Asturias: Thank you.

Joseph Stark: Mr. Asturias, just a quick comment. Just a huge shout-out to LA Public Library and thank you for being patient with us as we move forward with this partnership, which I'm really excited about. And it's really going to benefit our learners across the—across the consortium. So thanks again for being patient with us.

Lanzi Asturias: Thank you, Mr. Stark. Moving right along...just a quick update on subject matter experts. As a matter of fact, the—subject matter work groups are going to be presenting today their recommendations for the work they have done—that has been done in the second part of last year. Actually, with me I have a nice little booklet that includes all the deliverables that the subject matter experts have given us. Okay, these are documents that they have created, and include findings, include the development of new curriculum, a number of other things. Those were the thirty-two elements that Mr. Oberlander reviewed with us, and most of them are associated with a deliverable. But all of the deliverables are included in this book. We wanted to give you a copy so that you can take it home.

[Everyone Laughs]

Well actually—but, the work of the subject matter experts is important because that's what happens on the ground. That's how the plan, the regional comprehension plan of LARAEC is actually implemented. And so, we want to make sure that we pay tribute to the hard work that the subject matter experts have accomplished and all of this information is going to be posted on the website so that, you know, anyone that is interested can go in and look at the good work that has been accomplished.

00:28:09

The work that the subject matter experts has completed will also inform the direction that they will be taking next year. So in other words, throughout the old year, 16/17, they did a lot of work and they created a lot of projects, and as a consequence they have many suggestions for the executive team. The executive team has to look at those suggestions and their suggestions are going to be part of the direction that is going to be given to the subject matter experts next year. The subject matter experts will be meeting on October 6 to begin the creation of work plans or segments of work for the—for—for

this year. I know that there's a number of subject matter experts in the audience, so thank you for all your work, subject matter experts.

00:29:17

The next item...is just...an update. This is not really on the agenda, but we ask for your indulgence. We are providing a lot of dis—cross-district training, and we wanted to make everyone aware of the extent of the training that—that—that we are providing. So we're having a professional learning communities, a community for practice training, that's an in-person training, there will be three eight-hour sessions that a number of the subject matter—that all of the subject matter experts will be attending. And in addition to that, selected members of the district—each one of the districts will also be in attendance. In addition to that, just last week, actually, we had an integrated intensive training webinar that was the first of three. It was a total success, I've received nothing but, you know, really very good comments about it. Hopefully on October 24th more people can sign in and—and be a part of the webinar. Lot of good information is being offered through this meeting. And last but not least, we wanted to mention an additional training that is taking place for the ESL subject matter experts. Basically they are working on implementing the...working with the…

Female Voice: ELD.

Lanzi Asturias: ...curriculum to—to add the...what's the *[unknown]*? EL…

Female Voice: ELD framework?

Lanzi Asturias: ELD frameworks, thank you. Sorry, my memory is *[inaudible]*

Female Voice: That's okay.

00:31:02

Lanzi Asturias: Anyway. Okay. So, moving right along, there's a quick announcement that the state audit department is auditing LARAEC. We are soon to find out the results of that audit. LARAEC will have an opportunity to respond to it and once the response is made public, then people *[drowned out by banging noises]* on the website for the state auditors as well. Dr. Miller, *[drowned out by banging noises]*?

Robert Miller: How could you tell? I just wanted to just make sure the record was straight. The aud—I don't think the audit is auditing LARAEC. I think the—they're auditing Montebello to just make sure that Montebello has—but we are associated with that because of the relationship we have with Montebello.

Lanzi Asturias: That is correct.

Robert Miller: So LARAEC as an organization is not being audited. But they're looking into the individual records that each of us have at our districts in—as—as a result of our participation with LARAEC to make sure that there's no association with Montebello that is inappropriate.

Lanzi Asturias: Correct. Sorry, Mr. Garcia? You have a comment?

Dan Garcia: If I could piggyback off of that, it's not just Montebello Adult School, Montebello Unified in its entirety is being audited. We're having a forensic audit throughout our district, so it's not just Montebello Adult School, it's our entire district. So, it's just for clarification point, so I just wanted to make sure the audience also knows that as well.

00:33:00

Lanzi Asturias: Alright. Again, as the results of the audit become available, they will be posted for everyone to see. And now if we can get started with the presentations from the subject matter experts...but before we do that, we would like to talk a little bit about the pilot programs *[inaudible]*.

Deanna Matsumoto: LARAEC oversaw seventy pilot programs that address the AEBG strategy of seamless transition, student acceleration, student support, shared professional development, and leveraging resources. Included in the pilot were courses that incorporated aspects of integrated education and training. For example, integrating contextualized math skills into such CTE programs as welding, electrical and photovoltaic, and integrating English language skill into health career pathways.

In addition, blended or hybrid courses for ESL, ABE and ASE as well as bridge transition pilots and student counsel service—services were studied. Subject matter expert work groups, pilot and workgroup summaries and recommendations will follow. This is just an example of a live document that I'll—that's available to the public that shows—this is by program area: ASE and ABE. All of the blue are hyperlinked to a live document and *[unknown]* that they're all divided into separate program areas. So thank you, I think the first person will be Marjorie Schneider, the ABE *[inaudible]*

00:35:02

Joseph Stark: Ms. Matsumoto, thank you for the presentation, so just to—you may have already said this, but this is all available on the website, correct? So anybody who would like to have more detail around those specific projects, it's there and you can click on the link and it'll go down even further, correct?

Deanna Matsumoto: Correct.

Marjorie Schneider: Good afternoon, my name is Marjorie Schneider, I represent LAUSD ABE as well as the LARAEC ABE workgroup, and I am speaking for us all today. Our pilot programs...I think there may be a slide. Maybe not. Well, I'll start talking anyway. Oh, there we go. Our pilot programs fell into two categories: those that involved integrating ABE math with CTE vocational skills, and the other was using interactive software to enhance student language arts skills. With regard to the first category, what we found was that daily math instruction integrated with vocational skills, and I'm speaking specifically about four pathways: photovoltaics, welding, electrician, and neurological technician; we found that by providing daily contextualized instruction, students' pathway-specific math skills were well-developed. Their pathway completion was accelerated, I'll give you a couple examples: at Harbor Occupational Center eighty-one percent of the students completed one CTE course while enrolled in *[unknown]* math class. At East LA skills, seventy-one percent of the students at the end of the year passed the certification exam, and that is a twelve percent increase over 2016 *[unknown]*. And consequently, students' employability has increased.

00:37:31

With regards to the second category, we found that daily online interactive instruction and guided practice using interactive software, basic language arts interactive software, in this case Pre-HSE Bridges, seemed to help bridge the gap a bit between ABE and HSE preparation. For example, we did see that there was an average increase of one point two percent on both the *[unknown]* used in Culver City and the *[unknown]* used by LAUSD. So it's not...now, each pilot program report has recommendations *[inaudible]* and we went through them and we pretty much agreed with everything they said. So their recommendation became our recommendation.

The first, even though it's LAUSD-specific we all thought it was important and beneficial for the entire region, and that is to identify essential basic math skills for all CTE pathways. We also felt that making vocation-specific contextualized ABE math, *[unknown]* math, a prerequisite for the core pilot programs that we looked at—excuse me, the core pathways that we looked at, the electrician, photovoltaic, radiological technician, and welding. It's also being recommended that the TABE D in reading and math be used to place students in these pathway programs.

With regards to English language arts, our recommendation is that these interactive software programs be blended into a teacher-directed pre-HSE preparation course. And finally, again, even though this is LAUSD-specific, the other districts felt that this was something that would be important regionally, and maybe it would help them start building for example programs, and that is to encourage more collaboration between the CTE program, apprenticeship program, and industry. We are seeing our students progressing, moving forward in their college and core pathways, consequently these pilot programs will be continuing this year. And we look forward to seeing lots more success. Thank you.

Lanzi Asturias: Okay, move on to the next slide please. The next presentation is from the ASE workgroup, and they've prepared their presentation. And *[inaudible]*

ASE Workgroup Female Voice 1 (Kim Brendzal): Okay, we had some pilot programs under two categories, one being Accelerated Learning, and the others being Bridges and Pathways. One of the pilot programs was the Aztec software from LAUSD and that was a blended program. From Montebello we had GradPoint, which was also an online software program that integrated with offline activities and teacher support, where students would earn credits towards their high school diploma. The LAUSD Aztec one was more for *[inaudible]* high school. And what we found with the GradPoint is that the completion rate was pretty comparable with teacher-directed and with the laboratory courses, and about fifty percent of students who had taken the program were more likely to say they would take an online course in college, although they would prefer having a teacher too.

00:41:40

The third pilot program under accelerated learning was Schmoop, and this one was an online enrichment course. It was not done for credit, so completely non-credit. And we found it was not very successful as an independent learning tool and worked best when a teacher actually curated the lessons that coordinated with class materials. The other pilot program that we had was under Bridges and Pathways its Policy to Performance college transition program. So this pilot was basic information given on college systems, types of degrees, certificates, how they applied to college, financial aid processes, how to do the Accuplacer, and we also take online evaluations, utilize them with students so they can see possible goals and careers they can see in their future *[unknown]* and match what they were interested in. And also field trips were taken to occupational centers and community colleges, and what this pilot's findings were that college was actually an achievable goal, some of the students just never had that on their radar before. And recommendations will be on the following slide.

Elvis Carias: *[inaudible]* Culver City has a pilot *[inaudible]* online program, it wasn't on there because *[inaudible]* but we'll get it on there, and we'll have details as far as *[inaudible]* we've been doing that for over a year, so...

ASE Workgroup Male Voice 1 (Mark Kavanagh): There's a special, sweet euphoria that we experience when we begin any kind of online learning initiative. Generally, the implementation is less sweet, and less euphoric. But, the good news is that students are very enthusiastic about online learning, but they definitely prefer blended learning. But we recommend that there is, you know, a really strong commitment to scheduling, lots of face-to-face time, that we—we build in support of offline supports, so—so, you know, keep mostly to really encourage persistence. Blending—blended learning is easy to talk about, it's actually quite difficult, it's really still emerging, so online professional development is just absolutely essential. And it doesn't really work unless we can really make the investment—invest in technology and technological support.

Michelle Cohen: Hi, I'm Michelle Cohen with LAUSD, and continuing with our recommendations, the first one, we really recommend all students make a transition, either between schools or between districts within the consortium, or from district *[inaudible]* community college. We would love to see counselors coordinate *[inaudible]* different schools to make the transition a little smoother. We need to further develop data tracking systems that monitor what our students are doing when they finish our high school program. We would love to get more tours going to—not only to the community colleges and job *[inaudible]* programs but let's look at some four-year schools, let's go on tours to some four-year schools and see if we can *[inaudible]*. And last but not least, we would love to develop *[inaudible]* community colleges for free concurrent enrollment *[inaudible]*.

00:45:40

So a word on that is, I was lucky at my school even though it wasn't one of the official pilots, but here we had West LA College come to our campus to teach Political Science 1, which was great. Students loved it, they almost all passed with high grades, they were excited to continue on but the payment was an issue. Because they do not have free concurrent enrollment like regular K-12 high schoolers do. We're trying to deal with payment for in-state tuition...a couple of our students do not *[unknown]* residency, so we're looking at *[unknown]* currently blocked from any further enrollment in colleges. So we think this should hopefully be a simple thing to do *[unknown]* so that would be a really great way for our students to start college even while *[inaudible]*.

00:46:43

Lanzi Asturias: Thank you. Okay, if we can move on to the next slide, and the CTE Workgroup, please.

Alma Alvarez: Hello, my name is Alma Alvarez, I am part of the CTE Subject Matter Experts Workgroup, and today I'm going to show you the—our discovery of deliverables with outcomes. We had the opportunity to present our career pathways at the AEDG conference where we were able to share the multiple entry and exit points between each pathway and articulate connections between adult schools and community colleges. We created twelve career pathways this year, and last year we created seven so we have a total of nineteen CTE pathways. We also met with LACCD Dean Ms. Mullen and she will be helping us to assist in—she will be assisting to create a CT summit where we're going to have the opportunity to work with counselors and teachers at the community college to continue

building the pathways, reviewing the curriculum and also reviewing the assessments between colleges and adult schools.

Our CTE SME recommendations are to *[unknown]* develop avenues for articulation between colleges and adult schools. We also need to provide a glossary to define acronyms for the CT pathways, for counselors, teachers, and students to understand the acronyms between the pathways. We also need to review curriculum for selected pathways between colleges and adult schools. And we also would also like to outline the assessment between adult schools and colleges. We each one have our own assessment, different assessments for CTE and we would like to be able to outline the assessment so that if a student takes an assessment at an adult school, it would also transfer to a community college and vice versa. Thank you.

00:49:20

Lanzi Asturias: Thank you, Ms. Alvarez. And the next slide is the Counseling group, Monica Balbuena.

Monica Balbuena: Hi there, Monica Balbuena. Coordinator of counseling services, Los Angeles Unified School District. And it's so wonderful to hear all of the counseling elements being incorporated into ABE and ASE because that is one of our findings as well. Our—some of our findings include students need more one-on-one and group counseling services to address the barriers to attendance and program completion. Even if—even someone available to make a phone call to a student to find out what happened, why aren't you coming back, proves to be very, very helpful. Counseling and probation should be imbedded in ASE coursework to increase retention and course completions, and basically students should always know that there's somewhere else to go, that this is just temporary and there's a path someplace else.

00:50:26

Each student should have awareness of the next steps and options in their educational career pathway, also related to our ISP or eISP, coming soon to a school near you. Ongoing student surveys are necessary to direct and focus counseling activities. We conducted several counseling workgroup surveys and study—focused study groups, and we were told what we need to do and we're very happy, and that should be an ongoing activity, not just a one-time thing. Counselors need tools to keep—help keep track of counseling services to provide students because we know that we're providing these services but we're not always good at making the notes or quantifying how much service we provide in the counseling area.

So our recommendations: review and edit our best practices guide based on feedback from a wider range of counseling staff. We'd like to share it out, have people comment it—comment on it, and bring it back. And it's again—that's a best practices guide that will continue to grow and be better and better. Continue, though, the one-on-one counseling pilot at Burbank Adult School, develop and implement a student transition tracking system, which I believe our eISP will be very helpful with. Identify the eISP platform and in the implementation of its use, with an emphasis on ESL and CTE programs because many times in the counseling world, counselors who are very concerned with our academic students, but we really, really need to focus on all of our students, counselors are counselors for everybody, we don't just check off boxes for academic students but we need to show our ESL and our CTE class—students the next steps that they need to take. Thank you.

00:52:43

Lanzi Asturias: And so, to summarize all the work that all the subject matter experts are doing is to do things like providing increased guidance to our teachers—we have a comment? There's one more? Okay—sorry, so hit to the next slide, please. ESL! How could I forget? The largest group...represented by our students. I'm in trouble now, aren't I? Okay. So…

00:53:24

Cindy Diaz: Hi, I'm Cindy Diaz from LA Unified School District, and…

Marianne Noss: I'm Marianne Noss, *[inaudible]* adult school (Burbank AS).

Cindy Diaz: And we're—make up part of the *[unknown]* (SME workgroup) team for ESL. We had a total of seven pilots plus one project that we were charged with last year. And these felt—cross over into covering LARAEC objectives of integrated training, accelerated learning, blended learning, curriculum alignment and assessment. And for the sake of time and *[unknown]* we have taken the liberty to combine some similar ones together into four categories.

The first one, integration, education and training, otherwise known as IET or our *[unknown]* and CTE career pathways project. Next, digital learning, part of accelerated and blended learning. We tried out programs Let's Talk, Burlington English, and Rosetta Stone. Promotional test options, part of our curriculum alignment and assessment. We had—we tried a hybrid CASAS and EL Civics promotional testing. All four adult ed districts were involved in the pilot and project in one way or another and each school or district that took part completed a final pilot evaluation showed on the sheet at the end I showed you earlier. It is from these evaluation results as a whole that we formed our recommendation.

00:55:27

The first set of recommendations are integrated training. *[unknown]* classes that coordinated with *[unknown]*-specific CTE pathways. Some common things appeared when looking at the results. In most of these classes there was low enrollment so we determined that there would need to better investigate and match student goals and interest to specific path—CTE pathways. We would market and promote new programs within the school and also in the community. A good way to raise awareness would be to incorporate these new types of classes and programs into an intake or pathways orientation and have teachers or counselors follow up with student goal-setting and achievement. This is an overlapping thing with counseling and other programs to, the eISP would be helpful in that. And when planning IET programs in the future, we keep in mind scheduling and other logistics to maximize student enrollment.

Marianne Noss: Okay, as far as utilizing digital learning to improve *[unknown]*, we've only scraped the surface of what—our available resources. Several criteria emerged and we find it's more beneficial for students to be able to access this program at school and at home for extensive application of learning. So students and teachers need to be mindful of the resource's potential benefit to *[inaudible]* and committed about using the program and teachers might require instructional tech support for self *[unknown]* usage. We should continue to try out additional digital products in different ways, and keep track of the best ones for ESL. And as far as using your computer, using a cell phone, not all students have computers at home, so the libraries are a very good place for them to practice their English as well. *[inaudible]*.

00:57:40

Cindy Diaz: After revising ESL court outlines, the next step is to revise or match the promotional assessment to them to go hand in hand as a complete package. Since we're required to report ESL learning gains by CASAS and EL Civics test results, it follows that we should attempt to integrate one or both of them into the promotional test process, so these pilots did just that. Its conclusions were that the tests as they exist do not satisfy the real—the reliability factor that the tests should have because they don't yet...test what need to be tested, they don't… the core outline competency at the levels or the standards either.

However, at this time revisions are being made to better serve that need, so we should continue to consider this as a viable option as either part of the promotional battery itself or one of the requirements for level completion in addition to an end-of-term assessment. And for the option of using this part of the test, we would need to make sure correlation to the course outline and improve writing and speaking rubrics, and consequently provide teacher training for implementation.

Marianne Noss: And the last one, the promotional test options. The next step is to revise or match a promotional assessment to that *[inaudible]* a complete package. Since we are required to report ESL learning gains—one second. Sorry. We tested—over the course outline thirty teachers were testing these at one point *[unknown]* levels one through six were tested. And at the beginning of each level, we probably need a list of proficiencies so that they're—they're included in teaching *[inaudible]* objectives. Core competencies may not be taught, but we need to test this prior knowledge so that we can target specific competencies within the levels. Some teachers may provide feedback or suggestions through this course outline and we always ask teachers to do that, actually.

Once a final version is available we need to provide professional development LARAEC-wide so that all teachers are familiar and can teach *[inaudible]* effectively and efficiently to students. And these course outlines were a work in progress *[inaudible]* so we were really trying to improve that to make them comprehensive and very efficient. So in conclusion, our recommendations are based on all of the report, feedback, input, and suggestions compiled from all pilots and all the teachers that we received and analyzed. We continue to do work that the pilot *[inaudible]*. Thank you for your attention.

01:00:49

Lanzi Asturias: Alright, thank you ESL workgroup. Okay, so the summary that I was trying to do before...so all of the work that is being done currently by the workgroups and through the pilots incorporates the strategies that were identified in the regional comprehensive plan in order to accelerate student learning, in order to guide—better guidance to students, to align the curriculum, to increase collaborations with other business and industry and other adult education providers, and in general to improve adult education. But the purpose of all these activities and work is to test out different strategies to make sure that they work before we move to do a large-scale implementation. With that, now we move on to the next element which is public comment. We have only one speaker, which is Mr. Greg Dobie, representing the Los Angeles Public Library.

01:02:20

Greg Dobie: Hello. I'm here representing my boss Kelly Tyler who's at a conference this week, and also here from the library we have Giselle Hernandez, *[inaudible]*, and Priscilla *[inaudible]* from the

adult literacy office. Thanks again to Deanna for meeting with us at the library recently and discussing some possible collaborations with LARAEC. Deanna mentioned in particular some of the possible areas of collaboration, with for example the library's Families for Literacy program, also issuing library cards, and the citizenship initiative. In particular, getting library cards into the hands of LARAEC students and getting the LARAEC student into the library branches. That's something that will really benefit LARAEC students, and also our programs will help *[inaudible]*. I brought—we brought along today the library's strategic plan for 2015 through 2020, and this is a way for board members to look to see as we have been at where LARAEC objectives and library objectives intersect. So thank you all for being patient with us too, and we look forward to continuing to share work with LARAEC. So we'll be around if anybody has any questions about some of the library ideas and thanks for having us come to the meeting.

01:04:05

Lanzi Asturias: Thank you, Mr. Dobie.

Greg Dobie: You're welcome, sir. Yes ma'am.

Joseph Stark: Mr. Asturias, before we continue, I was wondering—I don't know if any of the other members have comments about some of what was shared...you know, regarding the work groups. Is that—would it be appropriate to make some comments at this time?

Lanzi Asturias: Absolutely.

Joseph Stark: Okay. Just three quick comments, I mean, first of all, YAY. Amazing work by workgroups, the teachers, the administrators, just incredible progress I think this year, very exciting to see. Just three quick comments: first of all, really happy to see kind of this focus on particularly digital literacy and blended learning. I think that's a tremendous area of growth for us as we look to accelerate our learners' progress, so they have tremendous benefit across our programs. I'd like to see CTE be included as well in on that work, and tremendous opportunities for CTE programs as well. And as we start getting data around how that's benefiting adult learners, I think we need to really make sure and highlight that. So as hopefully new resources come in, and as a—as a, you know, as a consortium we're deciding kind of where to allocate resources I think that would sort of be the area for growth. It really serves two purposes, accelerating students' skills but then also utilizing technology in a really meaningful way for students.

The next is I just want to echo Ms. Balbuena's call for—for equity regarding our counseling services. We've had traditionally a lot of our ESL and other populations have really been left out of the counseling loop in many cases. And so I applaud Burbank, my former district, for implementing a one-to-one model. I think every single student deserves counseling and I want to applaud Burbank for implementing that, I think all of our districts including LAUSD and others should get to a point where each and every student has that one-on-one counseling experience. So I want to definitely highlight that, and again as we get familiar with the tools of the—of how we're going to be working with students, whether it's an eISP, whatever, nothing beats the face-to-face interaction, which I don't think there's anything holding us back at this point from implementing that sooner rather than later while we're waiting on some of the tools to emerge.

Lastly, ESL...you know, again, great, great work with the workgroup. I'd like to encourage you to—ESL workgroup to...to definitely look at multiple measures instead of maybe a one-size-fits-all

approach with assessment which may or may not necessarily serve all learners. I'd like us to really focus on more of a mastery-based approach where students are demonstrating skills and competency as they move through the course and not necessarily waiting til the end of the course. And...I can't read my writing. I think that was about it. But again, great work, phenomenal work by the workgroups.

Lanzi Asturias: Thank you, Mr. Stark. Would anyone else like—like to comment?

01:07:31

Veronica Montes: I just want to say that it's exciting to see all the work that it—that has taken place, I know our first two years of the collaboration or the attempts at collaboration were frustrating cause they were slow, and we were all getting to know each other and everybody was kind of like, "Are we really sage, should we really be doing this?" And it's just amazing to see what that true collaboration looks like. And—and that—I think there's value in letting the state know and letting people know that—that's a process, to build trust among different agencies. I mean—to build trust even within your own schools, right? But when you're talking about across five completely different agencies that—that very often have had kind of a competitive nature, right? And to see now that what it looks like when—when we're all working together for the benefit of our students because really, really, really...that's the bottom line. And so I can only imagine what students in our region are going to have access to as we continue to move that collaborative effort forward, so...awesome.

Lanzi Asturias: Thank you. And...Mr. Garcia?

01:08:51

Dan Garcia: Lanzi, if I may. I did my walk-throughs earlier this year in the school year with our classrooms and one of the students did address me and said, "I don't want to lose my teacher, though. I'm doing online stuff but I don't want to lose my teacher." They still love the direct teaching as well. The way I explained it to the student and the staff and also to the students in the classroom was, we are trying to prepare you for the next step to the community college, to the college. We have younger children; my son's bringing home an iPad, and homework done on the iPad. I go, they know how to use the—the phones quicker than we did. So what we're trying to do, we're trying to integrate the technology piece into your curriculum as well. To get them comfortable. To get them acclimated. Because of the fact—a lot of times, they—their actual kids are able to help them with technology in—in the actual computer part of it where they're a little wary. Because some of our students or a lot of our students are wary of using the computer. They're not wary of using the phones so much, *[inaudible]*.

But that is something that is a discomfort level right now at this point in time for some of our students. Because of the fact it's like, "Oo, I'm not used to using a computer," and I saw firsthand in Ms. Brendzal's class, they use GradPoint. And they are using a blended learning as well. They do pen and paper, and/or they go on GradPoint where they do the computer work. And...and it's teacher-directed as well. So they're really a combination of multiple things—our—our board president, our school board president did walk into her classroom and was quite impressed because the fact there was multiple ways that they were learning, the students were learning. So, you know, I do applaud you as specialty groups, and—and trying to break that barrier for our students—not to be afraid of technology. I'm not Mr. Techie myself, don't get me wrong.

But I think that's a piece that needs to continue to be addressed and that also it's a culture that Emilio and I and the group here was talking about within our own staff, our own staff has to be comfortable in

learning how to use the technology to teach our own students. And that's something that we continue to work on. Because that is becoming—that is the day and age that we're in. And that's an obstacle as administration that we're seeing too because our own teachers are like, "I don't want to touch that, we used to do it this way with pen and paper." Well, unfortunately, things have changed and you all know that and we're all making that adjustment. And that—I just think that is something that could continue to be emphasized. Not just our students, but our staff as well. And you being the subject matter experts, that's something I think that we can continue to implement. I'm sorry for going off on a tangent, but I think it's pretty important.

01:11:38

Emilio Urioste: It's a good tangent. It's a good tangent. Actually, I—I want to piggyback on that and share if I may that in Burbank in ESL levels one through six, each student has been given a flash drive and they must create a digital portfolio by the end of the fall semester. That would include a powerpoint, that would include a resume, a cover letter, letters of recommendation, scanning any diploma or certifications that they have. And they would have that on their flash drive.

Now, the challenge here and the reason we're doing this is when our students go out into the workforce to look for a job, and I'll just pick a site, I don't have anything to do with them, and they go to look for a job, let's say at Target, they're not going to be handed a piece of paper and a pen, and that's what I said to our teachers. They're going to be pointed to a workstation. It would be criminal if our students could not access these jobs because they do not know how to utilize the technology. Honestly, it's criminal with a capital "C". And so our job is to integrate that technology in the classrooms, and I know that all of us are striving to do that. Is it tough? Absolutely. But frankly, it has to be done. And everything that we have coming from the state actually is about that, it's about integrating the technology, the workforce skills, embedding it into the instruction and especially in the area of ESL.

So, we're excited about that, we're chipping away at it, but we're providing the professional development, Ms. Noss is back here, she can nod that that's occurring, I'll pay you later. And that is occurring and we're also doing special workshops including on Saturday for students. Cause not everybody gets it the first time and technology can be scary. So we're bringing in workshops on Saturdays for students to come in on Saturday and be able to work on that digital portfolio. So we're excited about those opportunities. But these are things that have to be done, I thought I saw a hand out here.

01:13:46

Female LAPL Representative: Yeah, I just wanted to piggyback on what you were saying, *[inaudible]* from the Los Angeles Public Library. And our *[unknown]* volunteers now, our volunteers have to become *[inaudible]* with computers if they want to teach. So when the tutors are *[inaudible]* helping our learners, they can *[inaudible]*.

Emilio Urioste: Bless you.

Female LAPL Representative: *[inaudible]*

01:14:15

Lanzi Asturias: Excellent. And so other comments or *[unknown]* from the executive board? We will then now move on to the next item. Next slide, please. Oh, I'm sorry, the action items, absolutely. And Mr. Urioste will propose to...three action items.

Emilio Urioste: I would like to make a motion that we approve the two—2016-17 budgets that support the consortium activities. The next motion—well, I guess it's one at a time.

Joseph Stark: Second.

Lanzi Asturias: All those...all those in favor?

Emilio Urioste: Do we have any—any call for questions, or…?

Lanzi Asturias: So, any discussion on the budget—on any of the budgets presented?

Veronica Montes: Can I have more money?

Robert Miller: Beyond the purview of this *[unknown]*.

Lanzi Asturias: Good discussion, thank you.

Emilio Urioste: All those in favor…

Lanzi Asturias: So, all those in favor?

All Board Members: Aye.

Lanzi Asturias: Motion approved. Next item.

01:15:33

Emilio Urioste: I'd like to approve the Data and Accountability Plan and budget as submitted.

Dan Garcia: I'll second.

Lanzi Asturias: Any discussion?

Emilio Urioste: I—again, I want to—I'm sorry, I want to confirm that the expenditure of those funds is by 12/31 2018?

Lanzi Asturias: That is correct.

Emilio Urioste: Okay.

Lanzi Asturias: There is a letter that was sent by the state to authorize the extension of that period. It was sent approximately two months ago.

Emilio Urioste: Thank you.

Lanzi Asturias: All those in favor?

All Board Members: Aye.

Lanzi Asturias: And so approved. We move on to the last action item.

01:16:18

Emilio Urioste: I'd like to approve—or, motion to approve the 2017-18 yearly plan as submitted.

Lanzi Asturias: Any discussion of the plan?

Male Voice: *[inaudible]* second.

Lanzi Asturias: Is there a second?

Male Voice: You need a second.

Veronica Montes: Second!

Lanzi Asturias: Thank you, Ms. Montes. Any discussion of the plan? Okay, all those in favor?

All Board Members: Aye.

Veronica Montes: ... Yi-yi.

Lanzi Asturias: And so approved. And that brings us to the conclusion of this meeting. Thank you to the audiences for your attendance and for your comments. Are there any comments from the executive board?

Emilio Urioste: Do we—do we have a date, I'm sorry, for our next meeting? Or is it to be determined?

Lanzi Asturias: Yes we do. The next open meeting is…

Veronica Montes: November 3rd.

Lanzi Asturias: ...it's scheduled for November 3rd, 2017. Dr. Miller?

01:17:20

Robert Miller: Yeah, I—I apologize I had to step out so maybe someone said this, but I do want to thank the subject matter experts for all of your—your work. I do want to talk with my colleagues here about ways in which we can make sure that we take the work that you've done and use it in a significant and a useful way with all of this. Some of the things I heard were a little surprising, frankly, because we, you know, we know that some things are happening differently, so that means we're not doing the job that we should be with communicating the facts of how our programs are operating. But I do appreciate very much all that hard work, I know that those few slides result—were—was the result of hours and hours and hours of hard work. So I assure you we're going to take that information and do something useful with it, so thank you again very much.

01:18:10

Lanzi Asturias: Thank you Dr. Miller. Anyone else? No? And so if I may, since I have the last word and the microphone, I would like to also thank the executive board. They actually do a thankless job, I got to tell you, we're actually coming up on our tenth hour of meetings today and we're going into our eleventh hour with another meeting that we're going to have right after this, so I appreciate tremendously the dedication, and all the work, and the support that you give to the staff. But more importantly to the students of the consortium. Thank you, executive board.

Veronica Montes: Thank you.

Emilio Urioste: You're welcome.

Lanzi Asturias: *[drowned out by applause]*

Emilio Urioste: Yes, absolutely.

Lanzi Asturias: And on that note, the meeting is adjourned.

01:19:05

[END OF TRANSCRIPT]