

1 02-21-18 Cerritos College Board  
2 of Trustees Meeting  
3 [GAVEL]  
4 >> President Lewis: All  
5 right. Good evening everyone  
6 and being welcome to the  
7 Cerritos College Board of  
8 Trustees and we will start with  
9 the invocation by Professor  
10 Lewellen.  
11 >> Good evening President  
12 Fierro and Lewis and leaders and  
13 those in the audience. I'm the  
14 Faculty President and Sociology  
15 Professor in Psychology and I  
16 want to read a poem by a senior  
17 two days after the Marjory  
18 Stoneman Douglas High School  
19 tragedy and while I have an  
20 opinion this is not about me or  
21 not to be to be political. I  
22 want to read in this admiration  
23 of the survivors and memory for  
24 those and those students that

25 want change the world.

Sample footer

2

1 Everyday there is a new tragedy  
2 plaguing the headlines of  
3 newspapers and magazines and  
4 when we forget to love and  
5 instead learn to hate. Ignore  
6 the problems in front of our  
7 faces and indifferent leaders  
8 refusing to make a change and to  
9 protect selfish interests.  
10 Connecticut to Las Vegas to  
11 Florida and every state east to  
12 west has faced the sorrow and  
13 heartache of a nation's unsolved  
14 problem. When did money become  
15 the value over someone's life.  
16 Who are you fighting for? Who  
17 are you standing with? How long  
18 will this take? How many more  
19 incidents of violence? There is  
20 no excuse and the semi-automatic  
21 rifles made to harm humans.  
22 There is no argument that  
23 thically supports the Soend

24 Amendment. Can we agree it's

25 slightly outdated when militia

Sample footer

3

1 divisions our founding fathers

2 never envisioned brutality would

3 come us to. It's not taking

4 away rights. It is about

5 shielding the vulnerable and

6 defenseless. It is about

7 protecting the defense mothers,

8 fathers, teachers daughters

9 coaches and sons and lovers and

10 friends and every individual

11 that brings something authentic

12 to this planet. Let's look at

13 this in the eyes -- we cannot no

14 longer tolerate this

15 intolerance. We need to drive

16 out evil with pure love

17 eliminate hate with compassion

18 and daily acts of kindness make

19 the world a better place instead

20 of waiting and claiming we will.

21 Let today about that today.

22 We embrace our differences. Lend  
23 our hands toward valuable and  
24 productive discussions that in  
25 turn eliminate hostility and

Sample footer

4

1 division. Legislation needs to  
2 change on Capitol Hill and we  
3 will no longer be still. As  
4 citizen of the United States of  
5 America let true freedom ring  
6 not burdened by these  
7 villainous chains. This poem is  
8 about my community, my country  
9 and our world." Thank you.  
10 >> President Lewis: Thank  
11 you. Next we will have the  
12 Pledge of Allegiance with -- not  
13 Dr. Shin Liu and instead I will  
14 so if we could all stand. Face  
15 the flag. Hand over your heart.  
16 Ready to begin.  
17 >> I pledge allegiance to the  
18 flag to the United States of  
19 America and to the Republic for  
20 which it stands, one nation

21 under God, indivisible, with  
22 liberty and justice for all.  
23 >> President Lewis: Roll call  
24 please.  
25 >> Board President Zurich

Sample footer

5

1 Lewis.  
2 >> Here.  
3 >> Board Vice President Shin  
4 Liu will be arriving shortly.  
5 Board Board Member  
6 Camacho-Rodriguez.  
7 >> Present.  
8 >> Member Carmen Avalos.  
9 >> She's absent.  
10 >> Member James Cody Birkey.  
11 >> Present.  
12 >> Member Marisa Perez.  
13 >> Here.  
14 >> Member Sandra Salazar.  
15 >> [INAUDIBLE].  
16 >> Student Trustee Raul  
17 Avalos.  
18 >> Present

19 >> And Superintendent President  
20 Fierro.  
21 >> Present.  
22 >> President Lewis: Is there  
23 anyone wishing to reorganization  
24 the agenda as they sit fit?  
25 Seeing none we will move to

Sample footer

6

1 comments from the audience and  
2 we don't have any cards and as  
3 such we will move to comments  
4 from a constituent group. Is  
5 there a constituent group  
6 wishing to give a report?  
7 Stephanie.  
8 >> Hello. Thank you. All  
9 week I have been thinking about  
10 what I would talk to you tonight  
11 and it was looking pretty good.  
12 I thought I would be telling you  
13 a story how for the second time  
14 this year we as a community came  
15 together looked at a decision we  
16 made and compared to our values  
17 and goals and said this decision

18 doesn't serve our needs, but I  
19 can't fully tell you that  
20 tonight. I think that's what is  
21 happening. I think that's the  
22 intention of what is happening,  
23 but as of right now there are 15  
24 part time counselors that are  
25 limbo, so I know that there's a

Sample footer

7

1 plan that's been submitted that  
2 was created with the input of a  
3 lot of people. That the plan  
4 meets the needs of the  
5 Administration and the program  
6 it's trying to support and the  
7 people involved are fully  
8 committed but the part time  
9 counselors lot night got two  
10 Emails and when they read them  
11 they seem contradictory and are  
12 confused. The first email was  
13 reassuring and told their the  
14 contributions were valued and  
15 support for the work that they

16 do and felt when they read it  
17 funding would be guaranteed to  
18 continue this work throughout  
19 the fiscal year. That's how  
20 they read it but a few hours  
21 later they got a second Email  
22 and this Email told them they  
23 had hours and work through the  
24 month of March but any funding  
25 after that point would be

Sample footer

8

1 decided at a later date, so  
2 they're going to find themselves  
3 at the beginning of March in a  
4 similar place where they found  
5 themselves in February and I  
6 don't think that's what we were  
7 meant to be doing but right now  
8 they're confused and scared and  
9 frustrated and so we just would  
10 like to know if some  
11 clarification could be sent out  
12 from the district to let these  
13 people know do they have hours?  
14 Do they have work for the



15 remainder of the semester?  
16 Thank you very much.  
17 >> President Lewis: Thank  
18 you. Any other constituent  
19 group wishing to give a report?  
20 Seeing none we'll move on our  
21 first Institutional Presentation  
22 regarding the remodel of the  
23 simulation area in the skills  
24 lab. Dr. Fierro.  
25 >> Well, I would like to

Sample footer

9

1 invite to the podium Sandy and  
2 her team. They have a lot to  
3 share on our skills lab. I got  
4 a bunch of complements on it and  
5 I have done nothing so thank you  
6 so I would actually let Sandy  
7 share the work done at the  
8 skills lab because I truly have  
9 gotten all of the complements  
10 from all the campuses and some  
11 graduates from other places that  
12 says Cerritos has the best

13 skills lab so I guess now you're  
14 going to be able to see some of  
15 the improvements and some of the  
16 work that takes place there.  
17 >> We bribed them. So good  
18 evening. Trustees, Dr. Fierro,  
19 Vice Presidents, fellow  
20 constituent groups members of  
21 the audience present and  
22 virtual. I am Sandy Marks and  
23 the Instructional Dean of Health  
24 Occupations since 2012 want I  
25 would like to share with you the

Sample footer

10

1 skills lab and a testing area in  
2 the Health Occupations Skills  
3 Lab and possible because of the  
4 Board of Trustees and funded the  
5 equipment and I wanted to share  
6 how the funds were used to  
7 publicly thank you for a vision  
8 that we held in 2012 actually  
9 became a reality in 2017. The  
10 skills lab or the Cup as it is  
11 called was built in 2004 and

12 SR123A at that point was devoted  
13 to testing and a small section  
14 in there that had half walls and  
15 had a nonfunctional toilet and a  
16 shower which we were to use to  
17 train our students on how to  
18 assist students and activities  
19 of daily living from a wheel  
20 into the toilet or a shower but  
21 this area was really under  
22 utilize since the construction  
23 of the lab advances and exposure  
24 to other centers cemented the  
25 need for our vision of a

Sample footer

11

1 simulation area with high  
2 fidelity mannequins needed to  
3 become a reality so currently  
4 the board of registering nursing  
5 allows 25% of the clinical does  
6 in a skills lab environment.  
7 They're currently looking at  
8 increasing that amount of time  
9 but I believe it's with high

10 fidelity mannequins and a  
11 certain amount of patient care  
12 needs to take place. Rachel did  
13 her sabbatical and learned about  
14 this type of curriculum and  
15 visited simulation centers so  
16 it's a perfect time to  
17 incorporate the high fidelity  
18 simulation into the curriculum  
19 because we think it's going to  
20 be mandated. Now specialty  
21 areas have been the hardest we  
22 have been hit in terms of losing  
23 clinic site OPM -- [INAUDIBLE]  
24 is one of the areas and we  
25 strategized that the first

Sample footer

12

1 mannequin we call Victoria  
2 needed to be purchased and she  
3 delivers a baby. We also are  
4 losing clinical sites due to  
5 hospitals wanting magnet status  
6 and take the BRN students before  
7 ADN students and finding that  
8 these sites are asking us to

9 place less students so instead  
10 of the ten we historically  
11 placed they're asking for eight  
12 and sometimes even less. The  
13 skills lab was built to be a  
14 multidisciplinary focus. This  
15 area that we're revising or  
16 renovated will allow different  
17 programs to work together and  
18 form relationships through this  
19 so they have positive working  
20 relationships when they get out  
21 into the work force so pharmacy  
22 can come in and place  
23 medications that may not have  
24 been in the medication cart or  
25 wrong med might be there. We

Sample footer

13

1 have very small cameras that can  
2 be placed that are mobile can be  
3 placed see we can see the fine  
4 motor that the students are  
5 doing if they're breaking  
6 sterility, creating IVs

7 appropriately and students can  
8 come into the hospital  
9 environment and do assessment of  
10 patients and child development  
11 and medical assist category use  
12 wanted to her mannequins and the  
13 babies we have to help the  
14 students that that arena of  
15 care, so if you build it they  
16 will come we hope so this is the  
17 area that was underutilized.  
18 You can see it's under  
19 construction and you can see on  
20 the left picture on the floor  
21 that's where the toilet was  
22 placed so are creating a room  
23 with one way mirrors so we as  
24 faculty can look out but the  
25 students can not see us on the

Sample footer

14

1 inside of the room. This is the  
2 beginning of a evolving field.  
3 Actually we have simulation  
4 specialists and coordinators who  
5 are in the job market so we are

6 at the beginning of our phase of  
7 using high fidelity mannequins  
8 and as it's more routine and  
9 embedded in the curriculum we  
10 have to look how best to staff  
11 this area. So we're making  
12 progress so here's the outside.  
13 You can see we have some  
14 windows. We have a door way.  
15 We have full walls and so we  
16 have a before picture on the  
17 left and an after picture on the  
18 right so cameras are designed to  
19 see the mannequins from the room  
20 and then with high fidelity  
21 mannequins we can have them talk  
22 and moan and seize and do  
23 anything things and there is a  
24 door and it leads to the wet lab  
25 and we have strategized that as

Sample footer

15

1 a student is working on a  
2 scenario in that area the rest  
3 of the classmates are in the

4 other room watching on the  
5 screen what they're doing and  
6 then when that scenario is done  
7 they go -- the student goes into  
8 that room and they do a debris  
9 offing and there's where a large  
10 part of the learning occurs and  
11 unfortunately you can't see the  
12 camera placement in the pictures  
13 but they're there so this is  
14 looking out the other window  
15 before and after and in the  
16 after picture you can actually  
17 see Victoria. You see the  
18 computer equipment too down on  
19 the lower portion of the picture  
20 and that was in both areas, and  
21 so we had to hook Victoria up --  
22 well, IT did, and we purchased  
23 pre-made scenarios from Lardo so  
24 we can be in the control room as  
25 we call it and have the patient

Sample footer

16

1 do different things and can talk  
2 and moan and can birth a baby so



3 Victoria can be converted to a  
4 medical surgical patient.  
5 That's one of the other reasons  
6 we purchased her to give us  
7 flexibility with our purchase so  
8 in the med surge room it will  
9 give us patient experiences they  
10 might not had in the clinical  
11 setting because a patient with a  
12 certain disease wasn't  
13 hospitalized while on the floor  
14 or we can give them a high risk  
15 patient that they might normally  
16 be assigned to in the clinical  
17 setting because it would be too  
18 high risk for the student doing  
19 them but this is a safe  
20 environment for them to deal  
21 with the high risk so we can  
22 give a pulmonary thrombosis or a  
23 seizure and different patient  
24 scenarios for them. So there  
25 happen to be a perfect storm in

Sample footer

1 terms of funding and again you  
2 allocated our seed money by  
3 giving it to Academic Affairs  
4 and Rick -- thank you allocated  
5 \$150,000 to us for this project  
6 but it wasn't enough to do the  
7 complete thing that we wanted to  
8 do so we blended our other  
9 sources together to be able to  
10 achieve outfitting the whole  
11 area with an OBP focus to do  
12 clinicals in there if we didn't  
13 have anything to do in the  
14 actual setting. Now, those  
15 three top sources don't do  
16 renovations so I had to find  
17 some money in health occupations  
18 to fund that so you can see we  
19 were able to pull all of our  
20 money to get a great product for  
21 our students, so Debra Ward has  
22 helped me with this project and  
23 she has created a video for you  
24 to see about our renovation and  
25 about the birthing of our first

Sample footer

1 baby at Cerritos College  
2 (video).  
3 >> Dr. Fierro: It was fake --  
4 >> Congratulations father  
5 atmosphere.  
6 >> President Lewis: Did you  
7 have to Spanx the baby?  
8 >> Dr. Fierro: Of course.  
9 >> So on August 8 Dr. Fierro  
10 delivered Victoria's first baby  
11 here at Cerritos College. What  
12 the video did not show you is  
13 that it is an interactive  
14 dialogue that happens and  
15 Victoria said to Dr. Fierro "I  
16 want my epidural and Dr. Fierro  
17 responded "I thought you wanted  
18 it natural" . She does moan and  
19 I believe he said "you're doing  
20 good. She continued moaning and  
21 the nursing staff were giving  
22 encouraging her and said "it's  
23 time to push. It's time to  
24 push" and the baby got  
25 delivered and the baby does cry

1 but it's from the control panel  
2 -- from the inside of the baby.  
3 The babies do not cry on their  
4 own so everything is through the  
5 control panel of having the  
6 patient talk, so I don't like  
7 the look I am getting.  
8 >> Dr. Fierro. What? The  
9 picture?  
10 >> It truly took a village for  
11 this project to be realized. It  
12 started with you, the board  
13 allocating funding to Academic  
14 Affairs and then Rick allocating  
15 the \$150,000 of seed money to  
16 me. Every single department on  
17 this campus I believe was  
18 involved in this project and I  
19 know I'm not going to say  
20 everybody but I apologize but we  
21 couldn't have done it without  
22 IT, facilities, the media who  
23 did the filming of Dr. Fierro  
24 birthing the baby -- you only

25 saw a small part of that, the

Sample footer

20

1 CTE Perkins office and Stephanie  
2 in my office who did everything  
3 with the equipment and the  
4 invoices and the deliveries just  
5 to mention a few. But I would  
6 be remiss if I didn't  
7 acknowledge the efforts of  
8 Alice, the skills lab  
9 coordinator. Alice please  
10 stand.  
11 [Applause]  
12 >> She was instrumental in  
13 the success of this project and  
14 from planning to getting quotes  
15 to receiving equipment,  
16 overseeing construction and  
17 trainings, not pulling her hair  
18 out. I mean she did it all so  
19 Alice thank you so much for the  
20 success of this project. Now  
21 Dr. Fierro will you please join  
22 me.  
23 >> [INAUDIBLE] [Off Mic].

24 >> They're over there.

25 [Laughter]

Sample footer

21

1 >> I told you show up when you

2 least expect it.

3 >> Oh yeah. Dr. Fierro: That

4 was the other baby from the

5 video.

6 >> Debra Ward made this.

7 >> Wow.

8 >> I don't make them --

9 >> She doesn't --

10 [Laughter]

11 >> She's not taking any

12 orders.

13 >> No, I'm not taking orders.

14 >> Dr. Fierro we entrust the

15 care of this child on to you.

16 >> Dr. Fierro: Thank you.

17 [Applause]

18 >> Now we want you to give

19 these out to each of the Board

20 Members.

21 >> Dr. Fierro: Okay.

22 >> Okay. And so we're going  
23 to have Alice and Rebecca come  
24 around the room so you can  
25 actually touch the baby if you

Sample footer

22

1 would like to do so and then we  
2 give the cigars so we have  
3 cigars for everybody for that,  
4 and again thank you to all of  
5 you for us being able to realize  
6 our vision.  
7 >> President Lewis: Thank you.  
8 >> Oh wait. She wants a  
9 picture of you with the baby.  
10 >> President Lewis: Does he  
11 throw up on you too?  
12 >> Not yet President Lewis:  
13 Thank you.  
14 >> You're welcome.  
15 >> [INAUDIBLE] [Off Mic].  
16 >> President Lewis: All  
17 right. Well thank you for this  
18 presentation. It's very  
19 exciting to see all the progress  
20 that you guys are making over

21 there and providing some of the  
22 best education that students  
23 around can get so thank you for  
24 that, and hopefully we see those  
25 babies be college bound and

Sample footer

23

1 Cerritos students maybe one day  
2 including Franco here. All  
3 right. Any other questions or  
4 comments from other Board  
5 Members here? No?  
6 >> Thank you very much.  
7 >> President Lewis: Thank  
8 you. Thank you guys.  
9 [Applause]  
10 >> President Lewis: Next on  
11 our agenda we have a  
12 presentation on the Project  
13 Labor Agreement update.  
14 >> Dr. Fierro: As the Vice  
15 President please feel free.  
16 >> All right. Good evening.  
17 Before I get started I would  
18 like to bring up one of our



19 representatives from the Solis  
20 Group Joseph to assist in the  
21 presentation. He will be going  
22 through the beginning of the  
23 presentation going over some of  
24 the facts, providing updates  
25 regarding the PLA and as you may

Sample footer

24

1 be aware the PLA consists of  
2 three projects. We are  
3 currently in the start of phase  
4 of the first project on that  
5 which is the Health and Wellness  
6 Center but I will Joseph go  
7 through some of the details and  
8 pick up towards the end of the  
9 presentation. Joseph.  
10 >> Thank you. Good evening  
11 Dr. Fierro, Trustees. My name  
12 is Joe Carol with the Solis  
13 Group and give update on the  
14 progress of the Project Labor  
15 Agreement. The Project Labor  
16 Agreement was signed in the end  
17 of 2015 with the Los Angeles and

18 Orange Counties building and  
19 constructions Trade Council and  
20 just by the way the Ron Millers  
21 the Executive Secretary of the  
22 Council is here tonight if you  
23 have any questions for him. And  
24 covers three projects. The  
25 health and wellness complex

Sample footer

25

1 which is currently under  
2 construction, the field house  
3 project in design and the health  
4 science building which is  
5 scheduled for 2019, 2020. The  
6 agreement covers you know  
7 cooperation on the sites and  
8 it's been true we had no  
9 grievances or disruptions  
10 between labor and management so  
11 far on the sites and it also  
12 includes local hiring  
13 provisions. Those hiring  
14 provisions are structured in a  
15 different tiers. There's the

16 first graduates who are  
17 enrollees of apprenticeship  
18 programs. That's 10% of workers  
19 on the sites. At the moment the  
20 only labor management  
21 apprenticeship program on site  
22 is the iron workers craft but we  
23 have good news to expand that to  
24 further crafts. The next is  
25 district residents in the

Sample footer

26

1 district apprenticeship  
2 graduates plus residents and 30%  
3 of workers and if the 30% goal  
4 is not met at that point then  
5 it's 40% and expands to the  
6 further tiers and regional  
7 resident 25-mile radius and  
8 other Los Angeles and Orange  
9 County residents. Contractors  
10 that don't have the workers  
11 already in employ may get them  
12 through requests from the hiring  
13 halls, the unions, for journey  
14 men list or apprenticeship

15 programs and thanks to the  
16 agreement the unions have all  
17 agreed that when contractors use  
18 our craft request forms to  
19 request workers they're able to  
20 put the district residents in  
21 apprenticeship graduates at the  
22 top of the list and prioritize  
23 them over other workers who are  
24 waiting. So a district resident  
25 includes what you expect people

Sample footer

27

1 live in the district boundaries  
2 but it includes residents of a  
3 city with a district zip code  
4 and current students and  
5 veterans of the armed forces and  
6 where they live so how is the  
7 project going so far? At the  
8 moment 69% of the workers are  
9 from the local areas and when  
10 you break to down the district  
11 apprenticeship -- again the iron  
12 worker craft there were 26% of

13 them and ten workers. Overall  
14 district residents -- 104 worked  
15 on the complex so far and 22%  
16 district residents. Since that  
17 isn't at the 30% level then the  
18 goal is 40% and expands outward  
19 and once we're in the third tier  
20 you can see 52% of the workers  
21 have been from the first tiers  
22 and 69% with the Los Angeles and  
23 Orange County tier so we have  
24 been in compliance and we are  
25 continuing to make efforts

Sample footer

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1 especially within the district  
2 resident here gets that up as  
3 much as we can. we get the  
4 information from certified  
5 payroll reports that contractors  
6 submit and accurate through  
7 January. Also for the workers  
8 who may be district students or  
9 veterans the contractors can  
10 inform us about their status and  
11 we will collect verification so

12 we can give them credit for  
13 that. We wanted to compare the  
14 local hiring on this project to  
15 comparable or other projects  
16 that have been going on not  
17 covered under the Project Labor  
18 Agreement to see the effect  
19 happening so we can information  
20 from the Fine Arts-CIS Math  
21 completed last year and used the  
22 same kind definition of district  
23 area and the 10% of local  
24 workers and there's a couple  
25 other smaller projects done last

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1 year and campus projects and the  
2 numbers are small and 16% so it  
3 does appear that the PLA project  
4 had a higher percentage of  
5 district residents working on  
6 it. We've taking efforts  
7 proactively to try to maximize  
8 local hiring on the projects.  
9 Each project has had a mandatory

10 prejob conference and the  
11 contractors must be in  
12 attendance with the unions and  
13 to discuss with all the them the  
14 hiring goals and everybody's  
15 rights and responsibilities,  
16 make sure they understand how to  
17 request workers and what other  
18 sources are available for  
19 workers if they're having  
20 trouble finding them. Every  
21 month we're giving updates and  
22 compliance status letter to the  
23 contractors and also invoice  
24 payment recommendation to  
25 construction management so we

Sample footer

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1 have regular check ins and  
2 everybody is understanding where  
3 they are and what further  
4 efforts they need to make. If  
5 contractors are falling behind  
6 we make targeted contacts with  
7 them and ask in particular show  
8 us the efforts we're doing for

9 local hiring whether request  
10 forms out of a union. It maybe  
11 workers they had in their own  
12 employ or if workers aren't  
13 available from a union hall  
14 maybe everybody is working to go  
15 to other sources and we're there  
16 to help them and see the records  
17 of what they have been trying to  
18 do to get workers from other  
19 sources and we have agencies and  
20 work center and  
21 pre-apprenticeship programs and  
22 the women untraditional  
23 employment role connect the  
24 contractors to those resources  
25 and are job fairs and events in

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1 the area and invite contractors  
2 and find workers interested in  
3 the trades. Coming up next the  
4 most interesting most exciting  
5 thing we've got going on is the  
6 new pre-apprenticeship program



7 located on campus. We're  
8 finishing up negotiations at  
9 that point with the building  
10 trades for a pre-apprenticeship  
11 program that will serve all  
12 trades and not just iron workers  
13 so for students who are  
14 interested in careers in the  
15 trades to get a orientation what  
16 it means to have a career and  
17 what the different crafts do so  
18 they have an idea what they're  
19 interested in. Because of the  
20 partnership with the building  
21 trades we get a multi-craft  
22 curriculum certification and  
23 that allows access. It's a  
24 curriculum that make sure that  
25 the students get all the

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1 information that they need to  
2 apply for apprenticeship in any  
3 of the crafts and the basic  
4 safety certifications and  
5 orientation that all the crafts

6 require. It also comes with  
7 building trade cooperation to  
8 provide speakers for the classes  
9 for students to provide tours of  
10 the apprenticeship facilities  
11 and to assist candidates with  
12 the application process. Once  
13 that's in place we apply that  
14 and the 10% district  
15 apprenticeship and graduate goal  
16 we can apply to the other crafts  
17 as well and look to put the  
18 students to work and finally for  
19 the other two projects that are  
20 coming up under this PLA we have  
21 targeted job fairs so the  
22 interested candidates meet the  
23 contractors and unions and we  
24 can get them into the pipeline  
25 in time so when their part of

Sample footer

33

1 the project comes up they're  
2 ready to work on that. thank you  
3 for that.

4 >> Thank you Joe. Again we  
5 wanted to kind of show you some  
6 our most recent projects and how  
7 it's comparing with the health  
8 and wellness PLA contract so one  
9 of the recent projects that was  
10 completed was our Liberal Arts  
11 DSPS building. That was square  
12 feet building and there were a  
13 total of 21 contractors on that,  
14 15 of them were union which  
15 breaks down to a percentage of  
16 71% union workers, 29% non union  
17 workers. Of the 21 contractors  
18 the total prime contracts was  
19 about 14.9 million dollars so we  
20 wanted to kind of show a  
21 comparison of what if the entire  
22 project was all union what that  
23 would actually show and if that  
24 was the case those bids, -- of  
25 the basically six non union if

Sample footer

1 we went with an actual union  
2 contractor that's how we come up

3 with the cost of 15.4 million  
4 which is probably a 2.8%  
5 increase. Again this doesn't  
6 necessarily mean anything but  
7 sometimes that question is  
8 brought up. We like to kind of  
9 give you a sense. This  
10 information will make more sense  
11 once I go through some of the  
12 slides as when I actually  
13 compare to the actual PLA itself  
14 it will start to make a little  
15 sense but I wanted to set the  
16 stage and give you scenarios of  
17 the non PLA contracts so next is  
18 the Fine Arts-CIS Math --  
19 >> Vice President Lopez.  
20 >> Yes.  
21 >> I had a question. You said  
22 on the previous slide there was  
23 a 71% of the laborers were union  
24 --  
25 >> 70% of the contractors were

Sample footer

1 union shops.  
2 >> [INAUDIBLE].  
3 >> Yes.  
4 >> Thank you.  
5 >> So next is the Fine Arts  
6 building. That is the 56,000  
7 square foot building and bid in  
8 for construction of February of  
9 '17. 14 of the 21 contractors  
10 were union which breaks down to  
11 a percentage of 67% union. 33%  
12 non union. Of those total prime  
13 contracts total cost was  
14 25 million. Again using the  
15 same scenario of the seven non  
16 union if we selected a union  
17 contractor which would probably  
18 be the next lowest bid that  
19 would had a total cost factor of  
20 25.7 which is about 3% increase  
21 of what the total cost of the  
22 building was.  
23 >> So if I understand this  
24 right you've got 2/3 union and  
25 1/3 non union.

Sample footer

1 >> Yes.

2 >> Yes.

3 >> So the delta and represent

4 9% in the overall cost of the

5 project due to -- [INAUDIBLE].

6 >> No.

7 >> No, it's actually 3%

8 because what we're actually

9 looking at is just the seven

10 shops that were non union. If

11 the next lower bidder was a

12 union shop we're using that

13 actual cost.

14 >> [INAUDIBLE] [Off Mic].

15 >> Yes, yes. So it really is

16 looking at the difference of the

17 union versus non union on it and

18 it's really just looking at the

19 delta that were non union. Next

20 was the last building is the

21 math and CIS building and 40,000

22 square feet and construction

23 through February 17 and again 14

24 of the 21 contractors were union

25 still breaking down basically to

1 2/3 union, 1/3 non union. Again  
2 the same analogy of those -- a  
3 total sum of the prime contracts  
4 was 16.1 again using the  
5 scenario of assuming that the  
6 non union -- did not bid and  
7 give a total of 16.9 and 5.1%  
8 increase. Combined of the three  
9 projects 43 of the 63 were union  
10 shops which again basically  
11 breaks down to 69% union, 32%  
12 non union, a total sum of  
13 56.1 million on the total sum of  
14 those prime contracts and then  
15 58.1 assuming if all the prime  
16 contracts were union shops.  
17 That's about 3.6% increase.  
18 Now, realizing and comparing to  
19 the health and wellness building  
20 this is a 86,000 square foot  
21 building. It bid in January of  
22 17 for construction through  
23 February of 2020. 43 of the 63  
24 contractors are union which is

25 breaks down to a 90 /ten split,

### Sample footer

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1 90% being union and 10% non  
2 union. Total contract price on  
3 this is 48.2 and then assuming  
4 based on the previous slide if  
5 the logic was that under the non  
6 PLA agreement we typically get a  
7 ratio of 70-30. We kind of used  
8 this logic of it if this was a  
9 non PLA. Again I think we're  
10 trying to illustrate there's  
11 really very minimal costs we can  
12 see. Again this is not a  
13 perfect science on it so we  
14 wanted to show comparisons and  
15 questions are asked what is the  
16 cost increase of a PLA? We  
17 don't really see that much and  
18 again this is not a perfect  
19 science of doing it this way,  
20 but at least it provides some  
21 kind of concepts behind it, but  
22 you know so that's the  
23 information that we have. Do we



24 have any questions regarding

25 this? Again we're about --

Sample footer

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1 we're on the first project of  
2 the PLA. We're about 37% in  
3 with the project so we're very  
4 on the preliminary phase of it  
5 so we haven't really even got to  
6 a lot of the major trades that  
7 are actually coming up on that.  
8 I think we're still in the  
9 framing and steel work side of  
10 the house on it. Projects on  
11 target, going well really no  
12 issues with the project and  
13 interesting to see once the data  
14 comes out so the data is  
15 supporting that this is  
16 attracting more local hires  
17 within the local district itself  
18 and whether or not that is  
19 related to the PLA. Obviously  
20 with the increase in the union  
21 shops with this particular

22 project it seems to be showing  
23 that we're getting a lot more  
24 district resident work on this  
25 project.

Sample footer

40

1 >> President Lewis: Any  
2 questions from Board Members?  
3 >> How many workers again from  
4 the district?  
5 >> I think it was 104 if I am  
6 not mistaken. Yeah, 104 and  
7 from the tier two basically tier  
8 one and two and all the tier  
9 ones and the apprenticeship plus  
10 district residents which gives  
11 us 104 and in comparison to the  
12 other projects I show like with  
13 the Fine Arts-CIS Math there was  
14 99 workers but it was a 10%  
15 ratio. Right now we're showing  
16 about 22% but again we're only  
17 about 37% into the project so  
18 this number could increase as we  
19 get more of those contractors on  
20 site.

21 >> Thank you.  
22 >> President Lewis: Okay.  
23 Any other questions? Trustee  
24 Perez.  
25 >> Marisa Perez: Yes thank

Sample footer

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1 you. Thank you very much for  
2 the presentation. I have a  
3 couple of questions but just to  
4 start with some comments. Thank  
5 you. I think it's really great  
6 to see we made so much progress.  
7 We have been talking about  
8 getting more of our community  
9 involved and a lot of things  
10 going on with the college  
11 including construction  
12 especially because the voters in  
13 the district are the ones that  
14 voted twice to tax themselves to  
15 support construction the  
16 modernization on campus so this  
17 is good news to see we're  
18 investing back into our

19 residents and our students so I  
20 am happy about that. I just  
21 have a couple of clarification  
22 questions. When you define a  
23 contractor as union -- because  
24 you have comparison and 90%  
25 union 10% union or different

Sample footer

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1 numbers how are you defining  
2 union? Because a contractor  
3 maybe signatory to one union for  
4 one trade but they may not be  
5 signatory to another trade who  
6 is union so how are you defining  
7 "union" contractors?  
8 >> [INAUDIBLE] [Off Mic].  
9 >> I feel like they should  
10 used subcontractors.  
11 >> Well, we don't have  
12 subcontractors and all of the  
13 job are multiple prime. We  
14 contract with each contractor  
15 themselves so I guess we define  
16 --  
17 >> [INAUDIBLE] [Off Mic].

18 >> Right.  
19 >> Right. Because I am  
20 curious because when we contract  
21 with them and then sub work out  
22 I am curious are we capturing  
23 the work that any of the  
24 subcontractors using? Meaning  
25 are we getting credit for

Sample footer

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1 employees that they may hire  
2 that are within our district?  
3 And I guess that's what I am  
4 trying to see are we capturing  
5 everybody?  
6 >> Yeah, if a actual contractor  
7 has a sub they're required to  
8 submit their certified payrolls  
9 as well so those would be  
10 captured in that and Jimmy  
11 correct me if I am wrong but  
12 most of the contractors use subs  
13 or primarily the --  
14 >> Both.  
15 >> Both? Okay. All right.

16 So they would be picked up on --  
17 because every subcontractor is  
18 required to submit the certified  
19 payrolls as well.  
20 >> Marisa Perez: Okay. And  
21 then in regards to the cost  
22 differential when you did the  
23 cost comparison between the  
24 totals if they were union versus  
25 non union. What assumptions do

Sample footer

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1 you use to make that comparison?  
2 >> So for instance on the math  
3 and CIS building so the total  
4 cost of the project as it was  
5 awarded is 16.1 million dollars  
6 and so we make the assumption  
7 that if all of the prime  
8 contractors -- if all 21 of the  
9 contractors were union how would  
10 that shake out? And basically  
11 what we do is -- so obviously  
12 from this seven of them were non  
13 union shops and so if we --  
14 those were the lowest bids so if

15 we took the lowest bid and went  
16 to the next lowest bid and use  
17 that dollar figure that's how we  
18 come up with that delta.  
19 >> Marisa Perez: But  
20 sometimes we don't have more  
21 than one bidder who bid on a  
22 project so I don't know how you  
23 make that comparison then if  
24 there's really -- sometimes  
25 there's only one bid and then

Sample footer

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1 what if that next bid is not --  
2 is another non union shop then  
3 do you go down to the next one  
4 --  
5 >> Yes, we would go to the  
6 second or third one to get to  
7 the union job.  
8 >> Marisa Perez: I think  
9 maybe a little more  
10 clarification on that because  
11 that's always the challenge that  
12 opponents who don't support the

13 local hiring portion of PLAs and  
14 it's 10% higher. That's what  
15 says and you're showing it's not  
16 --  
17 >> Yeah, it's clearly not.  
18 >> Marisa Perez: It's clearly  
19 under 10% but the assumptions  
20 are very important and again  
21 there's a lot of questions about  
22 the benefits and I think the  
23 board weighed those when going  
24 for the PLA because we wanted to  
25 invest back into the community

Sample footer

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1 and again those numbers we have  
2 to be careful how they're  
3 calculated and how they're  
4 presented. I am very, very  
5 excited about the MC3 program  
6 and the expansion of that so I  
7 wonder if you could spend a  
8 little time giving more details  
9 about what the students who will  
10 be selected for this program --  
11 do they have to apply? I am



12 curious what sort of math skills  
13 and math classes they will be  
14 able to take as part of this  
15 pre-apprenticeship program?  
16 Because in all my tours with the  
17 different unions is math is the  
18 skill that is really needed to  
19 be successful in trades because  
20 a lot of these fields are highly  
21 specialized. They need more  
22 than Algebra so I want to make  
23 sure as part of this program  
24 we're encouraging and supporting  
25 our students to be able to be

Sample footer

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1 successful, and then my last  
2 question on once they complete  
3 it do they get a certificate?  
4 Do they get some sort of  
5 completion certificate to show  
6 they went through a program and  
7 then does that give them a  
8 higher status when they actually  
9 apply to become a apprentice

10 finally?  
11 >> All right. Thank you.  
12 Certainly good questions. As  
13 far as for the content of the  
14 program the curriculum as you  
15 probably know is standardized by  
16 the national building trades  
17 unions and will be licensing it  
18 as part of the program. I know  
19 because I've personally I help  
20 tutor students getting ready for  
21 apprenticeship myself and the  
22 math analogy and some of the  
23 trades and especially the  
24 highest paid trades have  
25 additional requirements that

Sample footer

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1 make it harder to pass and I  
2 certainly think -- I have a  
3 meeting with the Program  
4 Coordinator and with the unions  
5 coming up in the first week of  
6 March and I will certainly make  
7 that point we want make sure  
8 they're prepared to apply for

9 any craft when finished and  
10 finally let's see you asked  
11 about -- sorry, or the  
12 certificate, right. when they  
13 graduate the program they will  
14 get a certificate and it isn't  
15 they get extra points on the  
16 application or anything. It's  
17 just that the curriculum is  
18 designed to teach them exactly  
19 what the unions are looking for  
20 when they apply so they tend to  
21 both do better on the tests and  
22 tend to interview better and you  
23 know because of this program  
24 since we've got the labor  
25 agreement we also be using our

Sample footer

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1 relationships with the unions to  
2 let them know part of the  
3 commitment to having this  
4 agreement we want them to access  
5 to careers in the trade and we  
6 certainly expect cooperation

7 with that.

8 >> [INAUDIBLE].

9 >> Just a couple more

10 questions on the program. I

11 know I was talking with Dr.

12 Fierro and some people from the

13 program before. Is it still in

14 conjunction with high schools or

15 strictly 100% on campus?

16 >> As I understand it the

17 program will be here on campus.

18 >> Okay and I understand it

19 depends how many students we

20 take depends how much we think

21 the need is in terms of the

22 trades

23 >> Yeah. We're trying not to

24 make false promises and

25 graduating student when is there

Sample footer

50

1 is a need for them.

2 >> So do we know how many and

3 when?

4 >> That I'm not sure about.

5 >> Okay. And time of

6 completion of the program?  
7 >> I don't know what we're plan  
8 for example this one.  
9 >> What I see with other  
10 programs you can make up to a  
11 semester and doing other things  
12 and do as little in six or eight  
13 weeks getting ready for one or  
14 two crafts  
15 >> And given they need basic  
16 skills and students are come  
17 coming in as Remedial Math and  
18 English and the question to  
19 Administration are we giving  
20 resources -- I'm not sure who is  
21 teaching will you give students  
22 the resources -- kind of the way  
23 the Cerritos Complete for them  
24 to finish in a timely manner and  
25 achieve the basic skills

Sample footer

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1 classes?  
2 >> Dr. Fierro: As long as  
3 they're students that have the

4 same access of services as  
5 anyone else. Within the program  
6 based on my conversations with  
7 Chris there's a lot of emphasis  
8 on mathematics. The program  
9 does emphasize a lot of the  
10 mathematics skills and applied  
11 mathematics are expected from  
12 the students in order to access  
13 different trades, so as the  
14 students go through obviously  
15 they're introduced to the  
16 different trades, different  
17 skills and need, but they're  
18 also getting what was described  
19 closely to reality view of how  
20 you can access a particular  
21 trade and the level of skill  
22 needed, so one of the questions  
23 is often formulated which one is  
24 the one which gets me the more  
25 money? Well you could do

Sample footer

1 elevators and that requires a  
2 high level of mathematics and

3 other skills so that is  
4 introduced and the students are  
5 encouraged and help to perform  
6 the minimum level required to be  
7 able to access those trades, and  
8 illustrations like that or  
9 trades that have different type  
10 of entry requirements but the  
11 training is clear as to what you  
12 need to learn in order to enter  
13 the different fields so we will  
14 provide the support but the  
15 program does that as well.  
16 >> I guess my concern would be  
17 tracking of these students  
18 because it is high emphasis in  
19 math and like I said from my  
20 district 80% plus are coming in  
21 Remedial Math. Could be four  
22 levels below. So just like the  
23 Cerritos Complete I would like  
24 to see tracking and making sure  
25 that the students are completing

Sample footer

1 -- having access to counselors,  
2 having the Ed program because  
3 really I think this is a program  
4 we should highlight and push and  
5 expand because this is say  
6 pathway to the middle class for  
7 our students and there are many  
8 articles saying that we need  
9 more trades people and not  
10 transfers to a college, a four  
11 year school and I want to make  
12 sure we're tracking and the  
13 students have the resources they  
14 need to tackle the math problem  
15 Dr. Fierro: Yeah, that doesn't  
16 be difficult to do. The  
17 students have to register to  
18 access the curriculum so we will  
19 have easy access to who is  
20 taking it and how they're doing  
21 a lot of the practice work. My  
22 understanding is that virtual  
23 component to it so we can  
24 actually see what they're doing.  
25 >> So I guess my question --

Sample footer



1 maybe I will set up a meeting  
2 but my question would be if a  
3 student is coming in and four  
4 levels remedial can they even  
5 apply for the program or be at a  
6 basic level before they apply.  
7 >> President Lewis: Do you  
8 have an answer to that?  
9 >> [INAUDIBLE] [Off Mic].  
10 >> Dr. Fierro: I don't know  
11 the entry point of each trade.  
12 My assumption and this is what I  
13 can recall but I have to get  
14 back to you with from the  
15 conversation. The students  
16 issued actually register and  
17 take part of the intro but not  
18 getting to the skill level  
19 obviously will make them less  
20 competitive when they apply to  
21 the trade they want to enter.  
22 >> Because I think part of the  
23 issue we have to make sure  
24 they're at the basic level of  
25 math that requires for pretty

1 much all the trades which will  
2 help them either way whether  
3 they go to a trade or just  
4 complete their certificate so  
5 maybe I will just schedule a  
6 meeting and just talk off line.  
7 >> Dr. Fierro: Yeah, I will  
8 find the details on the specific  
9 scores but my understanding, and  
10 again I could be wrong on this.  
11 They can enter the training but  
12 if you reach a specific level  
13 you're less competitive.  
14 >> If you like Mr. Miller --  
15 >> Yes please.  
16 >> Good evening. I am rob  
17 Miller with the L.A. Orange  
18 County building trades and good  
19 to be back here. I'm more than  
20 willing to bring my  
21 representative down if you want  
22 a complete showing of what the  
23 courses are going to do. I  
24 believe it's seventh grade math

25 but this is an apprenticeship

Sample footer

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1 readiness program and so it's  
2 designed to give your students  
3 an overall view of what  
4 construction is b help them make  
5 up their mind whether they want  
6 to be in construction and if  
7 they do what trade they want to  
8 gravitate towards. They will  
9 get tours of the apprenticeship  
10 training centers. They will  
11 have representatives come into  
12 the classroom and speak to the  
13 specific trades they represent  
14 and help that student make up  
15 his or her mind whether they  
16 really want to be there. As you  
17 know when we take an individual  
18 out of the community we're going  
19 to spend \$30,000, \$40,000 on  
20 them over the course of the  
21 apprenticeship program plus on  
22 the job work they get paid for  
23 so we want a good candidate for

24 our program. We want somebody

25 that wants to be there, wants to

Sample footer

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1 be happy in the profession they

2 have chosen and so this class is

3 beneficial to the student and

4 it's beneficial to our program

5 also and it's going to help put

6 folks to work. We have this

7 program at Long Beach City

8 college, Los Angeles Trade Tech

9 college. Antelope Valley

10 college we have it with winter

11 and various youth build chapters

12 so it's around. We have about a

13 50% placement rate right now

14 into the apprenticeship trades

15 so we think it's very

16 successful. Just not everybody

17 is cut out for college not

18 everybody is cut out for

19 construction so we're finding

20 that out but the ones that are

21 getting this program are

22 informed and more ready to go  
23 into the apprenticeship so thank  
24 you.  
25 >> President Lewis: Any other

Sample footer

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1 questions from Board Members?  
2 Trustee Salazar.  
3 >> Sandra Salazar: I had a  
4 question and you gave numbers  
5 based on the number of workers  
6 that are local hire. How are we  
7 tackling the program of having  
8 the contractors within our local  
9 hire area? Because I don't  
10 think we -- did you mention  
11 anything about contractors and  
12 local hire? Because I don't  
13 know if you have information on  
14 that because every time we get a  
15 bid I see contractors outside of  
16 our area, so how is that being  
17 impacted?  
18 >> Yeah, the PLA is just  
19 tracking the workers and I'm not  
20 sure about the contractors.

21 >> Yeah, the goal within the  
22 PLA is track the workers on site  
23 not necessarily the home base of  
24 the contractor. My  
25 understanding like if you have a

Sample footer

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1 contractor that is in Riverside  
2 let's say that they can team up  
3 with local union shops within  
4 the area to actually have local  
5 work here on the campus so it's  
6 not necessarily where the home  
7 Office of the contractor. We  
8 track the actual physical  
9 workers that are here on the  
10 site itself.

11 >> Sandra Salazar: So my  
12 question is I believe we passed  
13 a Resolution try to increase  
14 local hire in terms of  
15 contractors a couple of years  
16 ago prior to Dr. Fierro's  
17 arrival so my question what are  
18 we doing to help that improve?

19 >> Again it goes back to the  
20 outreach we're doing. I know  
21 you know both with the  
22 assistance of Tildon-Coil and  
23 also with Joe we have done a lot  
24 of outreach. I think Joe can  
25 speak a little more in-depth in

Sample footer

60

1 the outreach of maximizing local  
2 hiring but you know like going  
3 -- inviting them to the job  
4 fairs. Letting them know of a  
5 potential project that is coming  
6 online and trying to reach out  
7 to local workers -- or local  
8 contractors knowing there is a  
9 particular project coming on  
10 board to get as much encourage  
11 on it. We also have a mandatory  
12 pre-job conference for all bid  
13 packages to kind of discuss the  
14 local hiring goals and the PLA  
15 requirements. Again trying to  
16 provide that as much outreach as  
17 possible that we can. Joe can

18 jump in --  
19 >> Yeah, the only thing I would  
20 add to that the local hire  
21 program gives them a competitive  
22 advantage and have people that  
23 comply with the goals but as far  
24 as outreach the folks at  
25 Tildon-Coil get a lot of credit.

Sample footer

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1 They did a lot of talking to  
2 contractors registered in the  
3 area and place of business here  
4 or in the local areas and trying  
5 to encourage them to pre-equal  
6 to bid on the projects. The  
7 building trades did as well once  
8 we let them know we're going to  
9 have a PLA and some contractors  
10 that haven't worked with the  
11 district were interested and  
12 made sure bid information goes  
13 out to prequalify and bid.  
14 >> Sandra Salazar: Do we have  
15 numbers on the that data or can



16 we get numbers on the data as  
17 far as contractors?  
18 >> You want the actual  
19 contractor data?  
20 >> Sandra Salazar: Not today  
21 but track the workers that are  
22 local and how we're doing in  
23 terms of the contractors that  
24 are local because what we see on  
25 the agenda doesn't seem local.

Sample footer

62

1 >> Okay.  
2 >> Sandra Salazar: Doesn't  
3 like there is an impact but I  
4 haven't seen data and I know  
5 Tildon-Coil has done a good job  
6 but good to see the actual  
7 numbers.  
8 >> We can compile that. We  
9 will do the project under the  
10 PLA and the health and wellness  
11 and the three projects I  
12 mentioned which are the three  
13 most recent larger projects and  
14 the DSPS building, math science

15 and Liberal Arts so we will  
16 provide that information to you.  
17 >> Thank you.  
18 >> President Lewis: Professor  
19 Llewellyn did you have a  
20 question? Last question I  
21 believe if no one else has one  
22 we received a letter at the  
23 district from ABC who we've  
24 partnered with for about 15, 20  
25 years or so that they're pulling

Sample footer

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1 their program of apprenticeships  
2 off of our campus so with that  
3 does this new apprenticeship  
4 program fill the same void as  
5 that and will it have the same  
6 number of average enrolled  
7 students as this program that we  
8 had on our campus did before? .  
9 >> I can talk certainly -- I'm  
10 not sure about numbers and know  
11 more when the program starts and  
12 the size and this is a

13 pre-apprenticeship program that  
14 would be students from the  
15 district that would be  
16 interested in getting into  
17 working apprenticeship programs.  
18 The way the union apprenticeship  
19 works is you apply to them.  
20 They control who gets in and  
21 once you do you're getting paid  
22 while you're working while  
23 you're learning. This program  
24 is designed to get them prepared  
25 to apply and get into the

Sample footer

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1 apprentice programs so they're  
2 not directly comparable but I  
3 don't know the question how many  
4 we're serving versus one the  
5 other and we will develop that  
6 as the program gets ready to  
7 start.  
8 >> Quick question since we  
9 have Ron Miller here and hear  
10 the input on how the PLA is  
11 going from his point of view

12 please. Thank you.  
13 >> So I think it's going good.  
14 As the gentlemen said it's early  
15 on this project and the further  
16 along the project gets more  
17 trades get on the project so  
18 your numbers will go up so I see  
19 it doing actually exactly what  
20 we said it would do and  
21 fulfilling our partnership.  
22 It's a good thing I believe and  
23 to the question about the ABC I  
24 will contact the local 11 and  
25 see if we can get something

Sample footer

65

1 going on your campus with them  
2 and I remember during a couple  
3 of the meetings when the PLA was  
4 discussed and the process of  
5 getting it voted on the ABC  
6 Program that you had here never  
7 put a single student to work on  
8 your campus so that right out of  
9 their mouth if you remember back

10 and you can check the minutes so  
11 I don't think you're losing  
12 anything. You're going to gain  
13 stuff. You're going to gain  
14 students. You're going to put  
15 local students to work on your  
16 projects and around the county.  
17 We probably have \$150 billion  
18 worth of work under agreement in  
19 the County of Los Angeles and  
20 Orange County right now,  
21 \$120 billion just in the  
22 transportation Metro Measure R  
23 and Measure M. I'm negotiating  
24 an agreement for the county  
25 right now for \$5 billion for

Sample footer

66

1 four projects and we have all  
2 the work at the harbor L.A.,  
3 Long Beach, the City of Los  
4 Angeles. We just renegotiated  
5 agreement with Whittier School  
6 District so there's a lot of  
7 work here. The labor market is  
8 tight but there's no shortage.

9 We're taking on apprentices. I  
10 did a back of the napkin poll of  
11 trade and they had 4,000  
12 apprentices in the program and  
13 end of 2016 we have over 10,000  
14 and we're growing the  
15 apprenticeship and one of the  
16 locals have 1800 and the largest  
17 in the country so we're growing  
18 to meet that need. There is no  
19 shortage and PLAs do not cost  
20 more. It's the same wage,  
21 prevailing wage. It's the same  
22 wage. You can look on the  
23 certified pay roll. It's the  
24 same wage so two, 3% cost  
25 increase. That's why we do the

Sample footer

67

1 lowest bid. This is open to  
2 union and non union alike and  
3 that's the purpose of the lowest  
4 bid so you get the best bang for  
5 the buck. Thank you.  
6 >> Thank you.

7 >> President Lewis: All  
8 right. Without any further  
9 questions or presentations did  
10 you have something? Then we  
11 will move on. Thank you so  
12 much.

13 >> Thank you.

14 >> President Lewis: Next we  
15 will have a presentation on the  
16 safety protocols at Cerritos  
17 College.

18 >> Dr. Fierro: So we will  
19 have a presentation of our  
20 safety protocols very small  
21 version of training that we have  
22 been providing on active  
23 shooter. Disclaimer there will  
24 be some graphic videos so be  
25 aware that some of the content

Sample footer

68

1 it is graphic so we warn you  
2 before again to make sure you  
3 either choose not to watch or  
4 walk out of the room, but this  
5 is part of the training that we

6 have offered at the different  
7 divisions and when we held the  
8 forums Jeff will provide an  
9 update on some of the  
10 modifications made to some of  
11 our locking mechanisms. And some  
12 of the training or first  
13 responders that participated on  
14 in order to stay current and  
15 maintain their skills in the  
16 event of a particular incident  
17 on campus. It is always been my  
18 position to having this  
19 conversations feels weird but we  
20 are in some very interesting  
21 times, so we have to be sure  
22 that this information is shared  
23 widely and that we are prepared  
24 and aware how we can best  
25 respond in an emergency

Sample footer

69

1 situation so Jeff.  
2 >> Thank you Dr. Fierro. Good  
3 evening President Lewis, Board



4 of Trustees. I am Tom Galvan  
5 Chief of Police here at the  
6 Police Department. I'm going to  
7 talk about campus safety and as  
8 Dr. Fierro mentioned in light of  
9 the receipt tragedy in Florida  
10 I'm going to focus more on our  
11 active shooter protocol and  
12 discuss what we have done and  
13 what we're doing and some of the  
14 resources we utilize if I can  
15 figure out how to use this.  
16 Thank you. What we focus on --  
17 I always start a presentation --  
18 anytime we do a presentation I  
19 always like to say how safe  
20 Cerritos College is. We're a  
21 safe campus but with that being  
22 said we have to be prepared. We  
23 can't get complacent. Things  
24 that we do I am really emphasize  
25 education and prevention.

Sample footer

70

1 Open lines of communication are  
2 absolutely essential and that's

3 with students, staff, faculty.  
4 We have to be able to pick up  
5 the phone somebody has a concern  
6 and have a discussion. Some of  
7 the things that we do we do  
8 presentations on campus watch  
9 which is basically a explanation  
10 of services that we offer. We  
11 do the coffee with the cop and  
12 another way to open up the lines  
13 of communication with the  
14 students where we have great  
15 team of officers that go there.  
16 They're very open and again  
17 helps us to open the line of  
18 communication. We do active  
19 shooter presentations with  
20 staff, students, departments  
21 basically anybody does a request  
22 we will absolutely show up and  
23 do a presentation. Each room --  
24 classroom has emergency  
25 information posters as we have

Sample footer

1 in the back of the room here  
2 explaining different protocols  
3 and it's very minimal but it's  
4 information. We do an annual  
5 safety walk with the students.  
6 Again more talking about safety  
7 on campus, lighting, landscape,  
8 but it opens up that line of  
9 communication. We're open to  
10 interviews. We did several of  
11 those and classroom  
12 presentations and one thing on  
13 campus we provide escorts with  
14 officers and anybody that has  
15 anxiety going to the parking lot  
16 by themselves. We participate  
17 in the annual evacuation drill  
18 and did that for several years  
19 the great American shake out, an  
20 opportunity to drill on  
21 evacuation, how we communicate  
22 during an emergency so that's a  
23 drill we will continue to do.  
24 One of the resources we utilize  
25 is we participate in target.

Sample footer

1 Target is a threat assessment  
2 and regional group evaluation  
3 team. This was created by  
4 special agent Jeff Kuno with the  
5 FBI and a multi-disciplinary  
6 approach for threat assessment  
7 for colleges and this approach  
8 you have members of law  
9 enforcement, academic, mental  
10 health professionals, technology  
11 partners and the goal of target  
12 is develop best practices in the  
13 identification of assessment and  
14 management of threats. We  
15 hosted this target meeting in  
16 2017 and basically the target  
17 meeting goes from college to  
18 college centered here in  
19 Southern California and it  
20 brings the different disciplines  
21 together to discuss what with we  
22 do better? What has worked?  
23 What hasn't worked?  
24 campus police. Anytime I get an  
25 opportunity to brag them them.

1 We have a group of dedicated men  
2 and women. They're here and  
3 understand their role on campus  
4 and do an outstanding job. Some  
5 of the training that we do as  
6 first responders like the Fire  
7 Department, police agencies is  
8 training is nonstop. That's  
9 something we continue. We look  
10 at best practices. Any  
11 opportunity to train we do. We  
12 do the quarterly firearms  
13 qualification and other  
14 qualifications and the blue gun  
15 training here on campus and that  
16 gives the officers the practice  
17 with stimulator weapons  
18 technical movements and entries,  
19 working as a team. In 2016 we  
20 hosted a multi-agency active  
21 shooter drill here on campus  
22 with the Los Angeles County  
23 Sheriff's department and the  
24 Fire Department. We

25 participated in the active

### Sample footer

74

1 shooter drills off site campus  
2 with some of the partners with  
3 the Sheriff's Department.  
4 We do dispatch response to  
5 active shooter training.  
6 Dispatch is a vital component of  
7 our response team and as a  
8 matter of fact they're going to  
9 a training in March, an eight  
10 hour training where they meet  
11 with other professionals and  
12 discuss best practices, so our  
13 first responder training is  
14 ongoing. Talking a little bit  
15 of active shooter. What is an  
16 active shooter incident? An  
17 event can occur at any time or  
18 anyplace. These incidents are  
19 unpredictable. They evolve  
20 quickly and most incidents are  
21 over within minutes. Having a  
22 Campus Police Department that's  
23 armed and ready to respond in an

24 emergency they can be anywhere

25 on campus in less than a minutes

Sample footer

75

1 and unfortunately in these

2 tragic events minutes save

3 lives. Typically there's no

4 pattern in the selection of

5 patterns in an active shooter

6 incident. Common motives

7 include anger, revenge, ideology

8 and untreated mental illness and

9 right now we're seeing a lot of

10 the that is driving some of

11 these tragedies. Some of the

12 ways we communicate and we make

13 notifications. We have the

14 Nixle text messaging system.

15 Cerritos College we have the

16 Social Media, the Twitter page.

17 We have a way of putting out

18 safety alerts on the college

19 emergency page. We have ways to

20 put information on electronic

21 marquees and bulletin boards

22 Emails but the one point I want  
23 to make that Cerritos College is  
24 one of the only colleges I am  
25 aware of -- community college

Sample footer

76

1 with such a robust public  
2 address system. We are able to  
3 make immediate notifications on  
4 a public address system in a  
5 major emergency so that's  
6 something a lot of colleges do  
7 not have and we have that  
8 ability to make an immediate  
9 notification when needed. When  
10 we do a training we talk about  
11 how to respond to an active  
12 shooter and we used basically  
13 protocol that is developed by  
14 the Department of Homeland  
15 Security and it's run, hide and  
16 fight. We want to make it as  
17 simple as possible. Run,  
18 evacuate. Having an escape  
19 route and plan in mind. We plan  
20 about this is something that you



21 some think about outside of  
22 college whether going to din  
23 dinner or a or church be aware  
24 of your surroundings. Don't  
25 dwell on it but know where the

Sample footer

77

1 exists are. Have a plan. If  
2 there's an incident with an  
3 active shooter safety first.  
4 Leave your belongings behind.  
5 When evacuating the first  
6 responders are coming in and the  
7 protocol right now they go  
8 straight to the threat. That's  
9 their job the initial officers  
10 respond to the threat and stop  
11 the threat so if you're running  
12 evacuating from the scene and  
13 see officers you're going to see  
14 officers. We will have Deputy  
15 Sheriffs from L.A. County  
16 rolling into the campus and see  
17 them heading towards the threat.  
18 Keep your hands visible. They

19 don't know who are you and  
20 that's why we say drop the  
21 belongs and hands visible and if  
22 the officer is responding from a  
23 location go right by them  
24 because the area they're coming  
25 from is safe. If you're unable

Sample footer

78

1 to run hide, shelter in place,  
2 hide outside of the shooter's  
3 view. Block entry and lock the  
4 door. Silence your cell phone  
5 and the last piece of the puzzle  
6 and something we don't like to  
7 think about but it's an option  
8 and if you're unable to run or  
9 hide and evacuate and as a last  
10 resort and when your life is in  
11 danger you fight. You act with  
12 physical aggression and use  
13 whatever at your hand to protect  
14 yourself and we again try to  
15 emphasize the last option is not  
16 good but it is an option. How  
17 to respond to law enforcement?

18 Like I said and I think we're  
19 going to go back and do the  
20 video and before I do the video  
21 like Dr. Fierro said this is not  
22 graphic in nature but it depicts  
23 an actual -- the simulation of  
24 an active shooter. It's intense  
25 and with the recent shooting

Sample footer

79

1 that has been in the news and  
2 the tragedy it can be up setting  
3 for some people so kind of put  
4 out the trigger alert here. If  
5 anybody would not want to watch  
6 it right now feel free to step  
7 outside and we'll call you in  
8 afterwards.  
9 >> Dr. Fierro: And if anyone  
10 is watching and a video that  
11 could have a trigger effect and  
12 not watch the video we will make  
13 an announcement once the video  
14 is over.  
15 >> Thank you Dr. Fierro.

16 >> It may feel like just  
17 another day at the office but  
18 occasionally life feels like an  
19 action movie than reality. The  
20 authorities are working hard to  
21 protect you and protect the  
22 public spaces. But sometimes  
23 bad people do bad things. Their  
24 motivations are different. The  
25 warning signs may vary. But the

Sample footer

80

1 devastating effects are the  
2 same. Worse and unfortunately  
3 you need to be prepared for the  
4 worst. If you're ever to find  
5 yourself in the middle of a  
6 active shooter event your  
7 survival may depend whether or  
8 not you have a plan. The plan  
9 doesn't have to be complicated.  
10 There are three things you could  
11 do that make a difference. Run,  
12 hide, fight. First and foremost  
13 if you can get out do. Always  
14 try an escape or e wack wait

15 even when others insist on  
16 staying. Encourage others to  
17 leave with you but don't let  
18 them slow you down with  
19 indecision. Remember what's  
20 important: You, not your stuff.  
21 Leave your belongings behind and  
22 try to find a way to get out  
23 safely. Trying to get yourself  
24 out of harm's way needs to be  
25 your number one priority. Once

Sample footer

81

1 you're out of the line of fire  
2 try to prevent others from  
3 walking into the danger zone and  
4 call 911. If you can't get out  
5 safely you need to find a place  
6 to hide. Act quickly and  
7 quietly. Try to secure your  
8 hiding place the best you can.  
9 Turn out lights and if possible  
10 remember to lock doors. Silence  
11 your ringer and vibration mode  
12 on your cell phone. And if you

13 can't find a safe room or closet  
14 try to conceal yourself behind  
15 large objects that may protect  
16 you. Do your best to remain  
17 quiet and calm. As a last  
18 resort if your life is at risk  
19 whether you're alone or working  
20 together as a group fight, act  
21 with aggress, improvise weapons,  
22 disarm and commit to taking the  
23 shooter down no matter what.  
24 Try to be aware of your  
25 environment. Always have an

Sample footer

82

1 exit plan. Know that in an  
2 incident like this victims are  
3 generally chosen randomly. The  
4 event is unpredictable and may  
5 evolve quickly. The first  
6 responders are not to evacuate  
7 or tend to the injured. They're  
8 there well trained to shop the  
9 shooter. Your actions can make  
10 a difference for your safety and  
11 survival. Be aware and be

12 prepared and if you find  
13 yourself facing an active  
14 shooter there are three key  
15 things you need to remember to  
16 survive: Run, hide, fight. .  
17 >> Thank you. This video is  
18 on our campus police website  
19 with some of our protocols. We  
20 have a lot of information on the  
21 website as far as crime and  
22 prevention and tips on safety  
23 but we really encourage everyone  
24 to watch the video. It's not  
25 pleasant to watch but in today's

Sample footer

83

1 society we have to be prepared.  
2 Just touching a little a lot of  
3 was covered in the video how to  
4 respond to law enforcements and  
5 again I think I stated earlier  
6 in an active shooter event our  
7 officers will be on site within  
8 minutes and have L.A. County  
9 Sheriff rolling in by the

10 numbers and as you're leaving  
11 first remember the first wave of  
12 officers their job is to go to  
13 the threat and not tend to the  
14 wounded and answer questions so  
15 some of the key factors for  
16 people fleeing running, remain  
17 calm, follow instructions and  
18 raise hands and don't make quick  
19 movements and don't attempt to  
20 hold on to them for safety and  
21 remember after the threat is  
22 neutralized you will have a wave  
23 of assistance coming in to deal  
24 with the wounded and to help  
25 others. Avoid pointing,

Sample footer

84

1 screaming and or yelling and do  
2 not ask officers for help and  
3 proceed from the direction  
4 officers reentering the premise.  
5 If you're sheltering in place  
6 after the threat has been  
7 neutralized you're going to be  
8 sheltering in place because the



9 officers are going to be  
10 responding clearing each  
11 classroom because we want to  
12 make sure there's not a  
13 secondary suspect. That there's  
14 not any booby traps so there's  
15 where the communication comes  
16 in. Once the threat has been  
17 taken care of we're  
18 communicating through Nixle and  
19 providing information each  
20 through the PA so people sit in  
21 the classroom will understand  
22 what the next step is. If  
23 you're calling 911 providing  
24 information if you're in a  
25 situation where you can safely

Sample footer

85

1 call some of the questions you  
2 will be asked a specific  
3 location of the active shooter.  
4 How many shooters are there?  
5 Physical description of the  
6 shooters and number of weapons

7 and whether a rifle or handgun  
8 and number of victims at the  
9 location and again this is for  
10 someone in a safe place to make  
11 the call. Things to do and key  
12 things to maintain a safe  
13 campus. Again I stress maintain  
14 the open lines of communication  
15 with students and faculty and  
16 staff and a good example of this  
17 is last week in Whitter I  
18 believe the name of the high  
19 school escapes me --  
20 >> [INAUDIBLE].  
21 >> El Camino High.  
22 >> Thank you. A great example  
23 of communication. A troubled  
24 student got in an argument with  
25 a teacher and made a comment

Sample footer

86

1 over heard by security -- not an  
2 officer but security. I am  
3 assuming like our cadets, over  
4 heard a statement that "I'm  
5 going to shoot up this campus

6 in the next three weeks" and  
7 the person over heard it and the  
8 security officer contacted the  
9 police and the L.A. County  
10 Sheriff's Department. They did  
11 a great job and follow up  
12 investigation as part of the  
13 threat assessment and you have  
14 another packet on your desk  
15 which provides more detail as  
16 far as threat assessments and  
17 what we do and different  
18 resources we utilize, but result  
19 of their diligence they ran  
20 where the juvenile lived and  
21 find there's weapons registered  
22 in that house. They went to the  
23 residence and confiscated two  
24 rifles and handguns and  
25 ammunition. Now it turns out

Sample footer

87

1 according to the article the  
2 weapon were registered to the 28  
3 year old brother who was an Army

4 veteran but again he well access  
5 to weapons so that's an example  
6 how important it is to keep  
7 those lines of communication  
8 open. We're going to continue  
9 to participate in the great  
10 American shake out, the  
11 evacuation drill and implement  
12 an annual shelter in place drill  
13 and starting slow and implement  
14 different drills and practices  
15 so we're all prepared. We will  
16 train for active shooter  
17 response and continue developing  
18 resources outside the campus to  
19 develop best practices for  
20 emergency response and just to  
21 mens Jose mentioned and there  
22 was a retrofit and the  
23 classrooms the doors open  
24 outward and secure from the  
25 interior with a key and there

Sample footer

1 are discussions and some  
2 different colleges and high

3 schools that use after market  
4 products. There's a lot of  
5 great products and lock from the  
6 interior but that also brings  
7 with it challenges. Now you  
8 could have a bad guy inside a  
9 room that's how locked that door  
10 and police can't enter so it  
11 creates a challenge. Some of  
12 the things we're going to be  
13 talking to faculty and staff  
14 about is wearing that key on a  
15 lanyard on your wrist or in  
16 class. Practice locking the  
17 door. In an emergency something  
18 as easy which way to turn the  
19 key can be difficult but if we  
20 practice once a day and go to  
21 the door and lock it we want  
22 reach out and make sure it's  
23 locked and so if you practice  
24 you will know how to react so  
25 those are things we're looking

Sample footer

1 at. Nothing is off the table.  
2 We will continue to look at best  
3 practices to improve the safety  
4 here on campus so I would be  
5 happy to answer any questions at  
6 this time.  
7 >> Dr. Fierro: Thank you.  
8 Tom is being a modest. What he  
9 described on the event at El  
10 Camino High and proactive here  
11 when we started the campaign see  
12 something say something. We get  
13 a lot of tips and obviously  
14 Dr. Jensen I are privy to the  
15 tips and work done behind the  
16 scenes and I can tell you and  
17 assure you pretty much everybody  
18 we get we investigate what Tom  
19 described the case at the high  
20 school we have done and we have  
21 been very proactive about that.  
22 We have [INAUDIBLE] --  
23 >> Yes.  
24 >> Castillo.  
25 >> He is extremely proficient

Sample footer

1 doing internet research. We  
2 have access to that data base  
3 that allows him to do quick  
4 searches, background,  
5 essentially get us a big picture  
6 of what is happening and he has  
7 developed a very good skill in  
8 that that has been very helpful  
9 for us to able to respond to  
10 situations among other  
11 individuals [INAUDIBLE] but I  
12 can think of several examples  
13 obviously not disclose -- I get  
14 a message. We get in touch  
15 immediately and within minutes  
16 we start getting information to  
17 determine whether or not it's  
18 something to do so I want to  
19 reassure you that the work that  
20 our Police Department is doing  
21 has been doing and will continue  
22 to do is topnotch. As I said I  
23 get a lot of that information  
24 first hand before it's even  
25 distributed and in some cases it

1 doesn't get out of here because  
2 of the reaction has been so fast  
3 and we have been able to contain  
4 or identify whatever situations  
5 have arise. We also have them  
6 participate in first responder  
7 training regularly and practice  
8 with the L.A. Sheriff's  
9 Department so the officers are  
10 well trained and receive the  
11 same training as any police  
12 agency around us, so our  
13 officers and Tom has been doing  
14 a great job with that. in 2015  
15 we were unable to lock doors  
16 from the inside. We retrofitted  
17 them essentially all of the  
18 doors to this point to be able  
19 to do that work so we  
20 retrofitted everything. Yes,  
21 there is still the question how  
22 to lock from the inside from an  
23 emergency situation. We're  
24 exploring all the options to



Sample footer

1 protocols but as Tom mentioned  
2 one of the issues with some of  
3 the locking mechanisms that we  
4 have explored is that creates a  
5 barricade so essentially you  
6 cannot open that room any longer  
7 from the outside unless that  
8 block is removed and obviously  
9 if you're in a safe room that is  
10 great because you're able to  
11 leave once you feel it's okay to  
12 go but if you're not in a safe  
13 situation that creates a  
14 completely different scenario  
15 for law enforcement so there are  
16 other things that we have been  
17 exploring. We have been working  
18 on identifying some of the doors  
19 that open to the outside. There  
20 seem to be regulations on  
21 Building Code and Fire Code that  
22 we need to explore depending on  
23 the size of the room and so on

24 and there are situations to

25 retrofit the door and opens in

Sample footer

93

1 the opposite direction obviously

2 we will consider that but please

3 remember they're limitations and

4 we are making plans around some

5 of those limitations as well, so

6 thank you Tom. Thank you to all

7 the Police Department and

8 everyone that have been working

9 diligently behind the scenes and

10 to make sure protocols are

11 up-to-date.

12 >> Thank you.

13 >> Sandra Salazar.

14 >> Regarding the recent events

15 are you thinking of any changes.

16 >> It just makes us work

17 harder getting the word out and

18 providing and more requests for

19 the presentations.

20 >> Sandra Salazar: Is that in

21 classes or where do you present?

22 >> Anywhere. We will come to  
23 the classroom. We will come to  
24 wherever we see an interest or  
25 request we will go no matter the

Sample footer

94

1 number and do the presentation.  
2 >> Sandra Salazar: Are there  
3 any drills on campus, any  
4 drills?  
5 >> Well, we have the annual  
6 evac situation drill and working  
7 on doing the shelter in place  
8 drill prior to the end of the  
9 year.  
10 >> Dr. Fierro: In 2015 we  
11 hosted a number of forums and as  
12 a result of that we created  
13 traveling team I guess you can  
14 call that to go and per request  
15 provide presentations and  
16 training at the local offices  
17 and divisions. One of the  
18 reasons that we selected to do  
19 that is that every building,  
20 every office, every area has

21 different layout and it's very  
22 important for the people that  
23 are there to become familiar  
24 with the layout and an exit  
25 strategy so Tom and others from

Sample footer

95

1 the care team have been  
2 traveling to the different areas  
3 where they have been invited to  
4 speak, and look at the space and  
5 as a part of the training they  
6 can point out where to hide,  
7 where to get out, how to do so  
8 in a way that is best suited for  
9 that group. We forgot to  
10 mention we're in the mix of  
11 preparing and identifying a date  
12 for the shelter in place drill.  
13 That will be a campus wide event  
14 and the idea is for us to be  
15 able to do a spring shelter in  
16 place, fall great shake out but  
17 the shelter in place is  
18 something that will not only

19 entire internal and external  
20 planning and obviously noise,  
21 people coming into the campus  
22 and so on and visible from the  
23 outside and notify the  
24 community, and the local  
25 responders. We have publicity

Sample footer

96

1 students and the faculty and so  
2 on and that could be stressful  
3 if it's dropped on someone with  
4 not enough notice so we're  
5 working on these pieces and we  
6 will continue to examine that.  
7 Another conversation we've had  
8 and this is a conversation --  
9 disclaimer is to actually make  
10 those visits at least once every  
11 other year mandatory in every  
12 division so every other year  
13 every division is required to  
14 invite the Chief and his team to  
15 do a refresher of our strategies  
16 because as you can see the best  
17 prevention is education like

18 we're ready and we know what is  
19 our plan, so we're going to have  
20 some conversations and hopefully  
21 everyone is in agreement to  
22 having this refreshers every  
23 other year and everyone is  
24 required to invite the Chief and  
25 his team at least once every

Sample footer

97

1 other year to -- somewhere  
2 around there that allows us to  
3 build muscle memory on  
4 practices.  
5 >> So as of now all faculty  
6 and staff technically might not  
7 have training, the training,  
8 right, because if you're spot  
9 training there's no uniform to  
10 say that all staff, all faculty  
11 have been at least approached  
12 with this train?  
13 >> Dr. Fierro: Correct. So  
14 the training has been made  
15 available. We held a number of

16 forums but I cannot say everyone  
17 attended. Everyone has seen it.  
18 We have sent communication. In  
19 fact we had more communication  
20 with that and the video and our  
21 procedures so the hope and  
22 assumption is those that didn't  
23 participate in the trainings  
24 will see the video, read the  
25 protocols and eventually get to

Sample footer

98

1 bring the team to do the  
2 presentation.  
3 >> Sandra Salazar: Because my  
4 2 cents would be that we try to  
5 push that all faculty and staff  
6 had been exposed to this. I  
7 think the video is very real and  
8 it's basic but I think it kind  
9 of puts perspective what to do  
10 and how to do it and to reach  
11 all the students would be  
12 difficult but to reach all  
13 faculty, staff just to have that  
14 exposure would be beneficial so

15 I hope we can look into a  
16 program in terms to make sure to  
17 say you know with confidence we  
18 know that everyone has for  
19 example watched this video.  
20 >> Dr. Fierro: Absolutely and  
21 the other part of that is would  
22 be obviously once we do the  
23 shelter in place video we will  
24 be covering the large majority  
25 of campus and select a time

Sample footer

99

1 that's a busy time of the day  
2 that we know faculty and staff  
3 and students on campus so at  
4 least that part we will have  
5 that covered but we'll continue  
6 to make efforts to make sure we  
7 reach as many people as  
8 possible.  
9 >> Yeah, if I might. Also  
10 after the recent event Dr.  
11 Fierro did ask that we issue an  
12 all employee Email again and we



13 will do that. the Email has been  
14 updated so that we have this  
15 particular video first up in  
16 that Email. There's a wallet or  
17 pocket card. People can print  
18 out, put in the wallet or pocket  
19 and print out from the  
20 Department of Homeland Security.  
21 The video of course is them and  
22 the city of Houston but we also  
23 have the newest Department of  
24 Homeland Security video that  
25 will be there and then also and

Sample footer

100

1 just a reminder and a very  
2 definite reminder in the video  
3 we have the training video for  
4 the public from the Los Angeles  
5 Sheriff's Department. It's  
6 particularly graphic so we have  
7 significant trigger warning in  
8 the Email. The Email is  
9 scheduled to go out first thing  
10 tomorrow morning.  
11 >> Sandra Salazar: Can this

12 include part time staff as well?

13 >> It certainly well. It will

14 be every capacity in any

15 capacity.

16 >> Sandra Salazar: Thank you.

17 >> President Lewis: All

18 right. Any other questions?

19 Trustee Perez.

20 >> Marisa Perez: Thank you

21 very much for the presentation.

22 I thought it was helpful and

23 good overview and I like the

24 video. Thank you for sharing

25 that. Another thing if you

Sample footer

101

1 could add the presentations to

2 the board website for our Board

3 of Trustees because I know they

4 were not included in the agenda

5 materials on-line so we could

6 have those on there. I know we

7 talked about a possibility of

8 flex day, flex week coming up

9 soon so I think this is a topic

10 for a flex day presentation to  
11 all of our employees. In  
12 addition to that type of  
13 training I am wondering what  
14 type of training or professional  
15 development we give for our  
16 faculty members and staff who  
17 are with students on how to  
18 identify mental health  
19 challenges? I understand there  
20 are some limitations because  
21 they're not mental health  
22 professionals but I know there's  
23 been a lot of discussion about  
24 that about what we can all do to  
25 identify students who maybe

Sample footer

102

1 going through some difficult  
2 times.  
3 >> So thank you. So the care  
4 team which is our crisis  
5 assessment and intervention and  
6 response team is  
7 multidisciplinary so it is  
8 chaired by the Director of

9 student psychological services  
10 and by the Dean of student  
11 services. It includes the Chief  
12 of Police, the Captain of  
13 police, the Dean of DSPS, the  
14 Associate Dean for student  
15 health and wellness and myself,  
16 and other resource people will  
17 be pulled in as needed. The  
18 team receives reports through  
19 our online submittal process.  
20 We have separate forms for  
21 conduct, for Title Nine, for  
22 grievances and for students of  
23 concern and that would be the  
24 care form so the forms come in  
25 -- I would say they're the most

Sample footer

103

1 frequently used. Faculty are  
2 very, very diligent as are staff  
3 in submitting those forms  
4 anytime they have any kind of  
5 concern. The forms then come in  
6 and they're triaged by the care

7 team based on the content of the  
8 report and what the best  
9 practices will be for follow up.  
10 If there's a need the team will  
11 have basically immediate session  
12 for multidisciplinary review of  
13 the student's concerns and then  
14 otherwise the care team meets  
15 every couple of weeks and  
16 reviews the cases and make sure  
17 everything is in coordination.  
18 We have a very, very tight  
19 connection thanks to the Chief  
20 referred to the target program.  
21 We need to emphasize the program  
22 is an initiative specifically of  
23 Special Agent Kuno with the FBI  
24 and so whether we are at meeting  
25 at UCLA or Cal State Dominguez

Sample footer

104

1 Hills or here or a private  
2 institutions throughout the  
3 region the meetings quarterly  
4 are extremely helpful but  
5 probably most important is our

6 connection directly with Special  
7 Agent Kuno and his team and  
8 connected to that is the joint  
9 terrorism task force and the  
10 joint regional information  
11 center and all of those provide  
12 and the Chief has very, very  
13 tight connections with them. We  
14 get immediate response in  
15 response of reviewing concerns  
16 we have. In addition to our  
17 regular work with the L.A.  
18 mental health threat assessment  
19 resource team. They're  
20 particularly helpful and we not  
21 being a residential institution  
22 they're in an excellent position  
23 to go into the community and a  
24 home and on that I should say  
25 that the Chief is active working

Sample footer

105

1 with our partnering law  
2 enforcement in the communities  
3 where our students live. If a

4 wealth check is needed we have  
5 any indication there is a need  
6 we will request one and as you  
7 know after Santa Barbara when  
8 law enforcement goes out they  
9 ensure they of able to observe  
10 everything that needs to be  
11 reviewed and due to other checks  
12 we would do in a threat  
13 assessment response.

14 >> Marisa Perez: So for the  
15 forms on the internet?

16 >> It is. It's titled the care  
17 form and in the alpha index and  
18 first one under the "C" .

19 >> Marisa Perez: Another  
20 comment you mentioned the public  
21 address system. What exactly is  
22 that?

23 >> It's basically a PA system  
24 where they're speakers located  
25 throughout campus where we can

Sample footer

- 1 make live announcements.
- 2 They're inside the buildings.

3 They're outside the buildings.  
4 We can actually make  
5 announcements to specific  
6 buildings or areas on campus.  
7 >> Marisa Perez: Okay. Can  
8 everybody hear even in the  
9 classroom it is ?  
10 >> Would say yes and it's  
11 something we go out spring break  
12 we will one day we will go out  
13 and we test them periodically to  
14 make the checks three times a  
15 year.  
16 >> Marisa Perez: That's  
17 great. That's exciting news  
18 that we have that warning system  
19 to everybody.  
20 >> We should point out those  
21 during the day when they're used  
22 and especially the evacuation  
23 drills and the strobe light has  
24 a speaker or sounding a horn or  
25 providing a verbal announcement

Sample footer



1 it can carry either one.

2 >> Marisa Perez: Great then.

3 Thank you very much.

4 >> President Lewis: Any other

5 questions? I have one question.

6 Is campus safety armed and

7 trained to neutralize threats on

8 campus?

9 >> Yes, thanks to the board. I

10 believe prior to my time here

11 the board authorized for our

12 officers to be armed. They all

13 carry side arms and all trained

14 and have a side rifles with them

15 besides less lethal things as

16 well taser.

17 >> President Lewis: Thank

18 you.

19 >> You're welcome.

20 >> President Lewis: Thank

21 you.

22 >> Thank you.

23 >> President Lewis: Next we

24 move on to reports and comments

25 from district officials starting

Sample footer

1 with Student Trustee Avalos.  
2 >> None tonight.  
3 >> Trustee Perez.  
4 >> Marisa Perez: Thank you  
5 for being here tonight. Just a  
6 couple of quick comments. I  
7 want to thank everybody who  
8 started off with the campaign,  
9 our employee campaign for the  
10 foundation campaign on  
11 Valentine's Day. I thought it  
12 was nicely done well attended.  
13 Of course we could always use  
14 more support from all employees  
15 but I wanted to thank everybody  
16 who participated. I know the  
17 work came from Dr. Fierro and  
18 staff and Andrea and Cheryl and  
19 a fantastic event and great to  
20 see so many employees dedicated  
21 to supporting our students. I  
22 also wanted just to share the  
23 day I don't come to campus as  
24 much as I used to because I am  
25 working but that day I spent \$50

1 visiting the booths on campus  
2 and bought gifts from the  
3 Psychology Club and I purchased  
4 this wonderful T-Shirt which I  
5 know everyone is seeing and one  
6 of the counselors put that  
7 together along with the Dream  
8 Club. \$25. I ended up buying  
9 two and just wonderful to put  
10 that together and organize that  
11 and show her support along with  
12 the Dreamers club for all of the  
13 DACA students and again she  
14 takes Venmo and no excuse to  
15 purchase a shirt in support of  
16 the Dreamers and there was the  
17 puny club and show love for the  
18 immigrants and I supported all  
19 the clubs and really wanted to  
20 thank everybody and everybody  
21 who is involved in student  
22 activities because you guys do a  
23 lot to support all of our  
24 students so I wanted to thank

25 everybody for that. on another

Sample footer

110

1 note too there's a lot more  
2 discussion going on with the  
3 online college and Governor  
4 Brown's proposal to do that.  
5 There was a press release that  
6 talks about the Governor's  
7 proposal for online college.  
8 There is a ten question survey  
9 that you can find on the  
10 Chancellor's website that's  
11 seeking everybody's feedback on  
12 line college so I would  
13 definitely like to look at that  
14 and encourage everybody to  
15 submit your comments because  
16 that's really going to help  
17 shape the future of the  
18 Governor's proposal. We also  
19 hosting one of the work meetings  
20 here, the future of the work  
21 meet up. That's what it's  
22 called and March 5 at 9:30 a.m.  
23 in the board room and in

24 conjunction with the [INAUDIBLE]

25 and if you have time to be here

Sample footer

111

1 I think it's a good opportunity  
2 to hear from employers and  
3 employees in our area to see  
4 what type of work force needs we  
5 can address both at the college  
6 and through the online college  
7 proposal. Other than that I  
8 think that's it. Thank you.  
9 >> President Lewis: Thank  
10 you. Vice President Liu.  
11 >> Shin Liu: Show report.  
12 Thank you.  
13 >> Dr. Fierro.  
14 >> Dr. Fierro: I will echo  
15 the comments from Trustee Perez.  
16 The kick-off event of the  
17 employee giving event was great.  
18 Cheryl and the rest of her group  
19 did a fantastic job putting  
20 everything together. They  
21 solicit everyone I think to be

22 able to get prizes because it  
23 seems like everyone received  
24 some sort of prize so they did a  
25 great job to keep the spirit up.

Sample footer

112

1 The music was great. The jazz  
2 band did a great job with that  
3 and obviously it is -- it was a  
4 good day to do it but it's  
5 something that we're celebrating  
6 as anything that is received  
7 from all Cerritos College  
8 employees earmarked to a  
9 scholarship that is going to be  
10 essentially named behalf of all  
11 of us on campus. There was also  
12 a contest to provide the name of  
13 the scholarship and I think we  
14 have some finalists that will  
15 come up with a few Emails  
16 listing the time names and  
17 tallying votes in order to  
18 establish a name for that and  
19 continue to contribute to see if  
20 we can award the first one come

21 I think the fall so it has been  
22 great effort. This morning I  
23 received an Email from one of  
24 our Deans, Connie Boardman and I  
25 was kind of in a hurry but

Sample footer

113

1 somehow I sought Email and I  
2 felt compelled to open right  
3 away. Normally I keep them  
4 closed so I didn't know forget  
5 to answer and I opened it and I  
6 am glad I did and she was  
7 sharing the story of one of our  
8 students for the academy --  
9 [INAUDIBLE] who based with the  
10 work she had been doing with her  
11 professors, the academy here,  
12 Professor Nguyen, Liu and  
13 Lassier she was able to go and  
14 participate in the NBA All Star  
15 Game as one of the computer  
16 programmers or something in the  
17 background and sent a bunch of  
18 pictures with the credentials

19 and so on so we obviously  
20 featuring her and her  
21 instructors because this is in  
22 order to I guess be cliché a  
23 tangible learning outcome and do  
24 something really great so  
25 obviously the student was very

Sample footer

114

1 excited. Connie was very  
2 excited as well because this was  
3 an early Email and obviously  
4 that got me a good start to the  
5 day to be able to see this. As  
6 many of you know there is in  
7 addition to the online college  
8 there is a proposal to change  
9 the funding formula for the  
10 state that has gotten a lot of  
11 conversation, a lot of  
12 controversy, a lot of  
13 conversation -- let's put it  
14 that way. Last night I received  
15 an Email like literally at  
16 night, late at night, an Email  
17 with the release of the



18 Department of Finance modeling  
19 of the formula. It's the -- I'm  
20 sorry?  
21 >> [INAUDIBLE] [Off Mic].  
22 >> Summary of the formula  
23 still very unclear how it's  
24 implemented. There was not an  
25 excel that you can manipulate to

Sample footer

115

1 be able to see how things work.  
2 It was simply kind of like a  
3 scan copy, some PDF.  
4 Unfortunately this initial model  
5 shows losing approximately  
6 \$1 million base on whatever they  
7 use to do those calculations  
8 which is obviously not good. We  
9 are working -- when I say "we"  
10 Felipe is worked on a model from  
11 the document to base the budget  
12 projections. This year is going  
13 to be extremely difficult unless  
14 some sort of formula is released  
15 so we can do proper calculations

16 of revenues, but the formula it  
17 is very difficult to follow as  
18 was presented, the summary.  
19 Some districts have several  
20 million dollars and by several I  
21 mean up to \$20 million more in  
22 funding than I am unable to  
23 understand how is being  
24 allocated so we'll continue to  
25 work at the state level to

Sample footer

116

1 express our concerns. It's not  
2 we're opposed of new funding  
3 mechanism. We probably do need  
4 a new funding mechanism because  
5 colleges our size do not get the  
6 best deal but I'm not sure that  
7 this first draft is beneficial  
8 for us or other colleges  
9 actually when you look at the  
10 list of the colleges. At least  
11 50% of the colleges are in the  
12 negative or very close to  
13 breaking even, so we will  
14 continue to collaborate on this

15 with the Chancellor's Office and  
16 the CEO group and the CBO and  
17 the state. In fact we have been  
18 sending comments already. Last  
19 week the 14th we were also had  
20 the honor to host Dr. Carenga on  
21 Black History Month. We had an  
22 incredible presentation. I am  
23 looking forward to seeing the  
24 video. It was recorded and I  
25 hope we show that video to many

Sample footer

117

1 of our students. The  
2 information that he shared it is  
3 very interesting and the  
4 perspective as I was able to  
5 read a little bit about him is  
6 very interesting. Essentially  
7 what he has done to change  
8 cultural studies, what he has  
9 done from the Pan African  
10 movement and in my opinion  
11 equally or more importantly is  
12 the time he has been actively

13 doing that. Everything he has  
14 been able to see from the  
15 historical perspective is just  
16 very interesting so I hope more  
17 students get to see that  
18 recording. This past weekend we  
19 hosted on campus speech  
20 tournament -- let me double  
21 check the name because I will  
22 say it wrong. Albert  
23 [INAUDIBLE] speech tournament  
24 and many had the opportunity to  
25 participate as judges. We had

Sample footer

118

1 opportunities in the tournament.  
2 They did very well. I don't  
3 want to continue to complement  
4 the students but when you host a  
5 tournament of that magnitude it  
6 requires a significant amount of  
7 work from our staff, from all  
8 faculty and essentially everyone  
9 behind the scenes. Evidently  
10 there were only positive  
11 comments from all of the work

12 that was done by our classified  
13 staff making sure that the  
14 classroom were ready and the  
15 hallways were clean and neat and  
16 they camp in the hallways all  
17 weekend long. There were enough  
18 supplies for them to use so  
19 faculty did a great job being  
20 here from morning to like  
21 literally late at night making  
22 sure the tournament went well.  
23 Our IT Department making sure  
24 now we have other assistant to  
25 provide access and faster

Sample footer

119

1 connections to guest access.  
2 They did a great job making sure  
3 everything was put together so I  
4 know students did well in the  
5 tournament but it's important to  
6 highlight everyone that worked  
7 to make sure that tournament ran  
8 as smoothly as it did because I  
9 mean I came in the evening and I

10 left -- I don't know maybe  
11 8:30 p.m.. I can't remember how  
12 late it was and still nice and  
13 clean and you have over 400  
14 students roaming every hallway  
15 and sitting everywhere and the  
16 campus looked good so great work  
17 by everyone and that concludes  
18 my report.  
19 >> Nothing to report to report  
20 other than to say that I am  
21 looking forward to the state of  
22 the City of Bellflower tomorrow  
23 and I also wanted to thank our  
24 both of our presentations. One  
25 was delightful and one was

Sample footer

120

1 unfortunate but necessary and I  
2 appreciate that the college is  
3 tuned into both of those things.  
4 >> No report.  
5 >> President Lewis: Over the  
6 last couple of weeks since the  
7 last meeting I had the  
8 opportunity to welcome the City

9 Manager manager of Norwalk  
10 Mr. Jesus Gomez at both the  
11 community meet and greet about a  
12 week ago and his first Council  
13 meeting which was last night and  
14 Cerritos College was there in  
15 force with Dean Elizabeth Miller  
16 our Director of Public Affairs,  
17 Miya Walker, Jose and Tony and  
18 what's the title again?  
19 Director of --  
20 >> [INAUDIBLE].  
21 >> Public relations.  
22 >> [INAUDIBLE] [Off Mic].  
23 >> Coordinator. Thank you.  
24 One of those things. She does  
25 good work regardless of the

Sample footer

121

1 title so we showed up in force.  
2 We gave him a gift and welcomed  
3 him to the college and made a  
4 mention anybody that did not  
5 that he is a Cerritos College  
6 alum us and not only that but a

7 former Student Body President  
8 and Student Trustee from 1988 to  
9 1989 so he's definitely a  
10 success that we have produced  
11 and we're very happy to have him  
12 back here in the community in  
13 Norwalk to help partner with us  
14 and to continue to pull Norwalk  
15 into the great programs that we  
16 have and serve our community  
17 that half of our campus is in so  
18 other than that I also went to  
19 the opening of the new Alton and  
20 Lydia Biola Science Center which  
21 is one of the newer buildings  
22 and actually the newest  
23 buildings there that has been  
24 built and it's definitely a  
25 marvel for sure how not only how

Sample footer

122

1 large it is but also modern it  
2 is, so you know this is  
3 something we can hopefully  
4 partner with my Alma Mater to  
5 bring some of the students to



6 transfer to the university and  
7 the great programs that they  
8 offer not only for nursing but  
9 others sciences that they have.  
10 Last thing is that I attended  
11 the college and career symposium  
12 that the Norwalk La Mirada  
13 Unified School District had and  
14 essentially pulling out what  
15 they have done to help students  
16 to be college and career ready.  
17 And showing what the paths are  
18 for the high school students to  
19 get to either a college and  
20 whatever of the four ways there  
21 are -- I won't rattle them off  
22 but they all had in common they  
23 have to meet the A-G  
24 requirements and when a student  
25 knows why they're taking a class

Sample footer

123

1 and that they have a secure path  
2 in a well defined path how to  
3 get into a college and career

4 and it makes that student that  
5 much more motivated and  
6 understanding why they're taking  
7 a history or science class.  
8 It's not this is the way things  
9 have always been done but a path  
10 way to get into a career and  
11 have success in the future so  
12 Cerritos College was also of  
13 course mentioned through our  
14 Dual Enrollment Program that we  
15 have started with Norwalk La  
16 Mirada Unified and continue to  
17 do so and hopefully continue to  
18 bolster with each of the three  
19 high schools that are in Norwalk  
20 La Mirada so definitely good  
21 things are in store for one of  
22 our K-12 partners and with that  
23 we will be going on into close  
24 session with which include  
25 consideration of grade

Sample footer

1 grievance, a significant expose  
2 to litigation pursuant to

3 Government Code Section as cite  
4 the. Three cases of public  
5 employee discipline and release  
6 and conferences with Labor  
7 Negotiators and seeing no public  
8 comment on any of those items  
9 we're moving into close session  
10 and there will be no read out.

11 [GAVEL]

12

13

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Sample footer