02-21-18 Cerritos College Board of Trustees Meeting

[GAVEL]

>> President Lewis: All right. Good evening everyone and being welcome to the Cerritos College Board of Trustees and we will start with the invocation by Professor Lewellen.

>> Good evening President Fierro and Lewis and leaders and those in the audience. I'm the Faculty President and Sociology Professor in Psychology and I want to read a poem by a senior two days after the Marjory Stoneman Douglas High School tragedy and while I have an opinion this is not about me or not to be to be political. I want to read in this admiration of the survivors and memory for those and those students that
want change the world.

Everyday there is a new tragedy plaquing the headlines of newspapers and magazines and when we forget to love and instead learn to hate. Ignore the problems in front of our faces and indifferent leaders refusing to make a change and to protect selfish interests.

Connecticut to Las Vegas to Florida and every state east to west has faced the sorrow and heartache of a nation's unsolved problem. When did money became the value over someone's life.

Who are you fighting for? Who are you standing with? How long will this take? How many more incidents of violence? There is no excuse and the semi-automatic rifles made to harm humans.

There is no arugment that thically supports the Soend
Amendment. Can we agree it's slightly outdated when militia divisions our founding fathers never envisioned brutality would come us to. It's not taking away rights. It is about shielding the vulnerable and defenseless. It is about protecting the defense mothers, fathers, teachers, daughters, coaches and sons and lovers and friends and every individual that brings something authentic to this planet. Let's look at this in the eyes -- we cannot no longer tolerate this intolerance. We need to drive out evil with pure love, eliminate hate with compassion and daily acts of kindness make the world a better place instead of waiting and claiming we will. Let today about that today.
We embrace our differences. Lend our hands toward valuable and productive discussions that in turn eliminate hostility and division. Legislation needs to change on Capitol Hill and we will no longer be still. As citizen of the United States of America let true freedom ring not burdened by these villainous chains. This poem is about my community, my country and our world." Thank you.

>> President Lewis: Thank you. Next we will have the Pledge of Allegiance with -- not Dr. Shin Liu and instead I will so if we could all stand. Face the flag. Hand over your heart. Ready to begin.

>> I pledge allegiance to the flag to the United States of America and to the Republic for which it stands, one nation
under God, indivisible, with
liberty and justice for all.

>> President Lewis: Roll call
please.

>> Board President Zurich

Lewis.

>> Here.

>> Board Vice President Shin Liu will be arriving shortly.

Board Board Member Camacho-Rodriguez.

>> Present.

>> Member Carmen Avalos.

>> She's absent.

>> Member James Cody Birkey.

>> Present.

>> Member Marisa Perez.

>> Here.

>> Member Sandra Salazar.

>> [INAUDIBLE].

>> Student Trustee Raul Avalos.

>> Present
And Superintendent President Fierro.

Present.

President Lewis: Is there anyone wishing to reorganization the agenda as they sit fit?

Seeing none we will move to comments from the audience and we don't have any cards and as such we will move to comments from a constituent group. Is there a constituent group wishing to give a report? Stephanie.

Hello. Thank you. All week I have been thinking about what I would talk to you tonight and it was looking pretty good. I thought I would be telling you a story how for the second time this year we as a community came together looked at a decision we made and compared to our values and goals and said this decision
doesn't serve our needs, but I can't fully tell you that tonight. I think that's what is happening. I think that's the intention of what is happening, but as of right now there are 15 part time counselors that are limbo, so I know that there's a plan that's been submitted that was created with the input of a lot of people. That the plan meets the needs of the Administration and the program it's trying to support and the people involved are fully committed but the part time counselors lot night got two Emails and when they read them they seem contradictory and are confused. The first email was reassuring and told their the contributions were valued and support for the work that they
do and felt when they read it funding would be guaranteed to continue this work throughout the fiscal year. That's how they read it but a few hours later they got a second Email and this Email told them they had hours and work through the month of March but any funding after that point would be decided at a later date, so they're going to find themselves at the beginning of March in a similar place where they found themselves in February and I don't think that's what we were meant to be doing but right now they're confused and scared and frustrated and so we just would like to know if some clarification could be sent out from the district to let these people know do they have hours? Do they have work for the
President Lewis: Thank you very much. Any other constituent group wishing to give a report? Seeing none we'll move on our first Institutional Presentation regarding the remodel of the simulation area in the skills lab. Dr. Fierro.

Well, I would like to invite to the podium Sandy and her team. They have a lot to share on our skills lab. I got a bunch of compliments on it and I have done nothing so thank you so I would actually let Sandy share the work done at the skills lab because I truly have gotten all of the complements from all the campuses and some graduates from other places that says Cerritos has the best
skills lab so I guess now you're going to be able to see some of the improvements and some of the work that takes place there.

>> We bribed them. So good evening. Trustees, Dr. Fierro, Vice Presidents, fellow constituent groups members of the audience present and virtual. I am Sandy Marks and the Instructional Dean of Health Occupations since 2012 want I would like to share with you the skills lab and a testing area in the Health Occupations Skills Lab and possible because of the Board of Trustees and funded the equipment and I wanted to share how the funds were used to publicly thank you for a vision that we held in 2012 actually became a reality in 2017. The skills lab or the Cup as it is called was built in 2004 and
SR123A at that point was devoted
to testing and a small section
in there that had half walls and
had a nonfunctional toilet and a
shower which we were to use to
train our students on how to
assist students and activities
of daily living from a wheel
into the toilet or a shower but
this area was really under
utilize since the construction
of the lab advances and exposure
to other centers cemented the
need for our vision of a

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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
fidelity mannequins and a certain amount of patient care needs to take place. Rachel did her sabbatical and learned about this type of curriculum and visited simulation centers so it's a perfect time to incorporate the high fidelity simulation into the curriculum because we think it's going to be mandated. Now specialty areas have been the hardest we have been hit in terms of losing clinic site OPM -- [INAUDIBLE] is one of the areas and we strategized that the first mannequin we call Victoria needed to be purchased and she delivers a baby. We also are losing clinical sites due to hospitals wanting magnet status and take the BRN students before ADN students and finding that these sites are asking us to
place less students so instead
of the ten we historically
placed they're asking for eight
and sometimes even less. The
skills lab was built to be a
multidisciplinary focus. This
area that we're revising or
renovated will allow different
programs to work together and
form relationships through this
so they have positive working
relationships when they get out
into the work force so pharmacy
can come in and place
medications that may not have
been in the medication cart or
wrong med might be there. We

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have very small cameras that can
be placed that are mobile can be
placed see we can see the fine
motor that the students are
doing if they're breaking
sterility, creating IVs
appropriately and students can come into the hospital environment and do assessment of patients and child development and medical assist category use. We wanted to her mannequins and the babies we have to help the students that that arena of care, so if you build it they will come we hope so this is the area that was underutilized. You can see it's under construction and you can see on the left picture on the floor that's where the toilet was placed so are creating a room with one way mirrors so we as faculty can look out but the students can not see us on the inside of the room. This is the beginning of a evolving field. Actually we have simulation specialists and coordinators who are in the job market so we are
at the beginning of our phase of using high fidelity mannequins and as it's more routine and embedded in the curriculum we have to look how best to staff this area. So we're making progress so here's the outside. You can see we have some windows. We have a door way. We have full walls and so we have a before picture on the left and an after picture on the right so cameras are designed to see the mannequins from the room and then with high fidelity mannequins we can have them talk and moan and seize and do anything things and there is a door and it leads to the wet lab and we have strategized that as a student is working on a scenario in that area the rest of the classmates are in the
other room watching on the screen what they're doing and then when that scenario is done they go -- the student goes into that room and they do a debris offing and there's where a large part of the learning occurs and unfortunately you can't see the camera placement in the pictures but they're there so this is looking out the other window before and after and in the after picture you can actually see Victoria. You see the computer equipment too down on the lower portion of the picture and that was in both areas, and so we had to hook Victoria up -- well, IT did, and we purchased pre-made scenarios from Lardo so we can be in the control room as we call it and have the patient do different things and can talk and moan and can birth a baby so
Victoria can be converted to a medical surgical patient. That's one of the other reasons we purchased her to give us flexibility with our purchase so in the med surge room it will give us patient experiences they might not had in the clinical setting because a patient with a certain disease wasn't hospitalized while on the floor or we can give them a high risk patient that they might normally be assigned to in the clinical setting because it would be too high risk for the student doing them but this is a safe environment for them to deal with the high risk so we can give a pulmonary thrombosis or a seizure and different patient scenarios for them. So there happen to be a perfect storm in
terms of funding and again you allocated our seed money by giving it to Academic Affairs and Rick -- thank you allocated $150,000 to us for this project but it wasn't enough to do the complete thing that we wanted to do so we blended our other sources together to be able to achieve outfitting the whole area with an OBP focus to do clinicals in there if we didn't have anything to do in the actual setting. Now, those three top sources don't do renovations so I had to find some money in health occupations to fund that so you can see we were able to pull all of our money to get a great product for our students, so Debra Ward has helped me with this project and she has created a video for you to see about our renovation and about the birthing of our first
baby at Cerritos College
(video).

Dr. Fierro: It was fake --

Congratulations father
atmosphere.

President Lewis: Did you
have to Spanx the baby?

Dr. Fierro: Of course.

So on August 8 Dr. Fierro
delivered Victoria's first baby
here at Cerritos College. What
the video did not show you is
that it is an interactive
dialogue that happens and
Victoria said to Dr. Fierro "I
want my epidural and Dr. Fierro
responded "I thought you wanted
it natural". She does moan and
I believe he said "you're doing
good. She continued moaning and
the nursing staff were giving
encouraging her and said "it's
time to push. It's time to
push" and the baby got
delivered and the baby does cry
but it's from the control panel -- from the inside of the baby.
The babies do not cry on their own so everything is through the control panel of having the patient talk, so I don't like the look I am getting.

>> Dr. Fierro. What? The picture?

>> It truly took a village for this project to be realized. It started with you, the board allocating funding to Academic Affairs and then Rick allocating the $150,000 of seed money to me. Every single department on this campus I believe was involved in this project and I know I'm not going to say everybody but I apologize but we couldn't have done it without IT, facilities, the media who did the filming of Dr. Fierro birthing the baby -- you only
saw a small part of that, the

CTE Perkins office and Stephanie in my office who did everything with the equipment and the invoices and the deliveries just to mention a few. But I would be remiss if I didn't acknowledge the efforts of Alice, the skills lab coordinator. Alice please stand.

[Applause]

>> She was instrumental in the success of this project and from planning to getting quotes to receiving equipment, overseeing construction and trainings, not pulling her hair out. I mean she did it all so Alice thank you so much for the success of this project. Now Dr. Fierro will you please join me.

>> [INAUDIBLE] [Off Mic].
They're over there.

[Laughter]

I told you show up when you least expect it.

Oh yeah. Dr. Fierro: That was the other baby from the video.

Debra Ward made this.

Wow.

I don't make them --

She doesn't --

She's not taking any orders.

No, I'm not taking orders.

Dr. Fierro we entrust the care of this child on to you.

Dr. Fierro: Thank you.

Now we want you to give these out to each of the Board Members.

Dr. Fierro: Okay.
Okay. And so we're going to have Alice and Rebecca come around the room so you can actually touch the baby if you would like to do so and then we give the cigars so we have cigars for everybody for that, and again thank you to all of you for us being able to realize our vision.

President Lewis: Thank you.

Oh wait. She wants a picture of you with the baby.

President Lewis: Does he throw up on you too?

Not yet President Lewis:

Thank you.

You're welcome.

[INAUDIBLE] [Off Mic].

President Lewis: All right. Well thank you for this presentation. It's very exciting to see all the progress that you guys are making over
there and providing some of the
best education that students
around can get so thank you for
that, and hopefully we see those
babies be college bound and

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Cerritos students maybe one day
including Franco here. All
right. Any other questions or
comments from other Board
Members here? No?

>> Thank you very much.

>> President Lewis: Thank you. Thank you guys.

[Applause]

>> President Lewis: Next on our agenda we have a
presentation on the Project
Labor Agreement update.

>> Dr. Fierro: As the Vice President please feel free.

>> All right. Good evening.

Before I get started I would like to bring up one of our
representatives from the Solis Group Joseph to assist in the presentation. He will be going through the beginning of the presentation going over some of the facts, providing updates regarding the PLA and as you may be aware the PLA consists of three projects. We are currently in the start of phase of the first project on that which is the Health and Wellness Center but I will Joseph go through some of the details and pick up towards the end of the presentation. Joseph.>> Thank you. Good evening Dr. Fierro, Trustees. My name is Joe Carol with the Solis Group and give update on the progress of the Project Labor Agreement. The Project Labor Agreement was signed in the end of 2015 with the Los Angeles and
Orange Counties building and constructions Trade Council and just by the way the Ron Millers the Executive Secretary of the Council is here tonight if you have any questions for him. And covers three projects. The health and wellness complex which is currently under construction, the field house project in design and the health science building which is scheduled for 2019, 2020. The agreement covers you know cooperation on the sites and it's been true we had no grievances or disruptions between labor and management so far on the sites and it also includes local hiring provisions. Those hiring provisions are structured in a different tiers. There's the
first graduates who are enrollees of apprenticeship programs. That's 10% of workers on the sites. At the moment the only labor management apprenticeship program on site is the iron workers craft but we have good news to expand that to further crafts. The next is district residents in the
district apprenticeship graduates plus residents and 30% of workers and if the 30% goal is not met at that point then it's 40% and expands to the further tiers and regional resident 25-mile radius and other Los Angeles and Orange County residents. Contractors that don't have the workers already in employ may get them through requests from the hiring halls, the unions, for journey men list or apprenticeship
programs and thanks to the agreement the unions have all agreed that when contractors use our craft request forms to request workers they're able to put the district residents in apprenticeship graduates at the top of the list and prioritize them over other workers who are waiting. So a district resident includes what you expect people live in the district boundaries but it includes residents of a city with a district zip code and current students and veterans of the armed forces and where they live so how is the project going so far? At the moment 69% of the workers are from the local areas and when you break to down the district apprenticeship -- again the iron worker craft there were 26% of
them and ten workers. Overall district residents -- 104 worked on the complex so far and 22% district residents. Since that isn't at the 30% level then the goal is 40% and expands outward and once we're in the third tier you can see 52% of the workers have been from the first tiers and 69% with the Los Angeles and Orange County tier so we have been in compliance and we are continuing to make efforts especially within the district resident here gets that up as much as we can. we get the information from certified payroll reports that contractors submit and accurate through January. Also for the workers who may be district students or veterans the contractors can inform us about their status and we will collect verification so
we can give them credit for that. We wanted to compare the local hiring on this project to comparable or other projects that have been going on not covered under the Project Labor Agreement to see the effect happening so we can information from the Fine Arts-CIS Math completed last year and used the same kind definition of district area and the 10% of local workers and there's a couple other smaller projects done last year and campus projects and the numbers are small and 16% so it does appear that the PLA project had a higher percentage of district residents working on it. We've taking efforts proactively to try to maximize local hiring on the projects. Each project has had a mandatory
prejob conference and the contractors must be in attendance with the unions and to discuss with all them the hiring goals and everybody's rights and responsibilities, make sure they understand how to request workers and what other sources are available for workers if they're having trouble finding them. Every month we're giving updates and compliance status letter to the contractors and also invoice payment recommendation to construction management so we have regular check ins and everybody is understanding where they are and what further efforts they need to make. If contractors are falling behind we make targeted contacts with them and ask in particular show us the efforts we're doing for
local hiring whether request forms out of a union. It maybe workers they had in their own employ or if workers aren't available from a union hall maybe everybody is working to go to other sources and we're there to help them and see the records of what they have been trying to do to get workers from other sources and we have agencies and work center and pre-apprenticeship programs and the women untraditional employment role connect the contractors to those resources and are job fairs and events in

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the area and invite contractors and find workers interested in the trades. Coming up next the most interesting most exciting thing we've got going on is the new pre-apprenticeship program
located on campus. We're finishing up negotiations at that point with the building trades for a pre-apprenticeship program that will serve all trades and not just iron workers so for students who are interested in careers in the trades to get an orientation what it means to have a career and what the different crafts do so they have an idea what they're interested in. Because of the partnership with the building trades we get a multi-craft curriculum certification and that allows access. It's a curriculum that make sure that the students get all the information that they need to apply for apprenticeship in any of the crafts and the basic safety certifications and orientation that all the crafts
require. It also comes with building trade cooperation to provide speakers for the classes for students to provide tours of the apprenticeship facilities and to assist candidates with the application process. Once that's in place we apply that and the 10% district apprenticeship and graduate goal we can apply to the other crafts as well and look to put the students to work and finally for the other two projects that are coming up under this PLA we have targeted job fairs so the interested candidates meet the contractors and unions and we can get them into the pipeline in time so when their part of the project comes up they're ready to work on that. thank you for that.
Thank you Joe. Again we wanted to kind of show you some our most recent projects and how it's comparing with the health and wellness PLA contract so one of the recent projects that was completed was our Liberal Arts DSPS building. That was square feet building and there were a total of 21 contractors on that, 15 of them were union which breaks down to a percentage of 71% union workers, 29% non union workers. Of the 21 contractors the total prime contracts was about 14.9 million dollars so we wanted to kind of show a comparison of what if the entire project was all union what that would actually show and if that was the case those bids, -- of the basically six non union if we went with an actual union contractor that's how we come up
with the cost of 15.4 million which is probably a 2.8% increase. Again this doesn't necessarily mean anything but sometimes that question is brought up. We like to kind of give you a sense. This information will make more sense once I go through some of the slides as when I actually compare to the actual PLA itself it will start to make a little sense but I wanted to set the stage and give you scenarios of the non PLA contracts so next is the Fine Arts-CIS Math --

Vice President Lopez.

>> Yes.

>> I had a question. You said on the previous slide there was a 71% of the laborers were union --

>> 70% of the contractors were

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union shops.

>> [INAUDIBLE].

>> Yes.

>> Thank you.

>> So next is the Fine Arts building. That is the 56,000 square foot building and bid in for construction of February of '17. 14 of the 21 contractors were union which breaks down to a percentage of 67% union. 33% non union. Of those total prime contracts total cost was 25 million. Again using the same scenario of the seven non union if we selected a union contractor which would probably be the next lowest bid that would had a total cost factor of 25.7 which is about 3% increase of what the total cost of the building was.

>> So if I understand this right you've got 2/3 union and 1/3 non union.
Yes.
>> Yes.
>> So the delta and represent
9% in the overall cost of the
project due to -- [INAUDIBLE].
>> No.
>> No, it's actually 3%
because what we're actually
looking at is just the seven
shops that were non union. If
the next lower bidder was a
union shop we're using that
actual cost.
>> [INAUDIBLE] [Off Mic].
>> Yes, yes. So it really is
looking at the difference of the
union versus non union on it and
it's really just looking at the
da "delta that were non union. Next
was the last building is the
math and CIS building and 40,000
square feet and construction
through February 17 and again 14
of the 21 contractors were union
still breaking down basically to
2/3 union, 1/3 non union. Again

the same analogy of those -- a

total sum of the prime contracts

was 16.1 again using the

scenario of assuming that the

non union -- did not bid and

give a total of 16.9 and 5.1%

increase. Combined of the three

projects 43 of the 63 were union

shops which again basically

breaks down to 69% union, 32%

non union, a total sum of

56.1 million on the total sum of

those prime contracts and then

58.1 assuming if all the prime

contracts were union shops.

That's about 3.6% increase.

Now, realizing and comparing to

the health and wellness building

this is a 86,000 square foot

building. It bid in January of

February of 2020. 43 of the 63

contractors are union which is
breaks down to a 90/10 split,

90% being union and 10% non union. Total contract price on this is 48.2 and then assuming based on the previous slide if the logic was that under the non PLA agreement we typically get a ratio of 70-30. We kind of used this logic of it if this was a non PLA. Again I think we're trying to illustrate there's really very minimal costs we can see. Again this is not a perfect science on it so we wanted to show comparisons and questions are asked what is the cost increase of a PLA? We don't really see that much and again this is not a perfect science of doing it this way, but at least it provides some kind of concepts behind it, but you know so that's the information that we have. Do we
have any questions regarding this? Again we're about --

we're on the first project of the PLA. We're about 37% in with the project so we're very on the preliminary phase of it so we haven't really even got to a lot of the major trades that are actually coming up on that. I think we're still in the framing and steel work side of the house on it. Projects on target, going well really no issues with the project and interesting to see once the data comes out so the data is supporting that this is attracting more local hires within the local district itself and whether or not that is related to the PLA. Obviously with the increase in the union 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.

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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.
Thank you.

President Lewis: Okay.

Any other questions? Trustee Perez.

>> Marisa Perez: Yes thank you. Thank you very much for the presentation. I have a couple of questions but just to start with some comments. Thank you. I think it's really great to see we made so much progress.

We have been talking about getting more of our community involved and a lot of things going on with the college including construction especially because the voters in the district are the ones that voted twice to tax themselves to support construction the modernization on campus so this is good news to see we're investing back into our
residents and our students so I am happy about that. I just have a couple of clarification questions. When you define a contractor as union -- because you have comparison and 90% union 10% union or different

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numbers how are you defining union? Because a contractor maybe signatory to one union for one trade but they may not be signatory to another trade who is union so how are you defining "union" contractors?

>> [INAUDIBLE] [Off Mic].

>> I feel like they should used subcontractors.

>> Well, we don't have subcontractors and all of the job are multiple prime. We contract with each contractor themselves so I guess we define --

>> [INAUDIBLE] [Off Mic].
Right.

Right. Because I am curious because when we contract with them and then sub work out I am curious are we capturing the work that any of the subcontractors using? Meaning are we getting credit for employees that they may hire that are within our district? And I guess that's what I am trying to see are we capturing everybody? Yeah, if a actual contractor has a sub they're required to submit their certified payrolls as well so those would be captured in that and Jimmy correct me if I am wrong but most of the contractors use subs or primarily the -- Both. Both? Okay. All right.
So they would be picked up on --
because every subcontractor is
required to submit the certified
payrolls as well.

>> Marisa Perez: Okay. And
then in regards to the cost
differential when you did the
cost comparison between the
totals if they were union versus
non union. What assumptions do

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you use to make that comparison?

>> So for instance on the math
and CIS building so the total
cost of the project as it was
awarded is 16.1 million dollars
and so we make the assumption
that if all of the prime
contractors -- if all 21 of the
contractors were union how would
that shake out? And basically
what we do is -- so obviously
from this seven of them were non
union shops and so if we --
those were the lowest bids so if
we took the lowest bid and went
to the next lowest bid and use
that dollar figure that's how we
come up with that delta.

>> Marisa Perez: But

sometimes we don't have more
than one bidder who bid on a
project so I don't know how you
make that comparison then if
there's really -- sometimes
there's only one bid and then

what if that next bid is not --
is another non union shop then
do you go down to the next one
--

>> Yes, we would go to the
second or third one to get to
the union job.

>> Marisa Perez: I think
maybe a little more
clarification on that because
that's always the challenge that
opponents who don't support the
local hiring portion of PLAs and it's 10% higher. That's what says and you're showing it's not --

Yeah, it's clearly not.

Marisa Perez: It's clearly under 10% but the assumptions are very important and again there's a lot of questions about the benefits and I think the board weighed those when going for the PLA because we wanted to invest back into the community

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and again those numbers we have to be careful how they're calculated and how they're presented. I am very, very excited about the MC3 program and the expansion of that so I wonder if you could spend a little time giving more details about what the students who will be selected for this program -- do they have to apply? I am
curious what sort of math skills and math classes they will be able to take as part of this pre-apprenticeship program? Because in all my tours with the different unions is math is the skill that is really needed to be successful in trades because a lot of these fields are highly specialized. They need more than Algebra so I want to make sure as part of this program we're encouraging and supporting our students to be able to be successful, and then my last question on once they complete it do they get a certificate? Do they get some sort of completion certificate to show they went through a program and then does that give them a higher status when they actually apply to become a apprentice
finally?

>> All right. Thank you.

Certainly good questions. As far as for the content of the program the curriculum as you probably know is standardized by the national building trades unions and will be licensing it as part of the program. I know because I've personally I help tutor students getting ready for apprenticeship myself and the math analogy and some of the trades and especially the highest paid trades have additional requirements that make it harder to pass and I certainly think -- I have a meeting with the Program Coordinator and with the unions coming up in the first week of March and I will certainly make that point we want make sure they're prepared to apply for.
any craft when finished and finally let's see you asked about -- sorry, or the certificate, right. when they graduate the program they will get a certificate and it isn't they get extra points on the application or anything. It's just that the curriculum is designed to teach them exactly what the unions are looking for when they apply so they tend to both do better on the tests and tend to interview better and you know because of this program since we've got the labor agreement we also be using our relationships with the unions to let them know part of the commitment to having this agreement we want them to access to careers in the trade and we certainly expect cooperation.
with that.

>> [INAUDIBLE].

>> Just a couple more questions on the program. I know I was talking with Dr. Fierro and some people from the program before. Is it still in conjunction with high schools or strictly 100% on campus?

>> As I understand it the program will be here on campus.

>> Okay and I understand it depends how many students we take depends how much we think the need is in terms of the trades

>> Yeah. We're trying not to make false promises and graduating student when is there is a need for them.

>> So do we know how many and when?

>> That I'm not sure about.

>> Okay. And time of
completion of the program?

>> I don't know what we're plan

for example this one.

>> What I see with other

programs you can make up to a

semester and doing other things

and do as little in six or eight

weeks getting ready for one or

two crafts

>> And given they need basic

skills and students are come

coming in as Remedial Math and

English and the question to

Administration are we giving

resources -- I'm not sure who is

teaching will you give students

the resources -- kind of the way

the Cerritos Complete for them

to finish in a timely manner and

achieve the basic skills

Sample footer

Dr. Fierro: As long as

>> Dr. Fierro: As long as

they're students that have the
same access of services as anyone else. Within the program based on my conversations with Chris there's a lot of emphasis on mathematics. The program does emphasize a lot of the mathematics skills and applied mathematics are expected from the students in order to access different trades, so as the students go through obviously they're introduced to the different trades, different skills and need, but they're also getting what was described closely to reality view of how you can access a particular trade and the level of skill needed, so one of the questions is often formulated which one is the one which gets me the more money? Well you could do elevators and that requires a high level of mathematics and
other skills so that is
introduced and the students are encouraged and help to perform the minimum level required to be able to access those trades, and illustrations like that or trades that have different type of entry requirements but the training is clear as to what you need to learn in order to enter the different fields so we will provide the support but the program does that as well.

I guess my concern would be tracking of these students because it is high emphasis in math and like I said from my district 80% plus are coming in Remedial Math. Could be four levels below. So just like the Cerritos Complete I would like to see tracking and making sure that the students are completing
having access to counselors, having the Ed program because really I think this is a program we should highlight and push and expand because this is say pathway to the middle class for our students and there are many articles saying that we need more trades people and not transfers to a college, a four year school and I want to make sure we're tracking and the students have the resources they need to tackle the math problem Dr. Fierro: Yeah, that doesn't be difficult to do. The students have to register to access the curriculum so we will have easy access to who is taking it and how they're doing a lot of the practice work. My understanding is that virtual component to it so we can actually see what they're doing. >> So I guess my question --
maybe I will set up a meeting
but my question would be if a
student is coming in and four
levels remedial can they even
apply for the program or be at a
basic level before they apply.

>> President Lewis: Do you
have an answer to that?

>> [INAUDIBLE] [Off Mic].

>> Dr. Fierro: I don't know
the entry point of each trade.

My assumption and this is what I
can recall but I have to get
back to you with from the
conversation. The students
issued actually register and
take part of the intro but not
getting to the skill level
obviously will make them less
competitive when they apply to
the trade they want to enter.

>> Because I think part of the
issue we have to make sure
they're at the basic level of
math that requires for pretty
much all the trades which will help them either way whether they go to a trade or just complete their certificate so maybe I will just schedule a meeting and just talk off line.

>> Dr. Fierro: Yeah, I will find the details on the specific scores but my understanding, and again I could be wrong on this. They can enter the training but if you reach a specific level you're less competitive.

>> If you like Mr. Miller --

>> Yes please.

>> Good evening. I am rob Miller with the L.A. Orange County building trades and good to be back here. I'm more than willing to bring my representative down if you want a complete showing of what the courses are going to do. I believe it's seventh grade math
but this is an apprenticeship

readiness program and so it's designed to give your students an overall view of what construction is b help them make up their mind whether they want to be in construction and if they do what trade they want to gravitate towards. They will get tours of the apprenticeship training centers. They will have representatives come into the classroom and speak to the specific trades they represent and help that student make up his or her mind whether they really want to be there. As you know when we take an individual out of the community we're going to spend $30,000, $40,000 on them over the course of the apprenticeship program plus on the job work they get paid for so we want a good candidate for
our program. We want somebody that wants to be there, wants to be happy in the profession they have chosen and so this class is beneficial to the student and it's beneficial to our program also and it's going to help put folks to work. We have this program at Long Beach City college, Los Angeles Trade Tech college. Antelope Valley college we have it with winter and various youth build chapters so it's around. We have about a 50% placement rate right now into the apprenticeship trades so we think it's very successful. Just not everybody is cut out for college not everybody is cut out for construction so we're finding that out but the ones that are getting this program are
informed and more ready to go
into the apprenticeship so thank
you.

>> President Lewis: Any other

questions from Board Members?
Trustee Salazar.

>> Sandra Salazar: I had a
question and you gave numbers
based on the number of workers
that are local hire. How are we
tackling the program of having
the contractors within our local
hire area? Because I don't
think we -- did you mention
anything about contractors and
local hire? Because I don't
know if you have information on
that because every time we get a
bid I see contractors outside of
our area, so how is that being
impacted?

>> Yeah, the PLA is just
tracking the workers and I'm not
sure about the contractors.
Yeah, the goal within the PLA is to track the workers on site, not necessarily the home base of the contractor. My understanding is that if you have a contractor that is in Riverside, let's say, they can team up with local union shops within the area to actually have local work here on the campus so it's not necessarily where the home Office of the contractor. We track the actual physical workers that are here on the site itself.

Sandra Salazar: So my question is, I believe we passed a Resolution to increase local hire in terms of contractors a couple of years ago prior to Dr. Fierro's arrival, so my question is, what are we doing to help that improve?
Again it goes back to the outreach we're doing. I know you know both with the assistance of Tildon-Coil and also with Joe we have done a lot of outreach. I think Joe can speak a little more in-depth in the outreach of maximizing local hiring but you know like going -- inviting them to the job fairs. Letting them know of a potential project that is coming online and trying to reach out to local workers -- or local contractors knowing there is a particular project coming on board to get as much encourage on it. We also have a mandatory pre-job conference for all bid packages to kind of discuss the local hiring goals and the PLA requirements. Again trying to provide that as much outreach as possible that we can. Joe can
jump in --

>> Yeah, the only thing I would add to that the local hire program gives them a competitive advantage and have people that comply with the goals but as far as outreach the folks at Tildon-Coil get a lot of credit.

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we get numbers on the data as far as contractors?

>> You want the actual contractor data?

>> Sandra Salazar: Not today but track the workers that are local and how we're doing in terms of the contractors that are local because what we see on the agenda doesn't seem local.

Okay.

>> Sandra Salazar: Doesn't like there is an impact but I haven't seen data and I know Tildon-Coil has done a good job but good to see the actual numbers.

>> We can compile that. We will do the project under the PLA and the health and wellness and the three projects I mentioned which are the three most recent larger projects and the DSPS building, math science
and Liberal Arts so we will provide that information to you.

>> Thank you.

>> President Lewis: Professor Llewellyn did you have a question? Last question I believe if no one else has one we received a letter at the district from ABC who we've partnered with for about 15, 20 years or so that they're pulling their program of apprenticeships off of our campus so with that does this new apprenticeship program fill the same void as that and will it have the same number of average enrolled students as this program that we had on our campus did before? 

>> I can talk certainly -- I'm not sure about numbers and know more when the program starts and the size and this is a
pre-apprenticeship program that would be students from the district that would be interested in getting into working apprenticeship programs. The way the union apprenticeship works is you apply to them. They control who gets in and once you do you're getting paid while you're working while you're learning. This program is designed to get them prepared to apply and get into the apprentice programs so they're not directly comparable but I don't know the question how many we're serving versus one the other and we will develop that as the program gets ready to start. >> Quick question since we have Ron Miller here and hear the input on how the PLA is going from his point of view
please. Thank you.

So I think it's going good.

As the gentlemen said it's early on this project and the further along the project gets more trades get on the project so your numbers will go up so I see it doing actually exactly what we said it would do and fulfilling our partnership.

It's a good thing I believe and to the question about the ABC I will contact the local 11 and see if we can get something going on your campus with them and I remember during a couple of the meetings when the PLA was discussed and the process of getting it voted on the ABC Program that you had here never put a single student to work on your campus so that right out of their mouth if you remember back
and you can check the minutes so
I don't think you're losing
anything. You're going to gain
stuff. You're going to gain
students. You're going to put
local students to work on your
projects and around the county.
We probably have $150 billion
worth of work under agreement in
the County of Los Angeles and
Orange County right now,
$120 billion just in the
transportation Metro Measure R
and Measure M. I'm negotiating
an agreement for the county
right now for $5 billion for

four projects and we have all
the work at the harbor L.A.,
Long Beach, the City of Los
Angeles. We just renegotiated
agreement with Whittier School
District so there's a lot of
work here. The labor market is
tight but there's no shortage.
We're taking on apprentices. I did a back of the napkin poll of trade and they had 4,000 apprentices in the program and end of 2016 we have over 10,000 and we're growing the apprenticeship and one of the locals have 1800 and the largest in the country so we're growing to meet that need. There is no shortage and PLAs do not cost more. It's the same wage, prevailing wage. It's the same wage. You can look on the certified pay roll. It's the same wage so two, 3% cost increase. That's why we do the lowest bid. This is open to union and non union alike and that's the purpose of the lowest bid so you get the best bang for the buck. Thank you.

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

Thank you.

President Lewis: Next we will have a presentation on the safety protocols at Cerritos College.

Dr. Fierro: So we will have a presentation of our safety protocols very small version of training that we have been providing on active shooter. Disclaimer there will be some graphic videos so be aware that some of the content it is graphic so we warn you before again to make sure you either choose not to watch or walk out of the room, but this is part of the training that we
have offered at the different divisions and when we held the forums Jeff will provide an update on some of the modifications made to some of our locking mechanisms. And some of the training or first responders that participated in order to stay current and maintain their skills in the event of a particular incident on campus. It is always been my position to having this conversations feels weird but we are in some very interesting times, so we have to be sure that this information is shared widely and that we are prepared and aware how we can best respond in an emergency.

Sample footer

1 situation so Jeff.
2 >> Thank you Dr. Fierro. Good evening President Lewis, Board
of Trustees. I am Tom Galvan
Chief of Police here at the
Police Department. I'm going to
talk about campus safety and as
Dr. Fierro mentioned in light of
the receipt tragedy in Florida
I'm going to focus more on our
active shooter protocol and
discuss what we have done and
what we're doing and some of the
resources we utilize if I can
figure out how to use this.

Thank you. What we focus on --
I always start a presentation --
anytime we do a presentation I
always like to say how safe
Cerritos College is. We're a
safe campus but with that being
said we have to be prepared. We
can't get complacent. Things
that we do I am really emphasize
education and prevention.

Open lines of communication are
absolutely essential and that's
with students, staff, faculty. We have to be able to pick up the phone somebody has a concern and have a discussion. Some of the things that we do we do presentations on campus watch which is basically an explanation of services that we offer. We do the coffee with the cop and another way to open up the lines of communication with the students where we have great team of officers that go there. They're very open and again helps us to open the line of communication. We do active shooter presentations with staff, students, departments basically anybody does a request we will absolutely show up and do a presentation. Each room -- classroom has emergency information posters as we have
in the back of the room here
explaining different protocols
and it's very minimal but it's
information. We do an annual
safety walk with the students.
Again more talking about safety
on campus, lighting, landscape,
but it opens up that line of
communication. We're open to
interviews. We did several of
those and classroom
presentations and one thing on
campus we provide escorts with
officers and anybody that has
anxiety going to the parking lot
by themselves. We participate
in the annual evacuation drill
and did that for several years
the great American shake out, an
opportunity to drill on
evacuation, how we communicate
during an emergency so that's a
drill we will continue to do.
One of the resources we utilize
is we participate in target.

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Target is a threat assessment and regional group evaluation team. This was created by special agent Jeff Kuno with the FBI and a multi-disciplinary approach for threat assessment for colleges and this approach you have members of law enforcement, academic, mental health professionals, technology partners and the goal of target is develop best practices in the identification of assessment and management of threats. We hosted this target meeting in 2017 and basically the target meeting goes from college to college centered here in Southern California and it brings the different disciplines together to discuss what with we do better? What has worked? What hasn't worked? campus police. Anytime I get an opportunity to brag them them.
We have a group of dedicated men and women. They're here and understand their role on campus and do an outstanding job. Some of the training that we do as first responders like the Fire Department, police agencies is training is nonstop. That's something we continue. We look at best practices. Any opportunity to train we do. We do the quarterly firearms qualification and other qualifications and the blue gun training here on campus and that gives the officers the practice with stimulator weapons technical movements and entries, working as a team. In 2016 we hosted a multi-agency active shooter drill here on campus with the Los Angeles County Sheriff's department and the Fire Department. We
shooter drills off site campus
with some of the partners with
the Sheriff's Department.
We do dispatch response to
active shooter training.
Dispatch is a vital component of
our response team and as a
matter of fact they're going to
a training in March, an eight
hour training where they meet
with other professionals and
discuss best practices, so our
first responder training is
ongoing. Talking a little bit
of active shooter. What is an
active shooter incident? An
event can occur at any time or
anyplace. These incidents are
unpredictable. They evolve
quickly and most incidents are
over within minutes. Having a
Campus Police Department that's
armed and ready to respond in an
and unfortunately in these tragic events minutes save lives. Typically there's no pattern in the selection of patterns in an active shooter incident. Common motives include anger, revenge, ideology and untreated mental illness and right now we're seeing a lot of the that is driving some of these tragedies. Some of the ways we communicate and we make notifications. We have the Nixle text messaging system. Cerritos College we have the Social Media, the Twitter page. We have a way of putting out safety alerts on the college emergency page. We have ways to put information on electronic marquees and bulletin boards.
Emails but the one point I want to make that Cerritos College is one of the only colleges I am aware of -- community college with such a robust public address system. We are able to make immediate notifications on a public address system in a major emergency so that's something a lot of colleges do not have and we have that ability to make an immediate notification when needed. When we do a training we talk about how to respond to an active shooter and we used basically protocol that is developed by the Department of Homeland Security and it's run, hide and fight. We want to make it as simple as possible. Run, evacuate. Having an escape route and plan in mind. We plan about this is something that you
some think about outside of college whether going to dinner or a church be aware of your surroundings. Don't dwell on it but know where the exists are. Have a plan. If there's an incident with an active shooter safety first. Leave your belongings behind. When evacuating the first responders are coming in and the protocol right now they go straight to the threat. That's their job the initial officers respond to the threat and stop the threat so if you're running evacuating from the scene and see officers you're going to see officers. We will have Deputy Sheriffs from L.A. County rolling into the campus and see them heading towards the threat. Keep your hands visible. They
don't know who are you and that's why we say drop the belongs and hands visible and if the officer is responding from a location go right by them because the area they're coming from is safe. If you're unable to run hide, shelter in place, hide outside of the shooter's view. Block entry and lock the door. Silence your cell phone and the last piece of the puzzle and something we don't like to think about but it's an option and if you're unable to run or hide and evacuate and as a last resort and when your life is in danger you fight. You act with physical aggression and use whatever at your hand to protect yourself and we again try to emphasize the last option is not good but it is an option. How to respond to law enforcement?
Like I said and I think we're going to go back and do the video and before I do the video like Dr. Fierro said this is not graphic in nature but it depicts an actual -- the simulation of an active shooter. It's intense and with the recent shooting that has been in the news and the tragedy it can be upsetting for some people so kind of put out the trigger alert here. If anybody would not want to watch it right now feel free to step outside and we'll call you in afterwards.

Dr. Fierro: And if anyone is watching and a video that could have a trigger effect and not watch the video we will make an announcement once the video is over.

>> Thank you Dr. Fierro.
It may feel like just another day at the office but occasionally life feels like an action movie than reality. The authorities are working hard to protect you and protect the public spaces. But sometimes bad people do bad things. Their motivations are different. The warning signs may vary. But the devastating effects are the same. Worse and unfortunately you need to be prepared for the worst. If you're ever to find yourself in the middle of an active shooter event your survival may depend whether or not you have a plan. The plan doesn't have to be complicated. There are three things you could do that make a difference. Run, hide, fight. First and foremost if you can get out do. Always try an escape or e wack wait.
even when others insist on staying. Encourage others to leave with you but don't let them slow you down with indecision. Remember what's important: You, not your stuff.

Leave your belongings behind and try to find a way to get out safely. Trying to get yourself out of harm's way needs to be your number one priority. Once you're out of the line of fire try to prevent others from walking into the danger zone and call 911. If you can't get out safely you need to find a place to hide. Act quickly and quietly. Try to secure your hiding place the best you can.

Turn out lights and if possible remember to lock doors. Silence your ringer and vibration mode on your cell phone. And if you
can't find a safe room or closet
try to conceal yourself behind
large objects that may protect
you. Do your best to remain
quiet and calm. As a last
resort if your life is at risk
whether you're alone or working
together as a group fight, act
with aggress, improvise weapons,
disarm and commit to taking the
shooter down no matter what.
Try to be aware of your
environment. Always have an
exit plan. Know that in an
incident like this victims are
generally chosen randomly. The
event is unpredictable and may
evolve quickly. The first
responders are not to evacuate
or tend to the injured. They're
there well trained to shop the
shooter. Your actions can make
a difference for your safety and
survival. Be aware and be
prepared and if you find yourself facing an active shooter there are three key things you need to remember to survive: Run, hide, fight. 

>> Thank you. This video is on our campus police website with some of our protocols. We have a lot of information on the website as far as crime and prevention and tips on safety but we really encourage everyone to watch the video. It's not pleasant to watch but in today's society we have to be prepared.

Just touching a little a lot of was covered in the video how to respond to law enforcements and again I think I stated earlier in an active shooter event our officers will be on site within minutes and have L.A. County Sheriff rolling in by the
numbers and as you're leaving
first remember the first wave of
officers their job is to go to
the threat and not tend to the
wounded and answer questions so
some of the key factors for
people fleeing running, remain
calm, follow instructions and
raise hands and don't make quick
movements and don't attempt to
hold on to them for safety and
remember after the threat is
neutralized you will have a wave
of assistance coming in to deal
with the wounded and to help
others. Avoid pointing,
screaming and or yelling and do
not ask officers for help and
proceed from the direction
officers reentering the premise.
If you're sheltering in place
after the threat has been
neutralized you're going to be
sheltering in place because the
officers are going to be responding clearing each classroom because we want to make sure there's not a secondary suspect. That there's not any booby traps so there's where the communication comes in. Once the threat has been taken care of we're communicating through Nixle and providing information each through the PA so people sit in the classroom will understand what the next step is. If you're calling 911 providing information if you're in a situation where you can safely call some of the questions you will be asked a specific location of the active shooter. How many shooters are there? Physical description of the shooters and number of weapons
and whether a rifle or handgun
and number of victims at the
location and again this is for
someone in a safe place to make
the call. Things to do and key
things to maintain a safe
campus. Again I stress maintain
the open lines of communication
with students and faculty and
staff and a good example of this
is last week in Whitter I
believe the name of the high
school escapes me --
>> [INAUDIBLE].
>> El Camino High.
>> Thank you. A great example
of communication. A troubled
student got in an argument with
a teacher and made a comment
over heard by security -- not an
officer but security. I am
assuming like our cadets, over
heard a statement that "I'm
going to shoot up this campus
in the next three weeks" and
the person over heard it and the
security officer contacted the
police and the L.A. County
Sheriff's Department. They did
a great job and follow up
investigation as part of the
threat assessment and you have
another packet on your desk
which provides more detail as
far as threat assessments and
what we do and different
resources we utilize, but result
of their diligence they ran
where the juvenile lived and
find there's weapons registered
in that house. They went to the
residence and confiscated two
rifles and handguns and
ammunition. Now it turns out

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1 according to the article the
2 weapon were registered to the 28
3 year old brother who was an Army
veteran but again he well access to weapons so that's an example how important it is to keep those lines of communication open. We're going to continue to participate in the great American shake out, the evacuation drill and implement an annual shelter in place drill and starting slow and implement different drills and practices so we're all prepared. We will train for active shooter response and continue developing resources outside the campus to develop best practices for emergency response and just to mens Jose mentioned and there was a retrofit and the classrooms the doors open outward and secure from the interior with a key and there

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are discussions and some different colleges and high
3 schools that use after market products. There's a lot of
great products and lock from the interior but that also brings
with it challenges. Now you could have a bad guy inside a room that's how locked that door
and police can't enter so it creates a challenge. Some of the things we're going to be talking to faculty and staff about is wearing that key on a lanyard on your wrist or in class. Practice locking the door. In an emergency something as easy which way to turn the key can be difficult but if we practice once a day and go to the door and lock it we want reach out and make sure it's locked and so if you practice you will know how to react so those are things we're looking

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at. Nothing is off the table.

We will continue to look at best practices to improve the safety here on campus so I would be happy to answer any questions at this time.

>> Dr. Fierro: Thank you.

Tom is being a modest. What he described on the event at El Camino High and proactive here when we started the campaign see something say something. We get a lot of tips and obviously Dr. Jensen I are privy to the tips and work done behind the scenes and I can tell you and assure you pretty much everybody we get we investigate what Tom described the case at the high school we have done and we have been very proactive about that.

We have [INAUDIBLE] --

>> Yes.

>> Castillo.

>> He is extremely proficient
doing internet research. We have access to that data base that allows him to do quick searches, background, essentially get us a big picture of what is happening and he has developed a very good skill in that that has been very helpful for us to able to respond to situations among other individuals [INAUDIBLE] but I can think of several examples obviously not disclose -- I get a message. We get in touch immediately and within minutes we start getting information to determine whether or not it's something to do so I want to reassure you that the work that our Police Department is doing has been doing and will continue to do is topnotch. As I said I get a lot of that information first hand before it's even distributed and in some cases it
doesn't get out of here because of the reaction has been so fast and we have been able to contain or identify whatever situations have arise. We also have them participate in first responder training regularly and practice with the L.A. Sheriff's Department so the officers are well trained and receive the same training as any police agency around us, so our officers and Tom has been doing a great job with that. in 2015 we were unable to lock doors from the inside. We retrofitted them essentially all of the doors to this point to be able to do that work so we retrofitted everything. Yes, there is still the question how to lock from the inside from an emergency situation. We're exploring all the options to
continue to enhance our security

protocols but as Tom mentioned
one of the issues with some of
the locking mechanisms that we
have explored is that creates a
barricade so essentially you
cannot open that room any longer
from the outside unless that
block is removed and obviously
if you're in a safe room that is
great because you're able to
leave once you feel it's okay to
go but if you're not in a safe
situation that creates a
completely different scenario
for law enforcement so there are
other things that we have been
exploring. We have been working
on identifying some of the doors
that open to the outside. There
seem to be regulations on
Building Code and Fire Code that
we need to explore depending on
the size of the room and so on
and there are situations to retrofit the door and opens in

Sample footer

the opposite direction obviously
we will consider that but please remember they're limitations and
we are making plans around some of those limitations as well, so
thank you Tom. Thank you to all the Police Department and
everyone that have been working diligently behind the scenes and
to make sure protocols are up-to-date.

>> Thank you.

>> Sandra Salazar.

>> Regarding the recent events are you thinking of any changes.

>> It just makes us work harder getting the word out and

providing and more requests for the presentations.

>> Sandra Salazar: Is that in classes or where do you present?

02-21-18Transcript.txt[3/30/2018 9:27:46 AM]
Anywhere. We will come to the classroom. We will come to wherever we see an interest or request we will go no matter the number and do the presentation.

>> Sandra Salazar: Are there any drills on campus, any drills?

>> Well, we have the annual evac situation drill and working on doing the shelter in place drill prior to the end of the year.

>> Dr. Fierro: In 2015 we hosted a number of forums and as a result of that we created traveling team I guess you can call that to go and per request provide presentations and training at the local offices and divisions. One of the reasons that we selected to do that is that every building, every office, every area has

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different layout and it's very important for the people that are there to become familiar with the layout and an exit strategy so Tom and others from the care team have been traveling to the different areas where they have been invited to speak, and look at the space and as a part of the training they can point out where to hide, where to get out, how to do so in a way that is best suited for that group. We forgot to mention we're in the mix of preparing and identifying a date for the shelter in place drill. That will be a campus wide event and the idea is for us to be able to do a spring shelter in place, fall great shake out but the shelter in place is something that will not only
entire internal and external planning and obviously noise, people coming into the campus and so on and visible from the outside and notify the community, and the local responders. We have publicity students and the faculty and so on and that could be stressful if it's dropped on someone with not enough notice so we're working on these pieces and we will continue to examine that. Another conversation we've had and this is a conversation -- disclaimer is to actually make those visits at least once every other year mandatory in every division so every other year every division is required to invite the Chief and his team to do a refresher of our strategies because as you can see the best prevention is education like
we're ready and we know what is
our plan, so we're going to have
some conversations and hopefully
everyone is in agreement to
having this refreshers every
other year and everyone is
required to invite the Chief and
his team at least once every

Sample footer

other year to -- somewhere
around there that allows us to
build muscle memory on
practices.

>> So as of now all faculty
and staff technically might not
have training, the training,
right, because if you're spot
training there's no uniform to
say that all staff, all faculty
have been at least approached
with this train?

>> Dr. Fierro: Correct. So
the training has been made
available. We held a number of
forums but I cannot say everyone attended. Everyone has seen it.

We have sent communication. In fact we had more communication with that and the video and our procedures so the hope and assumption is those that didn't participate in the trainings will see the video, read the protocols and eventually get to bring the team to do the presentation.

>> Sandra Salazar: Because my 2 cents would be that we try to push that all faculty and staff had been exposed to this. I think the video is very real and it's basic but I think it kind of puts perspective what to do and how to do it and to reach all the students would be difficult but to reach all faculty, staff just to have that exposure would be beneficial so
I hope we can look into a program in terms to make sure to say you know with confidence we know that everyone has for example watched this video.

>> Dr. Fierro: Absolutely and the other part of that is would be obviously once we do the shelter in place video we will be covering the large majority of campus and select a time

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that's a busy time of the day that we know faculty and staff and students on campus so at least that part we will have that covered but we'll continue to make efforts to make sure we reach as many people as possible.

>> Yeah, if I might. Also after the recent event Dr. Fierro did ask that we issue an all employee Email again and we
will do that. The Email has been updated so that we have this particular video first up in that Email. There's a wallet or pocket card. People can print out, put in the wallet or pocket and print out from the Department of Homeland Security. The video of course is them and the city of Houston but we also have the newest Department of Homeland Security video that will be there and then also and

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just a reminder and a very definite reminder in the video we have the training video for the public from the Los Angeles Sheriff's Department. It's particularly graphic so we have significant trigger warning in the Email. The Email is scheduled to go out first thing tomorrow morning.

>> Sandra Salazar: Can this
include part time staff as well?

>> It certainly well. It will

be every capacity in any capacity.

>> Sandra Salazar: Thank you.

>> President Lewis: All right. Any other questions?

Trustee Perez.

>> Marisa Perez: Thank you very much for the presentation.

I thought it was helpful and good overview and I like the video. Thank you for sharing that. Another thing if you could add the presentations to the board website for our Board of Trustees because I know they were not included in the agenda materials on-line so we could have those on there. I know we talked about a possibility of flex day, flex week coming up soon so I think this is a topic
for a flex day presentation to all of our employees. In addition to that type of training I am wondering what type of training or professional development we give for our faculty members and staff who are with students on how to identify mental health challenges? I understand there are some limitations because they're not mental health professionals but I know there's been a lot of discussion about that about what we can all do to identify students who maybe going through some difficult times.

So thank you. So the care team which is our crisis assessment and intervention and response team is multidisciplinary so it is chaired by the Director of
student psychological services

and by the Dean of student services. It includes the Chief of Police, the Captain of police, the Dean of DSPS, the Associate Dean for student health and wellness and myself, and other resource people will be pulled in as needed. The team receives reports through our online submittal process. We have separate forms for conduct, for Title Nine, for grievances and for students of concern and that would be the care form so the forms come in -- I would say they're the most frequently used. Faculty are very, very diligent as are staff in submitting those forms anytime they have any kind of concern. The forms then come in and they're triaged by the care
team based on the content of the report and what the best practices will be for follow up. If there's a need the team will have basically immediate session for multidisciplinary review of the student's concerns and then otherwise the care team meets every couple of weeks and reviews the cases and make sure everything is in coordination.

We have a very, very tight connection thanks to the Chief referred to the target program. We need to emphasize the program is an initiative specifically of Special Agent Kuno with the FBI and so whether we are at meeting at UCLA or Cal State Dominguez Hills or here or a private institutions throughout the region the meetings quarterly are extremely helpful but probably most important is our
connection directly with Special Agent Kuno and his team and connected to that is the joint terrorism task force and the joint regional information center and all of those provide and the Chief has very, very tight connections with them. We get immediate response in response of reviewing concerns we have. In addition to our regular work with the L.A. mental health threat assessment resource team. They're particularly helpful and we not being a residential institution they're in an excellent position to go into the community and a home and on that I should say that the Chief is active working with our partnering law enforcement in the communities where our students live. If a
wealth check is needed we have any indication there is a need we will request one and as you know after Santa Barbara when law enforcement goes out they ensure they of able to observe everything that needs to be reviewed and due to other checks we would do in a threat assessment response.

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

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

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

>> It's basically a PA system where they're speakers located throughout campus where we can make live announcements.

They're inside the buildings.
They're outside the buildings.

We can actually make announcements to specific buildings or areas on campus.

>> Marisa Perez: Okay. Can everybody hear even in the classroom it is?

>> Would say yes and it's something we go out spring break we will one day we will go out and we test them periodically to make the checks three times a year.

>> Marisa Perez: That's great. That's exciting news that we have that warning system to everybody.

>> We should point out those during the day when they're used and especially the evacuation drills and the strobe light has a speaker or sounding a horn or providing a verbal announcement.
it can carry either one.

>> Marisa Perez: Great then.

Thank you very much.

>> President Lewis: Any other questions? I have one question.

Is campus safety armed and trained to neutralize threats on campus?

>> Yes, thanks to the board. I believe prior to my time here the board authorized for our officers to be armed. They all carry side arms and all trained and have a side rifles with them besides less lethal things as well taser.

>> President Lewis: Thank you.

>> You're welcome.

>> President Lewis: Thank you.

>> Thank you.

>> President Lewis: Next we move on to reports and comments from district officials starting

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with Student Trustee Avalos.

>> None tonight.

>> Trustee Perez.

>> Marisa Perez: Thank you for being here tonight. Just a couple of quick comments. I want to thank everybody who started off with the campaign, our employee campaign for the foundation campaign on Valentine's Day. I thought it was nicely done well attended. Of course we could always use more support from all employees but I wanted to thank everybody who participated. I know the work came from Dr. Fierro and staff and Andrea and Cheryl and a fantastic event and great to see so many employees dedicated to supporting our students. I also wanted just to share the day I don't come to campus as much as I used to because I am working but that day I spent $50
visiting the booths on campus and bought gifts from the Psychology Club and I purchased this wonderful T-Shirt which I know everyone is seeing and one of the counselors put that together along with the Dream Club. $25. I ended up buying two and just wonderful to put that together and organize that and show her support along with the Dreamers club for all of the DACA students and again she takes Venmo and no excuse to purchase a shirt in support of the Dreamers and there was the puny club and show love for the immigrants and I supported all the clubs and really wanted to thank everybody and everybody who is involved in student activities because you guys do a lot to support all of our students so I wanted to thank
note too there's a lot more discussion going on with the online college and Governor Brown's proposal to do that. There was a press release that talks about the Governor's proposal for online college. There is a ten question survey that you can find on the Chancellor's website that's seeking everybody's feedback on line college so I would definitely lie to look at that and encourage everybody to submit your comments because that's really going to help shape the future of the Governor's proposal. We also hosting one of the work meetings here, the future of the meet up. That's what it's called and March 5 at 9:30 a.m. in the board room and
I think it's a good opportunity to hear from employers and employees in our area to see what type of work force needs we can address both at the college and through the online college proposal. Other than that I think that's it. Thank you.

>> President Lewis: Thank you. Vice President Liu.

>> Shin Liu: Show report.

Thank you.

>> Dr. Fierro.

>> Dr. Fierro: I will echo the comments from Trustee Perez.

The kick-off event of the employee giving event was great.

Cheryl and the rest of her group did a fantastic job putting everything together. They solicit everyone I think to be
able to get prizes because it seems like everyone received some sort of prize so they did a great job to keep the spirit up.

The music was great. The jazz band did a great job with that and obviously it is -- it was a good day to do it but it's something that we're celebrating as anything that is received from all Cerritos College employees earmarked to a scholarship that is going to be essentially named behalf of all of us on campus. There was also a contest to provide the name of the scholarship and I think we have some finalists that will come up with a few Emails listing the time names and tallying votes in order to establish a name for that and continue to contribute to see if we can award the first one come
I think the fall so it has been
great effort. This morning I
received an Email from one of
our Deans, Connie Boardman and I
was kind of in a hurry but

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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
and so on so we obviously featuring her and her instructors because this is in order to I guess be cliche' a tangible learning outcome and do something really great so obviously the student was very excited. Connie was very excited as well because this was an early Email and obviously that got me a good start to the day to be able to see this. As many of you know there is in addition to the online college there is a proposal to change the funding formula for the state that has gotten a lot of conversation, a lot of controversy, a lot of conversation -- let's put it that way. Last night I received an Email like literally at night, late at night, an Email with the release of the
Department of Finance modeling

of the formula. It's the -- I'm sorry?

>> [INAUDIBLE] [Off Mic].

>> Summary of the formula still very unclear how it's implemented. There was not an excel that you can manipulate to be able to see how things work.

It was simply kind of like a scan copy, some PDF.

Unfortunately this initial model shows losing approximately $1 million base on whatever they use to do those calculations which is obviously not good. We are working -- when I say "we" Felipe is worked on a model from the document to base the budget projections. This year is going to be extremely difficult unless some sort of formula is released so we can do proper calculations
of revenues, but the formula it is very difficult to follow as was presented, the summary.
Some districts have several million dollars and by several I mean up to $20 million more in funding than I am unable to understand how is being allocated so we'll continue to work at the state level to express our concerns. It's not we're opposed of new funding mechanism. We probably do need a new funding mechanism because colleges our size do not get the best deal but I'm not sure that this first draft is beneficial for us or other colleges actually when you look at the list of the colleges. At least 50% of the colleges are in the negative or very close to breaking even, so we will continue to collaborate on this
with the Chancellor's Office and the CEO group and the CBO and the state. In fact we have been sending comments already. Last week the 14th we were also had the honor to host Dr. Carenga on Black History Month. We had an incredible presentation. I am looking forward to seeing the video. It was recorded and I hope we show that video to many of our students. The information that he shared it is very interesting and the perspective as I was able to read a little bit about him is very interesting. Essentially what he has done to change cultural studies, what he has done from the Pan African movement and in my opinion equally or more importantly is the time he has been actively
doing that. Everything he has been able to see from the historical perspective is just very interesting so I hope more students get to see that recording. This past weekend we hosted on campus speech tournament -- let me double check the name because I will say it wrong. Albert [INAUDIBLE] speech tournament and many had the opportunity to participate as judges. We had opportunities in the tournament. They did very well. I don't want to continue to complement the students but when you host a tournament of that magnitude it requires a significant amount of work from our staff, from all faculty and essentially everyone behind the scenes. Evidently there were only positive comments from all of the work
that was done by our classified staff making sure that the classroom were ready and the hallways were clean and neat and they camp in the hallways all weekend long. There were enough supplies for them to use so faculty did a great job being here from morning to literally late at night making sure the tournament went well. Our IT Department making sure now we have other assistant to provide access and faster sample footer

connections to guest access.
They did a great job making sure everything was put together so I know students did well in the tournament but it's important to highlight everyone that worked to make sure that tournament ran as smoothly as it did because I mean I came in the evening and I
left -- I don't know maybe

8:30 p.m. I can't remember how late it was and still nice and clean and you have over 400 students roaming every hallway and sitting everywhere and the campus looked good so great work by everyone and that concludes my report.

>> Nothing to report to report other than to say that I am looking forward to the state of the City of Bellflower tomorrow and I also wanted to thank our both of our presentations. One was delightful and one was unfortunate but necessary and I appreciate that the college is tuned into both of those things.

>> No report.

>> President Lewis: Over the last couple of weeks since the last meeting I had the opportunity to welcome the City
Manager of Norwalk

Mr. Jesus Gomez at both the community meet and greet about a week ago and his first Council meeting which was last night and Cerritos College was there in force with Dean Elizabeth Miller our Director of Public Affairs, Miya Walker, Jose and Tony and what's the title again?

Director of --

>> [INAUDIBLE].

>> Public relations.

>> [INAUDIBLE] [Off Mic].

>> Coordinator. Thank you.

One of those things. She does good work regardless of the title so we showed up in force.

We gave him a gift and welcomed him to the college and made a mention anybody that did not that he is a Cerritos College alum us and not only that but a
former Student Body President
and Student Trustee from 1988 to
1989 so he's definitely a
success that we have produced
and we're very happy to have him
back here in the community in
Norwalk to help partner with us
and to continue to pull Norwalk
into the great programs that we
have and serve our community
that half of our campus is in so
other than that I also went to
the opening of the new Alton and
Lydia Biola Science Center which
is one of the newer buildings
and actually the newest
buildings there that has been
built and it's definitely a
marvel for sure how not only how
large it is but also modern it
is, so you know this is
something we can hopefully
partner with my Alma Mater to
bring some of the students to
transfer to the university and
the great programs that they
offer not only for nursing but
others sciences that they have.
Last thing is that I attended
the college and career symposium
that the Norwalk La Mirada
Unified School District had and
especially pulling out what
they have done to help students
to be college and career ready.
And showing what the paths are
for the high school students to
get to either a college and
whatever of the four ways there
are -- I won't rattle them off
but they all had in common they
have to meet the A-G
requirements and when a student
knows why they're taking a class

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and that they have a secure path
in a well defined path how to
get into a college and career
and it makes that student that much more motivated and understanding why they're taking a history or science class. It's not this is the way things have always been done but a path way to get into a career and have success in the future so Cerritos College was also of course mentioned through our Dual Enrollment Program that we have started with Norwalk La Mirada Unified and continue to do so and hopefully continue to bolster with each of the three high schools that are in Norwalk La Mirada so definitely good things are in store for one of our K-12 partners and with that we will be going on into close session with which include consideration of grade grievance, a significant expose to litigation pursuant to
Government Code Section as cite
the. Three cases of public
employee discipline and release
and conferences with Labor
Negotiators and seeing no public
comment on any of those items
we're moving into close session
and there will be no read out.

[GAVEL]