

1 04-11-18 Cerritos BOT

2 >> President Lewis: Welcome to

3 the Cerritos College Board of

4 Trustees for April 11, 2018. We

5 will start with the invocation

6 from Deacon from the church in

7 Norwalk. Deacon.

8 >> [INAUDIBLE].

9 >> Is the mic --

10 >> There we go. Well Dr.

11 Fierro and President Lewis and

12 Trustees thank you for inviting

13 me to pray over this meeting.

14 Let us pray. Heavenly father

15 with all that is good and with

16 intelligence and give us the

17 grace and wisdom to as you the

18 benefits to your people and

19 everything that we do begin with

20 our your inspiration and your

21 help. Let us bless this meeting

22 with sound judgment and the

23 Board of Trustees with good

24 counsel and peace and their

25 deliberations guided by your

Sample footer

1 spirit and have a encouraging
2 campus of learning and all that
3 walk the grounds and halls share
4 in the gifts and share them with
5 your people. We ask this in
6 your holy name and the spirit
7 remain with you always.

8 >> Amen.

9 >> President Lewis: All
10 right. We will have the Pledge
11 of Allegiance done Board Member
12 Camacho-Rodriguez.

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

19 >> President Lewis: Thank
20 you. Roll call please.

21 >> Board President Lewis.

22 >> Here.

23 >> Shin Liu.

24 >> Here.

25 >> Member Carmen Avalos.

Sample footer

1 >> Here.

2 >> Member Marisa Perez.

3 >> James Cody Birkey.

4 >> His baby is being born

5 right now.

6 >> President Lewis: So we

7 have quorum and is there any

8 member wishing to reorganization

9 the agenda in any way? Seeing

10 none we will move to comments

11 from the audience. I do not

12 have any public comment cards so

13 we will continue with reports

14 and comments from constituent

15 groups. Is there a constituent

16 group wishing to give a report?

17 Adriana on behalf of a

18 constituent group.

19 >> Michelle.

20 >> President Lewis:

21 Michelle.

22 >> Carmen Avalos: Like you

23 better already.

24 >> So the Faculty Senate is

25 recommending four sabbatical

Sample footer

1 leaves for the faculty. Shelly
2 [INAUDIBLE] is proposing to
3 study standards of practice for
4 California Community College
5 counseling faculty. The end
6 product will be a counseling
7 manual that identifies best
8 practices in counseling with an
9 emphasis on cultural competency.
10 This proposal works towards the
11 educational Master Plan Goal A
12 strengthening the culture of
13 completion by providing
14 appropriate guidance and support
15 to students through counseling
16 and Goal D, improving internal
17 and communication about raising
18 awareness who we are and
19 communicate these within
20 counseling and the students.
21 [INAUDIBLE] Lacy is proposed
22 write a guide book for Geology
23 and have instructions within the
24 Southern California that will
25 guide faculty and students with

Sample footer

1 an interest in field based
2 and/or educational experiences.
3 This guide book will be an open
4 educational resource in an
5 attempt to reduce cost for
6 students and create a flexible
7 students that can be changed to
8 meet the academic needs of
9 students. Additionally the
10 guide book will supplement
11 instruction in online earth
12 science classes with online
13 science need for GE pathways.
14 This proposal addresses the
15 Master Plan goal assuring
16 alignment by strengthening
17 partnerships as it will be
18 written in such a way to benefit
19 high school students as well as
20 college students and --
21 [INAUDIBLE] operating the
22 educational infrastructure by
23 providing resources for earth
24 science and goal F enhancing
25 organizational effectiveness by

Sample footer

1 decreasing the cost of textbooks
2 and materials for earth science
3 classes with the added benefit
4 of usefulness in the online
5 courses. Kevin Taylor. He
6 proposes to complete necessary
7 training with [INAUDIBLE] of
8 North America [INAUDIBLE]
9 program. He will also research
10 and identify best practices with
11 proven techniques for measuring
12 student success in a technical
13 program. This research would
14 allow him to obtain instructor
15 willful status and be a
16 specialist in [INAUDIBLE]
17 engines and power train and
18 electrical system. He will
19 bring this information back and
20 share with the automotive
21 technology program and the
22 students. This project in part
23 fulfills the Goal A
24 strengthening the goal of
25 completion by providing

Sample footer

1 up-to-date information on
2 vehicles as well as best
3 practices within automotive
4 technology. Last but not least
5 Yuli trigger and proposed to
6 research materials for male
7 studies, media studies and
8 Middle Eastern and Arab Studies
9 and this proposal will identify
10 how culture works with society
11 with identified race, ethnicity
12 e sexual class and sexual
13 orientation and subcultures. My
14 creating this material for this
15 area fill the gap in curriculum
16 and Cerritos' mission of
17 increasing diversity as well as
18 understanding diverse cultures
19 and students and -- [INAUDIBLE]
20 alike and fulfills the goal of
21 strengthening the culture of
22 completion and that exists
23 within the curriculum from
24 Middle Eastern and Arab studies
25 as well as bringing awareness to

Sample footer

1 other ethnicities and improving
2 internal and external
3 communication that fulfill the
4 gap that exceeds within the
5 curriculum. The Faculty Senate
6 reviewed the sabbatical proposal
7 and recommends that you approve
8 the sabbaticals for these four
9 people. Thank you Michelle
10 Llewellyn Faculty Senate
11 President.

12 >> President Lewis: Thank you
13 Michelle. Next we will move on
14 to the Institutional
15 Presentation of the recognition
16 of Classified Employee of the
17 Month. The Board of Trustees
18 will Phally Lay curriculum
19 assistant as Classified Employee
20 of the Month for March 2018.

21 [Applause]

22 >> President Lewis:
23 Congratulations.

24 >> Thank you. Thank you.

25 >> President Lewis: The

Sample footer

1 outstanding confidential
2 employee named Phally Lay as the
3 Classified Employee of the
4 Month. Phally worked part time
5 in 2010 and hired full time in
6 the Academic Affairs office in
7 2017 and put in time to learn
8 the duties of curriculum
9 assistant and made improvement
10 to the process. Pally is an --
11 [INAUDIBLE] transitions to
12 Elumen for curriculum. She is
13 often working late that the
14 agenda is in order and Emails
15 are answered and developed
16 important relationships with the
17 Chancellor's Office that
18 improved the speed that the
19 curriculum is approved and
20 positively impacts courses
21 offerings and faculty and
22 students so we appreciate your
23 professional demeanor and proud
24 you're a Cerritos College
25 employee and thank you for your

Sample footer

1 service and dedication so thank
2 you for a job well done.
3 [Applause]
4 >> [INAUDIBLE].
5 >> No. Thank you though.
6 [Applause]
7 >> Dr. Fierro: Before you sit
8 we were in a College
9 Coordinating Committee meeting
10 on Monday and I think the
11 description felt short of the
12 words that were said about you
13 pally and the work you have done
14 to move the curriculum forward.
15 As you know or everyone know
16 that we have a curriculum
17 developed and approved recently
18 and has been done in record time
19 and has been done actually quite
20 well even though it has been
21 done faster than it
22 traditionally has been so thank
23 you for moving the curriculum
24 worked for. It's allowing us to
25 put some programs online like

Sample footer

1 the Chicano Studies program
2 online before we were expecting
3 it so well done. Keep up the
4 good work. Next year we expect
5 twice the programs and twice the
6 speed.

7 >> President Lewis: Thank
8 you. All right. We will next
9 move to the presentation on the
10 budget update in which we will
11 receive a budget update from
12 Felipe Lopez our VP of business
13 services which the presentation
14 will also include a discussion
15 of the proposed funding formula.

16 >> Dr. Fierro: Actually
17 should I do the funding formula
18 first?

19 >> It's up to you.

20 >> Dr. Fierro: Maybe it makes
21 more sense to do the funding
22 formula first.

23 >> Felipe Lopez: Yeah, so I
24 will let Dr. Fierro go and then
25 I will jump in in a moment.

Sample footer

1 >> Dr. Fierro: We blow broke
2 the presentation in two pieces.
3 One is the Governor's proposed
4 formula as it is without any
5 description of the impact on the
6 budget and he will go over the
7 budget where we are today and
8 some of the I guess impacts in
9 the future if the formula passes
10 as presented so I'm going to
11 present you two things here just
12 the current framework of the
13 Governor's proposed formula and
14 the last couple of slides are
15 slides that are going to
16 describe what we are doing at
17 the state level with a group of
18 CEOs to change a little bit of
19 the direction of the formula.
20 So the framework is divided in
21 three main categories. 50% in
22 base grants which I will explain
23 a little bit and 25% on
24 supplemental grants, 25% on
25 success initiatives and would

Sample footer

1 hold harmless is a provision
2 that will allow us to have one
3 year at the same budget
4 allocation as this current year
5 and I will explain the details
6 and the 50% allocation is going
7 to be based on the 2017-2018
8 members so whatever numbers we
9 get this year is our allocation
10 from subsequent years and 50% of
11 the allocation and the budget is
12 roughly \$100 million, a little
13 more than that and \$50 million
14 allocated to the FTE base grant
15 calculation which it will be
16 based on the numbers that we
17 produce this year which roughly
18 are going to be 16,800 so that's
19 the base from this point on.
20 With the 50% calculation on the
21 FTEs the state is going to ask
22 us to determine where do we want
23 our summer to move so the summer
24 shift that we used to have the
25 ability of moving it back and

Sample footer

1 forth they're going to ask us
2 where do we want it and our
3 answer is likely to be in the
4 current year and the reason it's
5 in the current year because as
6 you see there the allocation is
7 going to be based on 2017-18 so
8 we want to have it highest as
9 possible allocation to be
10 benchmarked at that particular
11 time. From that point on every
12 time we go below or new base
13 which is likely to be 16,800 we
14 will lose revenue where we
15 started. And will have the
16 opportunity to recover that
17 percentage of the 50% allocation
18 over three years meaning we
19 could climb back to the three
20 years on the 50% mark with the
21 students. The next one is based
22 on grants and -- I'm sorry.
23 This is a typo error. 25% base
24 grants and what that essentially
25 means that the grant that are

Sample footer

1 connected to the Student Success
2 Initiative so the money we're
3 currently receiving on Basic
4 Skills Initiative SSSP equity
5 they're all rolled into one and
6 they're going to be connected
7 into one big pot within the
8 allocation. The next part is
9 the supplemental grants and this
10 is what is called the
11 performance part of the
12 equation. The supplemental
13 grant is essentially a number
14 that is going to be calculated
15 based on the number of students
16 that we have getting BOG Fee
17 Waivers and Pell Civic Centers
18 and basically for us it's the
19 number that you see there and
20 the number of students and that
21 number is going to be favorable
22 for us. However, if we lose
23 students -- if we lose
24 enrollment we will have -- we
25 will lose not only on the 50%

Sample footer

1 that is based on FTEs but we
2 will lose on the supplemental
3 grant allocation and the reason
4 we will lose money on the
5 supplemental grant allocation is
6 because we have a large portion
7 of students that are on bog
8 and/or Pell. Does that make
9 sense? The last 25% of the
10 formula is the second portion of
11 the performance and this is
12 actually based on approved
13 degree certificates that are --
14 degrees and certificates that
15 are approved by the Chancellor's
16 Office and the second part of
17 that is the number of students
18 that complete the degree or
19 certificate within three years
20 as stated on this core card
21 data. This has a significant
22 impact in our 80 of collecting
23 funding. This is the area where
24 we will lose the most money to
25 begin with if the numbers

Sample footer

1 continue to be the way they are.
2 We have made significant
3 progress to decrease the time of
4 completion of our students.
5 However, we still have some work
6 to do. A couple of years ago we
7 have high numbers on the fifth
8 and sixth year of completion but
9 those numbers are switching to
10 high to be high on the fourth
11 year of completion and meaning
12 that our students are taking
13 four years to complete the
14 academic program. Under this
15 current calculation students
16 that do not complete within the
17 three year mark will not be
18 calculated in the formula even
19 if they complete later meaning
20 we will lose revenue as those
21 students complete their study
22 programs. It is important to
23 mention that about 50, 55% of
24 students are part time students
25 and obviously a part time

Sample footer

1 student completing in a four
2 year is expected because they're
3 taking fewer credit and
4 completing in four year within
5 the time frame. However, this
6 reward the students that are
7 full time and are taking full
8 time load over a three year
9 period so institutions they have
10 a high mark on three year
11 completion will benefit on these
12 particular part of the formula
13 more than we will. Clearly we
14 could improve on this particular
15 portion of the allocation, but
16 understanding our student
17 population it is important to
18 factor that some of our students
19 do need to work, do need to take
20 additional responsibilities
21 outside of just simply coming to
22 school so expecting that every
23 single one of our students is
24 able to complete within two,
25 three years it is not

Sample footer

1 necessarily realistic with under
2 our current framework. The hold
3 harmless formula essentially
4 states that we will receive the
5 same allocation in the 2018-2019
6 academic year that we received
7 in the 2017-2018 academic year
8 regardless of our performance,
9 so if we received \$100 million
10 on allocation this year next
11 year we will receive the same
12 amount regardless of our
13 performance which that basically
14 means if we are within that
15 category that under the current
16 formula we are actually in the
17 group of hold harmless means we
18 are performing below the
19 benchmark that the state set.
20 What that translate to the third
21 year we will lose about a
22 million dollars in revenue and a
23 little more than a million
24 dollars every year there after
25 so in the next five years we

Sample footer

1 stand to lose a little more than
2 \$5 million if the formula goes
3 as it stands. Another issue
4 that we have with the hold
5 harmless is the hold harmless
6 does not account for the COLA
7 proposed in the budget. The
8 budget had a 2.5% proposed COLA
9 and under the hold harmless we
10 will not be eligible to receive
11 that COLA because their position
12 is if we are already being made
13 whole by not penalizing us
14 meeting the benchmarks in their
15 mind we received money we
16 weren't supposed to receive so
17 as I mentioned before under the
18 current model we will lose at
19 least \$1 million around the
20 first year. It's hard to
21 remember it's if \$1 million
22 every year or it will compound
23 because the Department of
24 Finance didn't release the
25 specific formula in which the

Sample footer

1 projections were calculated.
2 They released a list with the
3 specific values and how much
4 money was someone going to win
5 and how much money someone was
6 going to lose. We were in the
7 losing and it was about a
8 million dollars. We made a
9 number of assumptions. They
10 choose our FTE allocation will
11 not change from the current
12 allocation within the next five
13 years if the formula is passed
14 the way it is meaning the other
15 districts will receive an
16 increase on allocation per FTEs
17 ranging anywhere from a few
18 hundred dollars to \$3,000 in the
19 highest end so the districts
20 that will benefit the most could
21 potentially have allocations for
22 FTEs that exceed \$8,000 so they
23 will receive allocations of
24 \$8,000 per student they serve.
25 We will not receive anymore than

Sample footer

1 about \$5,300 based on the
2 current calculation. Another
3 issue that we have is the summer
4 shift. Summer shift some of the
5 state consider to be again the
6 district's display in order to
7 inflate or not FTE, but it is
8 not necessarily again -- it is a
9 way for us and other districts
10 to be able to balance budgets
11 depending of your FTEs,
12 depending on the revenue that
13 gives the districts the
14 flexibility to balance one year
15 by moving FTEs from the previous
16 year to the next or by doing
17 nothing depending how the
18 overall conditions of the
19 districts so eliminating the
20 summer shift is actually an
21 issue for most districts if
22 other modifications are made.
23 So what are we doing? The state
24 level there is a work group of
25 CEOs that have been able to sit

Sample footer

1 down and talk to the Chancellor
2 and voice their concerns. As
3 you know there is a lot --
4 controversy around the formula.
5 there are multiple positions but
6 we were fortunate to have
7 conversations with the
8 Chancellor and those
9 conversations have been
10 productive up to this point.
11 Nothing has changed but the
12 conversation is still ongoing
13 which is obviously encouraging.
14 The current funding model is
15 proposed to be implemented
16 immediately. As soon as the
17 budget get approved we will
18 switch to the new funding
19 formula and we will have the
20 2018-2019 academic year to
21 adjust to it. Adjust to a
22 formula that could potentially
23 have multi-million impacts in
24 every district over one year is
25 quite challenging, so what we

Sample footer

1 have been doing is developing an
2 alternative proposal. An
3 alternative proposal brings a
4 seven year implementation in a
5 similar manner as the Chancellor
6 and the Governor will want to
7 see the funding so we have a two
8 year program transition which
9 means two years at hold harmless
10 so districts will receive the
11 same funding for the next two
12 years as they have at the end of
13 this year so it will give us
14 time to adjust our budget, our
15 expenses, to make program
16 modifications and after that we
17 will have I five year
18 Implementation Plan. The five
19 year Implementation Plan we are
20 proposing to look at you see
21 there, so we are proposing to
22 separate the funding in two
23 buckets rather than three
24 buckets. The three buckets from
25 the Governor's proposal is 50%

Sample footer

1 on FTE, 50% on grants and --
2 sorry 50 on FTE, 25% on grants
3 and 25% on performance. We are
4 proposing to have 75% on FTE
5 with a goal to reaching 25% on
6 performance by the time we get
7 to year five. What I mean
8 performance I'm not saying only
9 graduation rates. I am saying I
10 am saying students for services
11 and SSSP already, what is
12 offered in equity, what is
13 offered in strong work force.
14 All of those programs have
15 performance benchmarks so we
16 with fold them into the 25% and
17 add the graduation rates but
18 what we're proposing with the
19 graduate rates is counting over
20 the three year mark because it
21 is important for us to be able
22 to educate properly students the
23 need that the extra year, that
24 need the extra half a year
25 beyond the three year mark and

Sample footer

1 as we all know students placed
2 in developmental courses even if
3 we get them out within a year
4 they require a greater
5 investment of resources than
6 students who are college ready
7 and if we have a budget in which
8 we are going to receive less
9 funding for serving those
10 students I don't think we're
11 serving the population at
12 Cerritos College. I think we
13 will not be able to compete to
14 institutions that receive a
15 greater allocation so the way
16 that we propose the five year
17 implementation is after the two
18 year hold harmless the 2020,
19 2021 we will see a 5% of the
20 total budget allocated for
21 performance. That translate to
22 \$419 million across the state.
23 That is significant. Then the
24 next year we go to ten. That
25 translate to \$838 million. And

Sample footer

1 by the fifth year of
2 implementation the allocation on
3 performance is going to be 2.1
4 billion dollars across the
5 state. If the legislators want
6 to send a message I think having
7 2.1 billion dollars in
8 allocations across the state in
9 performance is a very, very
10 strong message but also give us
11 the opportunity to balance our
12 budgets, to change some of our
13 practices. And to collect some
14 data during that period of time
15 to help change the formula in a
16 way that truly serve the
17 students. With this the CEO
18 group is not necessarily opposed
19 to a formula change. I think
20 having that formula that is
21 exclusively based on FTE it is
22 not necessarily the best formula
23 that we can mostly because it
24 goes counter to the economy, so
25 when our FTE increases the state

Sample footer

1 does not have money to fund us
2 but when the state has money to
3 fund us we can grow because the
4 people that come to school are
5 working so if we have a
6 combination in which we can
7 maintain consistent services for
8 our students regardless of the
9 state of the economy I think our
10 students will do better and the
11 community will benefit from the
12 services provided to the
13 students in a better way so as
14 of right now the alternative
15 we're proposing to the
16 Chancellor is still on the
17 table. They have not said no.
18 I am not expecting they will
19 take it the way it's presented
20 but I am expecting some changes.
21 There are going to be obviously
22 districts happy with the change
23 and? That are not but this
24 proposal addressing some of the
25 needs and reasoning of changing

Sample footer

1 the funding formula across the
2 state while at the same time
3 providing districts with the
4 opportunity to reshape their
5 practices over a reasonable
6 period of time so we can serve
7 our students a little better so
8 with that said it's a lot of
9 uncertainty as to how our
10 allocation is going to look like
11 on July 1. This month we
12 virtually received no updates on
13 whether or not they're going to
14 make any changes. The only
15 update we're receiving they are
16 continuing to listen to what we
17 have to say on this new
18 proposal. We have developed
19 some guiding principles that
20 they seem to be amenable to but
21 as of right now we don't have a
22 definitive as to whether or not
23 they're going to modify the
24 formula. I do expect some
25 modifications because the

Sample footer

1 current allocation produces
2 very, very uneven allocation of
3 resources so I doubt the
4 legislators, let Assembly and the
5 Senate will vote in favor
6 because as you look at the
7 Assembly representation some
8 serve to two community colleges
9 and one could get a significant
10 allocation and one could lose
11 money so I don't think they're
12 going to agree with the
13 distribution but I do think the
14 formula is likely to change
15 based on current conversations.
16 Obviously when the vote is cast
17 when we will find out and looks
18 like if somebody will change I
19 don't know to what extent so I
20 am hoping to get an update
21 within a week or two before the
22 May revise and as soon as I get
23 the update I will forward it to
24 you and to the campus, but in
25 the meantime it's a lot of

Sample footer

1 uncertainty but many changes are
2 expected for sure. Yes.

3 >> [INAUDIBLE] [Off Mic].

4 >> Can you put your mic on?

5 Your mic.

6 >> Thank you. The slide right
7 before where you had the
8 different percentages in terms
9 of -- go back -- no, move
10 forward a little bit -- one
11 more. Okay. So here. So after
12 looking at for example the
13 supplemental we're looking at
14 BOGS and the Pell grant and I
15 think it's the next slide --
16 there you go and the three year
17 grants equal to 120% of credit
18 assuming they transfer within a
19 three year period.

20 >> Correct.

21 >> The expectations students
22 should be here two years. It's
23 a two year school and realizes
24 that students are deficient in
25 English and particularly math

Sample footer

1 and wall at changes happening
2 across the straight and
3 switching out Algebra class for
4 a statistics class and is that
5 part of the implementation
6 process and as it stands right
7 now I don't it happening. I
8 think students get bottlenecked
9 because of the math requirement
10 and everything else is completed
11 and until the changes happen and
12 I don't know when the formula is
13 set to begin --
14 >> July 1.
15 >> Is that this year ; right?
16 >> Yes.
17 >> It's like we're doomed to
18 fail if we don't implement some
19 of the other things prior this
20 adoption.
21 >> Unfortunately we had beard
22 been doing -- -- fortunately we
23 have been doing significant work
24 on Multiple Measures and we're
25 implementing a pilot with

Sample footer

1 students coming through Cerritos
2 Complete and went through the
3 new assessment tool and we went
4 from placing 3% of our students
5 into college ready mathematics
6 into placing 27% of our students
7 into college ready mathematics.
8 We went from placing about 30%
9 -- 35% of our students and I
10 might be wrong on the number
11 there but that amount, 30, 35%
12 of the students into English
13 ready courses, college courses
14 to 75% straight into English
15 college level -- college level
16 English so fortunately we're
17 doing work like that, a
18 tremendous work done by both
19 mathematics and English faculty
20 particularly our math faculty
21 stepped up to try to catch up to
22 the work that our English
23 faculty was already doing. 1400
24 students is actually a pretty
25 good number to begin our

Sample footer

1 assessment, but our goal is by
2 next year essentially start
3 running every single one of our
4 students through that process,
5 but each though we're ahead it
6 will not change this numbers
7 probably until four years from
8 now, so assuming that everything
9 goes well and the placement of
10 the students was spot on before
11 they graduate the fastest we see
12 is two but realistically we will
13 see three, four years on
14 improvements even though they
15 place straight into college
16 English and the faculty has been
17 decreasing the time from
18 developmental education -- or
19 Basic Skills Initiative to
20 college level reducing to one
21 year so they have been
22 collapsing the courses and
23 tutoring and eliminating classes
24 not necessary and the pipeline
25 even for the students that don't

Sample footer

1 make the new cut is being
2 decreased to one year. Now one
3 year is still a lot of time but
4 it's much better than what we
5 were doing a few years ago and
6 it gives the student the
7 opportunity to still complete
8 their course work within three
9 to four years if they were ready
10 to go at that time so we're
11 making some progress. We're are
12 doing also a lot of work with
13 Guided Pathways and our work
14 with Guided Pathways has been
15 remarkable especially on the CTE
16 courses. You probably saw the
17 book last time around and moving
18 into the rest of our programs.
19 It's not as fast but there is
20 movement already going but if
21 everything goes perfect and
22 hardly any things go perfect
23 still talkings about three, four
24 years for the numbers to change
25 in a significant manner. With

Sample footer

1 that said the awards of
2 certificates and degrees
3 increased over the last three
4 years and looking at similar
5 numbers this year than the
6 previous so we're making
7 progress. It's just we will not
8 have the time to switch our
9 numbers from one year to the
10 next.

11 >> [INAUDIBLE] [Off Mic].

12 >> President Lewis: Any other
13 questions from any other Board
14 Members? All right. Thank you.
15 We will move on to our other
16 half of the presentation.

17 >> So I as well will touch a
18 little bit on it once we get to
19 the moving into the 2018-19
20 budget, so my agenda I'm going
21 to give you a kind of an update
22 on the 17-18 budget and then go
23 over again as I mentioned some
24 key assumptions on the 18-19
25 budget and then also I added

Sample footer

1 here because this was a request
2 that came from the board that we
3 added a cost -- what it would
4 cost us if we added one unit for
5 students enrolled in at least
6 nine units, what cost of that
7 would look like? So I will go
8 through that as well. So let me
9 give you kind of a re-cap of the
10 adopted budget for 17-18. We
11 had a beginning audited
12 beginning fund balance of \$27.8
13 million. Our FTEs for the
14 budget was 1600. The budget
15 also included a budget deficit
16 of \$3.9 million including nine
17 vacant positions which were
18 categorized in the classified
19 and management positions and it
20 included roughly 6.99 percent
21 increase in salary and benefits
22 and it's broken biennial two and
23 a half percent for step and
24 column increases. PERS rate
25 increased .85% and the PERS

Sample footer

1 increased is listed here and
2 this is an overview of what the
3 adopted budget looked like. Our
4 current status of our budget
5 again with the audited beginning
6 balance of 27.8 million. Our
7 FTEs has been pretty much on
8 target what we budgeted for. At
9 P1 we reported 16,813 FTEs and
10 based on the numbers that came
11 in where we're at in the spring
12 we're probably around we're
13 projecting 16,855 so about 55
14 FTEs more than what we budgeted
15 for so basically right on target
16 of what our budget does. The
17 bad news about it is that is
18 significantly less than what our
19 base number was. Our base FTEs
20 was 17,741 so we're going to
21 have as this budget reflected
22 and primarily with the budget
23 deficit is we went from the
24 Fiscal Year '16-17 with FTEs of
25 17,741 to this current budget of

Sample footer

1 basically projecting that that's
2 going to get to 17,855 so a
3 major switch, almost nearly a
4 thousand FTE S so that's the big
5 void in the budget is the
6 dramatic decrease. As I
7 mentioned before our budget
8 started we had nine vacant
9 positions and that vacancy
10 increased approximately to 19
11 vacant positions within the
12 classified management positions.
13 Vacancy cost savings is
14 approximately \$1.2 million, so
15 that deficit that we originally
16 thought of 3.8 is being trimmed
17 down primarily because of some
18 of the vacancies that -- and
19 again the budget also included a
20 hiring freeze. That's why it
21 increased from nine to 19. We
22 haven't filled any of the
23 vacancies because the budget
24 included a hiring freeze for
25 those classified and management

Sample footer

1 positions. So currently our
2 current expense we had when the
3 budget was adopted we had
4 105,781,000-dollar expense that
5 we adopted our budget.

6 Our current budget right now is
7 still primarily 105 million. As
8 of March 31 and this is through
9 nine periods our current expense
10 is about 77. [inaudible] and
11 through the end of March 31 we
12 spent 73% of our budget, so if
13 you did the math you know if
14 we're extending right on it
15 would be 75% so we're pretty
16 much on target of what the
17 budget is given the fact that we
18 are going to have some cost
19 savings within the salaries so
20 we're pretty much moving along
21 from the expense side pretty
22 much on point. Obviously we
23 still have another quarter to
24 get through. We have year end
25 close and as we get closer we

Sample footer

1 will fine tune these numbers but
2 as of right now it seems like
3 we're moving along with the
4 expense side and the expense
5 side is typically a little more
6 consistent than the revenue side
7 and as we go through that you
8 can see difference and I can
9 explain why on the revenues so
10 when we adopted budget in 17-18
11 we adopted the budget of
12 revenues generating 101 million
13 -- 968,000. We adjusted that
14 down to the number listed here.
15 Again as of the same period as
16 of March 31 of 2018 we have
17 collected 68,548,000 so about
18 68% of our budget. If again if
19 you were just breaking it down
20 straight by quarters we should
21 be around 75% at this time.
22 Revenues come in a little
23 differently and not necessarily
24 as consistent as expenditures
25 because you know the primary

Sample footer

1 bulk of our budget is salary and
2 benefits and every month when
3 payroll process we have pretty
4 consistent expense. On the
5 revenue side there's a lot
6 complexity in it and revenues
7 don't come in evenly on every
8 single month. One of the
9 primary reasons is with property
10 taxes. Obviously we all pay
11 property tax if your property
12 taxes aren't impounded you pay
13 twice a year. If they're
14 impounded and part of your
15 mortgage then they set aside a
16 portion of it every month and
17 until when the property tax bill
18 is done is when they pay the tax
19 assessor and primarily in
20 November and April, so with
21 property taxes revenues we
22 usually get a bulk of it come
23 heavy in November /December and
24 then the time comes and we
25 probably won't get another bulk

Sample footer

1 of property taxes some time in
2 late April, early May so that's
3 kind of why if you're looking at
4 this and our revenues look
5 pretty low. You know looks like
6 based on the numbers here we
7 have nearly \$10 million of more
8 expense than we have brought in
9 revenues, but revenues somewhat
10 are a little different. They
11 come in at different points so
12 not necessarily worried about
13 how the numbers look right now
14 just because knowing the timing
15 differences on the revenue side
16 but it does show that you know
17 we're estimating hopefully
18 between the next quarter we
19 should be receiving somewhat of
20 at least 32% of our revenues and
21 so but again we will keep an eye
22 on this. Like I said our major
23 driving in a at 16,800. We're
24 on target and no reason this
25 will come in less and we're on

Sample footer

1 point. And to what we're
2 projecting the budget deficit
3 and again this will number will
4 change as we get closer.
5 Obviously there are unknowns and
6 depending on spending habits
7 we're getting close to the
8 deadlines on the requisitions
9 for the fiscal year when we
10 start the year in process.
11 Anytime we send the moment memos
12 out our office is flooded -- I
13 need into spend. I need to
14 spend. Again timing issues
15 happen throughout the year.
16 Some departments are good at
17 spending up front getting what
18 they need. Some departments
19 tend to do it in the back end of
20 the budget year and so again as
21 we go through, but the general
22 speaking it looks like we're
23 pretty much somewhat on target
24 of what we anticipate of seeing
25 so no really surprises at this

Sample footer

1 point from the current budget,
2 so that moves us into next
3 year's budget, 18-19. Again
4 this is -- if all things go
5 right and we only have a \$2.6
6 million deficit we should have
7 estimated beginning balance of
8 \$26.1 million. Again we're
9 still projecting and will
10 project in the new budget of
11 FTES around 16,800. There is no
12 need to increase or decrease
13 this number because based on
14 really the last two fiscal years
15 we have been right around this
16 number so we haven't really
17 grown from FTES standpoint.
18 That complicates things because
19 we're going on into a new fiscal
20 year with a new funding formula.
21 We all know there will be a
22 change in the funding formula.
23 That is known. The mechanics
24 behind that are unknown at this
25 point. Dr. Fierro shared with

Sample footer

1 you based on what we know today
2 based on the Governor's proposal
3 the break down of the funding
4 formula broken down into three
5 components on it and which gets
6 away from the current formula.
7 That is really driven on growth.
8 Those districts that grow recoup
9 the benefits on that. The new
10 change in the formula somewhat
11 tries to help alleviate that.
12 Obviously if you have the same
13 pot of money and you're
14 redistribute it out to folks
15 there are winners and there's
16 going to be losers. Based on
17 the formula that is set right
18 now we're one of the ones that
19 are going toking held harmless
20 which means the change in the
21 new funding formula we're funded
22 less than what we're funded
23 therefore we're one of the ones
24 held harmless. Obviously we
25 don't want to be in this

Sample footer

1 position but from a budget
2 standpoint as of today until
3 most likely until May revise is
4 when I think we will first know
5 what really is going to happen.
6 We're going to fund us right at
7 the amount that we are going to
8 end this current fiscal year so
9 whatever we end of the day
10 whatever we're funded at 17-18
11 that's what we're going to
12 budget from a revenue standpoint
13 for 18-19 because base the on
14 what we know we're one of the
15 ones held harmless and so that's
16 what we're going to go into
17 tentative budget with.
18 Obviously when the final budget
19 or adopted budget is finalized
20 in late June and when we know
21 the components and if things
22 change that will give us an
23 opportunity to change or modify
24 any revenues at that point, but
25 --

Sample footer

1 >> [INAUDIBLE].

2 >> Yeah.

3 >> So what's the dollar
4 figure, a million dollars? Is
5 that what the loss is going to
6 be?

7 >> It's about a million
8 dollars. When the Department of
9 Finance first posted their
10 sheets and they subsequently
11 took them down. When they first
12 did that it looked like it was
13 less than a million but rounded
14 about a million dollars less
15 funding which basically you know
16 meant is if we were funded on
17 the new formula we would get
18 less funding than what the
19 current funding would give us.

20 >> So how are other colleges
21 saying they would be losing
22 close to \$10 million? What was
23 that reasoning?

24 >> It's primarily depending on
25 -- there is a lot I went through

Sample footer

1 and recalculated just our
2 surrounding districts to kind of
3 get a sense of whether or not my
4 calculation was somewhat working
5 in the way I was hoping it was
6 working, so an example is I
7 don't -- one of the neighbors
8 districts, Citrus College for
9 example. We're much larger.

10 >> I believe we're about 2,000
11 FTES bigger than Citrus College
12 but the way the formula was
13 driven and based on the metrics
14 versus ours we were more heavy
15 in the Pell and bog category but
16 if you look at the weighted
17 averages that Dr. Fierro sent
18 you those weighted averages --
19 those applied weights are a
20 lower level. If you make up
21 those numbers are in the
22 category where it is strictly on
23 the metrics on completion, the
24 three year, and then how many
25 degrees. That's where we got

Sample footer

1 killed in comparison to like a
2 Citrus College and in comparison
3 they had a \$8 million swing to
4 the plus side for them, so the
5 formula changed, gave them an
6 additional \$8 million more based
7 what the old formula is, and so
8 there was a lot of that shake up
9 and down the state. I believe
10 there was at least 20 plus
11 districts that were in the hold
12 harmless and I don't know if
13 that number sounds about right.

14 >> Dr. Fierro: Yeah. The
15 main driver is those direct --
16 districts that didn't lose FTEs
17 and continue to grow they will
18 have an advantage in the 50% and
19 some of the districts in
20 addition to that they have
21 pretty high success rate within
22 the three year mark and they
23 drove low income population from
24 neighboring districts so a good
25 example is is Santa Monica and

Sample footer

1 high transfer rate and the area
2 they border with and the
3 students travel to Santa Monica
4 and students that traditionally
5 qualify for board of Governor or
6 Pell and increase the counts if
7 they get that increases so they
8 get increases in the three
9 categories versus us that only
10 get increase in one category
11 than the other two.

12 >> If I can follow up. I
13 understand the other categories
14 but really how are districts
15 growing right now? What
16 districts are growing right now?
17 What are they doing to increase
18 enrollment? Because what I hear
19 from everybody else enrollment
20 is dropping everywhere and I am
21 curious.

22 >> Dr. Fierro: I have
23 actually were having a
24 conversation this afternoon with
25 a few of the CEOs, and most of

Sample footer

1 us have replied saying yeah
2 we're not good with the growth.
3 I think 50 some out of the 72
4 districts we have all said no
5 growth but there is a handful
6 and the ones -- I don't want to
7 say the names here but the ones
8 that are growing right now have
9 something in common. They are
10 the only game in town, so the
11 two Emails for instance that I
12 pulled in they're in areas that
13 are big enough to have a small
14 and large side and medium size
15 colleges but they don't have
16 another competing college and/or
17 university near by so they're
18 able to essentially capture most
19 of their high school graduates
20 within the vicinity so those are
21 some of the colleges that are
22 growing the most and obviously
23 some of the colleges that are
24 showing some growth may not be
25 as significant as the colleges

Sample footer

1 located in semi rural areas at
2 college they have -- they're
3 kind of destination type of
4 colleges and some of them do the
5 growth by essentially drawing
6 enrollment from the neighboring
7 areas and again the example I
8 mentioned again is I college
9 that is strong in different
10 things so students tend to drive
11 that direction but the colleges
12 solidly growing capturing the
13 majority of the growth and more
14 are colleges that are located in
15 semi-rural areas, not all rural
16 but semi-rural.

17 >> Carmen Avalos: On that Dr.
18 Fierro in our area I will say a
19 20-mile radius and here to
20 Glendale and LACC which is the
21 biggest district are they
22 growing in terms of numbers.
23 I know I talked to what they're
24 doing in recruiting high school
25 students and doing a phenomenal

Sample footer

1 job at almost every school and I
2 know we started on that trend as
3 well but like you said it's
4 going to take a few years for
5 that and as we're having the
6 discussion on the budget and
7 certainly the formulas I am very
8 concerned in term what is will
9 it look for us because tell take
10 three years to be on a level
11 playing field to capture the
12 FTES for one and is there going
13 to be an opportunity, but maybe
14 you know some time in between
15 the formula and a couple years
16 to allow colleges to catch you
17 will and what will happen those
18 colleges that are attracts
19 students for the obvious reason,
20 right, they're the only thing
21 available and you don't have a
22 choice or a specialized program
23 in the state and they're
24 destination colleges in terms of
25 the programs they offer because

Sample footer

1 maybe they're not expensive to
2 start up. What I am concerned
3 those will continue to capture
4 what we need for our students
5 and particularly because we're
6 in a urban setting and go down
7 the 10-miles and hit a college
8 and that being said we have
9 challenges with housing and from
10 the perspective what is
11 happening across the state is
12 the state going to make
13 allowances and waivers for that
14 and it will impact us and a lot
15 of the colleges competing with
16 each other for the same student.

17 >> Right now the formula
18 doesn't show anything for the
19 first year of hold harmless and
20 the waiver. What proposing is
21 five years to get situated and
22 years to adjust without going
23 from normal revenue to total
24 chaos, so for instance in some
25 of the calculations we have done

Sample footer

1 49 out of the 72 districts could
2 be hold harmless after the first
3 year so there are some colleges
4 that will gain a little bit of
5 money that first year but they
6 will lose it all the next year.
7 What is uncertainty what will
8 happen to colleges like ours so
9 in some of the calculations that
10 we have granted we don't know
11 how the Department of Finance
12 really calculated everything,
13 but we made some assumptions
14 that \$1 million that we lose is
15 not constant. It grows so it
16 could go from \$1 million to 1.
17 some to 1. some to two and
18 compound over time. Obviously
19 this is not necessarily a good
20 thing, and there will be
21 districts when the formula is
22 completely implemented over a
23 period of time about three years
24 they could go from being even to
25 gaining up to \$19.3 million in

Sample footer

1 allocations in new allocations.
2 Simple campus colleges actually
3 near by within driving distance
4 of ours will see a switch of
5 \$11.1 million in a college that
6 is much smaller than that and
7 hopefully we get some of the
8 money -- half of that. The
9 problem is if we're losing and
10 can't provide the services for
11 our students we will be doomed
12 to continue to lose money
13 because driving the sense of the
14 college they're going to gain
15 \$11 million in funding they're
16 going to have money to implement
17 better services than we can and
18 if you're within driving
19 distance I go there because I'm
20 going to be better served which
21 means for us the challenge is
22 not only try to make due with
23 our funding, but continue to
24 lose enrollment because another
25 college is being able to

Sample footer

1 implement services better than
2 we do, and in that part I do
3 think the formula does not
4 promote equity. The formula I
5 know it was made with good
6 intention to promote equity.
7 That's why they're putting the
8 weights on the BOG Waiver and
9 the board of Governor and so on
10 but the out come is not
11 necessarily what they set to do.

12 >> President Lewis: So is
13 this currently in a committee
14 right now or the Governor? How
15 does it stand?

16 >> Dr. Fierro: It was in the
17 proposed Governor from the
18 budget so right now it's with
19 the Chancellor's Office ready to
20 be made a recommendation to the
21 Governor. The Governor will put
22 it in the budget and then the
23 legislation will go through the
24 regular process of approving the
25 budget so we will get newer

Sample footer

1 version of it May, the May
2 revise. Conversations around is
3 not everyone is happy with it,
4 but everyone seems to think --
5 or most people that I have
6 spoken with in the capitol said
7 it's likely to pass in some
8 form. The status quo is very
9 unlikely to remain. How the
10 formula will pass? I don't know
11 but they said it's likely to
12 change, very likely to change
13 actually.

14 >> President Lewis: Any other
15 questions? Trustee.

16 >> I mean we talk a lot about
17 this at the state level through
18 the CCCT board and I think that
19 the Governor and the Chancellor
20 are very serious about this. I
21 think they're very serious about
22 seeing progress made in the
23 number of degrees and
24 certificates that are completed
25 within a much time her matter

Sample footer

1 and goes back to the thing that
2 I mentioned and we will talk
3 about later on. We understand
4 who the students are and working
5 and going to school part time so
6 knowing that who is our
7 population is I don't think we
8 will make as big of a increase
9 in that category of funding
10 unless we do more to support our
11 students so with that I think we
12 just have to be prepared because
13 I think this move to you know
14 performance based -- whatever
15 you want to call it performance
16 based budgeting. I heard it
17 referred to in different terms.
18 I think it's here and not going
19 away and we have to start
20 thinking what progress we will
21 make and I don't see anybody
22 really backing down from the
23 Governor or the Chancellor on
24 this so that's my 2 cents so
25 far.

Sample footer

1 >> Dr. Fierro: I agree with
2 Trustee Perez and I talk to them
3 at least once a week so Yes.
4 >> Okay. So on that note what
5 Trustee Perez talked about so
6 yes moving forward is going to
7 be complex as we sit and wait
8 for the funding formula to
9 arrive. Again I think the next
10 version of a formula would
11 probably come out in the May
12 revise and so that's our next
13 step or chance to take a look at
14 what is going on, so knowing you
15 know as the formula sits right
16 now 50% is driven by FTES so the
17 bulk is driven by that and
18 increase in FTES will give us
19 the greatest impact to increase
20 our funding. As you all know
21 the bulk of our students are
22 part timers, and a question came
23 up is hey what would be the cost
24 if a student is enrolled in nine
25 units and needed to take an

Sample footer

1 additional class to get to the
2 12 or 15 unit level? What would
3 that look like? So we worked
4 with research and our data and
5 we looked at a number of our
6 students. This represents the
7 information from our fall 2017
8 numbers, so currently we had
9 3898 students enrolled in at
10 least -- or in between 90 units
11 and 11.9 units. 4609 students
12 were enrolled in between 12 and
13 14.9 units. Okay. That gives
14 us a total of 8507 students
15 within this category. Okay. So
16 we know at least 65% of our
17 students qualify for bog, so we
18 won't -- there is no incentive
19 for them taking a class because
20 their class is covered through
21 the BOG Fee Waivers and this
22 group is incentivized if we did
23 something for this group. 35%
24 of this group gives 2977
25 students in the fall would

Sample footer

1 qualify under this umbrella.

2 Okay.

3 >> Carmen Avalos: Just that
4 we're clear you're saying
5 because most of the students are
6 on bog there isn't a financial
7 cost to them ; right?

8 >> That's correct. They don't
9 payroll role fees and it's off
10 set through the BOG Fee Waiver
11 process.

12 >> [INAUDIBLE].

13 >> I want to say it's 16.

14 >> [INAUDIBLE] [Off Mic].

15 >> Carmen Avalos: No caps?
16 Great. So knowing that that
17 isn't the problem. We know
18 that. I will share with you
19 what I see as a problem and many
20 of the students are challenged
21 to take the right courses and I
22 think there's where our faculty
23 come in and I know we advocated
24 on this board more than one
25 occasion we need to look how we

Sample footer

1 structure our class schedules
2 particularly with math and
3 English courses and we talked
4 about having cohorts and
5 grouping them in terms of
6 classes from nine to 12, right?
7 If you enroll in this cohort
8 you're guaranteed these classes
9 and I think that's where a lot
10 of community colleges are
11 missing the boat and where for
12 profit colleges are taking
13 advantage of those opportunities
14 knowing that many students are
15 working students regardless of
16 their age whether in the early
17 20's or mid-30's, whatever the
18 case is they're capturing that
19 audience and I think we need to
20 learn from them and I know I
21 brought this up in the past
22 let's not recreate the wheel but
23 learn from what is working
24 elsewhere to support our
25 students and I think that's

Sample footer

1 where the growth will happen and
2 we actually group classes as we
3 do with some of the Puente
4 programs and some of the
5 specialized programs that we
6 have and if you know you're
7 guaranteed that classes that kid
8 will try to figure out the
9 schedule to 1:00 o'clock in the
10 afternoon.

11 >> Okay.

12 >> Carmen Avalos: I am saying
13 kid but I am talking students.

14 >> I have a question. Are
15 they students maybe just
16 focusing on getting the classes
17 they need in order to graduate
18 or are they students that maybe
19 they just -- I guess what I am
20 trying to ask is are they only
21 taking the classes that the
22 counselors are asking them to
23 take?

24 >> Again when we run data that
25 is not a data element there.

Sample footer

1 When we ran queries on this
2 information it was focused on
3 students enrolled within certain
4 categories of units between
5 eight and 12 and 12 and 15 and
6 so I don't -- we don't know
7 necessarily what types units or
8 classes these students were
9 taking.

10 >> Okay. Because the reason I
11 brought it up is because ASCC VP
12 David Ramirez was able to
13 collect 500 signatures from
14 students they would take an
15 extra class because they can't
16 enroll in the class because we
17 don't have the classes to take
18 because it's too full or waiting
19 on the waiting list.

20 >> Okay. [INAUDIBLE].

21 >> So kind of going again on
22 this of this pool eligible is
23 2977 students. So moving on
24 again assuming the this number
25 of students also assuming \$46

Sample footer

1 cost per unit, and looking at
2 this -- so I broke it up into
3 two groups so the first group of
4 numbers, the \$136,963 represents
5 the cost of these 2977 students
6 taking one unit. Obviously we
7 don't necessarily have a one
8 unit class but again I just
9 wanted to put in perspective
10 what the costs would be for one
11 unit of the number below it.
12 273925 is one unit per fall and
13 spring semester, but really what
14 the cost would be for a student
15 to take one three unit course
16 would cost \$410,488 rough lie
17 roughly. If they went the other
18 way the cost is cited here.
19 This is enrollment cost. There
20 is no other cost associated with
21 it and if they're enrolled they
22 paid the health fee and parking.
23 This wouldn't include the cost
24 of the particular cost if there
25 was instruction material costs

Sample footer

1 associated with the cost or book
2 related costs associated with
3 this class. This is strictly
4 the enrollment fee costs. Okay.

5 >> So this is -- so the
6 investment in my opinion is only
7 worth it if it has a positive
8 increase in the FTES so you
9 recoup the investment through
10 that growth so how would that
11 work?

12 >> So we would have to further
13 then quantify this three unit
14 class into convert it into
15 contact hours which would then
16 equate to -- we have to make
17 assumptions if it's a weekly
18 class or a daily wish or dish
19 depending on the scenario we put
20 against it we would do the
21 conversion for FTES and the
22 calculation for the impact for
23 the 2977 students. I didn't do
24 that but it could be easily
25 provided as potentially the

Sample footer

1 revenue source on that. Revenue
2 source assuming the new formula
3 the number would be weighted at
4 50% so normally one FTES. We
5 would get the full I think right
6 now our rate is 5151 -- \$5,150
7 per FTES. Going to the funding
8 formula remember there is a 50%
9 weighted to that so really cut
10 that in half is the cost based
11 on the proposed formula but we
12 can run those numbers --

13 >> [INAUDIBLE] [Off Mic]

14 >> And so yes we could run the
15 numbers and be provide to
16 provide TI would have just to
17 make sure that the math is
18 correct on the contact hours and
19 be able to provide what an
20 estimate revenue source would be
21 on it, and it could out weigh
22 the cost. The only complication
23 in this is figuring out how to
24 fund it on the cost, and so
25 there would have to be an

Sample footer

1 outside source to be able to
2 fund it and so --
3 >> President Lewis: Dr. Liu.
4 >> Shin Liu: I really
5 appreciate -- we all use
6 creative way to increase
7 enrollment. I am a professor
8 from the other college and I
9 also want to give my opinion. I
10 don't have a formal survey but I
11 agree with what Raul say and the
12 course they choose to be part
13 time is not a money issue. It's
14 mainly not because of money.
15 It's the course not available or
16 the course was not grouping in
17 the right way so I think since
18 we are looking for creative way,
19 so you know many of my student
20 is not because they don't have
21 money. It's just because you
22 know there's not enough course I
23 can take next semester. I will
24 wait for another -- you know
25 that's the problem. That's you

Sample footer

1 know I don't have formal survey.

2 I just listen to my students.

3 Thank you.

4 >> We will have to look at

5 some of that data because the

6 number of courses that are being

7 canceled is significant, so our

8 capacity drop as low as 70% --

9 efficiency, sorry across the

10 campus, so we will have to look

11 at the numbers of where

12 specifically those courses are

13 being asked because we have to

14 determine whether or not the

15 course will cover its own cost

16 or not. You could have a

17 waiting list of ten, open a new

18 section and the course end up

19 having five, so at that point we

20 have to determine do we run all

21 those courses at that number and

22 pay the full cost of the course

23 and increase the FTE but

24 significantly increase the cost

25 of operations? So we will have

Sample footer

1 to determine the cost versus the
2 availability of actual students.
3 In the sciences for instance we
4 just do not have the space.
5 Most of the classrooms are full
6 from 7:00 a.m. to 10:00 p.m. so
7 we're currently work with the
8 adult schools to try to have a
9 similar model as we have in
10 Norwalk La Mirada the adult
11 school to offer additional
12 courses so one of the reasons
13 we're able to offer additional
14 sections on English and Math
15 math is because we have two
16 classrooms there. If it wasn't
17 for the two classrooms we didn't
18 have more sections more places
19 where to teach mathematics. You
20 like I bet if we go to the
21 classrooms where math is taught
22 we will find people in the
23 classrooms right now so in some
24 of those is essentially space
25 lab space. We don't have labs

Sample footer

1 to teach more courses, so we
2 need to find those partnerships
3 to add some of the additional
4 sections. That's why it has
5 been incredibly important the
6 collaboration that we have with
7 the school districts. This week
8 we had a meeting with all the
9 adult schools and they seem to
10 be interested in partnering with
11 us in a similar way that we
12 partner with Norwalk La Mirada
13 which gives the opportunity to
14 offer sections of high demand
15 off campus but I can tell you
16 with a certain level of
17 confidence in the case of
18 mathematics and most of the
19 science courses and I think you
20 could confirm some of the
21 science issues the classes run
22 from 7:00 a.m. and I think they
23 finish around 10:00 p.m. back to
24 back to back, so some of the
25 issues are space. Some of the

Sample footer

1 faculty has been extremely
2 accommodating to take even more
3 students than they -- the cap
4 is, but there are some areas in
5 which enrollment is not there
6 like fewer sections, but you
7 know we will continue to work on
8 that.

9 >> Maybe a suggestion too is
10 maybe changing the time slots on
11 the classes because I know some
12 students are not able to take
13 certain classes because it
14 doesn't fit during the time so I
15 think if we change the time
16 slots it would prevent courses
17 from being canceled so just an
18 idea.

19 >> Okay. Any other questions?

20 >> President Lewis. You're
21 good. Is that the end of your
22 presentation? All right. Thank
23 you. All right.

24 >> [INAUDIBLE].

25 >> President Lewis: Certainly

Sample footer

1 challenges for sure and that's
2 why we got elected and why we
3 ask our constituents to come to
4 the dais in the first place and
5 take the challenges head on for
6 the community and students so
7 they can succeed because
8 ultimately if they don't succeed
9 we don't so thank you for the
10 questions and comments and we
11 will certainly be continuing to
12 work on that so we can become
13 the winners in the formula.

14 Next we move on to the Consent
15 Calendar item it is six-37. I
16 will entertain a motion to pass
17 each of those items.

18 >> I would like to pull Item
19 Number 31.

20 >> President Lewis: All
21 right. Number 31. Any other
22 items wishing to be pulled by any
23 members of this board? Seeing
24 none I will entertain a motion
25 for items six-37 excluding 31.

Sample footer

1 >> Carmen Avalos: Motion to
2 move the items on the Consent
3 Calendar.

4 >> President Lewis: Is there
5 a second?

6 >> Second.

7 >> President Lewis: Is there
8 an objection on the motion?
9 Seeing none we will move to Item
10 31. Trustee Perez.

11 >> Marisa Perez: I had a
12 quick question and a transfer of
13 funds from the Vintage fund and
14 I believe moved a portion into
15 salaries and I thought we
16 couldn't use that for
17 administrative purposes and I
18 just wanted clarification on
19 that item. The Vintage.

20 >> [INAUDIBLE] [Off Mic] these
21 costs are related to part time
22 counseling costs and so within
23 Vintage there is an area where
24 it allows as long as it relates
25 to the student success. I don't

Sample footer

1 know the details behind what
2 counseling services are being
3 provided with these funds but
4 they're related to the part time
5 counseling.

6 >> Marisa Perez: I would
7 double check that part of it
8 because I believe the board
9 policy says it can't be used for
10 administrative salaries or
11 expenses. I can't remember the
12 exact word.

13 >> Dr. Fierro: Yeah. You're
14 correct.

15 >> Marisa Perez: Okay. Thank
16 you.

17 >> President Lewis: And
18 without any further discussion I
19 will entertain a motion on the
20 passage of Item Number 31. I
21 will entertain a motion to pass
22 Item Number 31.

23 >> Dr. Fierro.. Do you want
24 us to bring it back?

25 >> Marisa Perez: I will

Sample footer

1 motion without that item.

2 >> Dr. Fierro: I will double

3 check but I think it's

4 associated with the President

5 scholars or one of those

6 programs so I will double check

7 that but you're correct.

8 >> Marisa Perez: Okay. I

9 move approval of the item

10 without the transfer of the one

11 account.

12 >> President Lewis: There is

13 a motion and do we have a

14 second? There is a second. Any

15 objection? Seeing none item

16 carries with said exception. We

17 move to Item 38 on the cord

18 minutes. I will receive a

19 motion for receive and file.

20 >> Receive and file.

21 >> There is a motion and a

22 second. Any objection? Seeing

23 none the motion passes. Item 39

24 on college and career access

25 pathways partnership agreement.

Sample footer

1 >> Marisa Perez: I would like
2 to a presentation because I
3 don't know about this. It
4 sounds exciting.

5 >> Dr. Fierro: So the CCAP is
6 the implementation of the dual
7 enrollment bill last year and
8 that came with a number of
9 requirements for us to be able
10 to partner with the different
11 school districts and we are
12 happy to report that after quite
13 a bit of work from the two
14 ladies sitting back there,
15 Colleen and Carla we have
16 finally reached a consensus on
17 the CCAP agreement so it's a
18 concurrent and dual agreement
19 with all the school districts
20 that we are willing to work with
21 us and in agreement so this will
22 expand the possibilities for
23 dual and concurrent enrollment.
24 It will allow us to count FTES
25 in a different way and increase

Sample footer

1 them and increase of enrollment
2 of high school students during
3 the summer and being able to
4 account for FTES.

5 >> [INAUDIBLE].

6 >> Dr. Fierro: It took a
7 little bit of time but now the
8 districts are on board and they
9 could use the CCAP agreement so
10 long story short it's a blanket
11 agreement that we can attach a
12 number of MOUs per courses.

13 >> [INAUDIBLE] [Off Mic].

14 >> President Lewis: Okay.

15 Without any further discussion I
16 will entertain a motion to
17 receive and file.

18 >> [INAUDIBLE] [Off Mic].

19 >> Second.

20 >> President Lewis: There's a
21 motion and a second of the any
22 objection to the adoption of
23 this motion? Seeing none the
24 Motion carries. Thank you for
25 your work Carla and Colleen.

Sample footer

1 Next we will move to Item Number
2 four. The consideration of the
3 approval of the sabbatical leave
4 applicants for 18-19 academic
5 year. I will entertain a motion
6 or discussion.

7 >> Move approval.

8 >> President Lewis: Is there
9 a second?

10 >> Carmen Avalos: Second.

11 >> President Lewis: We have a
12 motion and a second. Any
13 objection? Seeing none number
14 41 consideration of adopt of
15 Resolution Number 18-0411D.
16 Order of biennial Governing
17 Board member elections. Motion
18 for approval.

19 >> Move to approval.

20 >> Second.

21 >> President Lewis: We have a
22 motion and a second. Any
23 objection to the motion? Seeing
24 none let the campaigns begin.
25 Number 42. Consideration of all

Sample footer

1 of the candidates for CCCT Board
2 of Directors.

3 >> I have a motion to
4 introduce. I would like to
5 recommend approval for the
6 candidates for the CCCT.
7 Candidate number one Ransford,
8 number two Parne, Number five
9 Hastings, Number six Heather
10 and Number seven Woods

11 >> And that fills each of the
12 seats that are available to
13 selection, five vacancies.

14 >> Marisa Perez: Five
15 vacancies.

16 >> Dr. Fierro: Would you
17 repeat Number four?

18 >> Marisa Perez. Edgar.

19 >> Thank you.

20 >> President Lewis: So we
21 have a motion for those named.
22 Is there any objection to the --
23 sorry, is there a second?

24 >> Carmen Avalos: Second.

25 >> President Lewis: Is there

Sample footer

1 any objection to the candidates
2 of the five for the CCCT board?
3 Seeing none the Motion carries
4 and our votes are cast in favor
5 of them or one vote rather.
6 Item number 43 consideration of
7 adoption of Resolution Number
8 18-4011E pressing appreciation
9 to the University of Taipei for
10 Taipei City Experience Education
11 Program. Is there discussion or
12 motion on this item?
13 >> Move approval.
14 >> President Lewis: Is there
15 a second?
16 >> Carmen Avalos: Second.
17 >> President Lewis. We have a
18 motion and a second. Any
19 objection?
20 >> Carmen Avalos: I want to
21 comment and it's a great
22 opportunity and I recently went
23 and it's definitely something
24 that I feel is going to bridge
25 the gap between people

Sample footer

1 understanding each other and
2 just a different cultures, just
3 quite an experience. I think
4 you know all of our students
5 should have the opportunity to
6 do that particularly as they're
7 you know either coming in from
8 high school or whether they're
9 returning to school, whatever
10 the case may be. We keep
11 talking about world leaders and
12 offering opportunities where
13 they will be leaders of
14 different communities you know
15 there is so much going on around
16 the world that we really need to
17 understand each other and I
18 think the climate in the United
19 States with so negativity with
20 not just immigrants and
21 ethnicities and different
22 religions and views and a breath
23 of fresh air to experience
24 students that are not like
25 themselves and better

Sample footer

1 communicate and understand each
2 other and I I think it's great
3 and I am happy to support the
4 program.

5 >> President Lewis: Thank
6 you. It's definitely a great
7 opportunity for the students to
8 participate in this. If you
9 know a student willing to
10 participate in the semester or a
11 six week program during the
12 summer let them know and Dr. Liu
13 is happy to provide with the
14 necessary information and
15 application process to send them
16 almost halfway around the world.
17 The Taipei City or Taiwan is in
18 need of native English speakers
19 and we can provide that by
20 providing an opportunity for our
21 students just to teach them and
22 the students over there and put
23 them into an immersive
24 environment where they will
25 learn English and our students

Sample footer

1 will learn some Chinese along
2 the way, Mandarin. Anything you
3 want to say Dr. Liu.

4 >> Shin Liu: I really
5 appreciate my colleague and
6 Cerritos College support this
7 program. I grew up in Taipei.
8 It's my hometown so I appreciate
9 we can support this program but
10 this is a win-win situation
11 because we can let our student
12 go over there to learn the
13 experience and a country -- a
14 new country they need to learn
15 the language and also we all
16 know the Study Abroad Program
17 give them a lot of experience
18 and add on their resume in the
19 future for when they need to
20 look for a job so thank you and
21 again our program -- we have
22 three programs here and the new
23 Taipei program. Our other
24 programs are almost full and the
25 jewel is this program and we

Sample footer

1 need still students so please
2 tell everyone and join that and
3 you will be a student at Taipei
4 CT and Taipei University is a
5 very good university and you can
6 take as many courses as you want
7 and paid by the government.

8 Isn't that great? Thank you.

9 >> President Lewis. That is
10 great. Dr. Fierro.

11 >> Dr. Fierro: Just to add to
12 what Trustee Lee mentioned and
13 partnering with the University
14 of Taipei is similar to partner
15 with something like UCLA. The
16 facilities are incredible. The
17 research labs are --

18 >> Topnotch.

19 >> Dr. Fierro: Topnotch.
20 World wide. Faculty from across
21 the world. The ranking within
22 Taipei and Asia is high and
23 they're a high caliber
24 university so the opportunity
25 for our students is significant.

Sample footer

1 We upon went to one of the
2 exercise labs and I spent a
3 couple hours there trying to go
4 through the equipment and the
5 research they were doing. It
6 was a very good experience and I
7 think given access to our
8 students to something like that
9 helps them reach to a transfer
10 institution, a high level
11 transfer institution and set the
12 bar a little higher. The best
13 part of is not they just get to
14 go the university like that and
15 they can enroll for most costs
16 and not pay for the classes they
17 take. The commitment they're
18 making every class they enroll
19 the language of instruction of
20 switch to English so the class
21 will be taught in Chinese. It
22 will be taught in English for
23 everyone if they have one
24 speaker in the class. The other
25 part --

Sample footer

1 >> Carmen Avalos: I couldn't
2 believe that. We wouldn't do
3 that here but there they
4 completely cater students and
5 what an experience for students
6 to know things got changed to
7 make that a opportunity for
8 them.

9 >> Dr. Fierro: So the free
10 tuition and get housing for free
11 so the whole semester they get
12 to live in residence for free.
13 They get meals a day for free.
14 They get limited transportation
15 for free so essentially the
16 challenge is get the student
17 there and try to help them fund
18 their ticket. Once they're
19 there it's relatively
20 inexpensive for them to say
21 there and the experience it was
22 very good and the opportunity of
23 attending a University of that
24 caliber for a semester coming
25 from a community college abroad

Sample footer

1 is at that price is a great
2 opportunity. If I was a student
3 I would do it.

4 >> Carmen Avalos.. I know
5 everyone would sign up so yeah
6 anyway that's our PR piece for
7 Taipei City so if you're
8 listening out there students
9 it's a great time to come back.

10 >> President Lewis: Helps the
11 FTES.

12 >> Yes.

13 >> President Lewis: Without
14 other glowing reviews of our
15 program and all well deserving.
16 Thank you Dr. Liu for making
17 this possible possible. So
18 without further discussion I
19 will entertain a motion to adopt
20 this Resolution.

21 >> [INAUDIBLE].

22 >> President Lewis. Is there
23 a second?

24 >> Shin Liu: Second.

25 >> President Lewis. We have a

Sample footer

1 second. Is there any objection
2 to the adoption of this
3 Resolution? Seeing none the
4 Resolution carries. We move
5 next to the consideration of
6 ratification of emergency
7 procurement contract for repairs
8 to the dust collection system at
9 the woodworking building due to
10 a fire.

11 >> Dr. Fierro: So if you
12 recall about a month ago we had
13 a fire in our wood working
14 department. We had the police
15 firefighters and able to contain
16 the fire but significant damage
17 to the ventilation. We filed
18 the paperwork but we needed to
19 get start on the repairs right
20 away with the health issues in
21 the environment and the
22 ventilation is not working
23 properly. Under the current
24 contract you have given me the
25 authority to engage on an

Sample footer

1 emergency contract and this
2 contract I approved last week in
3 order to begin construction and
4 repairs of the system, and the
5 contract is not to exceed
6 \$83,295. We will get reimbursed
7 from our insurance agency,
8 Keenan and associates after we
9 pay the \$5,000 deductible so
10 this is within the parameters of
11 the authority you have given me
12 for these situations.

13 Unfortunately we had to use that
14 last week to get the repairs
15 done.

16 >> Dr. Fiero: Actually I
17 wanted to make one simple
18 question. Again the out of
19 pocket district mains \$5,000
20 because it goes through the
21 insurance claim but the dollar
22 threshold and originate put
23 forward with 83,000 went up due
24 to the bonds that were
25 associated with that so the

Sample footer

1 actual contract cost for this is
2 \$85,794. Still all but \$5,000
3 deductible would be paid by the
4 district. The rest is covered
5 through the insurance provider.

6 >> President Lewis: Great.

7 Thank you. Is there any
8 discussion or questions from
9 Board Members? Seeing none I
10 will entertain a motion to
11 approve this.

12 >> [INAUDIBLE] [Off Mic].

13 >> President Lewis. There's a
14 motion. Is there a second?

15 >> Second.

16 >> Carmen Avalos: I am doing
17 all the work today. What is
18 going on?

19 >> President Lewis: We have a
20 motion and a second. Seeing
21 none Motion carries. I do some
22 work too Carmen.

23 >> Carmen Avalos: I am just
24 kidding.

25 >> President Lewis: We will

Sample footer

1 move from comments from
2 officials and members.
3 >> Today I had a opportunity
4 to be involved with take back
5 the night and by the task force
6 and fights against the stigma of
7 rape and culture and sexual
8 violence and glad to see Dr.
9 Fierro and Stephanie at the
10 event. And ASCC Chief Justice
11 will present the budget to Dr.
12 Fierro p.m. and last week we had
13 the elections and want to
14 congratulate Student Trustee who
15 is behind us.
16 [Applause]
17 >> Dr. Fierro: Also what he
18 promised to do for every
19 meeting?
20 >> He promised to bring
21 brownies.
22 >> [INAUDIBLE]
23 [Laughter]
24 >> President Lewis: What did
25 you bring for us?

Sample footer

1 >> Just myself.

2 >> President Lewis: All
3 right. Trustee Perez.

4 >> No report thank you.

5 >> President Lewis: Trustee
6 Avalos.

7 >> Carmen Avalos: I want to
8 thank Shin for your work and the
9 many hours of stressful nights
10 putting programs and people
11 together and really making our
12 trip over to Taipei an amazing
13 experience, a truly genuinely I
14 think thought out well
15 meticulously planned trip. We
16 maximized every minute we had to
17 really support Cerritos
18 College's mission to offer
19 opportunities to our students
20 and I think just the way in
21 which every meeting went. We
22 had three meetings with three
23 different universities and it
24 was a truly an opportunity for
25 us as Board Members to see how

Sample footer

1 well Cerritos College is
2 received and how highly they
3 think of our community college
4 and as Dr. Fierro said we're
5 dealing with the UCLAs and the
6 UC Berkeleys of Taiwan so for us
7 to be a community college and
8 for us to experience that level
9 of opportunity for our students
10 is phenomenal so you know Shin
11 thank you so much for opening
12 those doors for opportunity and
13 travel for many of our students
14 who would otherwise have limited
15 resources to be able to do that
16 and you know it would be -- to
17 say thank you isn't enough
18 because I don't think students
19 realize how much work to make it
20 happen. And you're the person
21 that made it happen so on behalf
22 of myself and certainly the
23 board thank you so much for the
24 countless tirelessly hours you
25 spent on making sure this

Sample footer

1 program -- not just took off but
2 a success so so thank you so
3 much. I appreciate it.

4 >> Shin Liu: Thank you. As a
5 professor I hope I can bring the
6 future of education to our
7 student and take them to the
8 outside of our Cerritos to see
9 the world. Thank you.

10 >> President Lewis: Dr. Liu
11 do you have a report.

12 >> [INAUDIBLE].

13 >> President Lewis: That's
14 your report.

15 >> Shin Liu: It's fun to
16 share with you. I had a friend
17 work for Microsoft work for
18 years and we didn't meet
19 everyone and I went to Taipei
20 and last week I received the
21 Email and photo there and my
22 friends "I thought it was you
23 but I didn't wear my glasses and
24 I took a picture. Is it you?"
25 Golly, can you believe it? I

Sample footer

1 just share with you.

2 >> President Lewis: Dr.

3 Fierro.

4 >> Dr. Fierro: We're getting

5 into an exciting part of the

6 year. Last week we kick off the

7 success celebrations with the

8 academic Excellence Awards.

9 Thank you. And starting I guess

10 about next week or so we're

11 starting to the student

12 celebrations and celebrating

13 their accomplishments of our

14 students over the next month and

15 a half is a busy month but it's

16 a very exciting month because we

17 get to recognize the work of

18 faculty, staff, administrative

19 offers have put together and see

20 the fruits of the labors when

21 the students successfully

22 receive their degrees, their

23 pinning ceremonies and their

24 certificates and so on, so it's

25 very exciting so if you have the

Sample footer

1 time I recommend you to make the
2 time to stop to some of the
3 celebrations I think you will
4 find one every night next week
5 to the middle of May I think so
6 I hope to see many of you there
7 and it was a good first event
8 and again I want to thank
9 Dr. Liu for the work you have
10 put to get this program going
11 and thank you for all the
12 connections and everything you
13 did for to open the doors to the
14 schools for our students.

15 >> President Lewis: Trustee
16 Camacho-Rodriguez.

17 >> Thank you. I too wanted to
18 thank Dr. Shin Liu. We had
19 amazing time visiting the
20 campuses whether elementary or
21 universities and I am looking to
22 forward to the experience and I
23 hope we do a teacher exchange or
24 our professors have an exchange
25 their university system so thank

Sample footer

1 you.

2 >> President Lewis: Trustee

3 Salazar.

4 >> No report.

5 >> President Lewis: I want to

6 thank Dr. Shin Liu for

7 everything she has done and

8 Taipei was a great experience

9 and not only cultural and

10 experience and exciting place to

11 see that I ever been out of

12 North America to go across the

13 world and see the far east that

14 it's really a lot closer than

15 you think and you know the fact

16 that we can have such a close

17 relationship with the

18 governments over there with the

19 educational system over there I

20 think is a blessing particularly

21 for our college that we have

22 someone like Dr. Liu to make

23 this happen so again if any of

24 your students have any sort of

25 interest or even if not you can

Sample footer

1 make them have that interest and
2 having a semester abroad over in
3 Taipei. I know Dr. Liu would
4 really appreciate that and we
5 would too as the board, so
6 Taipei it was an excellent time
7 that we had and I think when we
8 actually talk face-to-face with
9 the people that make the
10 decisions over there that makes
11 a world of difference as opposed
12 to just having texts and phone
13 calls so it was certainly a lot
14 of progress made and a lot of
15 miscommunications cleared up in
16 that respect that we can you
17 know go forward together with a
18 unified vision as to what the
19 expectations are and what the
20 students will be like on both
21 sides of the program. In
22 addition to that I always
23 attended the academic Excellence
24 Awards earlier this week. It's
25 always amazing to see that

Sample footer

1 there's not only so many
2 departments on campus but so
3 many worthy students that are a
4 part of those departments that
5 have merited the recognition
6 that they receive at the
7 ceremony over there, so thank
8 you to the faculty that put in
9 the nominations for there as
10 well as the students for putting
11 in the work to deserve that
12 recognition. I also attended
13 the Norwalk City Council
14 reorganization and presented a
15 Certificate of Recognition on
16 behalf of the board to out going
17 Mayor over there and also want
18 to congratulate Mayor Jennifer
19 Perez who is an alumnus of
20 Cerritos College and Margarita
21 Rios for the Mayor in Norwalk
22 and the first time both
23 positions have been held by
24 female and certainly making
25 history at least in half of the

Sample footer

1 college and the other half being
2 Cerritos. I also went to the La
3 Mirada reorganization and
4 presented a Certificate of
5 Recognition to the board to the
6 out going Mayor who has done a
7 lot of work investing into the
8 education of the City of La
9 Mirada particularly through the
10 Business Incubator Program at
11 Biola through the La Mirada High
12 School as well as through
13 Cerritos College and some ideas
14 we meeting with him in the next
15 couple of weeks to talk about in
16 his capacity as moth working for
17 the county as well as an
18 individual businessman himself,
19 so thank you to the Mayor and
20 congratulations to new Mayor
21 Larry Moles and Mayor Pro Tem
22 Steve Derus City of La Mirada.
23 Some elections took place and
24 congratulations to Phil Herrera
25 for being a new Trustee and I

Sample footer

1 like the campaign promise about
2 brownies and I hope you follow
3 through on the promise, all
4 sorts of flavors I hope. There
5 we go. And also congratulations
6 to President and Vice President
7 and Christopher Rodriguez for
8 running unopposed I believe so
9 that's certainly a mandate for
10 them to take to the students to
11 implement their platform and I
12 hope to -- we hope to see them
13 at a future board meeting so can
14 be formally met. There are also
15 some elections last night in the
16 city of Whittier and Long Beach
17 and in Whitter the Mayor was
18 reelected congratulations to him
19 as well as Councilman
20 [INAUDIBLE] and congratulations
21 to new member elect Fenny Boshow
22 for the campaign. In Long Beach
23 the Mayor was reelected with 80%
24 of the vote I believe so that's
25 certainly a mandate, and good

Sample footer

1 friend of the college, Stacey
2 Mongo was thrown into a run off
3 with another -- not quite
4 hitting the 50% but nonetheless
5 we will continue to November. I
6 always attended the President's
7 scholar's academy recruitment
8 night on La Mirada on Tuesday
9 and thank you Carla for putting
10 that presentation together and
11 giving the presentation and
12 nailing it for the parents and
13 students that attended over at
14 the Norwalk La Mirada School
15 Board board room and looking
16 forward to the ceremony that
17 will be coming at end of this
18 month I believe, right, for the
19 current people -- next month --
20 next month in May, so still
21 looking forward to that
22 regardless of what month it's
23 in. I attended the La Mirada
24 Chamber of Commerce annual --
25 monthly chatted up at Polly pies

Sample footer

1 and one last thing is the La
2 Mirada Mayor's prayer breakfast
3 is on Friday morning, this
4 Friday morning at 7:30 a.m. so
5 if you want to attend that there
6 are still seats open and we're
7 more than happy to accommodate
8 you. Our speaker is going to be
9 Supervisor Janice Hahn, our
10 keynote speaker for that event
11 and there will be good food at
12 the Holiday Inn on Valley View
13 and fire stone. With that that
14 ends my report and we move on to
15 the close session which -- look
16 at that 8:59 p.m.. We will
17 begin no later than 9:00 p.m. so
18 glad I stopped talking. What is
19 on the close session number 45
20 significant exposure to
21 litigation pursuant to
22 Government Code Section 54954.5
23 and regarding JPA claims. 46
24 public employment. Number 47
25 about public employee discipline

Sample footer

1 dismissal listed on the agenda
2 and 48 conversation with labor
3 negotiators and one read out and
4 as it is not 9:00 o'clock yet.

5 >> It says no later.

6 >> President Lewis. No later
7 than 9:00 o'clock. All right.
8 9:00 o'clock.

9 [GAVEL]

10 (closed session)

11 The Board of Trustees Meeting
12 will resume shortly. Please
13 stand by. (captioning ended)
14 Board of Trustees is in closed
15 session. Please stand by.

16

17

18

19

20

21

22

23

24

25

Sample footer

