President Lewis: Welcome to the Cerritos College Board of Trustees for April 11, 2018. We will start with the invocation from Deacon from the church in Norwalk. Deacon.

>> [INAUDIBLE].

>> Is the mic --

>> There we go. Well Dr. Fierro and President Lewis and Trustees thank you for inviting me to pray over this meeting.

Let us pray. Heavenly father with all that is good and with intelligence and give us the grace and wisdom to as you the benefits to your people and everything that we do begin with our your inspiration and your help. Let us bless this meeting with sound judgment and the Board of Trustees with good counsel and peace and their
25 deliberations guided by your

Sample footer
spirit and have a encouraging campus of learning and all that walk the grounds and halls share in the gifts and share them with your people. We ask this in your holy name and the spirit remain with you always. >> Amen. >> President Lewis: All right. We will have the Pledge of Allegiance done Board Member Camacho-Rodriguez. >> 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: Thank you. Roll call please. >> Board President Lewis. >> Here. >> Shin Liu. >> Here. >> Member Carmen Avalos.
Here.

Member Marisa Perez.

James Cody Birkey.

His baby is being born right now.

President Lewis: So we have quorum and is there any member wishing to reorganization the agenda in any way? Seeing none we will move to comments from the audience. I do not have any public comment cards so we will continue with reports and comments from constituent groups. Is there a constituent group wishing to give a report? Adriana on behalf of a constituent group.

>> Michelle.

>> President Lewis:

Michelle.

>> Carmen Avalos: Like you better already.

>> So the Faculty Senate is recommending four sabbatical
leaves for the faculty. Shelly [INAUDIBLE] is proposing to study standards of practice for California Community College counseling faculty. The end product will be a counseling manual that identifies best practices in counseling with an emphasis on cultural competency. This proposal works towards the educational Master Plan Goal A strengthening the culture of completion by providing appropriate guidance and support to students through counseling and Goal D, improving internal and communication about raising awareness who we are and communicate these within counseling and the students. [INAUDIBLE] Lacy is proposed write a guide book for Geology and have instructions within the Southern California that will guide faculty and students with
Sample footer
an interest in field based
and/or educational experiences.

This guide book will be an open
educational resource in an
attempt to reduce cost for
students and create a flexible
students that can be changed to
meet the academic needs of
students. Additionally the
guide book will supplement
instruction in online earth
science classes with online
science need for GE pathways.

This proposal addresses the
Master Plan goal assuring
alignment by strengthening
partnerships as it will be
written in such a way to benefit
high school students as well as
college students and --

[INAUDIBLE] operating the
educational infrastructure by
providing resources for earth
science and goal F enhancing
organizational effectiveness by
Sample footer
decreasing the cost of textbooks and materials for earth science classes with the added benefit of usefulness in the online courses. Kevin Taylor. He proposes to complete necessary training with [INAUDIBLE] of North America [INAUDIBLE] program. He will also research and identify best practices with proven techniques for measuring student success in a technical program. This research would allow him to obtain instructor willful status and be a specialist in [INAUDIBLE] engines and power train and electrical system. He will bring this information back and share with the automotive technology program and the students. This project in part fulfills the Goal A strengthening the goal of 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
other ethnicities and improving internal and external communication that fulfill the gap that exceeds within the curriculum. The Faculty Senate reviewed the sabbatical proposal and recommends that you approve the sabbaticals for these four people. Thank you Michelle Llewellyn Faculty Senate President.>> President Lewis: Thank you Michelle. Next we will move on to the Institutional Presentation of the recognition of Classified Employee of the Month. The Board of Trustees will Phally Lay curriculum assistant as Classified Employee of the Month for March 2018. [Applause]

>> President Lewis: Congratulations.

>> Thank you. Thank you.

>> President Lewis: The
outstanding confidential
employee named Phally Lay as the
Classified Employee of the
Month. Phally worked part time
in 2010 and hired full time in
the Academic Affairs office in
2017 and put in time to learn
the duties of curriculum
assistant and made improvement
to the process. Pally is an --
[INAUDIBLE] transitions to
Elumen for curriculum. She is
often working late that the
agenda is in order and Emails
are answered and developed
important relationships with the
Chancellor's Office that
improved the speed that the
curriculum is approved and
positively impacts courses
offerings and faculty and
students so we appreciate your
professional demeanor and proud
you're a Cerritos College
employee and thank you for your
Sample footer
service and dedication so thank you for a job well done.

[Applause]

>> [INAUDIBLE].

>> No. Thank you though.

[Applause]

>> Dr. Fierro: Before you sit we were in a College Coordinating Committee meeting on Monday and I think the description felt short of the words that were said about you pally and the work you have done to move the curriculum forward. As you know or everyone know that we have a curriculum developed and approved recently and has been done in record time and has been done actually quite well even though it has been done faster than it traditionally has been so thank you for moving the curriculum worked for. It's allowing us to put some programs online like
the Chicano Studies program online before we were expecting it so well done. Keep up the good work. Next year we expect twice the programs and twice the speed.

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

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

>> It's up to you.

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

>> Felipe Lopez: Yeah, so I will let Dr. Fierro go and then I will jump in in a moment.
Sample footer
Dr. Fierro: We blow broke the presentation in two pieces. One is the Governor's proposed formula as it is without any description of the impact on the budget and he will go over the budget where we are today and some of the I guess impacts in the future if the formula passes as presented so I'm going to present you two things here just the current framework of the Governor's proposed formula and the last couple of slides are slides that are going to describe what we are doing at the state level with a group of CEOs to change a little bit of the direction of the formula. So the framework is divided in three main categories. 50% in base grants which I will explain a little bit and 25% on supplemental grants, 25% on success initiatives and would
hold harmless is a provision that will allow us to have one year at the same budget allocation as this current year and I will explain the details and the 50% allocation is going to be based on the 2017-2018 members so whatever numbers we get this year is our allocation from subsequent years and 50% of the allocation and the budget is roughly $100 million, a little more than that and $50 million allocated to the FTE base grant calculation which it will be based on the numbers that we produce this year which roughly are going to be 16,800 so that's the base from this point on. With the 50% calculation on the FTEs the state is going to ask us to determine where do we want our summer to move so the summer shift that we used to have the ability of moving it back and
forth they're going to ask us where do we want it and our answer is likely to be in the current year and the reason it's in the current year because as you see there the allocation is going to be based on 2017-18 so we want to have it highest as possible allocation to be benchmarked at that particular time. From that point on every time we go below or new base which is likely to be 16,800 we will lose revenue where we started. And will have the opportunity to recover that percentage of the 50% allocation over three years meaning we could climb back to the three years on the 50% mark with the students. The next one is based on grants and -- I'm sorry. This is a typo error. 25% base grants and what that essentially means that the grant that are
connected to the Student Success Initiative so the money we're currently receiving on Basic Skills Initiative SSSP equity they're all rolled into one and they're going to be connected into one big pot within the allocation. The next part is the supplemental grants and this is what is called the performance part of the equation. The supplemental grant is essentially a number that is going to be calculated based on the number of students that we have getting BOG Fee Waivers and Pell Civic Centers and basically for us it's the number that you see there and the number of students and that number is going to be favorable for us. However, if we lose students -- if we lose enrollment we will have -- we will lose not only on the 50%
Sample footer
that is based on FTEs but we will lose on the supplemental grant allocation and the reason we will lose money on the supplemental grant allocation is because we have a large portion of students that are on bog and/or Pell. Does that make sense? The last 25% of the formula is the second portion of the performance and this is actually based on approved degree certificates that are -- degrees and certificates that are approved by the Chancellor's Office and the second part of that is the number of students that complete the degree or certificate within three years as stated on this core card data. This has a significant impact in our 80 of collecting funding. This is the area where we will lose the most money to begin with if the numbers
continue to be the way they are. We have made significant progress to decrease the time of completion of our students. However, we still have some work to do. A couple of years ago we have high numbers on the fifth and sixth year of completion but those numbers are switching to high to be high on the fourth year of completion and meaning that our students are taking four years to complete the academic program. Under this current calculation students that do not complete within the three year mark will not be calculated in the formula even if they complete later meaning we will lose revenue as those students complete their study programs. It is important to mention that about 50, 55% of students are part time students and obviously a part time
student completing in a four
year is expected because they're
taking fewer credit and
completing in four year within
the time frame. However, this
reward the students that are
full time and are taking full
time load over a three year
period so institutions they have
a high mark on three year
completion will benefit on these
particular part of the formula
more than we will. Clearly we
could improve on this particular
portion of the allocation, but
understanding our student
population it is important to
factor that some of our students
do need to work, do need to take
additional responsibilities
outside of just simply coming to
school so expecting that every
single one of our students is
able to complete within two,
three years it is not
necessarily realistic with under
our current framework. The hold
harmless formula essentially
states that we will receive the
same allocation in the 2018-2019
academic year that we received
in the 2017-2018 academic year
regardless of our performance,
so if we received $100 million
on allocation this year next
year we will receive the same
amount regardless of our
performance which that basically
means if we are within that
category that under the current
formula we are actually in the
group of hold harmless means we
are performing below the
benchmark that the state set.
What that translate to the third
year we will lose about a
million dollars in revenue and a
little more than a million
dollars every year there after
so in the next five years we
stand to lose a little more than $5 million if the formula goes as it stands. Another issue that we have with the hold harmless is the hold harmless does not account for the COLA proposed in the budget. The budget had a 2.5% proposed COLA and under the hold harmless we will not be eligible to receive that COLA because their position is if we are already being made whole by not penalizing us meeting the benchmarks in their mind we received money we weren't supposed to receive so as I mentioned before under the current model we will lose at least $1 million around the first year. It's hard to remember it's if $1 million every year or it will compound because the Department of Finance didn't release the specific formula in which the
Sample footer
projections were calculated. They released a list with the specific values and how much money was someone going to win and how much money someone was going to lose. We were in the losing and it was about a million dollars. We made a number of assumptions. They choose our FTE allocation will not change from the current allocation within the next five years if the formula is passed the way it is meaning the other districts will receive an increase on allocation per FTEs ranging anywhere from a few hundred dollars to $3,000 in the highest end so the districts that will benefit the most could potentially have allocations for FTEs that exceed $8,000 so they will receive allocations of $8,000 per student they serve. We will not receive anymore than
about $5,300 based on the current calculation. Another issue that we have is the summer shift. Summer shift some of the state consider to be again the district's display in order to inflate or not FTE, but it is not necessarily again -- it is a way for us and other districts to be able to balance budgets depending of your FTEs, depending on the revenue that gives the districts the flexibility to balance one year by moving FTEs from the previous year to the next or by doing nothing depending how the overall conditions of the districts so eliminating the summer shift is actually an issue for most districts if other modifications are made. So what are we doing? The state level there is a work group of CEOs that have been able to sit
down and talk to the Chancellor and voice their concerns. As you know there is a lot -- controversy around the formula. there are multiple positions but we were fortunate to have conversations with the Chancellor and those conversations have been productive up to this point. Nothing has changed but the conversation is still ongoing which is obviously encouraging. The current funding model is proposed to be implemented immediately. As soon as the budget get approved we will switch to the new funding formula and we will have the 2018-2019 academic year to adjust to it. Adjust to a formula that could potentially have multi-million impacts in every district over one year is quite challenging, so what we
Sample footer
have been doing is developing an alternative proposal. An alternative proposal brings a seven year implementation in a similar manner as the Chancellor and the Governor will want to see the funding so we have a two year program transition which means two years at hold harmless so districts will receive the same funding for the next two years as they have at the end of this year so it will give us time to adjust our budget, our expenses, to make program modifications and after that we will have I five year Implementation Plan. The five year Implementation Plan we are proposing to look at you see there, so we are proposing to separate the funding in two buckets rather than three buckets. The three buckets from the Governor's proposal is 50%
Sample footer
on FTE, 50% on grants and --
sorry 50 on FTE, 25% on grants
and 25% on performance. We are
proposing to have 75% on FTE
with a goal to reaching 25% on
performance by the time we get
to year five. What I mean
performance I'm not saying only
graduation rates. I am saying I
am saying students for services
and SSSP already, what is
offered in equity, what is
offered in strong work force.
All of those programs have
performance benchmarks so we
with fold them into the 25% and
add the graduation rates but
what we're proposing with the
graduate rates is counting over
the three year mark because it
is important for us to be able
to educate properly students the
need that the extra year, that
need the extra half a year
beyond the three year mark and
Sample footer
as we all know students placed in developmental courses even if we get them out within a year they require a greater investment of resources than students who are college ready and if we have a budget in which we are going to receive less funding for serving those students I don't think we're serving the population at Cerritos College. I think we will not be able to compete to institutions that receive a greater allocation so the way that we propose the five year implementation is after the two year hold harmless the 2020, 2021 we will see a 5% of the total budget allocated for performance. That translate to $419 million across the state. That is significant. Then the next year we go to ten. That translate to $838 million. And
Sample footer
by the fifth year of
implementation the allocation on
performance is going to be 2.1
billion dollars across the
state. If the legislators want
to send a message I think having
2.1 billion dollars in
allocations across the state in
performance is a very, very
strong message but also give us
the opportunity to balance our
budgets, to change some of our
practices. And to collect some
data during that period of time
to help change the formula in a
way that truly serve the
students. With this the CEO
group is not necessarily opposed
to a formula change. I think
having that formula that is
exclusively based on FTE it is
not necessarily the best formula
that we can mostly because it
goes counter to the economy, so
when our FTE increases the state
does not have money to fund us
but when the state has money to
fund us we can grow because the
people that come to school are
working so if we have a
combination in which we can
maintain consistent services for
our students regardless of the
state of the economy I think our
students will do better and the
community will benefit from the
services provided to the
students in a better way so as
of right now the alternative
we're proposing to the
Chancellor is still on the
table. They have not said no.
I am not expecting they will
take it the way it's presented
but I am expecting some changes.
There are going to be obviously
districts happy with the change
and? That are not but this
proposal addressing some of the
needs and reasoning of changing
Sample footer
the funding formula across the state while at the same time providing districts with the opportunity to reshape their practices over a reasonable period of time so we can serve our students a little better so with that said it's a lot of uncertainty as to how our allocation is going to look like on July 1. This month we virtually received no updates on whether or not they're going to make any changes. The only update we're receiving they are continuing to listen to what we have to say on this new proposal. We have developed some guiding principles that they seem to be amenable to but as of right now we don't have a definitive as to whether or not they're going to modify the formula. I do expect some modifications because the
current allocation produces very, very uneven allocation of resources so I doubt the legislators, let Assembly and the Senate will vote in favor because as you look at the Assembly representation some serve to two community colleges and one could get a significant allocation and one could lose money so I don't think they're going to agree with the distribution but I do think the formula is likely to change based on current conversations. Obviously when the vote is cast when we will find out and looks like if somebody will change I don't know to what extent so I am hoping to get an update within a week or two before the May revise and as soon as I get the update I will forward it to you and to the campus, but in the meantime it's a lot of
Sample footer
uncertainty but many changes are expected for sure. Yes.

>> [INAUDIBLE] [Off Mic].

>> Can you put your mic on?

Your mic.

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

>> Correct.

>> The expectations students should be here two years. It's a two year school and realizes that students are deficient in English and particularly math
and wall at changes happening
across the straight and
switching out Algebra class for
a statistics class and is that
part of the implementation
process and as it stands right
now I don't it happening. I
think students get bottlenecked
because of the math requirement
and everything else is completed
and until the changes happen and
I don't know when the formula is
set to begin --
>> July 1.
>> Is that this year; right?
>> Yes.
>> It's like we're doomed to
fail if we don't implement some
of the other things prior this
adoption.
>> Unfortunately we had beard
been doing -- -- fortunately we
have been doing significant work
on Multiple Measures and we're
implementing a pilot with
students coming through Cerritos Complete and went through the new assessment tool and we went from placing 3% of our students into college ready mathematics into placing 27% of our students into college ready mathematics. We went from placing about 30% -- 35% of our students and I might be wrong on the number there but that amount, 30, 35% of the students into English ready courses, college courses to 75% straight into English college level -- college level English so fortunately we're doing work like that, a tremendous work done by both mathematics and English faculty particularly our math faculty stepped up to try to catch up to the work that our English faculty was already doing. 1400 students is actually a pretty good number to begin our
assessment, but our goal is by
next year essentially start
running every single one of our
students through that process,
but each though we're ahead it
will not change this numbers
probably until four years from
now, so assuming that everything
goes well and the placement of
the students was spot on before
they graduate the fastest we see
is two but realistically we will
see three, four years on
improvements even though they
place straight into college
English and the faculty has been
decreasing the time from
developmental education -- or
Basic Skills Initiative to
college level reducing to one
year so they have been
collapsing the courses and
tutoring and eliminating classes
not necessary and the pipeline
even for the students that don't
Sample footer
make the new cut is being decreased to one year. Now one year is still a lot of time but it's much better than what we were doing a few years ago and it gives the student the opportunity to still complete their course work within three to four years if they were ready to go at that time so we're making some progress. We're are doing also a lot of work with Guided Pathways and our work with Guided Pathways has been remarkable especially on the CTE courses. You probably saw the book last time around and moving into the rest of our programs. It's not as fast but there is movement already going but if everything goes perfect and hardly any things go perfect still talkings about three, four years for the numbers to change in a significant manner. With
Sample footer
that said the awards of certificates and degrees increased over the last three years and looking at similar numbers this year than the previous so we're making progress. It's just we will not have the time to switch our numbers from one year to the next.

>> [INAUDIBLE] [Off Mic].

>> President Lewis: Any other questions from any other Board Members? All right. Thank you. We will move on to our other half of the presentation. >> So I as well will touch a little bit on it once we get to the moving into the 2018-19 budget, so my agenda I'm going to give you a kind of an update on the 17-18 budget and then go over again as I mentioned some key assumptions on the 18-19 budget and then also I added
Sample footer
here because this was a request
that came from the board that we
added a cost -- what it would
cost us if we added one unit for
students enrolled in at least
nine units, what cost of that
would look like? So I will go
through that as well. So let me
give you kind of a re-cap of the
adopted budget for 17-18. We
had a beginning audited
beginning fund balance of $27.8
million. Our FTEs for the
budget was 1600. The budget
also included a budget deficit
of $3.9 million including nine
classified and management positions and it
included roughly 6.99 percent
increase in salary and benefits
and it's broken biennial two and
a half percent for step and
column increases. PERS rate
increased .85% and the PERS
increased is listed here and
this is an overview of what the
adopted budget looked like. Our
current status of our budget
again with the audited beginning
balance of 27.8 million. Our
FTEs has been pretty much on
target what we budgeted for. At
P1 we reported 16,813 FTEs and
based on the numbers that came
in where we're at in the spring
we're probably around we're
projecting 16,855 so about 55
FTEs more than what we budgeted
for so basically right on target
of what our budget does. The
bad news about it is that is
significantly less than what our
base number was. Our base FTEs
was 17,741 so we're going to
have as this budget reflected
and primarily with the budget
deficit is we went from the
Fiscal Year '16-17 with FTEs of
17,741 to this current budget of
Sample footer
basically projecting that that's going to get to 17,855 so a major switch, almost nearly a thousand FTE S so that's the big void in the budget is the dramatic decrease. As I mentioned before our budget started we had nine vacant positions and that vacancy increased approximately to 19 vacant positions within the classified management positions. Vacancy cost savings is approximately $1.2 million, so that deficit that we originally thought of 3.8 is being trimmed down primarily because of some of the vacancies that -- and again the budget also included a hiring freeze. That's why it increased from nine to 19. We haven't filled any of the vacancies because the budget included a hiring freeze for those classified and management
positions. So currently our current expense we had when the budget was adopted we had 105,781,000-dollar expense that we adopted our budget. Our current budget right now is still primarily 105 million. As of March 31 and this is through nine periods our current expense is about 77. [inaudible] and through the end of March 31 we spent 73% of our budget, so if you did the math you know if we're extending right on it would be 75% so we're pretty much on target of what the budget is given the fact that we are going to have some cost savings within the salaries so we're pretty much moving along from the expense side pretty much on point. Obviously we still have another quarter to get through. We have year end close and as we get closer we
will fine tune these numbers but
as of right now it seems like
we're moving along with the
expense side and the expense
side is typically a little more
consistent than the revenue side
and as we go through that you
can see difference and I can
explain why on the revenues so
when we adopted budget in 17-18
we adopted the budget of
revenues generating 101 million
-- 968,000. We adjusted that
down to the number listed here.
Again as of the same period as
of March 31 of 2018 we have
collected 68,548,000 so about
68% of our budget. If again if
you were just breaking it down
straight by quarters we should
be around 75% at this time.
Revenues come in a little
differently and not necessarily
as consistent as expenditures
because you know the primary
bulk of our budget is salary and benefits and every month when payroll process we have pretty consistent expense. On the revenue side there's a lot complexity in it and revenues don't come in evenly on every single month. One of the primary reasons is with property taxes. Obviously we all pay property tax if your property taxes aren't impounded you pay twice a year. If they're impounded and part of your mortgage then they set aside a portion of it every month and until when the property tax bill is done is when they pay the tax assessor and primarily in November and April, so with property taxes revenues we usually get a bulk of it come heavy in November /December and then the time comes and we probably won't get another bulk
of property taxes some time in
late April, early May so that's
kind of why if you're looking at
this and our revenues look
pretty low. You know looks like
based on the numbers here we
have nearly $10 million of more
expense than we have brought in
revenues, but revenues somewhat
are a little different. They
come in at different points so
not necessarily worried about
how the numbers look right now
just because knowing the timing
differences on the revenue side
but it does show that you know
we're estimating hopefully
between the next quarter we
should be receiving somewhat of
at least 32% of our revenues and
so but again we will keep an eye
on this. Like I said our major
driving in a at 16,800. We're
on target and no reason this
will come in less and we're on
point. And to what we're projecting the budget deficit and again this will number will change as we get closer. Obviously there are unknowns and depending on spending habits we're getting close to the deadlines on the requisitions for the fiscal year when we start the year in process. Anytime we send the moment memos out our office is flooded -- I need into spend. I need to spend. Again timing issues happen throughout the year. Some departments are good at spending up front getting what they need. Some departments tend to do it in the back end of the budget year and so again as we go through, but the general speaking it looks like we're pretty much somewhat on target of what we anticipate of seeing so no really surprises at this
Sample footer
point from the current budget,
so that moves us into next
ear's budget, 18-19. Again
this is -- if all things go
right and we only have a $2.6
million deficit we should have
estimated beginning balance of
$26.1 million. Again we're
still projecting and will
project in the new budget of
FTES around 16,800. There is no
need to increase or decrease
this number because based on
really the last two fiscal years
we have been right around this
number so we haven't really
grown from FTES standpoint.
That complicates things because
we're going on into a new fiscal
year with a new funding formula.
We all know there will be a
change in the funding formula.
That is known. The mechanics
behind that are unknown at this
point. Dr. Fierro shared with
you based on what we know today based on the Governor's proposal the break down of the funding formula broken down into three components on it and which gets away from the current formula. That is really driven on growth. Those districts that grow recoup the benefits on that. The new change in the formula somewhat tries to help alleviate that. Obviously if you have the same pot of money and you're redistribute it out to folks there are winners and there's going to be losers. Based on the formula that is set right now we're one of the ones that are going to be held harmless which means the change in the new funding formula we're funded less than what we're funded therefore we're one of the ones held harmless. Obviously we don't want to be in this
position but from a budget standpoint as of today until most likely until May revise is when I think we will first know what really is going to happen. We're going to fund us right at the amount that we are going to end this current fiscal year so whatever we end of the day whatever we're funded at 17-18 that's what we're going to budget from a revenue standpoint for 18-19 because base the on what we know we're one of the ones held harmless and so that's what we're going to go into tentative budget with. Obviously when the final budget or adopted budget is finalized in late June and when we know the components and if things change that will give us an opportunity to change or modify any revenues at that point, but --
Sample footer
>> [INAUDIBLE].
>> Yeah.
>> So what's the dollar figure, a million dollars? Is that what the loss is going to be?
>> It's about a million dollars. When the Department of Finance first posted their sheets and they subsequently took them down. When they first did that it looked like it was less than a million but rounded about a million dollars less funding which basically you know meant is if we were funded on the new formula we would get less funding than what the current funding would give us.
>> So how are other colleges saying they would be losing close to $10 million? What was that reasoning?
>> It's primarily depending on -- there is a lot I went through
and recalculated just our surrounding districts to kind of get a sense of whether or not my calculation was somewhat working in the way I was hoping it was working, so an example is I don't -- one of the neighbors districts, Citrus College for example. We're much larger. >> I believe we're about 2,000 FTES bigger than Citrus College but the way the formula was driven and based on the metrics versus ours we were more heavy in the Pell and bog category but if you look at the weighted averages that Dr. Fierro sent you those weighted averages -- those applied weights are a lower level. If you make up those numbers are in the category where it is strictly on the metrics on completion, the three year, and then how many degrees. That's where we got
killed in comparison to like a Citrus College and in comparison they had a $8 million swing to the plus side for them, so the formula changed, gave them an additional $8 million more based what the old formula is, and so there was a lot of that shake up and down the state. I believe there was at least 20 plus districts that were in the hold harmless and I don't know if that number sounds about right. >> Dr. Fierro: Yeah. The main driver is those direct -- districts that didn't lose FTEs and continue to grow they will have an advantage in the 50% and some of the districts in addition to that they have pretty high success rate within the three year mark and they drove low income population from neighboring districts so a good example is is Santa Monica and
high transfer rate and the area they border with and the students travel to Santa Monica and students that traditionally qualify for board of Governor or Pell and increase the counts if they get that increases so they get increases in the three categories versus us that only get increase in one category than the other two.

>> If I can follow up. I understand the other categories but really how are districts growing right now? What districts are growing right now? What are they doing to increase enrollment? Because what I hear from everybody else enrollment is dropping everywhere and I am curious.

>> Dr. Fierro: I have actually were having a conversation this afternoon with a few of the CEOs, and most of
us have replied saying yeah we're not good with the growth. I think 50 some out of the 72 districts we have all said no growth but there is a handful and the ones -- I don't want to say the names here but the ones that are growing right now have something in common. They are the only game in town, so the two Emails for instance that I pulled in they're in areas that are big enough to have a small and large side and medium size colleges but they don't have another competing college and/or university near by so they're able to essentially capture most of their high school graduates within the vicinity so those are some of the colleges that are growing the most and obviously some of the colleges that are showing some growth may not be as significant as the colleges
located in semi-rural areas at college they have -- they're kind of destination type of colleges and some of them do the growth by essentially drawing enrollment from the neighboring areas and again the example I mentioned again is I college that is strong in different things so students tend to drive that direction but the colleges solidly growing capturing the majority of the growth and more are colleges that are located in semi-rural areas, not all rural but semi-rural.

>> Carmen Avalos: On that Dr. Fierro in our area I will say a 20-mile radius and here to Glendale and LACC which is the biggest district are they growing in terms of numbers. I know I talked to what they're doing in recruiting high school students and doing a phenomenal
job at almost every school and I know we started on that trend as well but like you said it's going to take a few years for that and as we're having the discussion on the budget and certainly the formulas I am very concerned in term what is will it look for us because tell take three years to be on a level playing field to capture the FTES for one and is there going to be an opportunity, but maybe you know some time in between the formula and a couple years to allow colleges to catch you will and what will happen those colleges that are attracts students for the obvious reason, right, they're the only thing available and you don't have a choice or a specialized program in the state and they're destination colleges in terms of the programs they offer because
maybe they're not expensive to start up. What I am concerned those will continue to capture what we need for our students and particularly because we're in a urban setting and go down the 10-miles and hit a college and that being said we have challenges with housing and from the perspective what is happening across the state is the state going to make allowances and waivers for that and it will impact us and a lot of the colleges competing with each other for the same student. >> Right now the formula doesn't show anything for the first year of hold harmless and the waiver. What proposing is five years to get situated and years to adjust without going from normal revenue to total chaos, so for instance in some of the calculations we have done
49 out of the 72 districts could be hold harmless after the first year so there are some colleges that will gain a little bit of money that first year but they will lose it all the next year. What is uncertainty what will happen to colleges like ours so in some of the calculations that we have granted we don't know how the Department of Finance really calculated everything, but we made some assumptions that $1 million that we lose is not constant. It grows so it could go from $1 million to 1. some to 1. some to two and compound over time. Obviously this is not necessarily a good thing, and there will be districts when the formula is completely implemented over a period of time about three years they could go from being even to gaining up to $19.3 million in
allocations in new allocations.

Simple campus colleges actually near by within driving distance of ours will see a switch of $11.1 million in a college that is much smaller than that and hopefully we get some of the money -- half of that. The problem is if we're losing and can't provide the services for our students we will be doomed to continue to lose money because driving the sense of the college they're going to gain $11 million in funding they're going to have money to implement better services than we can and if you're within driving distance I go there because I'm going to be better served which means for us the challenge is not only try to make due with our funding, but continue to lose enrollment because another college is being able to
implement services better than we do, and in that part I do think the formula does not promote equity. The formula I know it was made with good intention to promote equity. That's why they're putting the weights on the BOG Waiver and the board of Governor and so on but the out come is not necessarily what they set to do.

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

>> Dr. Fierro: It was in the proposed Governor from the budget so right now it's with the Chancellor's Office ready to be made a recommendation to the Governor. The Governor will put it in the budget and then the legislation will go through the regular process of approving the budget so we will get newer
version of it May, the May
revise. Conversations around is
not everyone is happy with it,
but everyone seems to think --
or most people that I have
spoken with in the capitol said
it's likely to pass in some
form. The status quo is very
unlikely to remain. How the
formula will pass? I don't know
but they said it's likely to
change, very likely to change
actually.

>> President Lewis: Any other
questions? Trustee.

>> I mean we talk a lot about
this at the state level through
the CCCT board and I think that
the Governor and the Chancellor
are very serious about this. I
think they're very serious about
seeing progress made in the
number of degrees and
certificates that are completed
within a much time her matter
and goes back to the thing that I mentioned and we will talk about later on. We understand who the students are and working and going to school part time so knowing that who is our population is I don't think we will make as big of a increase in that category of funding unless we do more to support our students so with that I think we just have to be prepared because I think this move to you know performance based -- whatever you want to call it performance based budgeting. I heard it referred to in different terms. I think it's here and not going away and we have to start thinking what progress we will make and I don't see anybody really backing down from the Governor or the Chancellor on this so that's my 2 cents so far.
Sample footer
>> Dr. Fierro: I agree with Trustee Perez and I talk to them at least once a week so Yes.
>> Okay. So on that note what Trustee Perez talked about so yes moving forward is going to be complex as we sit and wait for the funding formula to arrive. Again I think the next version of a formula would probably come out in the May revise and so that's our next step or chance to take a look at what is going on, so knowing you know as the formula sits right now 50% is driven by FTES so the bulk is driven by that and increase in FTES will give us the greatest impact to increase our funding. As you all know the bulk of our students are part timers, and a question came up is hey what would be the cost if a student is enrolled in nine units and needed to take an
additional class to get to the 12 or 15 unit level? What would that look like? So we worked with research and our data and we looked at a number of our students. This represents the information from our fall 2017 numbers, so currently we had 3898 students enrolled in at least -- or in between 90 units and 11.9 units. 4609 students were enrolled in between 12 and 14.9 units. Okay. That gives us a total of 8507 students within this category. Okay. So we know at least 65% of our students qualify for bog, so we won't -- there is no incentive for them taking a class because their class is covered through the BOG Fee Waivers and this group is incentivized if we did something for this group. 35% of this group gives 2977 students in the fall would
qualify under this umbrella.

Okay.

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

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

>> [INAUDIBLE].

>> I want to say it's 16.

>> [INAUDIBLE] [Off Mic].

>> Carmen Avalos: No caps? Great. So knowing that that isn't the problem. We know that. I will share with you what I see as a problem and many of the students are challenged to take the right courses and I think there's where our faculty come in and I know we advocated on this board more than one occasion we need to look how we
structure our class schedules particularly with math and English courses and we talked about having cohorts and grouping them in terms of classes from nine to 12, right? If you enroll in this cohort you're guaranteed these classes and I think that's where a lot of community colleges are missing the boat and where for profit colleges are taking advantage of those opportunities knowing that many students are working students regardless of their age whether in the early 20's or mid-30's, whatever the case is they're capturing that audience and I think we need to learn from them and I know I brought this up in the past let's not recreate the wheel but learn from what is working elsewhere to support our students and I think that's
where the growth will happen and we actually group classes as we do with some of the Puente programs and some of the specialized programs that we have and if you know you're guaranteed that classes that kid will try to figure out the schedule to 1:00 o'clock in the afternoon.

>> Okay.

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

>> I have a question. Are they students maybe just focusing on getting the classes they need in order to graduate or are they students that maybe they just -- I guess what I am trying to ask is are they only taking the classes that the counselors are asking them to take?

>> Again when we run data that is not a data element there.
When we ran queries on this information it was focused on students enrolled within certain categories of units between eight and 12 and 12 and 15 and so I don't -- we don't know necessarily what types units or classes these students were taking.

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

>> Okay. [INAUDIBLE].

>> So kind of going again on this of this pool eligible is 2977 students. So moving on again assuming the this number of students also assuming $46
cost per unit, and looking at this -- so I broke it up into two groups so the first group of numbers, the $136,963 represents the cost of these 2977 students taking one unit. Obviously we don't necessarily have a one unit class but again I just wanted to put in perspective what the costs would be for one unit of the number below it. 273925 is one unit per fall and spring semester, but really what the cost would be for a student to take one three unit course would cost $410,488 rough lie roughly. If they went the other way the cost is cited here. This is enrollment cost. There is no other cost associated with it and if they're enrolled they paid the health fee and parking. This wouldn't include the cost of the particular cost if there was instruction material costs
associated with the cost or book
related costs associated with
this class. This is strictly
the enrollment fee costs. Okay.

So this is -- so the
investment in my opinion is only
worth it if it has a positive
increase in the FTES so you
recoup the investment through
that growth so how would that
work?

So we would have to further
then quantify this three unit
class into convert it into
contact hours which would then
equate to -- we have to make
assumptions if it's a weekly
class or a daily wish or dish
depending on the scenario we put
against it we would do the
conversion for FTES and the
calculation for the impact for
the 2977 students. I didn't do
that but it could be easily
provided as potentially the
revenue source on that. Revenue source assuming the new formula the number would be weighted at 50% so normally one FTES. We would get the full I think right now our rate is 5151 -- $5,150 per FTES. Going to the funding formula remember there is a 50% weighted to that so really cut that in half is the cost based on the proposed formula but we can run those numbers --
>> [INAUDIBLE] [Off Mic]
>> And so yes we could run the numbers and be provide to provide TI would have just to make sure that the math is correct on the contact hours and be able to provide what an estimate revenue source would be on it, and it could out weigh the cost. The only complication in this is figuring out how to fund it on the cost, and so there would have to be an
outside source to be able to
fund it and so --

>> President Lewis: Dr. Liu.

>> Shin Liu: I really
appreciate -- we all use
creative way to increase
enrollment. I am a professor
from the other college and I
also want to give my opinion. I
don't have a formal survey but I
agree with what Raul say and the
course they choose to be part
time is not a money issue. It's
mainly not because of money.
It's the course not available or
the course was not grouping in
the right way so I think since
we are looking for creative way,
so you know many of my student
is not because they don't have
money. It's just because you
know there's not enough course I
can take next semester. I will
wait for another -- you know
that's the problem. That's you
know I don't have formal survey.
I just listen to my students.
Thank you.

>> We will have to look at
some of that data because the
number of courses that are being
canceled is significant, so our
capacity drop as low as 70% --
efficiency, sorry across the
campus, so we will have to look
at the numbers of where
specifically those courses are
being asked because we have to
determine whether or not the
course will cover its own cost
or not. You could have a
waiting list of ten, open a new
section and the course end up
having five, so at that point we
have to determine do we run all
those courses at that number and
pay the full cost of the course
and increase the FTE but
significantly increase the cost
of operations? So we will have
to determine the cost versus the availability of actual students. In the sciences for instance we just do not have the space. Most of the classrooms are full from 7:00 a.m. to 10:00 p.m. so we're currently work with the adult schools to try to have a similar model as we have in Norwalk La Mirada the adult school to offer additional courses so one of the reasons we're able to offer additional sections on English and Math math is because we have two classrooms there. If it wasn't for the two classrooms we didn't have more sections more places where to teach mathematics. You like I bet if we go to the classrooms where math is taught we will find people in the classrooms right now so in some of those is essentially space lab space. We don't have labs
to teach more courses, so we need to find those partnerships to add some of the additional sections. That's why it has been incredibly important the collaboration that we have with the school districts. This week we had a meeting with all the adult schools and they seem to be interested in partnering with us in a similar way that we partner with Norwalk La Mirada which gives the opportunity to offer sections of high demand off campus but I can tell you with a certain level of confidence in the case of mathematics and most of the science courses and I think you could confirm some of the science issues the classes run from 7:00 a.m. and I think they finish around 10:00 p.m. back to back, so some of the issues are space. Some of the
Sample footer
faculty has been extremely accommodating to take even more students than they -- the cap is, but there are some areas in which enrollment is not there like fewer sections, but you know we will continue to work on that.

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

>> Okay. Any other questions?

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

>> [INAUDIBLE].

>> President Lewis: Certainly
Sample footer
challenges for sure and that's why we got elected and why we ask our constituents to come to the dais in the first place and take the challenges head on for the community and students so they can succeed because ultimately if they don't succeed we don't so thank you for the questions and comments and we will certainly be continuing to work on that so we can become the winners in the formula.

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

> I would like to pull Item Number 31.

> President Lewis: All right. Number 31. Any other items wishing to pulled by any members of this board? Seeing none I will entertain a motion for items six-37 excluding 31.
Sample footer
Carmen Avalos: Motion to move the items on the Consent Calendar.

President Lewis: Is there a second?

Second.

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

Marisa Perez: I had a quick question and a transfer of funds from the Vintage fund and I believe moved a portion into salaries and I thought we couldn't use that for administrative purposes and I just wanted clarification on that item. The Vintage.

[INAUDIBLE] [Off Mic] these costs are related to part time counseling costs and so within Vintage there is an area where it allows as long as it relates to the student success. I don't
I know the details behind what counseling services are being provided with these funds but they're related to the part time counseling.

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

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

>> Marisa Perez: Okay. Thank you.

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

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

>> Marisa Perez: I will
motion without that item.

Dr. Fierro: I will double check but I think it's associated with the President scholars or one of those programs so I will double check that but you're correct.

Marisa Perez: Okay. I move approval of the item without the transfer of the one account.

President Lewis: There is a motion and do we have a second? There is a second. Any objection? Seeing none item carries with said exception. We move to Item 38 on the cord minutes. I will receive a motion for receive and file.

Receive and file.

There is a motion and a second. Any objection? Seeing none the motion passes. Item 39 on college and career access pathways partnership agreement.
Sample footer
Marisa Perez: I would like to a presentation because I don't know about this. It sounds exciting.

Dr. Fierro: So the CCAP is the implementation of the dual enrollment bill last year and that came with a number of requirements for us to be able to partner with the different school districts and we are happy to report that after quite a bit of work from the two ladies sitting back there, Colleen and Carla we have finally reached a consensus on the CCAP agreement so it's a concurrent and dual agreement with all the school districts that we are willing to work with us and in agreement so this will expand the possibilities for dual and concurrent enrollment. It will allow us to count FTES in a different way and increase
them and increase of enrollment of high school students during the summer and being able to account for FTES.

>> [INAUDIBLE].

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

>> [INAUDIBLE] [Off Mic].

>> President Lewis: Okay. Without any further discussion I will entertain a motion to receive and file.

>> [INAUDIBLE] [Off Mic].

>> Second.

>> President Lewis: There's a motion and a second of the any objection to the adoption of this motion? Seeing none the Motion carries. Thank you for your work Carla and Colleen.
Next we will move to Item Number four. The consideration of the approval of the sabbatical leave applicants for 18-19 academic year. I will entertain a motion or discussion.

>> Move approval.

>> President Lewis: Is there a second?

>> Carmen Avalos: Second.

>> President Lewis: We have a motion and a second. Any objection? Seeing none number 41 consideration of adopt of Resolution Number 18-0411D.

Order of biennial Governing Board member elections. Motion for approval.

>> Move to approval.

>> Second.

>> President Lewis: We have a motion and a second. Any objection to the motion? Seeing none let the campaigns begin.

Number 42. Consideration of all
Sample footer
of the candidates for CCCT Board of Directors.

I have a motion to introduce. I would like to recommend approval for the candidates for the CCCT. Candidate number one Ransford, number two Parne, Number five Hastings, Number six Heather and Number seven Woods.

And that fills each of the seats that are available to selection, five vacancies.

Marisa Perez: Five vacancies.

Dr. Fierro: Would you repeat Number four?

Marisa Perez. Edgar.

Thank you.

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

Carmen Avalos: Second.

President Lewis: Is there
any objection to the candidates of the five for the CCCT board?

Seeing none the Motion carries and our votes are cast in favor of them or one vote rather.

Item number 43 consideration of adoption of Resolution Number 18-4011E pressing appreciation to the University of Taipei for Taipei City Experience Education Program. Is there discussion or motion on this item?

>> Move approval.

>> President Lewis: Is there a second?

>> Carmen Avalos: Second.

>> President Lewis. We have a motion and a second. Any objection?

>> Carmen Avalos: I want to comment and it's a great opportunity and I recently went and it's definitely something that I feel is going to bridge the gap between people
understanding each other and
just a different cultures, just
quite an experience. I think
you know all of our students
should have the opportunity to
do that particularly as they're
you know either coming in from
high school or whether they're
returning to school, whatever
the case may be. We keep
talking about world leaders and
offering opportunities where
they will be leaders of
different communities you know
there is so much going on around
the world that we really need to
understand each other and I
think the climate in the United
States with so negativity with
not just immigrants and
ethnicities and different
religions and views and a breath
of fresh air to experience
students that are not like
themselves and better
Sample footer
communicate and understand each other and I I think it's great and I am happy to support the program.

>> President Lewis: Thank you. It's definitely a great opportunity for the students to participate in this. If you know a student willing to participate in the semester or a six week program during the summer let them know and Dr. Liu is happy to provide with the necessary information and application process to send them almost halfway around the world. The Taipei City or Taiwan is in need of native English speakers and we can provide that by providing an opportunity for our students just to teach them and the students over there and put them into an immersive environment where they will learn English and our students
Sample footer
will learn some Chinese along the way, Mandarin. Anything you want to say Dr. Liu.

>> Shin Liu: I really appreciate my colleague and Cerritos College support this program. I grew up in Taipei. It's my hometown so I appreciate we can support this program but this is a win-win situation because we can let our student go over there to learn the experience and a country -- a new country they need to learn the language and also we all know the Study Abroad Program give them a lot of experience and add on their resume in the future for when they need to look for a job so thank you and again our program -- we have three programs here and the new Taipei program. Our other programs are almost full and the jewel is this program and we
need still students so please
tell everyone and join that and
you will be a student at Taipei
CT and Taipei University is a
very good university and you can
take as many courses as you want
and paid by the government.
Isn't that great? Thank you.
>> President Lewis. That is
great. Dr. Fierro.
>> Dr. Fierro: Just to add to
what Trustee Lee mentioned and
partnering with the University
of Taipei is similar to partner
with something like UCLA. The
facilities are incredible. The
research labs are --
>> Topnotch.
>> Dr. Fierro: Topnotch.
World wide. Faculty from across
the world. The ranking within
Taipei and Asia is high and
they're a high caliber
university so the opportunity
for our students is significant.
Sample footer
We upon went to one of the exercise labs and I spent a couple hours there trying to go through the equipment and the research they were doing. It was a very good experience and I think given access to our students to something like that helps them reach to a transfer institution, a high level transfer institution and set the bar a little higher. The best part of is not they just get to go the university like that and they can enroll for most costs and not pay for the classes they take. The commitment they're making every class they enroll the language of instruction of switch to English so the class will be taught in Chinese. It will be taught in English for everyone if they have one speaker in the class. The other part --
>> Carmen Avalos: I couldn't believe that. We wouldn't do that here but there they completely cater students and what an experience for students to know things got changed to make that a opportunity for them.

>> Dr. Fierro: So the free tuition and get housing for free so the whole semester they get to live in residence for free. They get meals a day for free. They get limited transportation for free so essentially the challenge is get the student there and try to help them fund their ticket. Once they're there it's relatively inexpensive for them to say there and the experience it was very good and the opportunity of attending a University of that caliber for a semester coming from a community college abroad
is at that price is a great opportunity. If I was a student I would do it.

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

>> President Lewis: Helps the FTES.

>> Yes.

>> President Lewis: Without other glowing reviews of our program and all well deserving.

Thank you Dr. Liu for making this possible possible. So without further discussion I will entertain a motion to adopt this Resolution.

>> [INAUDIBLE].

>> President Lewis. Is there a second?

>> Shin Liu: Second.

>> President Lewis. We have a
second. Is there any objection
to the adoption of this
Resolution? Seeing none the
Resolution carries. We move
next to the consideration of
ratification of emergency
procurement contract for repairs
to the dust collection system at
the woodworking building due to
a fire.

Dr. Fierro: So if you
recall about a month ago we had
a fire in our wood working
department. We had the police
firefighters and able to contain
the fire but significant damage
to the ventilation. We filed
the paperwork but we needed to
get start on the repairs right
away with the health issues in
the environment and the
ventilation is not working
properly. Under the current
contract you have given me the
authority to engage on an
emergency contract and this contract I approved last week in order to begin construction and repairs of the system, and the contract is not to exceed $83,295. We will get reimbursed from our insurance agency, Keenan and associates after we pay the $5,000 deductible so this is within the parameters of the authority you have given me for these situations. Unfortunately we had to use that last week to get the repairs done.

Dr. Fiero: Actually I wanted to make one simple question. Again the out of pocket district mains $5,000 because it goes through the insurance claim but the dollar threshold and originate put forward with 83,000 went up due to the bonds that were associated with that so the
actual contract cost for this is $85,794. Still all but $5,000 deductible would be paid by the district. The rest is covered through the insurance provider.

>> President Lewis: Great.

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

>> [INAUDIBLE] [Off Mic].

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

>> Second.

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

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

>> Carmen Avalos: I am just kidding.

>> President Lewis: We will
Sample footer
move from comments from officials and members.

>> Today I had an opportunity to be involved with take back the night and by the task force and fights against the stigma of rape and culture and sexual violence and glad to see Dr. Fierro and Stephanie at the event. And ASCC Chief Justice will present the budget to Dr. Fierro p.m. and last week we had the elections and want to congratulate Student Trustee who is behind us.

[Applause]

>> Dr. Fierro: Also what he promised to do for every meeting?

>> He promised to bring brownies.

>> [INAUDIBLE]

[Laughter]

>> President Lewis: What did you bring for us?
Just myself.

President Lewis: All right. Trustee Perez.

No report thank you.

President Lewis: Trustee Avalos.

Carmen Avalos: I want to thank Shin for your work and the many hours of stressful nights putting programs and people together and really making our trip over to Taipei an amazing experience, a truly genuinely I think thought out well meticulously planned trip. We maximized every minute we had to really support Cerritos College's mission to offer opportunities to our students and I think just the way in which every meeting went. We had three meetings with three different universities and it was a truly an opportunity for us as Board Members to see how
well Cerritos College is received and how highly they think of our community college and as Dr. Fierro said we're dealing with the UCLAs and the UC Berkeleys of Taiwan so for us to be a community college and for us to experience that level of opportunity for our students is phenomenal so you know Shin thank you so much for opening those doors for opportunity and travel for many of our students who would otherwise have limited resources to be able to do that and you know it would be -- to say thank you isn't enough because I don't think students realize how much work to make it happen. And you're the person that made it happen so on behalf of myself and certainly the board thank you so much for the countless tirelessly hours you spent on making sure this
program -- not just took off but
a success so so thank you so
much. I appreciate it.
>> Shin Liu: Thank you. As a
professor I hope I can bring the
future of education to our
student and take them to the
outside of our Cerritos to see
the world. Thank you.
>> President Lewis: Dr. Liu
do you have a report.
>> [INAUDIBLE].
>> President Lewis: That's
your report.
>> Shin Liu: It's fun tow
share with you. I had a friend
work for Microsoft work for
years and we didn't meet
everyone and I went to Taipei
and last week I received the
Email and photo there and my
friends "I thought it was you
but I didn't wear my glasses and
I took a picture. Is it you?"
Golly, can you believe it? I
just share with you.

>> President Lewis: Dr. Fierro.

>> Dr. Fierro: We're getting into an exciting part of the year. Last week we kick off the success celebrations with the academic Excellence Awards.

Thank you. And starting I guess about next week or so we're starting to the student celebrations and celebrating their accomplishments of our students over the next month and a half is a busy month but it's a very exciting month because we get to recognize the work of faculty, staff, administrative offers have put together and see the fruits of the labors when the students successfully receive their degrees, their pinning ceremonies and their certificates and so on, so it's very exciting so if you have the
time I recommend you to make the
time to stop to some of the
celebrations I think you will
find one every night next week
to the middle of May I think so
I hope to see many of you there
and it was a good first event
and again I want to thank
Dr. Liu for the work you have
put to get this program going
and thank you for all the
connections and everything you
did for to open the doors to the
schools for our students.

>> President Lewis: Trustee
Camacho-Rodriguez.

>> Thank you. I too wanted to
thank Dr. Shin Liu. We had
amazing time visiting the
campuses whether elementary or
universities and I am looking to
forward to the experience and I
hope we do a teacher exchange or
our professors have an exchange
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
make them have that interest and having a semester abroad over in Taipei. I know Dr. Liu would really appreciate that and we would too as the board, so Taipei it was an excellent time that we had and I think when we actually talk face-to-face with the people that make the decisions over there that makes a world of difference as opposed to just having texts and phone calls so it was certainly a lot of progress made and a lot of miscommunications cleared up in that respect that we can you know go forward together with a unified vision as to what the expectations are and what the students will be like on both sides of the program. In addition to that I always attended the academic Excellence Awards earlier this week. It's always amazing to see that
Sample footer
there's not only so many
departments on campus but so
many worthy students that are a
part of those departments that
have merited the recognition
that they receive at the
ceremony over there, so thank
you to the faculty that put in
the nominations for there as
well as the students for putting
in the work to deserve that
recognition. I also attended
the Norwalk City Council
reorganization and presented a
Certificate of Recognition on
behalf of the board to out going
Mayor over there and also want
to congratulate Mayor Jennifer
Perez who is an alumnus of
Cerritos College and Margarita
Rios for the Mayor in Norwalk
and the first time both
positions have been held by
female and certainly making
history at least in half of the
Sample footer
college and the other half being Cerritos. I also went to the La Mirada reorganization and presented a Certificate of Recognition to the board to the outgoing Mayor who has done a lot of work investing into the education of the City of La Mirada particularly through the Business Incubator Program at Biola through the La Mirada High School as well as through Cerritos College and some ideas we meeting with him in the next couple of weeks to talk about in his capacity as moth working for the county as well as an individual businessman himself, so thank you to the Mayor and congratulations to new Mayor Larry Moles and Mayor Pro Tem Steve Derus City of La Mirada. Some elections took place and congratulations to Phil Herrera for being a new Trustee and I
like the campaign promise about brownies and I hope you follow through on the promise, all sorts of flavors I hope. There we go. And also congratulations to President and Vice President and Christopher Rodriguez for running unopposed I believe so that's certainly a mandate for them to take to the students to implement their platform and I hope to -- we hope to see them at a future board meeting so can be formally met. There are also some elections last night in the city of Whittier and Long Beach and in Whitter the Mayor was reelected congratulations to him as well as Councilman [INAUDIBLE] and congratulations to new member elect Fenny Boshow for the campaign. In Long Beach the Mayor was reelected with 80% of the vote I believe so that's certainly a mandate, and good
Sample footer
friend of the college, Stacey
Mongo was thrown into a run off
with another -- not quite
hitting the 50% but nonetheless
we will continue to November. I
always attended the President's
scholar's academy recruitment
night on La Mirada on Tuesday
and thank you Carla for putting
that presentation together and
giving the presentation and
nailing it for the parents and
students that attended over at
the Norwalk La Mirada School
Board board room and looking
forward to the ceremony that
will be coming at end of this
month I believe, right, for the
current people -- next month --
next month in May, so still
looking forward to that
regardless of what month it's
in. I attended the La Mirada
Chamber of Commerce annual --
monthly chatted up at Polly pies
and one last thing is the La
Mirada Mayor's prayer breakfast
is on Friday morning, this
Friday morning at 7:30 a.m. so
if you want to attend that there
are still seats open and we're
more than happy to accommodate
you. Our speaker is going to be
Supervisor Janice Hahn, our
keynote speaker for that event
and there will be good food at
the Holiday Inn on Valley View
and fire stone. With that that
ends my report and we move on to
the close session which -- look
at that 8:59 p.m.. We will
begin no later than 9:00 p.m. so
glad I stopped talking. What is
on the close session number 45
significant exposure to
litigation pursuant to
Government Code Section 54954.5
and regarding JPA claims. 46
public employment. Number 47
about public employee discipline
dismissal listed on the agenda
and 48 conversation with labor
negotiators and one read out and
as it is not 9:00 o'clock yet.
>> It says no later.
>> President Lewis. No later
than 9:00 o'clock. All right.
9:00 o'clock.
[GAVEL]
(closed session)
The Board of Trustees Meeting
will resume shortly. Please
stand by. (captioning ended)
Board of Trustees is in closed
session. Please stand by.
Sample footer