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MEETING

STATE OF CALIFORNIA

INTEGRATED WASTE MANAGEMENT BOARD

BUDGET AND ADMINISTRATION COMMITTEE

JOE SERNA, JR., CALEPA BUILDING

1001 I STREET

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COASTAL HEARING ROOM

SACRAMENTO, CALIFORNIA

WEDNESDAY, NOVEMBER 13, 2002

9:00 A.M.

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CERTIFIED SHORTHAND REPORTER  
LICENSE NUMBER 10063

PETERS SHORTHAND REPORTING CORPORATION (916) 362-2345

APPEARANCES

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Jose Medina, Chairperson

Michael Paparian

STAFF

Mark Leary, Executive Director

Kathryn Tobias, General Counsel

Elsie Brenneman

Tricia Broddrick

Brian Larimore

Rita Miranda

Shirely Willd-Wagner

Kristen Yee

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## INDEX

	PAGE
Roll Call and Declaration of a Quorum	1
A. Deputy Director's Report	1
B. PULLED Consideration Of The Recycling Market Development Revolving Loan Program Application For Keith W. Garl dba Self County Recycling -- (Special Waste And Market Development Committee Item G And Board Item 54)	2
C. Consideration Of Contractor For Yosemite Closing The Loop Project (FY 2002/2003 Contract Concept Number 25) -- (Special Waste And Market Development Committee Item M And Board Item 60)	2
Motion	4
Vote	5
D. PULLED Consideration Of Grant Award To Santa Ana Unified School District On Behalf Of The Lorin Griset High Performance Demonstration School (Fiscal Year 2002/2003 Tire Recycling Management Fund) -- (Special Waste And Market Development Committee Item J And Board Item 57)	2
E. Consideration Of The California Coastal Commission As Contractor For Phase IV Of The Boating Clean And Green Campaign (FY 2002-2003 Used Oil Program Contract Concept Number O-31) -- (Special Waste And Market Development Committee Item C And Board Item 62)	5
Motion	8
Vote	8
F. Overview Of The Office Of Integrated Environmental Education -- (November Board Item 41)	8
G. Overview Of The State Of California's Civil Service Examination Process -- (November Board Item 42)	31
Public Comment	44
Adjournment	44
Reporter's Certificate	45

1 PROCEEDINGS

2 CHAIRPERSON MEDINA: Good morning. This meeting  
3 is called to order.

4 This is November the 13th, 2002.

5 Please turn off your cell phones and pagers, or  
6 put the pagers on vibrating mode.

7 If you'd call the roll please.

8 SECRETARY HARRIS: Paparian?

9 COMMITTEE MEMBER PAPARIAN: Here.

10 SECRETARY HARRIS: Medina?

11 CHAIRPERSON MEDINA: Here.

12 And Linda Moulton-Patterson is out today. She's  
13 recuperating from some dental surgery. So we expect her  
14 to be back some time next week. And we wish her well.

15 At this time I'll turn this over for the Deputy  
16 Director's report.

17 MS. BRENNEMAN: Good morning. I'm Elsie  
18 Brenneman. I'm sitting in for T.J., who's out.

19 We wanted to give you an update on the grant  
20 writing training the Board directed the staff to develop.  
21 Dr. Barbara Avid is the instructor. And the first  
22 train -- the trainer session will be held on November 21st  
23 here in Sacramento.

24 The training is for selected Board staff that are  
25 involved with the grant process. And the purpose of the

1 training is to critique the curriculum developed by Dr.  
2 Avid and also to establish staff as trainers.

3           The first public training will be held on  
4 December 6th, and that will be at the used-oil forum in  
5 Pasadena. And I wanted to give you a brief -- the budget  
6 development process, we're still in the process of pulling  
7 all that together for '03-'04, so we don't have anything  
8 to report at this time.

9           That's my Director's report.

10           CHAIRPERSON MEDINA: Okay. Thank you.

11           With that we'll go over the agenda.

12           Item B has been pulled and Item D has also been  
13 pulled.

14           So the first item that we'll be taking up today  
15 will be Item C.

16           MS. BRENNEMAN: Brian Larimore will present that.

17           MR. LARIMORE: Good morning, Chairman Medina,  
18 Board Member Papanian.

19           For the record I work at the Board's Organic  
20 Materials Management Section. I'm here to discuss Board  
21 Item 60, consideration of the contractor for the Yosemite  
22 Closing the Loop Project; the Board approved Contract  
23 Concept Number 25, on which the scope of work was based,  
24 at its September meeting.

25           The Special Waste and Market Development

1 Committee approved the scope of work and contractor at its  
2 November meeting.

3           A total of \$27,500 will be allocated for fiscal  
4 year 2002-2003, IWMA Consulting and Professional Services  
5 Funds. Yosemite Concession Services Corporation, the sole  
6 provider of transportation services in Yosemite National  
7 Park, seeks to convert grease generated in Yosemite's  
8 kitchens and grease traps into biodiesel fuel for use in  
9 their fleet of tour buses and guest shuttles.

10           The objectives of this project are to provide a  
11 beneficial use for grease that is currently hand applied  
12 and cleaner air for Yosemite National Park, a world  
13 heritage site that receives three and one half million  
14 visitors per year.

15           The University of California Riverside was chosen  
16 due to their expertise in biodiesel production and  
17 emissions testing. The \$27,500 in funding would be  
18 leveraged in several manners. Yosemite Concession  
19 Services Corporation will make an in-kind contribution of  
20 rooms and meals to University of California, Riverside  
21 staff working on the project.

22           The biodiesel production facility will be  
23 provided as an in-kind contribution by Southern States  
24 Power Company through UC Riverside.

25           The University of California Davis has also

1 offered to contribute additional emissions testing free of  
2 charge.

3 Also Air Resources Board staff has shown interest  
4 in this project and indicated their agency may be able to  
5 provide funding for additional tasks, including more  
6 emissions testing.

7 A teleconference will be scheduled within the  
8 next couple of weeks with ARB, UCR, UCD, and Yosemite  
9 Concession Services Corporation to discuss potential ARB  
10 involvement.

11 In closing, staff recommends the Board approve  
12 the University of California Riverside as contractor to  
13 implement the Yosemite Closing the Loop Project scope of  
14 work for the amount of \$27,500.

15 I'd be happy to answer any questions you may  
16 have.

17 CHAIRPERSON MEDINA: Thank you.

18 This certainly is an excellent project and merits  
19 our support. I want to recognize Board Member Eaton's  
20 work on this.

21 And Board Member Papanian, any comments or  
22 questions?

23 COMMITTEE MEMBER PAPANIAN: No.

24 I'll go ahead and move it if that's all right.

25 I'll move Resolution 2002-662.

1 CHAIRPERSON MEDINA: Second.

2 Okay. Resolution 2002-662 has been moved and  
3 seconded. Call the roll please.

4 SECRETARY HARRIS: Paparian?

5 COMMITTEE MEMBER PAPARIAN: Aye.

6 SECRETARY HARRIS: Medina?

7 CHAIRPERSON MEDINA: Aye.

8 This item moves to fiscal consent.

9 MS. BRENNEMAN: Item E on the agenda is  
10 consideration of the California Coastal Commission as  
11 contractor for the Phase IV of the Boating Clean and Green  
12 Campaign.

13 And I have Anna Ward as the presenter.

14 ACTING DEPUTY DIRECTOR WILLD-WAGNER: It will be  
15 Kristen Yee to present. Thank you.

16 (Thereupon an overhead presentation was  
17 Presented as follows.)

18 MS. YEE: Good morning, Chairperson  
19 Moulton-Patterson and Committee Members. I'm here to --  
20 Oh, I'm sorry. She's not here.

21 Oh, there's just two. Sorry.

22 Anyway, I'm here to discuss two agenda items,  
23 Item Number 61 and 62. And what I'm asking for is your  
24 consideration for the scope of work and the California  
25 Coastal Commission as contractor for Phase IV of the

1 Boating Clean and Green Campaign, which is Fiscal 2002-3  
2 Used Oil Program Contract Concept Number 0-31.

3           The contractor, California Coastal Commission,  
4 since 1997 has developed and implemented this Boating  
5 Clean and Green Campaign, with significant accomplishment  
6 in boaters' education as well as support for the  
7 installation of marina and environmental services.

8           What this scope of work would do would be to  
9 produce new boater kits for distribution by Dock Walkers,  
10 provide Dock Walkers for training and outreach, continue  
11 production of the monthly Changing Tide newsletter, update  
12 the California Clean Boating network and Earth 911  
13 website.

14           Also it will support and collaborate with other  
15 clean boating education programs and facilitate the CCBN  
16 network. It will also develop for us a statewide map of  
17 all the marinas based with environmental services such as  
18 used oil and HHW collection sites for boaters.

19           It will also do an assessment for us for oil  
20 collections and marinas based on the map and the  
21 information that they provide, and also participate in  
22 stakeholders' meetings and processes.

23           This contract is a total of 198,000. And before  
24 I present my recommendation as I did at the Special Waste  
25 Committee, we have a PowerPoint presentation that's about

1 15 minutes long that was requested by the advisors. And I  
2 didn't know if you guys wanted to hear the PowerPoint  
3 presentation, or could give you hard copies of it.

4 What's the pleasure of the Committee?

5 ACTING DEPUTY DIRECTOR WILLD-WAGNER: Chair  
6 Medina, I could also -- Kristen is discussing the scope of  
7 work. And the advisors had asked for some information  
8 about the accomplishments of the contract in the past.  
9 But this Committee is actually only considering the  
10 contractor, the acceptance of the contractor. So because  
11 the other one is the scope of work, we can give you hard  
12 copies of the PowerPoint to discuss accomplishments of the  
13 contractor in the past.

14 CHAIRPERSON MEDINA: Very good.

15 MS. YEE: Okay. Then for the first Agenda Item,  
16 Number 61 -- oh, only 62. Okay. Sorry.

17 Agenda Item Number 62 is the selection of the  
18 contractor, California Coastal Commission, to work on  
19 Phase IV of the Boating Clean and Green Campaign. And the  
20 Committee's options are to either approve the interagency  
21 agreement with the California Coastal Commission by  
22 adopting Resolution 2002-637 or approve the proposed  
23 interagency agreement with the California Coastal  
24 Commission with changes and adopt Resolution 2002-637 with  
25 specific revisions, or disapprove the proposed interagency

1 agreement with the California Coastal Commission and  
2 Resolution 2002-637 and provide input.

3           The staff recommends that the Board approve  
4 Option 1 for the Board meeting on November 19th and 20th,  
5 2002, and adopt Resolution 2002-637.

6           CHAIRPERSON MEDINA: Okay. Thank you.

7           Board Member Paparian, any comments or questions?

8           COMMITTEE MEMBER PAPARIAN: No. I'm ready to  
9 move the item.

10          CHAIRPERSON MEDINA: Very good.

11          COMMITTEE MEMBER PAPARIAN: I'll move adoption of  
12 Resolution 2002-637 related to California Coastal  
13 Commission as contractor for Phase IV of the Boating Clean  
14 and Green Campaign.

15          CHAIRPERSON MEDINA: I second the motion.

16          And I will substitute the previous roll call on  
17 that. And it will go on fiscal consent.

18          MS. YEE: Thank you.

19          MS. BRENNEMAN: Item F on the agenda is the  
20 overview of the Office of Integrated Environmental  
21 Education.

22          And Tricia Broddrick will present.

23          (Thereupon an overhead presentation was  
24 Presented as follows.)

25          CHAIRPERSON MEDINA: We're moving right along.

1 MS. BRODDRICK: Yes. Good morning, Committee  
2 Chair Medina and Board Member Papanian. I'm Trish  
3 Broddrick, and I'm the Assistant Director for the Office  
4 of Integrated Environmental Education. And I'm pleased  
5 this morning to provide you with a hopefully quick but  
6 informative overview of our office, who we are and what we  
7 do.

8 And I really value this opportunity because I  
9 think it provides a context in which we bring agenda items  
10 forward to the Board. You'll have a better understanding  
11 of who we are and what we're doing, what we're trying to  
12 accomplish.

13 --o0o--

14 MS. BRODDRICK: I'm going to give quick  
15 historical overview. And what happened is with the  
16 passage of AB 939 there was a companion legislation,  
17 Senate Bill 1322, that was passed the year following AB  
18 939. And it was essentially just the education package  
19 that accompanied the major legislation, and is noteworthy  
20 because it is the only legislative mandate for education  
21 for any state agency. And as a result it empowers our  
22 office and our programs to do quite a bit within the realm  
23 of, not only waste management education, but environmental  
24 education.

25 At first we were incorporated in the Office of

1 Public Affairs. There was a half time position. We've  
2 worked both in public education and also school K-12  
3 education programs.

4           The legislation was so vague we really didn't  
5 know exactly what we were supposed to do. It stated  
6 basically that we were supposed to develop and implement a  
7 K-12 education program to teach the concepts of integrated  
8 waste management. But it never told us how to accomplish  
9 that. So what we did is we convened two roundtables, one  
10 in northern California and one in southern California, and  
11 invited stakeholders who would be impacted by the  
12 legislation to come together and to answer the question of  
13 what is this legislation, what should it accomplish, and  
14 how should we go about accomplishing that mission.

15           They came back with recommendations that we  
16 should not reinvent the wheel, but there's quality  
17 materials and programs already out there that are existing  
18 we should partner. We should provide materials are in  
19 multiple languages. And we should find high quality  
20 instruction materials and provide those to educators  
21 throughout the State.

22           So what we did is we worked with the Department  
23 of Education and curriculum compendium project that did an  
24 evaluation of existing materials nationwide, published  
25 those as kind of like a catalogue for teachers to explore



1 MS. BRODDRICK: One of the greatest achievements  
2 back in about 1993 was the California Environmental  
3 Education Interagency Network. And if you're not familiar  
4 with this network, it's a consortium of state agencies.  
5 We started out with four of us, the Department of  
6 Education, the Waste Management Board, also the Department  
7 of Forestry and Fire Protection, and the Department of  
8 Water Resources.

9 And that expanded. And we now have almost 20  
10 different state agencies who convene and meet monthly. We  
11 have CalEPA; we have Resources Agency; we have the  
12 Department of Education, Food and Agriculture; and also  
13 now the State Consumer Services Agency.

14 And all of the various boards, departments,  
15 commissions underneath those agencies meet, their  
16 education staff. And we do a lot of interagency  
17 coordination with outreach and development of resources.  
18 Probably the highlight of our meetings is What's New In  
19 Your World so that we know what's happening in other State  
20 agencies, and we are better able to deliver a coordinated  
21 message and avoid duplication of, overlap of services.

22 Then we also have the Jiminy Cricket  
23 Environmentality Challenge, which is the Walt Disney  
24 partnership. The first year that convened was about 1994,  
25 I think. And we had 12,000 5th grade students



1 California Regional Environmental Education Community  
2 Network. And that is a way of maximizing our very few  
3 resources, because what we're able to do is divide up into  
4 12 regions statewide, the superintendents' regions. We  
5 are able therefore to contact 12 people to access all of  
6 the six million children in the state. And we find that a  
7 very resource-efficient way of getting our message out and  
8 our resources as well.

9 I have been on the Environmental Education  
10 Advisory Committee for a number of years to provide advice  
11 to the Department of Education in the development of the  
12 programs and the expenditure of their funds. Also I was  
13 invited to be a member of the Superintendents' Task Force  
14 for Environmental Education. Delaine Eastin invited a  
15 cross section of stakeholders and representatives to  
16 provide input on developing a state plan for environmental  
17 education for California, which has been published and  
18 we're now in the implementation process.

19 --o0o--

20 MS. BRODDRICK: Next is the Golden State  
21 Environmental Education Consortium. And that Consortium  
22 is transient state agencies. We have membership from  
23 corporations, nonprofit organizations, universities, all  
24 kinds of governmental and nongovernmental organizations.  
25 And it's a way of getting California stakeholders together

1 to speak to environmental education. And a result -- I'm  
2 the co-chair of that consortium. And as a result what  
3 we've been able to do is to get a national message and  
4 representation out.

5 I attended three different training sessions  
6 outside of California to bring back some skills in  
7 developing coalition building and organizational  
8 development in California for environmental education.  
9 And we have also received a number of U.S. EPA grants  
10 through this consortium. And this one you may be of  
11 interest -- would be of interest to you about; and, that  
12 is, it speaks to and addresses underrepresented  
13 populations, providing special training and pre-service  
14 opportunities for teachers in these locations to teach  
15 environmental education.

16 --o0o--

17 MS. BRODDRICK: And then we have major California  
18 education organizations of which we're affiliated with. I  
19 won't get into the nuts and bolts of these. But I'm on  
20 the Board of Directors for Keep California Beautiful.  
21 K-12 Alliance is a highly recognized professional  
22 development organization funded by the National Science  
23 Foundation. And we have contracted with them. We have  
24 contracted with the California Science Teachers  
25 Association to try to bring environmental concepts into

1 the science education practices for teachers today. And  
2 many, many, many more.

3 --o0o--

4 MS. BRODDRICK: The Office of Integrated  
5 Environmental Education, the way we operate, we have very  
6 few staff. But we found that the best way to organize  
7 ourselves is to place these staff into regions.

8 CHAIRPERSON MEDINA: How many staff do you have  
9 exactly?

10 MS. BRODDRICK: I have I think seven. We'll get  
11 to that.

12 As you can see, the color codes represent one  
13 staff person and who they are supposed to provide support  
14 services for. And these regional responsibilities, they  
15 work through local government, they also work through  
16 teacher training organizations and educational  
17 organizations. And, as I said, the Department of  
18 Education's a great organization to access stakeholders.

19 --o0o--

20 MS. BRODDRICK: Next I want to get into the  
21 program aspects of who we are today and what are we  
22 focusing on. Whether the regional responsibilities -- we  
23 still maintain that network, but we've had to put that  
24 kind of on a back burner, primarily because of the passage  
25 of Senate Bill 373. I'm sure you're familiar with that

1 bill. It codifies our office into the Public Resources  
2 Code and also the Education Code. Provides grant programs  
3 or funds. We've had brought those before the Board. I'm  
4 sure you recall the identification of the environmental  
5 ambassadors. And we have funds to identify those model  
6 programs and to bring them up to a model status so that we  
7 can replicate those programs at other districts. We have  
8 the unified education strategy grants which we want to  
9 offer up to school districts who have an interest but  
10 don't have necessarily the programs in place. An we'll be  
11 providing them with support services and funds to get them  
12 started and get them in place.

13           We are developing resource materials to provide  
14 technical services and assistance, both in education and  
15 in the realm of on-site resource management programs. And  
16 probably the most important aspect of this -- I feel of  
17 this bill is the evaluation process, because it will be  
18 evaluating the impact of these programs, both on student  
19 learning so we can for the first time correlate  
20 environmental education and connect it to achievement on  
21 standardized tests. And also will be evaluating the  
22 impact of these programs on resource management and  
23 conservation programs at the school sites.

24   --o0o--

25           MS. BRODDRICK: Next, we're responsible also in

1 this office for intra-agency coordination and  
2 collaboration. And, that is, all of the divisions within  
3 the Board, we are the focal point for education. We  
4 convene monthly meetings. We do joint work plans. And we  
5 make sure that education programs within the Board are in  
6 mesh and are coordinated.

7 --o0o--

8 MS. BRODDRICK: The next thing we do is the  
9 interagency coordination. As you probably are aware,  
10 Agency, Cal/EPA, views us as the education office for all  
11 of the Board's departments and offices within Cal/EPA.  
12 That means that we are responsible for strategic planning;  
13 we're responsible for coordinated outreach programs; we're  
14 responsible for education website, which has been  
15 developed and is on the Cal/EPA website now.

16 And a large initiative is the Border Education  
17 Initiative. I was involved in developing the Memorandum  
18 Of Understanding between California and Baja. And we are  
19 developing a cross-media curriculum. And that will be of  
20 course in Spanish. And it will -- it's being field tested  
21 as I speak down in Baja, and will be published and  
22 provided to teachers free with teacher training workshops.

23 We also have networked and offered workshops  
24 across the border. There should be a second large  
25 initiative workshop in San Diego within the next few

1 months.

2 I've been asked also to be on the committee  
3 representing California for the implementation of the  
4 Memorandum Of Understanding for the environmental  
5 education.

6 I'm also providing technical assistance to Agency  
7 as needed. That means the Governor's conference -- I mean  
8 the governor's awards. We review those. We also have  
9 been involved in the Oceans Conference.

10 And a big issue that's come up, and I'd like to  
11 bring to your attention, is education and regulation.  
12 We've seen it in waste management through 939 and the  
13 pressure on local governments and the impact on schools  
14 and on their -- meeting their waste diversion goals.

15 Well, we're finding that water is becoming a huge  
16 issue, storm water and discharge permits. Down in Los  
17 Angeles County there's a new permit that was passed by the  
18 regional board that requires the county to educate K-12  
19 students, 50 percent of them in L.A. County within five  
20 years. And what we're seeing in the education field in  
21 the realm of the environment is that we have this new  
22 thrust where regulations are being applied on local  
23 governments to access schools and to provide education  
24 services on environmental concepts. Over here we have the  
25 education community, the State Board of Education and the

1 Department of Education, that says you will not have any  
2 supplementary education materials and programs interfering  
3 with the core instruction. That means reading, writing  
4 and arithmetic. However, environmental concepts are not  
5 incorporated into education standards and textbooks. So  
6 how are we supposed to help and assist these local  
7 entities meet their mandates through those regulations  
8 when they can't access schools with supplementary  
9 materials but yet the core curriculum, the core program  
10 doesn't have their concepts?

11 So -- in fact, Friday we're making a presentation  
12 to the commission on curriculum and standards. And that's  
13 one of the major issues that I'll be presenting to them  
14 that morning.

15 CHAIRPERSON MEDINA: Wonderful.

16 MS. BRODDRICK: Finally, we get into the office.  
17 Here is my staff. There's seven of them, eight including  
18 myself. I'm the Assistant Director. And As I mention  
19 names, if you're here, please stand up. I'd like you to  
20 match a name to a face.

21 Alana Sanchez is our office assistant. We have  
22 her 50 percent. She's a student 50 percent of the time.

23 Beck Williams is an Integrated Waste Management  
24 Specialist. She is the staff person who is doing most of  
25 SB 373 and is just incredible. All of these people are

1 incredible.

2 Don Peri is our acting Supervising Integrated  
3 Waste Management Specialist while Joanne Vorhies is on her  
4 assignment with the Chair's office.

5 And Pauline Lawrence is an Integrated Waste  
6 Management Specialist, our curriculum expert.

7 Rachelle Steen is doing an interesting job. We  
8 have a very close collaboration with the State and  
9 Consumer Services Agency on energy. As you probably  
10 recall, they've given us over \$600,000 for implementation  
11 of SB 373 to do the resource side, the curriculum  
12 materials. As a result Rachelle Steen works about 50  
13 percent of the time with them in making sure that that is  
14 meshed with our program.

15 Tavia Pagan does all kinds of stuff. She's our  
16 web expert. She also is involved in a new program out of  
17 the Governor's office on the Digital California Project,  
18 which is bringing Internet services and education to  
19 schools statewide.

20 So that's the staff.

21 --o0o--

22 MS. BRODDRICK: Down in Long Beach, and that's  
23 Valorie Shatynski. She handles all of Los Angeles County,  
24 San Diego County, and Orange. She has a graduate student  
25 assistant to help her, and she's remarkable. I can't say

1 enough about my staff. It's the only reason why I'm still  
2 here.

3 --o0o--

4 MS. BRODDRICK: With that, staff resources, just  
5 to give you -- I'm sorry, the dates aren't clear. But we  
6 do do work plans. We do chart our time. This is the  
7 anticipated workload based upon this fiscal year's through  
8 next fiscal year's workplan. As you can see, we are well  
9 over the anticipated allowable amount of time for staff to  
10 get work done. We're going to have to make some  
11 adjustments, which we do, to make sure that there's not  
12 excessive overtime. But typically what we have to give up  
13 is assistance to the regions. And we just have to drop it  
14 on to local government and say, "I hope they can help you.  
15 If you have questions, fine, we'd be happy to answer  
16 those. We'll send you out resource materials. But we're  
17 going to have to connect you to your city or county  
18 coordinator."

19 --o0o--

20 MS. BRODDRICK: This is our workplan. This  
21 particular version of our workplan -- and it's been handed  
22 out to you by hard copy -- also folds in the projects and  
23 programs that are in collaboration with DPLA or OLA.

24 The Office of Local Assistance that does  
25 diversion for school districts is -- we work hand in hand

1 with them. And so this is a coordinated, collaborated  
2 workplan. Only my staff's time and responsibilities are  
3 reflected. Nevertheless I just wanted to show you that we  
4 do have joint work plans for major programs and projects  
5 that show how the two offices are working hand in hand.

6 And I think that's it. If you have any  
7 questions -- the office in a nut shell, I know; it was  
8 kind of fast -- but I'd be happy to answer those.

9 CHAIRPERSON MEDINA: Well, before we get into  
10 questions, I just want to commend you and your staff for  
11 the good work that you're doing. I know that one of the  
12 first projects that I had an opportunity to support when I  
13 came on the Waste Board was the school gardens projects.  
14 I know that our Chair, Linda Moulton-Patterson, is very  
15 supportive of that, as are the other board members. I'm  
16 just amazed at the many hats that you wear and the heavy  
17 workload that your program has. And this is all very good  
18 work.

19 I know that on all of the trips that I've made  
20 along the border on a lot of our border initiative  
21 programs, the materials are very highly valued. We were  
22 able to recently provide the City Council Environmental  
23 Committee for the city of Mexicali with some of the Close  
24 the Loop materials. And so they're very much needed there  
25 and they anticipate that they'll be getting very heavy

1 use.

2 Board Member Paparian, any comments?

3 COMMITTEE MEMBER PAPARIAN: Just a couple of  
4 follow-up questions. First of all, I echo your comments  
5 about the staff. You guys are doing really, really good  
6 work, and I commend you for what you're up to.

7 Trish, you mentioned the issue of getting  
8 environmental education into the core curriculum. And you  
9 said that there's a meeting coming up sometime soon?

10 MS. BRODDRICK: Friday.

11 COMMITTEE MEMBER PAPARIAN: Is there anything we  
12 can do to help along those lines? You know, help -- I  
13 don't understand how stuff gets into the curriculum myself  
14 at all.

15 MS. BRODDRICK: Right. And that is so important.  
16 If there's anything you can do, that would be awesome.  
17 There seems to be a disconnect.

18 There's a tremendous amount of interest and  
19 support for environmental education. In corporations. We  
20 made a presentation at CEEB at Lake Tahoe at their  
21 state -- California for Environmental and Economic  
22 Balance. Major corporations there, they all want to  
23 support, financially, with their time and their  
24 organization. You know, the Walt Disney's involved.

25 And I say this because it seems like there is a

1 consensus there between the public and the private sector  
2 in supporting this.

3           We get it forward and we get blocked at the State  
4 Board of Education primarily. The Legislature supports  
5 it.

6           And I think the Governor's office hopefully will  
7 begin to support it as well as we move into more of a  
8 collaboration and better understanding of why  
9 environmental issues need to be incorporated into the  
10 science core standards and curriculum. I think that  
11 disconnect, once there's an education of those issues,  
12 that if we're going to place these regulations on  
13 communities, we need to allow or facilitate these concepts  
14 to be incorporated into the curriculum.

15           And I think the way you could possibly help is  
16 just -- if you know any legislators or, you know -- and  
17 your political connections, if you could just let them  
18 know how important this is, that we need to get these --  
19 we need to get the environment into the classroom. And  
20 the way that it's done is the standards teach -- the  
21 standards tell teachers what they have to teach. And we  
22 conducted a survey of all educators statewide. That is  
23 the number 1 compelling motivating process to determine  
24 what they teach in the classroom, those standards, because  
25 the State tests are based upon the standards. And the

1 teachers' success as educators is reflected by the  
2 children's scores on those tests.

3           So you see the connection there. We've got to  
4 get into state standards. Those are developed by the  
5 curriculum on standards -- Commission on Standards and  
6 Curriculum with whom we're speaking Friday.

7           Then it goes to the State Board. And it's the  
8 State Board of Education who determines standards. They  
9 also adopt textbooks. And they're requiring all funds --  
10 we're talking billions of dollars -- that are available by  
11 the state for professional development, which is nothing  
12 more than teacher training, all connected to the textbook.

13           And that's why with Senate Bill 373, this has  
14 been our entree. They finally know who we are. Now we're  
15 there in that celestial cloud some place, and they're  
16 beginning to understand why we're there, and that we're  
17 not trying to push fun and games, puzzles and things;  
18 we're trying to get into the core curriculum; we are  
19 aligning everything that we are developing with SB 373 to  
20 standards and to textbooks.

21           So a good sign: After my last meeting with them  
22 about three weeks ago they said, "If you continue in this  
23 vein, we would like to invite you to be on the Textbook  
24 Review Committee for social science in 2005 and on science  
25 in 2006."

1 CHAIRPERSON MEDINA: That's wonderful.

2 MS. BRODDRICK: That's huge.

3 COMMITTEE MEMBER PAPARIAN: That's good.

4 Yeah, I wonder if -- you may have already thought  
5 of this. But, you know, we have a new Superintendent of  
6 Public Instruction coming on board in January who has some  
7 natural sympathy to environmental education, from my  
8 experience with him in the past. You know, it might be an  
9 interesting thing to do to -- maybe you can invite him  
10 over here, maybe under Winston's auspices, to talk about  
11 environmental education at Cal/EPA and use that as an  
12 opportunity to push the standards.

13 MS. BRODDRICK: Would be very, very, very  
14 helpful. If you could assist us in that fashion, I think  
15 that would be very helpful.

16 COMMITTEE MEMBER PAPARIAN: I'll talk with Mark  
17 and with the Chair's office about what we can do and what  
18 I might be able to do to help facilitate something like  
19 that happening.

20 It's a separate issue now, but -- I won't bring  
21 it up here really, other than just saying it's always been  
22 bugging me that textbooks are not printed on recycled  
23 paper for the most part.

24 MS. BRODDRICK: We've started working on that.  
25 We tried earlier. It didn't get very far. But, you're

1 right, that's very annoying.

2 COMMITTEE MEMBER PAPARIAN: Yeah.

3 COMMITTEE MEMBER PAPARIAN: Yeah. I wouldn't  
4 want your good work on the standards to be distracted by  
5 that. But it's something I may myself --

6 MS. BRODDRICK: Distraction. If there's some way  
7 that we could pull a team together, I'd happy to assign  
8 one of my staff to work on that team.

9 COMMITTEE MEMBER PAPARIAN: Okay.

10 MS. BRODDRICK: That's very important,  
11 particularly when you consider that California leads the  
12 charge in education and the environment. If we could  
13 manage to get the publishers to print on recycled content  
14 here, then much more likely it will happen in other states  
15 as well.

16 COMMITTEE MEMBER PAPARIAN: Is there anything  
17 else that you think we could do, Board members could do to  
18 help facilitate the work that you're doing?

19 MS. BRODDRICK: One of the things -- as you're  
20 speaking to the public and the -- of course this is my  
21 passion, so I speak from my heart as well as from my  
22 professional experience. And, that is, that I truly  
23 believe that education is the finest and many times the  
24 only form of prevention that we have. And as Secretary  
25 Hickox mentions over and over again in public forums where

1 I've seen him speak, the number one issue in environment  
2 today is non-point source pollution. And that is the  
3 cumulative actions of each and every individual person  
4 here in California.

5           And he feels that we have done almost as much as  
6 we possibly can through regulation. But how do you access  
7 those millions and millions -- you know, 35 or 36 million  
8 individual people and to get them to understand the  
9 consequence of their actions. And I think the only way we  
10 can do that is through education.

11           And it has to begin early, because as we know --  
12 we did research in our public education hat many, many  
13 years ago and we conducted focus groups and asked  
14 Californians what they were willing to do in waste -- in  
15 the realm of waste prevention. And we got 80 percent who  
16 said -- we had 10 percent who said they would always do  
17 the right thing, they would always participate. Ten  
18 percent who said they would never do anything. And 80  
19 percent who said only if it's convenient. And that means  
20 it hasn't become a part of their lifestyle.

21           Well, if the population of California is destined  
22 to double by 2040 or 50 -- I mean these are the problems  
23 of our kids tomorrow, and that we are raising them to  
24 expect to live the lifestyle we live today. And the  
25 impact of that lifestyle on California's resources and on

1 the pollution that's going to be generated is just  
2 horrific. And they don't have the understanding, they  
3 don't have the knowledge, they don't have the skills, they  
4 don't have the tools, and they don't have the opportunity  
5 to do anything about it because we're so concerned about  
6 teaching them to read and write.

7           When research shows that if you teach them within  
8 the context of the environment, it's relevant, it's real  
9 to their life, and it answers that big question that  
10 teachers always struggle to respond to is "Why should I  
11 care?" And it's local. It's community oriented. These  
12 projects pull kids and the community together. Local  
13 government is required and is asking and begging for help.  
14 And corporations are looking for opportunities to help.  
15 We just need to find a catalyst.

16           CHAIRPERSON MEDINA: We need go no further than  
17 to look at our efforts on the border where we have been  
18 teaching a thousand teachers, training a thousand teachers  
19 to do education on the environment and the kind of support  
20 that it's been receiving here. And so I think just our  
21 own programs that we've initiated are a very, very good  
22 example.

23           MS. BRODDRICK: They're still small. Even after  
24 all we've done here as a leader at the state, in our  
25 survey only 2 percent of the teachers had even heard of

1 us.

2 And, you know, even when we speak to recycling,  
3 the problem already exists. So I just think education is  
4 the answer. It's very important.

5 CHAIRPERSON MEDINA: Okay. Thank you.

6 COMMITTEE MEMBER PAPARIAN: That was all the  
7 questions I had.

8 Good work.

9 CHAIRPERSON MEDINA: Okay. Thank you very much  
10 for your presentation.

11 And we'll move on to the next item.

12 MS. BRENNEMAN: Item G is the overview of the  
13 State of California Civil Service Examination Process.

14 And Rita Miranda will present.

15 CHAIRPERSON MEDINA: And we reserved a couple of  
16 dates for this one.

17 I'm glad someone understands this process.

18 MS. MIRANDA: Good morning, Mr. Chairman and  
19 Committee Members. I'm Rita Miranda, Examination Analyst  
20 for the Board.

21 (Thereupon an overhead presentation was  
22 presented as follows.)

23 MS. MIRANDA: My overview for today will address  
24 the State Civil Service Examination Process.

25 Why examinations: The merit system requires that

1 competitive job related examinations be utilized to  
2 determine the relative qualifications of applicants for  
3 employment and promotion.

4 Examinations are required for the establishment  
5 of eligible lists.

6 Management's choice in hiring is restricted to  
7 the most qualified eligible candidates as determined by  
8 these examinations. It also requires that equal  
9 opportunity for employment and promotion be provided to  
10 all genders, ethnic groups, and persons with disabilities.

11 The State Personnel Board delegated the authority  
12 of conducting examinations, civil service as well as  
13 career executive assignments, which is also known as CEA,  
14 to the CIWMB.

15 The Board utilizes over 95 state civil service  
16 job classifications and has 12 CEA positions. Each one of  
17 these classes requires a separate examination. I  
18 administer approximately 30 to 35 examinations each year.

19 --o0o--

20 MS. MIRANDA: The role of the exam analyst is to  
21 coordinate the entire exam process from beginning to end.  
22 What this means is the examination is based upon the  
23 knowledge, skills, and abilities contained within the  
24 State Personnel Board's class specification. To be fair  
25 to candidates, I ensure that we follow the State Personnel

1 Board's rules and regulations relative to the examination  
2 process.

3           Additionally, I provide consultation to Board  
4 management regarding all selection issues, advise and  
5 instruct the oral interview panel members, and respond to  
6 State Personnel Board on examination appeals from  
7 competitors.

8           The following is a brief synopsis of the various  
9 phases of the examination process:

10                               --o0o--

11           MS. MIRANDA: Developing the testing calendar for  
12 the fiscal year. Annually I solicit management's  
13 projected examination needs for the next fiscal year,  
14 which will assist them in meeting their staffing needs.  
15 An examination plan is then developed based upon  
16 necessity, urgency, and the workload capability.

17                               --o0o--

18           MS. MIRANDA: The analysis and development of the  
19 processed examination. Research past exam history and  
20 perform extensive analysis of the class to be tested.  
21 Example the number and the location of the position's  
22 ethnicity and the gender of the incumbents, the expected  
23 number and location of agencies during the life of the  
24 list, and promotional competitor pool. Recruitment to be  
25 conducted.



1 duty statements, a job audit and so forth, and asking the  
2 subject matter experts to identify which are the most  
3 critical tasks the employee will be expected to perform,  
4 the frequency of the task, the importance of the task, and  
5 the consequence of error if the task is to be carried out  
6 improperly.

7           After the critical tasks have been identified,  
8 the subject matter experts will determine which knowledge,  
9 skill, and ability should the employee have in order to  
10 successfully perform each task.

11                               --o0o--

12           MS. MIRANDA: The knowledge, skill, and abilities  
13 that have been identified by the subject matter experts as  
14 critical will become the critical class requirements for  
15 the examination and will be listed in the exam bulletin  
16 under the examination's scope.

17                               --o0o--

18           MS. MIRANDA: Determining the exam plan,  
19 following the job analysis conducted by the subject matter  
20 experts and the extensive research and analysis of the  
21 class, I now possess an adequate understanding of the job  
22 and can recommend the most appropriate and effective  
23 method of testing that will best measure the knowledge,  
24 skills and abilities.

25           In making the final determination I will also



1 conducted, the scope of the duties or the responsibilities  
2 of the classification, the minimum requirements necessary  
3 to qualify for participation in the exam.

4 --o0o--

5 MS. MIRANDA: The application review. I review  
6 all applications upon receipt to determine if the  
7 applicant meets the minimum qualifications as indicated on  
8 the class specification. In cases where the applicant's  
9 qualifications are questionable, additional information  
10 may be requested.

11 --o0o--

12 MS. MIRANDA: Developing the examination  
13 interview questions and suggested responses. The subject  
14 matter experts and I will carefully review the results of  
15 the job analysis and will 1) combine similar acknowledge  
16 of skills and abilities to create categories or 2)  
17 determine the number of questions to be developed that  
18 would evaluate each category and 3) determine the relative  
19 weight or importance of each category to the job.

20 Throughout the meeting I will insure that the  
21 questions are job related and can be directly linked to  
22 the categories and, consequently, the knowledge, skills,  
23 and abilities for successful job performance; are legal  
24 and nondiscriminatory; are well worded and can be clearly  
25 understood by most candidates; avoid a vagueness which



1 provide them with a thorough orientation that will include  
2 the legal aspects of a qualification appraisal interview  
3 and the technical aspects of the examination. Example,  
4 understanding the exam's scope, the rating criteria, and  
5 understanding the questions and their responses.

6 Usually within two to four weeks following the  
7 conclusion of the entire exam, the informational list of  
8 those passing the exam are published. Informational  
9 copies of the list are available at the receptionist's  
10 desk located on the 19th floor of the Administrative  
11 Services Branch.

12 --o0o--

13 MS. MIRANDA: Certification. Certification is  
14 the process by which the names of successful competitors  
15 determined as eligible for hire, the first three reigns  
16 are presented for hiring consideration.

17 --o0o--

18 MS. MIRANDA: The hiring interview. After the  
19 Board receives an official certification list and contacts  
20 those eligible who are in the top three reigns, the next  
21 step is the hiring interview.

22 The purpose of this interview is to fill a  
23 specific job vacancy within the Board. At this point  
24 discussion of specific duties and working conditions are  
25 emphasized. And Board supervisors and/or managers attempt

1 to identify the candidate most qualified for the vacant  
2 position.

3 CHAIRPERSON MEDINA: Excuse me. When you say the  
4 Board, do you mean the Waste Board?

5 MS. MIRANDA: That's correct.

6 --o0o--

7 MS. MIRANDA: Appointment. When the job offer is  
8 made and accepted the eligible completes any additional  
9 required procedures: Medical exam, request for reasonable  
10 accommodation, or so forth, and is pointed to fill the  
11 position.

12 --o0o--

13 MS. MIRANDA: Probationary period. An eligible's  
14 appointment to a position becomes permanent only after he  
15 or she has completed the probationary period for the  
16 classification. This probationary period typically  
17 lasting 6 to 12 months, depending on the classification,  
18 is the final examination component and measures the  
19 successful utilization of the knowledge, skills and  
20 abilities necessary to satisfactorily perform the job.

21 Probationary reports prepared by supervisors at  
22 regular intervals measure progress in demonstrating these  
23 knowledges, skills, and abilities.

24 --o0o--

25 MS. MIRANDA: Permanent status. When the

1 employee has successfully completed the probationary  
2 period, he or she attains permanent civil service status.  
3 The role of the exam analyst is now to analyze and  
4 evaluate the results of the entire examination as well as  
5 the competitor pool and make recommendations for future  
6 exams in this class.

7 And this concludes my overview.

8 I'd be happy to answer any questions.

9 CHAIRPERSON MEDINA: Okay. Thank you.

10 Board Member Paparian, any questions?

11 COMMITTEE MEMBER PAPARIAN: No, that was very  
12 helpful. I appreciate the overview.

13 Thank you.

14 MS. MIRANDA: Thank you.

15 CHAIRPERSON MEDINA: I had some questions.

16 In regard to the testing calendar, you say that  
17 you publish that. How do you publish it and when do you  
18 publish it?

19 MS. MIRANDA: The testing calendar is not  
20 published. What I do is I solicit the managers and see  
21 what their hiring needs are at that time. And I compile  
22 all that information and I review it with my personnel  
23 officer. And we go accordingly to the urgency and the  
24 necessity of the test itself when the exam the needed and  
25 the vacancies of the positions.

1 CHAIRPERSON MEDINA: And so this is a published  
2 document that you have within your office --

3 MS. MIRANDA: No, what is published afterwards --  
4 it's posted on the web. It's advertised on our Boardnet  
5 that the exam is out. So it's publicized that way.

6 CHAIRPERSON MEDINA: In regard to the  
7 consultants, how are they selected and what sort of skills  
8 or qualifications do they have?

9 MS. MIRANDA: A majority of the time they've  
10 already been working in that class prior. And then  
11 they're selected by the deputy director.

12 CHAIRPERSON MEDINA: Now, who are the  
13 consultants? Are these other staff members?

14 MS. MIRANDA: Yes.

15 CHAIRPERSON MEDINA: And do you have consultants  
16 from throughout the different programs or -- where do  
17 these consultants come from?

18 MS. MIRANDA: These consultants are within the  
19 program or the division itself. It depends on -- if a  
20 division is requesting a particular examination maybe for  
21 their, for example, like supervising IWMS, then we would  
22 usually go through the supervising IWMS that have been  
23 working in that class, or supervising IWMS II. These  
24 would be our subject matter experts, our consultants.

25 CHAIRPERSON MEDINA: And again they are Waste

1 Board staff?

2 MS. MIRANDA: Yes.

3 CHAIRPERSON MEDINA: And let's say in a given  
4 year how many consultants would you utilize?

5 MS. MIRANDA: It would depend on how many exams  
6 I've administered within the year. If I'm giving 30 to 35  
7 per year, I'm usually using between 3 to 4 consultants  
8 every time I give an exam.

9 CHAIRPERSON MEDINA: Okay. Now, is there a  
10 turnover of consultants or do you use the same ones?

11 MS. MIRANDA: We try to rotate it. We try to  
12 have a turnover. It just depends also on their workload  
13 at the time and what's going on at that time. But we do  
14 try to rotate that.

15 CHAIRPERSON MEDINA: And so your subject matter  
16 experts are persons who have established knowledge and  
17 experience within a given area?

18 MS. MIRANDA: Within their class, yes.

19 CHAIRPERSON MEDINA: And your bulletins, you do  
20 publicize those on the web?

21 MS. MIRANDA: Yes, our bulletins are posted in  
22 the website. They're also sent to other state agencies,  
23 colleges, communities.

24 CHAIRPERSON MEDINA: And you said that for the  
25 oral interviews you do have a rating system or rating --

1 MS. MIRANDA: That's correct, there's a rating  
2 criteria that's developed.

3 CHAIRPERSON MEDINA: Very good.

4 Those are all the questions that I have. And I  
5 want to thank you for your presentation.

6 MS. MIRANDA: Thank you.

7 CHAIRPERSON MEDINA: That concludes our agenda.

8 And again we have scheduled this presentation so that each  
9 program has an opportunity to tell us of all the good work  
10 that they have and also to give the public an opportunity  
11 to see if there's any questions that they might have.

12 And with that I'll go to public comment.

13 And are there any members of the public or any  
14 additional comments that anyone here wishes to make before  
15 we close this session for the day?

16 If not, with that this meeting is adjourned.

17 (Thereupon the California Integrated  
18 Waste Management Board, Budget and  
19 Administration Committee adjourned at  
20 10:00 a.m.)

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## 1 CERTIFICATE OF REPORTER

2 I, JAMES F. PETERS, a Certified Shorthand  
3 Reporter of the State of California, and Registered  
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5 That I am a disinterested person herein; that the  
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7 Budget and Administration Committee meeting was reported  
8 in shorthand by me, James F. Peters, a Certified Shorthand  
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11 I further certify that I am not of counsel or  
12 attorney for any of the parties to said meeting nor in any  
13 way interested in the outcome of said meeting.

14 IN WITNESS WHEREOF, I have hereunto set my hand  
15 this 3rd day of December, 2002.

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