



## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A meeting of the Mt. Hood Community College District Board of Education will be held on January 20, 2021, with Regular Board Meeting at 6:30 pm held pm via Zoom meeting.

### Join Zoom Webinar: Click URL to join

<https://mhcc.zoom.us/j/97078254749?pwd=RFVkdGNRSVR4M1VDUk1jbkRBaUxyQT09>

Join by Phone: 1-669-900-6833 (San Jose) or 1-253-215-8782 (Seattle)

Webinar ID: 970 7825 4749

Passcode: 052764

## AGENDA SESSION 1024

**6:30 pm**

### **1.0 CALL TO ORDER / DECLARATION OF A QUORUM**

1.1 Approval of Agenda Diane Noriega

### **2.0 PUBLIC INPUT**

*Persons wishing to provide public comment can sign up by using the "Hand Raise" feature available at the bottom of the Zoom platform screen. Please clearly state your full name for the public record and limit comments to three minutes per speaker. Persons who wish to provide written comments can email them to [Laurie.Popp@mhcc.edu](mailto:Laurie.Popp@mhcc.edu), and they will be included in the official record for this meeting.*

### **3.0 REPORTS**

3.1 Correspondence Lisa Skari  
3.2 Special Report: Enrollment Update and Future Projections Lisa Skari  
3.3 Financial Update – 2<sup>nd</sup> Quarter (Oct – Dec) Jennifer DeMent

### **4.0 BUSINESS / ACTION**

4.1 Consent Agenda: Approvals & Information Diane Noriega  
a) Minutes – Board Training/Work Session 1020, December 2, 2020  
b) Minutes – Board Regular Session 1022, December 16, 2020  
c) Monthly Personnel Report  
d) Monthly Financial Report  
e) Monthly Head Start Report  
f) COVID-19 Activity Report  
g) Resolution to Transfer Budgeted Appropriations  
h) Approval for Rockwood Building Lease in Excess of \$150,000



**5.0 CLOSING REPORTS**

- 5.1 a) Board Members
- b) ASG Representative
- c) Advisory Representatives
- d) Executive Leadership

5.2 President's Report

Lisa Skari

**6.0 ADJOURNMENT**

Diane Noriega

*The next regular board meeting is scheduled for Wednesday, February 17, 2021.*

*Individuals requiring accommodations due to disability should contact  
Accessible Education Services at 503-491-6923 or [aes@mhcc.edu](mailto:aes@mhcc.edu)*



**OFFICE OF THE PRESIDENT**  
Lisa Skari, Ed.D  
*President*  
503-491-7211  
Lisa.Skari@mhcc.edu

January 20, 2021

TO:           The Board of Education  
                  Diane Noriega, Chair  
                  Annette Mattson, Vice Chair  
                  LaVerne Lewis  
                  Diane McKeel  
                  Kenney Polson  
                  Andrew Speer  
                  Jim Zordich

FROM:        Lisa Skari, EdD  
                  President

SUBJECT:     Board Letter for January 2021

Happy New Year! The beginning of our new term found turmoil on our national front coupled with some good news about additional stimulus relief. Our state continues to tackle containment of the virus and distribution of vaccines. On campus, we remain primarily remote, working to provide our students with a supportive environment to learn. We continue to monitor and respond to the policy environment, move forward on college performance, and celebrate our successes.

### **Policy environment**

#### *Coronavirus supplemental funding*

Prior to the year-end, the \$900 billion COVID-19 relief passed, with \$82 billion for education, another round of direct payments, unemployment benefits, and funding for COVID-19 vaccines, testing, and tracing. More specifically, the legislation provides \$22.7 billion to higher education, which is more than was contained in the CARES Act. Mt. Hood Community College (MHCC) and many other community colleges will benefit from this legislation, as the formula for funding is based on student headcount rather than full-time equivalency (FTE). While it has been suggested the latest round of funding will offer more flexibility, we have yet to see the details. Regardless, we are appreciative of the assistance in these financially difficult times.

#### *Fiscal Year (FY) 2021 final appropriations*

In addition to passing the COVID supplemental funding, the \$1.4 trillion omnibus appropriations package was approved to fund the government through September 2021. In addition to changes to financial aid (referenced below), some community college grant programs benefitted. The National Science Foundation's Advanced Technological Education (ATE) program saw

sustained funding, providing expanding opportunities for MHCC. The Carl Perkins Act and the Department of Labor's Strengthening Community College (SCC) Training Grant program saw increases. MHCC served as a lead on a SCC grant submission of a consortium of Oregon community colleges. We are awaiting notification of funding, and are hopeful the new monies will increase our chances of funding.

### *Financial Aid*

Several recent changes to federal financial aid are a big win for community colleges. For FY 2021 there is a \$150 increase in the Pell Grant maximum (to \$6,495). In addition, the Free Application for Federal Student Aid (FAFSA) was shortened and the application process tied to the tax system. This means students and their families should have an easier time navigating the application process, and not get held up by supply tax information. In addition, the legislation includes "Second Chance Pell," allowing incarcerated students enrolled in non-profit institutions to receive the grants. This was a surprising, but appreciated addition to the legislation, and a policy initiative I know the board has strongly supported.

### **College performance**

#### *Funding*

MHCC, a partner along with Worksystems and the Oregon Department of Human Services and Joint Office of Homeless Services, received a \$1 million *Advancing Cities* grant from the JP Morgan Chase Foundation to help women and people of color access childcare while pursuing occupational training to enter middle-income careers. The project will bring to scale a highly successful pilot project, led by MHCC's Child Care Resource & Referral (CCR&R), the local expert on early learning systems across Multnomah County. Through the grant, CCR&R will continue this work, including covering the cost of childcare while parents participate in workforce training opportunities.

### **Recognitions and achievements**

Congratulations to Collin Kazu Lewis, our former Associated Student Government President, for being selected as one of 23 students – and one of eight community college students – to serve on the #RealCollege Student Leadership Advisory Committee. The group is made up of students from both community colleges and universities, and will provide the Hope Center for College, Community, and Justice staff feedback on key initiatives in the areas of applied research, institutional transformation, policy and advocacy, and communications.

In other news out of the Hope Center, they just released their preliminary findings of their annual survey on student basic needs. MHCC has participated in this survey for a number of years, and last year the Oregon community colleges collaborated on a statewide study. The #RealCollege preview of the fall 2020 survey findings has been released, and included a quote from MHCC. A copy of the release is attached to this letter.

In closing, while the year may have started off with more excitement than many of us were hoping for, we can rest assured knowing the college's commitment to serving our students remains steadfast. Look forward to the work yet to be done, and what we might do in moving MHCC into the future.

## *Community/Educational Presentations and Selected Outreach Activities*

- Dec 1 Meeting with Dr. Tomlin, President, Tillamook Bay Community College*
- Dec 1 Meeting with Rep. Williams, with Al Sigala*
- Dec 2 Oregon Public Broadcasting (OPB) Audit Committee meeting*
- Dec 2 MHCC Board of Education work session*
- Dec 2-3 Strategic Enrollment Planning Executive Forum*
- Dec 3 Oregon Presidents' Council (OPC) meeting*
- Dec 4 Oregon Community College Association (OCCA) Board meeting*
- Dec 5 Meeting with Director Speer*
- Dec 5 Meeting with Dr. Edwards, President, Clark College (WA)*
- Dec 7 Meeting with Steve Brown, Editor, The Outlook*
- Dec 8-9 EAB Connected Conference*
- Dec 9 Portland Business Alliance Board meeting*
- Dec 10 Presenter and participant, Pathways to Opportunity Fall Summit*
- Dec 10 Meeting with Dr. Gutierrez, President, Klamath Falls Community College*
- Dec 11 Presenter for the Oregon Executive Leadership Academy*
- Dec 14 Oregon Business Plan "Recovery for Shared Prosperity" Summit*
- Dec 15 OCCA COVID-19 meeting*
- Dec 15 "What We Can Learn From 2020, a Year Like None Other" special Inside Higher Ed webcast*
- Dec 15 Western Interstate Commission on Higher Education (WICHE) "Knocking at the College Door" webcast on high school graduate projections*
- Dec 15 MHCC Board of Education executive session*
- Dec 16 "Community College Students and the Pandemic" special Inside Higher Ed webcast*
- Dec 16 MHCC Board of Education board meeting*
- Dec 17 Greater Gresham Chamber of Commerce Board meeting*
- Dec 17 Governor's Regional Solutions Team/Greater Portland Inc. (GPI) Metro Economic Response Team meeting*
- Dec 17 Meeting with Directors Mattson and Noriega*
- Dec 18 Mayor Wheeler's Roundtable on Federal Legislative Agenda – Housing and Homelessness*
- Dec 18 Meeting with Dr. MacMaster, President, Alpena Community College (MI)*
- Dec 18 Worksystems Government Relations Taskforce meeting*

# #REALCOLLEGE DURING THE PANDEMIC: Preview of Fall 2020 Survey Findings

## DECEMBER 2020

The coronavirus pandemic continues to challenge American higher education, adversely affecting both students and educators and compromising institutions' financial health. Enrollment and retention rates are down, and disengagement in learning is profound.<sup>1</sup> Widespread inequality is deepening; while average enrollment is down 4%, enrollment among minoritized students is down by as much as 10.7%.<sup>2</sup>

### CHANGES IN STUDENT ENROLLMENT BY RACE/ETHNICITY, FALL 2019 TO FALL 2020:<sup>3</sup>

- 10.7% AMERICAN INDIAN AND NATIVE ALASKAN
- 7.9% BLACK
- 7.6% WHITE
- 6.1% HISPANIC OR LATINX
- 4.0% ASIAN

Any path to an inclusive recovery must address disparities in job losses, infection rates, and mental health supports, as well as the toll the crisis has taken on family stability.

Most of all, leaders must remember that students are humans first, and in order to focus on college they need basic needs security. How are students faring with regard to food and housing, childcare, mental health, and transportation? To what extent have federal, state, and philanthropic efforts to distribute emergency aid helped, and what additional help is needed? With support from the [Bill & Melinda Gates Foundation](#) and [Gates Philanthropy Partners](#), The Hope Center for College, Community, and Justice has just completed a nationwide survey of students and institutions addressing these critical questions. The full results will be published in March 2021.<sup>4</sup>

## THE #REALCOLLEGE SURVEY

Established in 2015, the [#RealCollege Survey](#) is the nation's largest annual assessment of students' basic needs. It offers college and university leaders an up-close look at challenges that are often invisible to educators. It also offers policymakers insights into obstacles undermining college attainment that are not available from administrative data systems.

### THIS FALL'S SURVEY, FIELDED FROM SEPTEMBER TO NOVEMBER, CAPTURED THE EXPERIENCES OF:



195K  
STUDENTS IN



42  
STATES AT

202  
COLLEGES  
AND  
UNIVERSITIES

- 130 COMMUNITY COLLEGES
- 51 PUBLIC FOUR-YEAR COLLEGES & UNIVERSITIES
- 14 HBCUs
- 5 TRIBAL COLLEGES



### DR. LISA SKARI, PRESIDENT OF MT. HOOD COMMUNITY COLLEGE, SAID:

“The findings of [the] [#RealCollege Survey](#) reaffirm the need for us as leaders and teammates in higher education to be hyper-focused on supporting our students, now more than ever.”

## OUR SURVEY SAMPLE INCLUDED DIVERSE VOICES

20K

BLACK OR  
AFRICAN  
AMERICAN

38K

HISPANIC  
OR LATINX

2K

INDIGENOUS

28K

LGBTQ

32K

PARENTS

2K

ATHLETES

8K

SYSTEM- INVOLVED  
(FOSTER CARE OR  
CRIMINAL JUSTICE)

### WHAT #REALCOLLEGE STUDENTS ARE TEACHING US

**Access to basic needs supports that students rely on has been compromised.**

“I would prefer classes on campus as I am homeless and it gives me more sense of security.”

“I used to be able to get food daily at school with the lunch and dinner program but that’s not happening anymore.”

“I’m always tired and hungry but can’t sleep or afford food.”

**Some students are losing hope in their education and their lives. Mental health challenges are widespread. Many students feel uncared for and unwanted. Suicidal ideation is prevalent.**

“We need help, y’all. We really need help. We need adults to love us enough to reach out to us and be gentle with us.”

“I attempted suicide in May. I am filling out this survey because I believe other students experiencing the same thing may not have the motivation or may be too anxious to fill it out.”

“I’m considering killing myself so I don’t have to suffer through struggling to be part of such an unrealistic workforce.”

**The CARES Act helped students, but they need additional emergency aid. Moreover, to be effective, this aid must be easier to find.**

“As a mother of a young child who is also learning online, I have had to add more roles to my plate. I’m having to help my young son more during the day...so I can’t work...and am limited to evenings for my virtual classes. More emergency grants being available would help me worry less about bills and have more time to focus on school and family.”

“Colleges don’t make emergency aid easily available or easy to learn about.”

“Being a single parent while trying to juggle school and jobs is very stressful. If there are emergency grants out there, it’s hard to hear about them because I don’t always have time to look or search for them. I have to tend to a child and work.”



**“We are all risking our lives to get an education in the middle of a pandemic, words which I feel have lost all meaning, and we are suffering.”**

## THE WORK AHEAD

As President-Elect Joe Biden and Vice President-Elect Kamala Harris prepare to assume leadership in January 2021, and as colleges and universities prepare for yet another academic term during the pandemic, the needs of #RealCollege students must be centered.

The full findings of this 2020 survey will be available in March 2021 and should inform these efforts. In the meantime, college leaders, student advocates, and policy makers can take the following steps to support #RealCollege students:

- Understand who college students are and the challenges they face
- Advocate for access to resources, particularly emergency aid, that support students' basic needs
- Share practices on the equitable and efficient distribution of emergency aid

We also offer the following resources:

- A [guide](#) to the equitable distribution of emergency aid
- A #RealCollege [guide](#) to institutional practice during the pandemic
- A [guide](#) for students to survive during the pandemic
- Access to [technical assistance](#) from experienced professionals

*The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation or Gates Philanthropy Partners.*



### About Us

The Hope Center for College, Community, and Justice at Temple University is redefining what it means to be a student-ready college, with a national movement centering #RealCollege students' basic needs. Food, affordable housing, transportation, childcare, and mental health are central conditions for learning. Without those needs being met, too many students leave college in debt and/or without a degree. To learn about the 2021 #RealCollege Survey, visit [hope4college.com/realcollege-survey/](https://hope4college.com/realcollege-survey/).



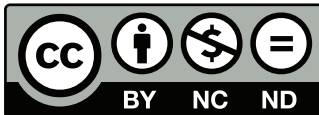
## NOTES AND REFERENCES

<sup>1</sup> [Stay informed with the latest enrollment information](#). (2020). *National Student Clearinghouse Research Center*.

<sup>2</sup> Sedmak, T. (2020). [Fall 2020 undergraduate enrollment down 4% compared to same time last year](#). *National Student Clearinghouse*.

<sup>3</sup> Sedmak, T.

<sup>4</sup> Numbers presented in this summary are preliminary as of December 2020 and subject to change in our forthcoming report.



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# Administrative Services Second Quarter Update January 2021

## Improve student success:

- The **Bookstore's Inclusive Access (IA)** pilot program continues to expand, with four summer term sections, 17 sections in the fall term, and 27 sections in the winter term. IA is a method of providing access to digital course content or e-books within interactive courseware (like MHCC's Blackboard) via a financial aid eligible course fee. Students can opt-out of digital-only materials and procure physical texts from a third party. The recent IA implementations have restored lost revenue to the bookstore, reduced textbook costs for students (approximately \$68 or 45% per course), and delivered materials to students by the first day of class without visiting campus or the bookstore. The pilot program has generated interest from several other faculty, and recent surveys report that students prefer digital materials.
- The **Business Office** recently partnered with Student Services to identify students who owe the College money, potentially preventing them from registering for the Winter term. Student Services reached out to these students to identify ways in partnership with the Business Office to reduce their amounts owed and get them registered for the Winter term. These efforts reduced outstanding debt, increased enrollment and revenue to the College.
- **Academic/Student Technology** deployed multiple automation tools and improvements to ensure automatic, hands-off weekly security updates of Operating System and 3<sup>rd</sup> Party Apps student computers lab devices. IT replaced most student lab printers that were >10 years old with brand new printers, and multimedia was added to a second Early Childhood Education classroom, expanding teaching capacity.
- IT has provided **software upgrades to the student portal** over the holiday break. Changes were related to performance and software bug fixes.
- **Started campus-wide wireless upgrade**, a project that replaces our current out of date wireless system, which is no longer supported, preventing us from expanding or adding functionality. In addition to improved functionality, the new system also provides some **expanded WiFi coverage on campus**. The project is 85% complete.
- **Fifty MHCC student families** are enrolled in **Head Start** virtual services and one child in our in-person classrooms for student families who have coursework outside of the home.
- **Head Start** has completed **2,224 virtual home visits** through December with families. **Eight-hundred and sixty-nine families use ClassDoJo** (early childhood platform) with an average of 275 curriculum messages sent to families each week. On average, staff sends 370 videos and photos each week and post something daily for all families.



# Administrative Services Second Quarter Update

## Advance diversity, equity, and inclusion:

- A **Diversity Equity and Inclusion Online Forum** went live at the end of November, providing an area for our DEI Director to share information and interact with staff and students regarding topics of interest.
- **Child Development & Family Support Programs** expanded their staff **Code of Conduct** to address microaggressions by not perpetuating them in the workplace. Policy Council and the MHCC Board approved this policy.
- **Child Care Resource and Referral (CCRR)** held four virtual classes, "**Introduction to Zoom,**" in **Vietnamese, Mandarin, and Cantonese** to open the door for future virtual learning opportunities for a more diverse early learning workforce.
- The **Human Resources** managers continue the **equity planning** work with Traci Simmons. Thus far, work has included obtaining primary employee demographic data, creating a college-wide demographic survey to capture more detailed employee demographics, and a robust recruitment plan.
- Revamping the **recruitment process** will include updating the hiring managers and selection committees' guidelines and procedures **to improve our diversity, equity, and inclusion** within these processes. We also want to move the process fully into NeoGov to provide a more efficient workflow. While anticipating a long-term project, **conducting/improving training on biases** in coordination with Traci and Paul will be one of our first efforts this year to get moving on DEI initiatives.
- Facilities completed bid package and vendor selection for **Applied Tech restroom ADA accessibility** project. The bid award went to Cedar Mill Construction, and a contract and PO are in finalization. Planning January project start.

## Strengthen community engagement:

- **Nike donated \$15,000** worth of early learning equipment, furniture, and classroom materials to be dispersed to early learning programs with the **Childcare Resource and Referral program**.
- The Public Safety team has multiple contacts daily with **community members and the homeless population** on campus, updating them with college status and offering resources.

## Increase excellence in operations:

- Security remains a primary focus for Information Technology with incremental improvements, security remediation, and training/communication. IT **Reduced significant security risk for VPN users** by deploying DUO multi-factor authentication to 100% of users.
- Completed **Network upgrades**, zone 1, providing security improvements to the College's network and allows **better management of our network traffic and improves performance**. This zone includes HPE, Aquatics, GE, Visual Arts, and Buildings 10-12 of the Gresham campus.

## Administrative Services Second Quarter Update

- The **data storage upgrade project** launched in December 2020, replacing end-of-life equipment and improving data integrity, performance, and security for MHCC data sets. This project is 10% complete and will continue through Fall 2021.
- **Linda Vigesaa** is a winner of the **Info-Tech CIO Award** for the 2<sup>nd</sup> year in a row. The award recognizes outstanding CIOs for delivering **exceptional value to their organizations and achieving high stakeholder satisfaction scores**.
- Child Care Resource and Referral (CCRR) successfully launched *Bookeo*, **online class registration, and payment portal**. Registrants completed eight hundred bookings through December for **classes in five languages**.
- Organizational Development is leading the re-design process to **revise the performance management system for managers and confidential staff**. Primary tasks include a recommendation for a modified procedure, the development of Manager Toolbox Training Sessions on implementation, and the creation of forms and handbooks to support managers and confidential staff's education. Ongoing tasks include designing a roll-out campaign and developing online versions of Manager Toolbox Training sessions.
- Organizational development is also **revising Manager Toolbox Training sessions to incorporate Diversity, Equity, and Inclusion**. Delivering Zoom-based sessions for **New Manager Training** and Part-Time Faculty and Tutors **New Employee Orientation**, Organizational Development is also facilitating two **HR/Payroll process improvement** projects and has organized the first cohort for the **Leadership and Complexity training series**, with a second cohort planned to start in Q3.
- Classification and Compensation is working on finishing the **Pay Equity Study** within the next few months and will be launching a management/confidential salary survey, collecting data that will guide a review of the salary schedule and associated policies
- The **Benefits team** completed **FSA open enrollment** in December and submitted information to Payroll for implementation. They are planning an RFP search for a new **HSA/FSA vendor** in the first quarter of 2021, as the current vendor has notified the College that they will no longer be serving Oregon clients.
- **Public Safety** filled an open position for an officer, Kaitlyn Kammerman, starting Jan 4, 2021, and has reviewed shift schedules and adjusted for double coverage on swing and grave shifts to **address safety concerns**.
- Facilities filled two open grounds positions with Kody Bankston and Richard "Buck" Buchanan, and one custodial position with Justin Hedges. **Custodial and Grounds teams are now fully staffed**. Facilities also hired the **Facilities Planning and Projects Manager** selecting an internal candidate, Doug Schleichert.
- Facilities completed several **key projects** this quarter:
  - The custodial team finished carpet and hard surface floor cleaning project for the main campus, Maywood, and Bruning centers
  - Completed Maywood boiler repairs and returned the unit to service.
  - Partnered with Business Office on US Bank moveout and punch list repairs – completed
  - Finished Applied Tech re-roofing project of the main roof

## Administrative Services Second Quarter Update

- LED lighting replacement for Applied Tech exterior, Academic Center lower-level hallways, Maintenance shop, Facilities lobby, Maywood buildings and parking lots
- Facilities received a \$3,000 incentive from the state for completed **energy initiatives**.
- **The Environmental Health and Safety (EHS) team completed a Hazardous Waste Cleanout** through organization and coordination with campus departments to remove 15 years of gathered materials, a significant accomplishment that has been tried many times unsuccessfully over the last 15 years. EHS has created a full LCG program, including training and communication to meet requirements for one-time generator status change to allow for materials disposal. The College will move back into Conditionally Exempt status after the project due to organization, planning, timing, program, and training, saving additional college fees.
- Risk and EHS report that the College experienced the **lowest recorded injury claims rate in 2019**, which will also return additional College savings.
- **Labor relations implemented a new successor agreement** with the Oregon Schools Employee Association and is negotiating in good faith with the Classified Employees Association the impacts and decisions to **contract out the bookstore**. The labor relations team has also been **preparing for successor negotiations** with the Part-Time Faculty and Tutor Association and the Oregon Schools Employee Association.
- Labor relations have also **updated training materials** for managers engaged in performance management and labor relations.
- The **HR Data team** has updated the HR Data division's annual calendar, reviewing work assignments with IT in anticipation of the team's manager's departure. Recruitment for a replacement HR Data Manager is underway in addition to recruitment for a temporary HR Data Analyst to focus on data clean up and report generation.
- HR has implemented **weekly Payroll/HR/IT meetings** to review ongoing HR data needs and has provided policy advice to the NovaTime implementation team. HR Data is formalizing a better **partnership with Analytics & Institutional Research (AIR)** for data management.

### COVID-19 Response Specific:

- Ensuring campus-wide continued adherence to reopening plans and response, with no on-site transmission of COVID-19, the **Reopening team continues to make program improvements to keep students and staff safe**.
- IT collaborated with the **Student Basic Needs Response Team** to purchase an **additional 150 loaner laptops** for MHCC students lacking technology. The IT Team will inventory and prepare the devices for distribution during January 2021. IT is also working with the Student Basic Needs Response Team to identify a solution to provide Hotspots for **MHCC students lacking internet access**.
- **Negotiation of the COVID-19 pandemic impacts** is underway with the Part-time Faculty and Tutor Association for the winter through summer terms. (Update: agreement reached 01/08/21). Labor Relations has also negotiated the impacts of the COVID-19 pandemic with the Oregon Schools Employee Association for the 2020-21 Academic Year

## Administrative Services Second Quarter Update

and employment conditions for Head Start employees, including a stipend for staff working directly with children in open classrooms.

- **Head Start opened eight classrooms** in the fall for in-person care of children whose families are either working outside of the home or have MHCC coursework outside the house. There have been no COVID outbreaks in the classrooms, nor has COVID been introduced into the classrooms. **Average daily attendance is at 85% or above.**
- **Head Start** has received \$115,095 in emergency childcare awards and purchased 9 Air purifiers/air scrubbers for open classrooms with emergency childcare funds.
- **Head Start** purchased **1,800 diapers** for distribution to enrolled Early Head Start families. The **Childcare Resource & Referral (CCRR)** program obtained and distributed **155 cases of infant formula** to early learning settings, including Early Head Start families.



- **CCRR** assisted community **childcare business owners** in six languages to apply for and accept **emergency childcare grants** from the Oregon Early Learning Division.

## Office of Instruction Second Quarter 2020 - 2021 Update

### Improve Student Success

- Mathematics Instructor, Michael McAfee, participated on a statewide planning committee for *Strong Start Oregon*, a collaborative initiative aimed at creating transferrable corequisite courses for STEM and non-STEM math pathways.
- The Natural Resources Technology Program received a reaffirmation of their programmatic accreditation from the Society of American Foresters (SAF) Committee on Forest Technology School Accreditation (CFTSA). The program's accreditation was formally continued through December 2025.
- Athletic Instructor, Amanda Shelton, was recently awarded a TAT Grant that will help to improve student success and help with DEI in terms of affordable textbook options for students.
- The main academic computing lab has opened for students in Winter Term with hours three days per week including weekend and evening hours. Registered students can use computers, print, study, and get help with technology issues.
- MHCC has entered into an agreement with College Housing Northwest (CHNW) to establish the MHCC Student Affordable Rents for College Students Pilot (ARCS). The pilot's purpose is to demonstrate a rental assistance program for MHCC students who are homeless or at serious risk of homelessness.
- Director Dawn Loomis, met with PNCCI (Carpenters) training center to discuss degree completion for journey level workers. We currently have a path for apprentices to take to complete a degree but there are journey level workers that aren't familiar with their path. Discussed strategy and marketing ideas to reach these people. Also, investigating potential barriers at MHCC to make it a simple path.

### Strengthen Community Engagement

- Biology Instructor, Catherine Creech, was a contributing author of [A Call for Data-Driven Networks to Address Equity in the Context of Undergraduate Biology](#) published in *Life Sciences Education*. She was also featured in the EDU-STEM monthly spotlight where she capably and passionately advocated for community college science education.
- Our Small Business Development Center has served 169 affected businesses (287 advising hours). We have served 177 participants through 31 free classes.
- The Cyber Program received \$35,293.15 in Perkins funding to expand the NDG server purchased by the MHCC Foundation for our Cyber program. The expansion will provide access to the server for our high school partners. Basically this expansion will allow for 84 simultaneous pods. This will allow one or two MHCC classes AND two high school classes to run simultaneously. This will help our high school outreach, dual credit opportunities, create expanded secure cyber security training, and more.



- Live Stream performances through the Mt. Hood Jazz Festival:
  - October 3 – featuring the MHCC Jazz Faculty Quintet
  - October 5 – featuring the MHCC Jazz Faculty Quartet – through the Gresham Center for the Arts Foundation
  - October 24 – featuring the Augustana Jazz Quartet
  - December 18 – live streamed a performance featuring some of the top jazz artists from a location in Baltimore, MD through the Mt. Hood Jazz Festival. Partnered with AARP to make this happen. This performance reached over 2,500 people
- Music Instructor, Dan Davey, received a grant from the City of Gresham to support the 2021 Mt. Hood Jazz Festival.
- Music Instructor, Dan Davey, partnered with AARP Oregon, Clackamas County Bank, Gresham Sanitary, Gresham Center for the Arts Foundation, GMS Media, Boost Oregon, Taylor & Corder, Classic Pianos, Sylvan Signs, Everett Street Autoworks, and New Deal Distillery for events relating to the Mt. Hood Jazz Festival.
- Downbeat Magazine recognized MHCC as a recommend institution to study jazz (October, 2020).
- Our nursing students in their final term this winter, will be partnering with CAL healthcare students who are developing basic skills. This provides the opportunity for students to develop leadership skills. This is an ongoing partnership particularly important in these somewhat isolating times.

### **Advance Diversity, Equity, and Inclusion**

- Cybersecurity NSF S-STEM Scholars grant, five year program request, budget total \$647,727, was recommended for approval in December. Most of the funding will provide scholarships for students. The target population of students for the S-STEM Scholars program includes underrepresented populations, in terms of gender, race, ethnicity, languages spoken, first-generation status, and socioeconomics, whose participation represents a transformative opportunity for upward socioeconomic mobility.
- Computer Science Instructor, Pam Wiese, facilitated a Zoom panel open to all computer science students and students from local high schools with the following representatives from PSU, College of Engineering & Computer Science student organizations:
  - We in Computer Science - LGBTQIA+
  - ChickTech
  - National Society of Black Engineers
  - Computer Action Team - Braindump
  - American Indian Science & Engineering Society
- Nursing Faculty began conversations in developing a more inclusive lens for program admission interviews.
- The English Department presents Mt. Hood Reads, a community reading program, debuting this winter. Winter 2021 will feature English Instructor, Don Anderson facilitating a discussion on James Baldwin's *Another Country*.



- MHCC received several grants to aid students and community members who have been impacted by COVID. The teams at MHCC that supported the implementation of these programs are: the Adult Basic Skills Department, the Student Success Program, the WorkSource Gresham Skills Team, and MHCC Head Start. The COVID Housing Assistance Program was funded by the Oregon Health Authority (via WorkSystems), and provided \$1,000 cash card to low income individuals/families enrolled in a WorkSource Gresham program. MHCC's WorkSource team distributed \$36,000 to 36 individuals currently enrolled at WorkSource Gresham. The COVID Rental Assistance program was funded by Prosper Portland (via WorkSystems), and provided direct payments to individuals who are low-income and live in Multnomah County. The MHCC WorkSource team distributed \$50,000 to assist 18 low-income families. The Portland COVID-19 Housing Assistance Program (CVHAP) was funded by the City of Portland, Bureau of Housing, and provided \$500 cash cards to 865 MHCC students, WorkSource clients, local residents, and Head Start families, totaling \$432,500. All three programs combined reach a total of 919 individuals/families, the value of the assistance totaled \$518,800.

### Increase Excellence in Operations

- Our Athletic Department received a donation of face masks and mask savers worth over \$79,000 from one of our local partners, Valley Athletics.
- MHCC Deans, Dr. Pete Szucs and Kelley Keith, are participants of the Oregon Executive Leadership Academy's 2020/2021 cohort, hosted by the Oregon Community College Association (OCCA).
- Director Dawn Loomis, formed a committee (IT, training center, Office of Instruction) to develop a more efficient way to register apprenticeship students from large training centers using data that has been entered at the training center (avoid duplicating data entry). The systems may not be completely compatible so we landed on batch registration until we can investigate other options. This may be a time savings of about 10%.
- Our Small Business Development Center received a \$25,000 increase to our Cooperative SBA funding.
- MHCC and Western Oregon University (WOU) signed a degree partnership agreement in December 2020. This agreement will allow students to be simultaneously enrolled at both institutions, completing requirements for an associate degree and bachelor's degree at the same time, saving time and money. We were able to customize our course outline form to better meet the needs of the College and collect data to better serve our students and provide them with the best learning experience possible.
- Online Learning offered a training session on the new Blackboard editor rolled out by the vendor in November.
  - Five faculty completed the Online Learning certification fall term.

# Student Development

## 2nd Quarter Update Oct 2020

### Improve student success:

- Student Development has continued to be busy supporting new students to get started and continuing to serve students in our remote environment. Overall, we continue to see a significant number of Chats and Student referrals, we have had 4,567 Chats and 3,155 requests for supports within Student Development.
- CARES ACT update – we have awarded **all of our \$1,692,829 to 2,584** students who were impacted by COVID-19 in spring, summer, and fall term. This has exhausted the CARES ACT funds intended for students.
- In December Student Development and the Business Office partnered to pilot a student account balance reduction initiative. This initiative would reduce a student's balance from \$500 and lower it to \$199, allowing them to register for winter. This pilot impacted 88 students and all were; emailed, called, and texted. From this over 40 of these students were able to register for winter, amounting to over 340 credits of enrollment and over \$40,000 in increase tuition revenue. The overall cost of the pilot was ~\$15k. We plan to run a second round of this pilot during winter term

### Advance diversity, equity, and inclusion:

- We have continued our partnership with Traci Simmons and AI McQuarters to combine our teams for a monthly DEI Leadership training and engagement. All Student Development leaders have been participating in this collaborative training
- We are continuing to see a booked-out schedule for the GED test, which are some of our most socioeconomically challenged students. We have also added CLEP and licensure exams to our offerings working to support those who are likely to be most impacted by employment loss or requirements for licensure to work.
- As a division, we participated in two Critical Race Theory training's provided by Traci Simmons. We are working to schedule a third session this winter.

### Strengthen community engagement:

- Supplied a record number of food boxes to students and continue to develop our responses to the growing demand in the community.
- Received two large Amazon shipments for the pantry which helps fulfill a number of student needs for non-food items as well.

### Increase excellence in operations:

- Financial Aid has shifted from awarding Aid one day a week to award twice a week. This allows a more efficient awarding to occur and for students to be notified in a more timely manner about what aid we have available for them to attend.



**Development and District Communications  
Board of Education Second Quarter Report  
January 2021**

**Improve Student Success, Increase Excellence in Operations,  
Advance Diversity Equity and Inclusion**

This quarter kicked off several very important fundraising efforts for the Foundation. Giving Tuesday, which followed Black Friday promotions, successfully saw over \$16,000 raised for a variety of student support efforts.

The Foundation's end of the year program, which promotes giving before the end of the tax year, brought in more than \$204,000 in donations, a new record. The \$204,000 does not include the \$100,000 in matching dollars the Foundation provided in fundraising efforts to meet Students' Basic Needs. This fundraising effort continues as we still work to match the \$100,000. We are also exploring possibilities with local private foundations for this effort.

This quarter also saw the completion of the all-staff giving campaign. The campaign raised over \$53,000, exceeding our goal of \$50,000.

The Foundation finalized the transfer of the Yoshida Haven Estate and has applied for the establishment of an LLC to hold the property. We are also working on finalizing guidelines for use of the property and establishing accounting ledgers for the Estate. Oregon Property Management has already started to look at scheduling events at the Estate.

Our marketing/communications efforts produced several videos and messaging materials that continued to include our wonderful diverse student body.

Several outreach efforts targeted a variety of diverse audiences. This included social media advertising/marketing of our program offerings including GED and ESL classes.

**Strengthen Community Engagement**

We continued our efforts in reaching out to legislators informing them of the work the college continues to do in providing a great education through this pandemic. Dr. Skari and I were able to meet with Rep. Anna Williams, Rep. Barbara Smith Warner, Sen. Lew Frederick and Rep. Jeff Reardon. We continue to work on scheduling other meetings as well.

AI also began taking part in the OCCA's legislative strategy meetings chaired by Annette Mattson. Plans are underway for CTE Month, which takes place in February. CTE Month will include visits with legislators including a weekly Workforce Wednesday meeting with legislators featuring CTE programs.

In our alumni outreach efforts we launched a new quarterly email newsletter featuring alumni stories and college news. This went out to over 14,000 alumni. We also hosted a live online lunch and learn that concentrated on improving LinkedIn skills. This attracted close to two dozen participants.

Staff also produced thank you videos by scholarship recipients that were sent to donors. Marketing and communications efforts also included:

- Produced and mailed the Winter C + C (College plus Community) mailing that went out to all households in our district.
- Outlined 2021 overall strategy and began research into website needs
  - Presented strategy to both part-time and full-time faculty senates and the Board of Directors
- Outlined social media strategy for 2021, including improved metrics tracking and creative approach.
- Began using Asana as a more consolidated project management system for marketing efforts.
- Created Animoto videos for Japanese, skiing/snowboarding, technical theatre and printmaking classes.
- Complete overhaul of TV ads running through OPB to better position the college as a resource within the community.
- Supported the Foundation's first ever alumni e-newsletter, which was sent in early December. Future editions will be published quarterly.
- Worked with recruitment to draft and edit a letter to parents of high school seniors across the district regarding the impacts of graduating early.
- Began building a Student Resources page on mhcc.edu as a one-stop shop for resources such as free food, help with internet access and loaner laptops, housing, tutoring, success programs, etc.
- Supported virtual Housing Insecurity Summit with web content, social media activity for president and college channels and press release.
  - PR efforts resulted in coverage from multiple Gresham and Portland news outlets, including multiple stories in *Street Roots*.
- Promoted BLM classes at the college with website content, press release, Gresham Outlook ads and social media.
  - Resulted in coverage from Gresham and Portland news outlets, including KGW news at 5.
- Ongoing promotional efforts for Foundation Student Basic Needs Fund (began in late November).
- Internal communications - Virtual In-service, inclement weather/RAVE reminders, end-of-year housekeeping, etc.
- Completed MHCC portion of *AdvancingCities* Challenge press release in preparation for January announcement.
- Produced 18 News and Notes for internal faculty and staff communications
  - Includes 1 special edition for Fall In-service (from Al McQuarters)
- 5 student newsletters (usually distributed monthly, but we sent 2 in October - 1 regular and 1 special edition with election resources and face mask policy update)
- 1 alumni newsletter
- Ongoing support of reopening plans including updating signage, QR codes and maintaining access to materials in numerous languages
- Ongoing daily maintenance and content creation for social media platforms Instagram, Facebook, Twitter and LinkedIn and subsequent communications needed for questions and comments.



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *January 20, 2021*

**ITEM TITLE:** 4.1a

**CONTACT PERSON:** *Laurie Popp, Executive Assistant to the Board of Education*

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**SUBJECT: APPROVAL OF MINUTES – December 2, 2020**

### Session 1020

A meeting of the Mt. Hood Community College District Board of Education was held on December 2, 2020, with a Board Training/Work Session at 6:00 pm held via a Zoom meeting.

#### 1.0 CALL TO ORDER

Members present: Diane Noriega, board chair, Annette Mattson, vice chair, Diane McKeel, Jim Zordich, Andrew Speer, LaVerne Lewis, Kenney Polson

Additional Attendees: Dr. Lisa Skari, president, Traci Simmons, director of Diversity, Equity, and Inclusion, Al McQuarters, vice president of Instruction

Noriega called the board training/work session to order at 6:11 p.m.

#### 2.0 BUSINESS

##### 2.1 Board Training – Session 4

Traci Simmons led the board through session four of the board's Equity-Minded Leadership training series. The training included a discussion on the application of Critical Race Theory (CRT) as a decision-making and policy creation tool. She provided a PowerPoint presentation that examined how to move CRT into practical application, which involved moving through the five tenets of CRT:

- 1) Race and racism are central to, and permanent features of, American life;
- 2) The dominant ideology must be challenged;
- 3) We must commit to social justice;
- 4) CRT posits that experiential knowledge is central to analyzing and understanding racial and other forms of inequality and inequity;
- 5) We must commit to an interdisciplinary perspective.



Simmons provided several different scenarios for discussion and application of the CRT tenets in the board's decision-making process. Other equity lens tools were explored from Higher Education Coordinating Commission, Multnomah County, Portland Community College, and Portland Public Schools. The board discussed the ACCT presentation on Diversity, Equity and Inclusion shared at the board retreat last winter and suggested it be included as a resource. Simmons recommended that the board look through the equity lens tools and provide their feedback for further discussion at the next board work session. A copy of the PowerPoint presentation is attached to the minutes.

## 2.2 Strategic Planning

Diane Noriega opened up a discussion about strategic planning and next steps. Dr. Skari sent examples of strategic plans from other community colleges to the board to review, and a draft timeline of the strategic planning process. There was a discussion about having a consultant assist in the strategic planning process, and looking at next steps for moving forward.

## 2.3 Bachelor of Applied Science (BAS) Degrees

Al McQuarters provided an overview of the process for the college to move forward with exploring the BAS degrees. He presented a proposed framework for a timeline to explore the proposed BAS degree at MHCC, and provided an overview of the action items, and the next steps if the full proposal is approved for submission to HECC.

## 3.0 ADJOURNMENT

The board training/work session was adjourned at 8:53 pm.

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Clerk

Board Chair

*Minutes recorded by Laurie Popp, Executive Assistant to the Board of Education.*

# Applications of a Critical Race Theory of Education

Presented By: Traci Simmons, Director of Diversity, Equity, and Inclusion



## Group Agreements

Be mindful

Stay engaged

Step Up, Step Back

Use 'I' statements

Consider impact vs. Intent

Be honest and vulnerable

Listen to understand

Avoid assuming the intent of others

Offer grace

Suspend blame, shame, guilt, fear, and denial

Accept non-closure

## How do we move Critical Race Theory into practical application?

Critical Race Theory is useful as an analytical tool and an equity lens once a practical application of the theory becomes part of institutional praxis. Critical Race Theory (CRT) can lead us to design better programs, make more equitable decisions, and improve student outcomes within a racialized system of education.

Application of CRT consists of moving through a series of questions regarding the five accepted tenets.

## How do we move Critical Race Theory into practical application?

Critical Race Theory requires that we slow down.

CRT requires that we consider benefit to some and harm to others; and commit to doing no further harm.

CRT requires that race remain at the center of analysis.

CRT requires that we consider historical and legacy action and inaction in our analysis.

CRT requires that we challenge the status quo and the dominant culture.



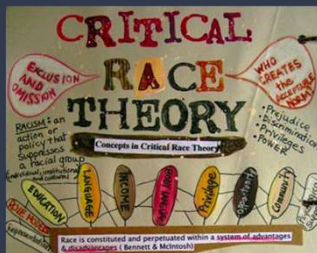
## How do we move Critical Race Theory into practical application?

Critical Race Theory requires that we commit to social justice.

Critical Race Theory requires that we examine policy, procedure, and practice with a critical lens to advance diversity, equity, and inclusion.

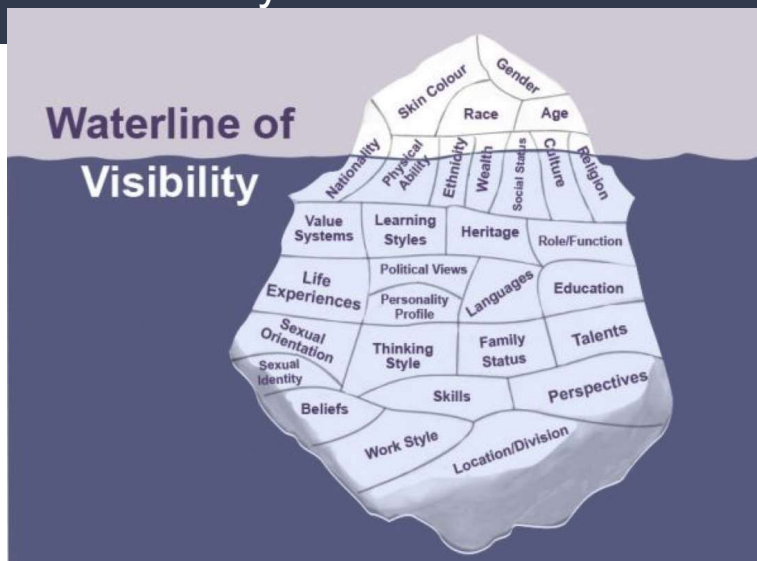
Critical Race Theory

## Critical Race Theory: Analysis



1. **Race and racism are central to, and permanent features of, American life.**
  - A. What are the implications of race in the analysis?
  - B. What are the other intersectional identities that might also be implicated?
  - C. How does MHCC currently address this issue? What impact does the current practice have on the implicated identities?
  - D. Who has the power in the situation? Who benefits from the current practice? What does the party with less power stand to gain or lose in the interaction/situation?

## In Lieu of Identity Cards



## Critical Race Theory: Analysis



### 2. The dominant ideology must be challenged.

Assess the inequities that exist in the current situation and current practice at MHCC.

- A. Consider the ways in which objectivity, neutrality, colorblindness, and meritocracy may be at play.
- B. Determine what action would challenge the status quo/dominant culture.

## Critical Race Theory: Analysis



### 3. We must commit to social justice.

- A. In your list of possible actions that would challenge the dominant culture/status quo
  - A. Consider benefit and harm
  - B. Commit to do no further harm
    - A. If the action taken would be harmful, especially to the identities examined in the first analysis, then that action should not be taken

## Critical Race Theory: Analysis

### 4. CRT posits that experiential knowledge is central to analyzing and understanding racial and other forms of inequality and inequity.

As you move towards a decision, design, or new policy it is imperative to examine qualitative data and invite the people central to the issue to offer their perspective and voice in creating the solution.

- A. Have you asked the people most impacted by the situation? What effort have you made to involve those with marginalized identities in your process?

## Critical Race Theory: Analysis

### **5. We must commit to an interdisciplinary perspective.**

- A. Who else should be involved?
- B. What is the interdisciplinary approach?
- C. Are students included? What about administrators, faculty, union, and community participation?

## Critical Race Theory: Analysis

### Considerations:

- Internalized: Action, Decision, Personal referral to resources
- Interpersonal: Discussion, Action, Agreement
- Institutional: Policy, Practice, Design, Procedure
- Structural: Policy, Practice, Design, Procedure

## Scenario: What would you do?

- The biennial budget process is upon us. The college needs to cut upwards of \$200,000 from the budget to align with allocated resources. Those working in the college have identified several programs that are struggling with enrollment as potential savings opportunities. Among these programs are Adult Basic Skills, Transitions/Transiciones, and deep reductions to ESL/Intensive English. Community organizers and program faculty have been vocal about the damage these cuts would have to equitable access for marginalized students. The board needs to approve the proposed budget in a month. Using analysis of the situation through an equity lens, what actions would the board take?

## Scenario: What do you do?

- The college wants to get a capital improvement bond initiative on the upcoming ballot. The board needs to approve of this action. In prior months, damaging claims have been made public, accusing the college of a pattern of discriminatory practices in hiring and student retention. Staff of color have not been able to be retained and enrollment and retention of students of color have declined sharply. What should the board do?
- The college leadership is entering bargaining with the FT Faculty Association. Contractual policy has been identified as significant barriers to advancing diversity, equity, and inclusion. The association leadership has been vocal about not wanting to change the language and is threatening to strike. What action should the board take?

## Exploring other Equity Lens Tools

- [HECC Equity Lens](#)
- [Multnomah County Equity and Empowerment Lens](#)
- [PCC Take Five](#)
- [PPS Equity Lens](#)

## Questions? Discussion...

Contact: Traci Simmons

Office Phone: 503-491-7009

Email: [traci.simmons@mhcc.edu](mailto:traci.simmons@mhcc.edu)

Twitter: @tracisimmons1



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *January 20, 2021*

**ITEM TITLE:** 4.1b

**CONTACT PERSON:** *Laurie Popp, Executive Assistant to the Board of Education*

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**SUBJECT: APPROVAL OF MINUTES – December 16, 2020**

### Session 1022

A meeting of the Mt. Hood Community College District Board of Education was held on December 16, 2020, with a Regular Board Meeting at 6:30 pm, held via Zoom meeting.

#### 1.0 CALL TO ORDER / DECLARATION OF A QUORUM

Members present: Diane Noriega, board chair, Annette Mattson, board vice chair, Diane McKeel, Jim Zordich, Andrew Speer, Kenney Polson

Additional Attendees: Dr. Lisa Skari, president, Sergey Shepelov, chief data, assessment and institutional effectiveness officer, Al Sigala, executive director, Development and Communications, John Hamblin, executive dean of Student Development, Sydney Frost, dean of Career Services, Disability Services, Human Development, Veteran Services, Kelley Keith, dean of Pre-college, Transitions Program, Title II, Maywood Center, Al McQuarters, vice president of Instruction, Nicole Johnson-Moses, ASG president, Janine Shockley, CEA secretary, Marilyn Pitts, PFTA president

Noriega called the meeting to order at 6:36 p.m. and declared a quorum was present.

#### 1.1 Approval of Agenda

Zordich motioned to approve the agenda. Mattson seconded the motion and it passed unanimously.

#### 2.0 PUBLIC INPUT

There was no public input.

#### 3.0 REPORTS

##### 3.1 Correspondence

Dr. Skari did not have any correspondence.

##### 3.2 Governor's Budget Update



Jennifer DeMent presented a brief update on the Governor's Budget that was recently released, which is the college's starting point for budget conversations for the 2021-2023 biennium. She shared information from the Governor's news conference about the difficult choices that had to be made with the revenue that is available, and stated they kept the community college support fund for 2019-2021 legislatively approved budget level of \$640.9 million for the 2021-2023 biennium. DeMent provided a presentation of the budget request amounts, which outlined the Governor's requested budget, current service level, and the Higher Education Coordinating Commission (HECC) agency requested budget. She shared the actual and projected Mt. Hood Community College (MHCC) Community College Support Fund (CCSF) Resources, and highlighted the variance from the current biennium. She provided an overview of the four-year average MHCC Compound Annual Growth Rate for both revenue and expenses, and stated it is critical that the state support, which makes up 43% of our revenue, keep pace with our expenditure growth. Continued funding at the current level will require a reduction in expenditures or services in order to balance the budget. A copy of the PowerPoint presentation is attached to the minutes.

### 3.3 Special Report: Overview of Emsi Survey & Findings

Sergey Shepelov provided a presentation and overview of the EMSI survey and findings. He shared the economic impact analysis, including the operations spending impact, student spending impact, and alumni impact. His presentation included the total impact from all three categories, with total income added in the region of \$549.2 million or 4.1% of the region's GRP. He shared the return on investment analysis, highlighting the benefit and cost for the student perspective, taxpayer perspective, and the social perspective. Shepelov responded to a question from Speer about access to the Emsi data, which is available at the following links:

Main Report: [https://air.mhcc.edu/AirWeb/publications/MHCC\\_EIS\\_1819\\_MainReport\\_Final.pdf](https://air.mhcc.edu/AirWeb/publications/MHCC_EIS_1819_MainReport_Final.pdf)

Executive Summary: [https://air.mhcc.edu/AirWeb/publications/MHCC\\_EIS\\_1819\\_ExecSum\\_Final.pdf](https://air.mhcc.edu/AirWeb/publications/MHCC_EIS_1819_ExecSum_Final.pdf)

Fact Sheet: [https://air.mhcc.edu/AirWeb/publications/MHCC\\_EIS\\_1819\\_FactSheet\\_Final.pdf](https://air.mhcc.edu/AirWeb/publications/MHCC_EIS_1819_FactSheet_Final.pdf)

A copy of the PowerPoint presentation is attached to the minutes.

### 3.4 Special Report: Legislative Agenda & Sessions

Al Sigala provided a brief overview of the one-day special legislative session scheduled on December 21. He discussed the four relief bills for those impacted by COVID-19, and provided highlights and key points for the legislative session. He shared the 2020-2021 OCCA legislative month-by-month advocacy plan, and stated February 2021 is Career and Technical Education (CTE) Month. He met with deans in our CTE programs and discussed opportunities to connect the CTE programs with local legislatures through virtual interactions. A copy of the presentation handouts are attached to the minutes.

### 3.5 Special Report: HB 2864 Report

Traci Simmons provided a presentation on House Bill 2864 that was passed by the Oregon Legislature in 2017, which requires cultural competency standards at post-secondary institutions. She shared the requirements of the house bill, one of which is to prepare a biennial report that is presented to the board regarding the institution's progress toward achieving the goals. She discussed the work at the college and shared the current leadership and membership of the Access and Diversity Council, and





provided an overview of the recent efforts that she and the Access and Diversity Council have been focused on. She stated the report is focused on the broad goals of the institution and advancing diversity, equity, and inclusion, and highlighted the specific divisional goals and strategies, strengths, challenges, opportunities, and obstacles in this work. Simmons responded to several questions about the work they are doing around specific populations, additional training the board and President's Cabinet will continue to work on, and what action steps the college will take. A copy of the PowerPoint presentation and handout are attached to the minutes.

### 3.6 Special Report: Student Aid Funds/GEER Funds

John Hamblin provided a brief update on the student portion of the CARES Act Funds. He shared they have exhausted almost all of the \$1.7 million of funding and distributed the last amount of funds to student this past week. They funded another 154 students who received about \$450 each in funding. In regards to the GEER funds, they are taking a pause right now and waiting for additional guidance to see if there are any changes in how the college can utilize the funds. They anticipate using some of these funds for Wi-Fi hot spots and technology needs for some of our students. He will provide an update at a future board meeting on how they will spend the GEER funds.

### 3.7 Special Report: Student Basic Needs Response Team

Sydney Frost and Kelley Keith provided a presentation on the work they are doing on the Student Basic Needs Response Team. Frost highlighted the members of the Student Basic Needs Response Team and the diversity of departments that are represented on the team. Keith shared she has had the opportunity to work with students in many different student groups, and sees first-hand the barriers and struggles that students face to be successful or to continue with their education. She shared the team's charge and efforts to provide assistance to students around central conditions for learning, such as food, affordable housing, stable internet and computer access, transportation, childcare, and mental health. They studied local, state, and national data and surveyed students to learn priorities for immediate impact with the COVID relief funds, and highlighted the work they have done so far. Frost shared an update on the efforts they are working on with the foundation to establish funding for future needs, and the work that is in progress and soon to come. They shared a list of requests and comments they have received highlighting student needs, and provided a list of ways to grow with the Student Basic Needs Response Team in this work. A copy of the PowerPoint presentation is attached to the minutes.

## 4.0 BUSINESS / ACTION

### 4.1 Consent Agenda: Approvals & Information

- a) Minutes – Board Regular Session 1019, November 18, 2020
- b) Monthly Personnel Report
- c) Monthly Financial Report
- d) Monthly Head Start Report
- e) COVID-19 Activity Report
- f) Consideration of Course Fee Addition
- g) Approval to Increase Goods and/or Services Contracts in Excess of \$150,000
- h) Approve Letter of Support for ACCT Board of Trustees Nomination



Speer motioned to approve the consent agenda. Polson seconded the motion and it passed unanimously.

#### 4.2 Resolution to Explore Bachelor of Applied Science (BAS) Degrees

Al McQuarters referred to an overview of the Bachelor of Applied Science (BAS) Degrees process that he provided at a previous board meeting, and stated the resolution is to affirm the board's support for the college to pursue exploring the BAS Degrees.

Speer motioned to approve the Resolution to Explore Bachelor of Applied Science (BAS) Degrees. Polson seconded the motion. There was a brief discussion about exploring the BAS degrees. The motion passed unanimously.

#### 4.3 Resolution to Undertake Strategic Planning Process

Dr. Skari presented a resolution to begin the strategic planning process. She stated the current mission was approved by the board in 2009, and was reaffirmed in 2013 and 2015. The college is currently operating under the MHCC Strategic Plan approved by the board in 2015.

Zordich motioned to approve the Resolution to Undertake Strategic Planning Process. Polson seconded the motion and it passed unanimously.

### 5.0 CLOSING REPORTS

#### 5.1 a) Board Members

Board members shared their participation in community meetings and events since the last board meeting. The Community Engagement spreadsheet will be updated to reflect the community activity.

#### b) ASG Representative

Nicole Johnson-Moses (ASG) – she shared an overview of the student events held over the past month organized by the Student Activities Team, which included a virtual town hall with Dr. Skari. She is working with the Tutoring Center to plan an event to help with online learning. The team finalized a resource list for students with the help and input of the COVID Reopening Team. The ASG Team has been working hard to make sure students are aware of and utilizing Barney's Pantry. They estimate they have distributed roughly 8,000 lbs. of food to students since the start of fall term. This month, thanks to the help from staff and the community at MHCC, they have collected nearly 2,000 lbs. of food donations to support these efforts.

#### c) Advisory Representatives

Jeanna Hunt (FTFA) – did not attend

Janine Shockley (CEA) – she thanked Dr. Skari on behalf of the association for the decision to close early on December 24. In addition, they would like to thank the administration for expressing a commitment to slow down on the efforts to outsource the college bookstore. She stated members on



the bargaining team are hopeful this will allow more time to fully engage students, staff, and faculty in identifying a thoughtful solution.

Marilyn Pitts (PTFA) – she is still actively involved with the Reopening Team, and they will be reviewing a plan that was presented related to the sports teams. She has been working with the executive committee members negotiating a COVID-related MOA with the college. The current MOA ends this term. She is looking forward to the vaccines and the opportunity to be back face-to-face with students in 2021.

## 5.2 President's Report

Dr. Skari provided her President's Report to the board:

*We sit here tonight in the last board meeting of 2020, and what a year it has been. The college has faced loss, crises, and change, which for many would have been the undoing of the mission and progress, but not Mt. Hood Community College (MHCC). As our students and employees have learned to manage life in these new times, a focus on the future has pulled us through. For our students, it has been the promise of an education, a degree or certificate, a new career, or maybe a transfer to university. For our employees, it has been the call to serve our students and our community. They say difficult times can bring out the worst in people, but at MHCC, we have seen that it also brings out the best in people.*

*Take, for example, our response to COVID. You heard earlier tonight how resources have been leveraged, and that a team of dedicated people are working to address the basic needs of our students. But there is also more to celebrate. You may recall in some of my announcements in prior months, the college has received grants to provide aid to students and community members who have been impacted by COVID. I would like to share with you what that really looks like on the ground.*

### COVID Housing Assistance Program

*This was funding from the Oregon Health Authority via WorkSystems. Our WorkSource team awarded \$36,000 in cash cards, providing assistance to 36 individuals who are current WorkSource clients. Another one was the COVID Rental Assistance Program. This was funding from Prosper Portland via WorkSystems. Our WorkSource team dispersed \$50,000 in direct payment to 18 families who are low-income residents of Multnomah County. Lastly, there was the Portland COVID-19 Household Assistance Program (CVHAP). This funding came from the City of Portland, Bureau of Housing in the way of \$500 cash cards. Our Adult Basic Skills department, WorkSource team, Head Start Family Services team, Students Success program team awarded 865 cards to MHCC students, WorkSource clients, local residents, and Head Start families, totaling just over \$432,000. All in all, members of MHCC distributed over \$518,000 to 919 individuals or families in our community. Now that is what I call community impact. I have included a list of the individuals listed below so you can see everyone who is helping to do this great work.*

- *Student Success: John Sheehan, Chanel Tran, Bhaktirose Dawdy (and Susanne Rose)*



- *WorkSource Gresham: Rich Duval, Sandra Siordia, Angelique Kauffman Rodriguez, Sahand Kianfar, Maura Brady, Teresa Jeffries, Sheila McQueen, Nadia Kolesnik*
- *Adult Basic Skills: Kristen Kulongoski, Cecilia Pelayo, Rosalba Fuentes, Gisela Foster, Crystal Campbell, Mallory Richardson, Stephanie Haas,*
- *Head Start: Vanessa Valdez, Tina Nelson, Ralna Gable, Diana Contreras, Jonathan Quintero, Elizabeth Vasquez, Jacqueline Arn, Maura Herrera, Lorena Alexandrou, Kate Davison, Ashley Navarro Vizcarra, Carolina Chamberlain, Lara Klein, Lauren Moran, Hanna Atenafu, Eliza Harper, Tandi Johnson, Claudia Paz, Erlinda Rayna, Lisa Trimble*

*They deserve our recognition and appreciation for taking on additional assignments and duties in the name of serving our community. And, for these areas mentioned tonight, there are other student-centered, equity-minded MHCC employees that are working every day to transform lives and build our community. I cannot think of a better testament to our mission.*

*Tonight you took action on our future, approving the exploration of BAS degrees and formalizing your desire to undertake a strategic planning process. I cannot think of a better note for us to end 2020. To the MHCC students, I want to thank you for trusting us with your educational dreams. To the MHCC faculty and staff, I want to thank you for your service to our students and our community. And I want to thank you, our MHCC Board of Education, for your belief in the power of education, your commitment to the social justice vision of community colleges, and your selfless work to bring about better outcomes for our students and district.*

*Happy holidays everyone. Be safe, be happy, and never forget the difference you make in the world.*

#### 6.0 ADJOURNMENT

Zordich motioned to adjourn. Speer seconded the motion and it passed unanimously. The meeting was adjourned at 9:32 p.m.

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Clerk

Board Chair

*Minutes recorded by Laurie Popp, Executive Assistant to the Board of Education.*

# Governor's Budget Update

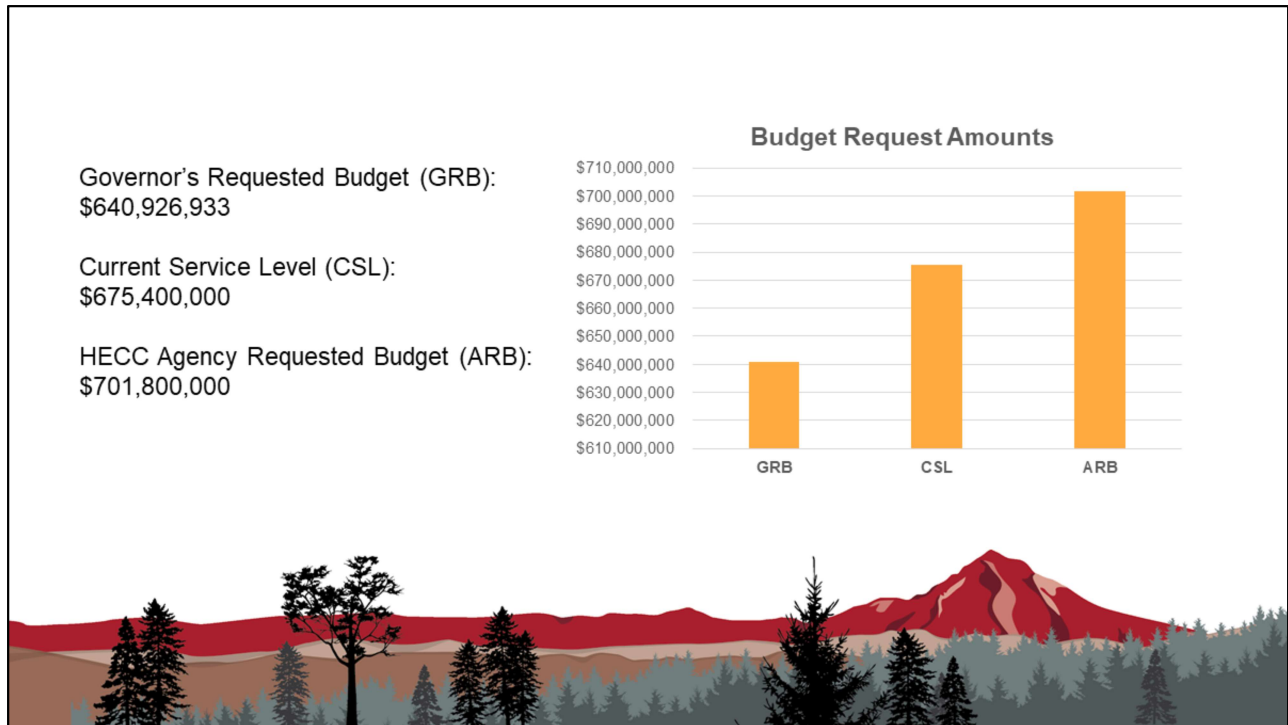
December 16, 2020



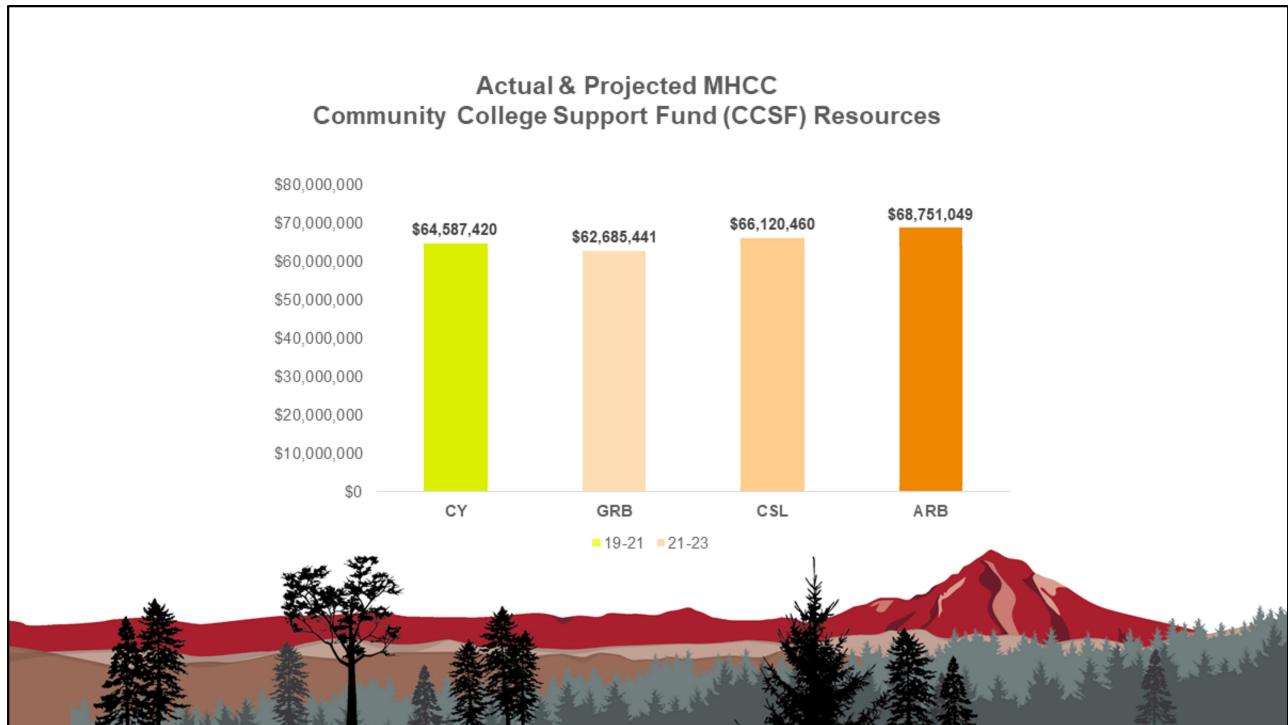
“Community Colleges are our workhorses. We are working hard to make sure our communities have access to the skills they need.”  
– Governor Brown, 12/1/2020 (GRB News Conference)



Oregon’s community colleges know that all sectors of the state have significant needs, and appreciate that the Governor had difficult choices to make with the revenue available. The Governor kept the Community College Support Fund (CCSF) at the 2019-21 Legislatively Approved Budget level of \$640.9 million for 2021-23.

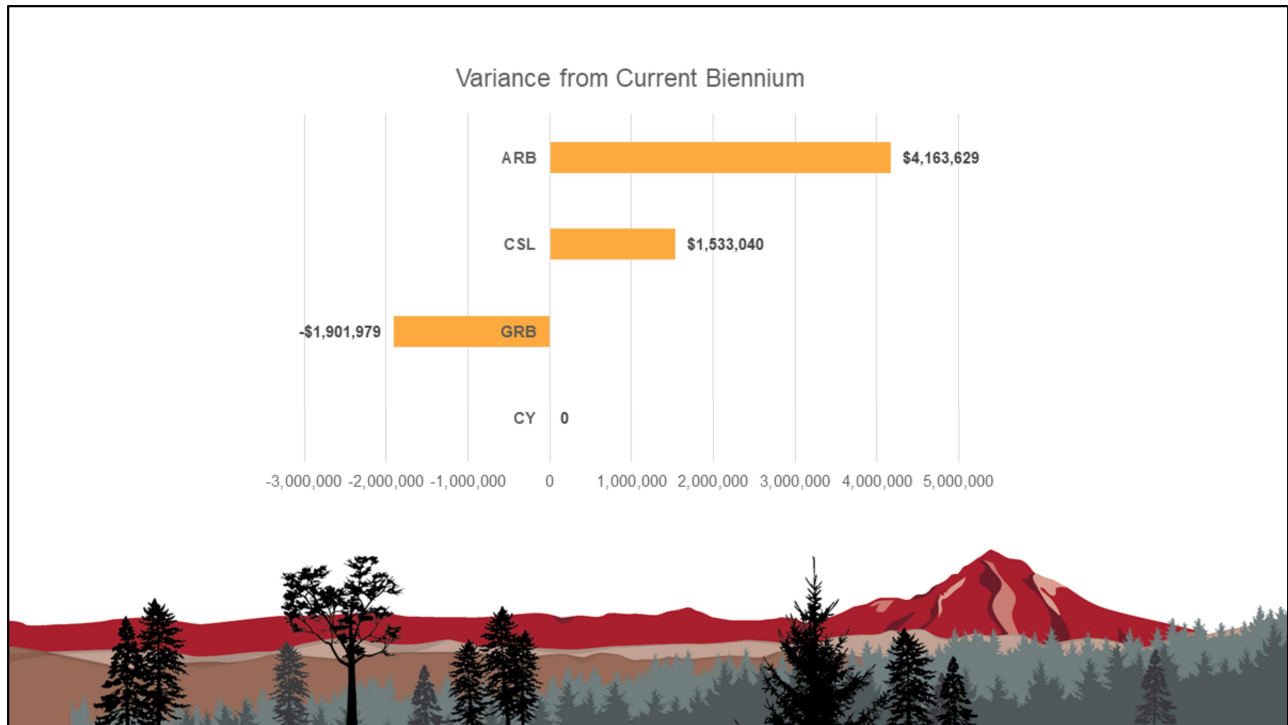


- However, with a flat-funded budget of \$640.9 colleges will be approximately \$61 million below the \$702 million Oregon's community colleges need to continue current services and keep tuition increases to 3.5 percent or below on average statewide.
- CSL determined by LFO



- How does this impact MHCC? We receive about 10% of the total allocation. Because we “borrow” the final payment of each biennium from the next, even with flat funding, our resources for the next biennium would be reduced.

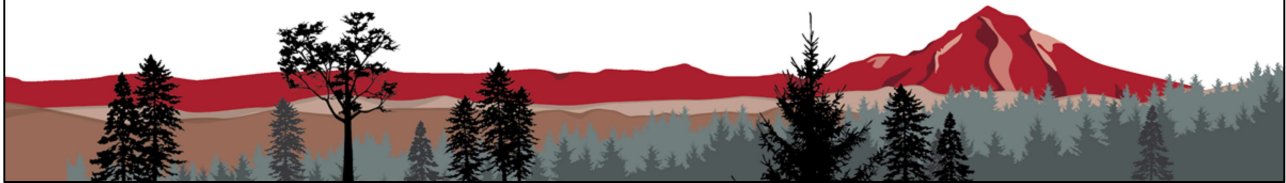




- By how much? Funding at the GRB level would result in a \$1.9 million reduction, nearly a million dollars for each year of the biennium
- The CSL, as calculated by the Legislative Fiscal Office, would result in an increase of about \$750 thousand per year
- The budget requested by the Higher Education Coordinating Commission would increase our funding just over \$2 million per year

### Four Year Average MHCC Compound Annual Growth Rate:

Revenues			Expenses		
State Funding	4%		Personnel	3%	
Tuition & Fees	-1%		Materials & Services	-1%	
Property Taxes	4%		Debt Service/ Capital	3%	
			Scholarships	-7%	
Total Revenues:	2%	\$1,450	Total Expenses:	3%	\$2,179



- This chart shows the average grow rate, by revenue and expenditure category, over the past four years
- While state support and property tax revenue have grown, revenues for tuition and fees have declined. While we have had tuition increases each of the past four years, our enrollment has decreased an average of 7% each year, result in less tuition and fee dollars.
- Expenditures have steadily increased by 3% per year, with the exception of scholarships in the form of tuition waivers, which have declined as a result of declining revenue.
- As you can see, expenditure growth is outpacing revenue growth, resulting in a structural deficit of about \$730 thousand per year.
- This is why it is critical that state support, which makes up 43% of our revenue, keep pace with expenditure growth. Continued funding at the current means a reduction in expenditure, or services, will be required.



## The economic value of Mt. Hood Community College

ANALYSIS OF THE ECONOMIC IMPACT  
AND RETURN ON INVESTMENT OF EDUCATION



### Emsi & Community Colleges

18+ years working with higher education institutions

2,000+ economic impact studies completed

1.2M students used Emsi's career pathways tool last year

9 of 10 2019 Aspen Prize finalists are Emsi customers



## What is an **ECONOMIC IMPACT ANALYSIS?**

Measures how an event or institution affects the local economy

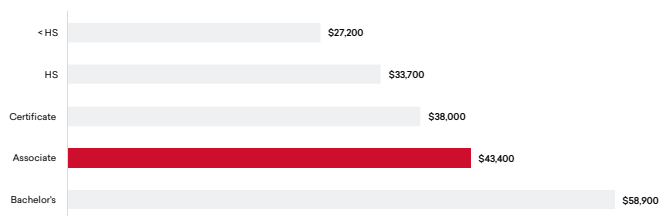


## What is an **INVESTMENT ANALYSIS?**

A comparison of the costs and benefits to determine the return on investment

### About the MHCC District

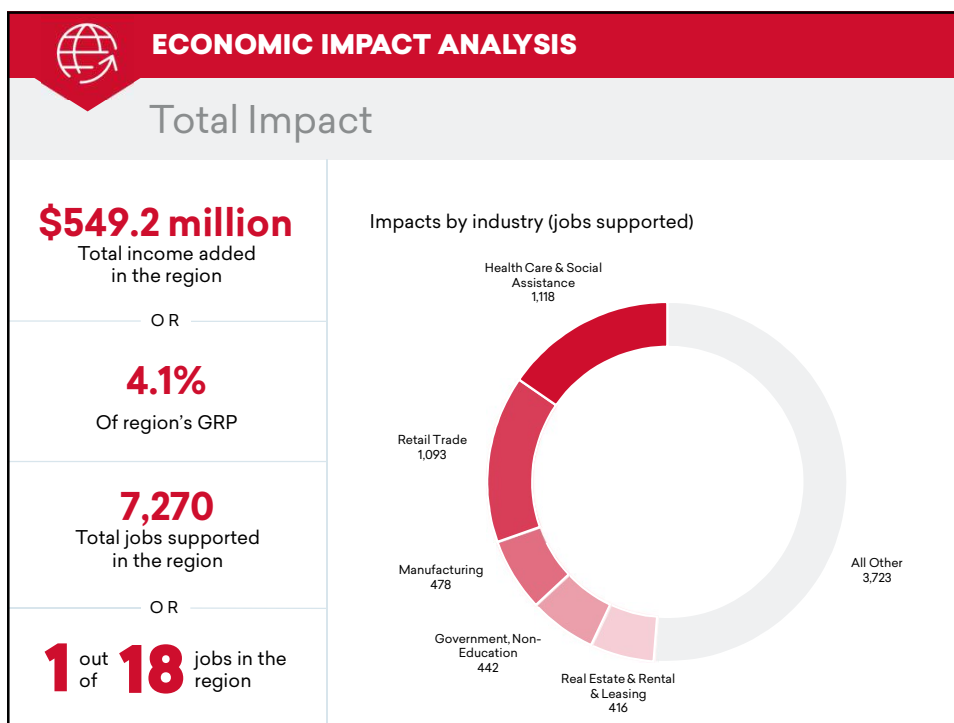
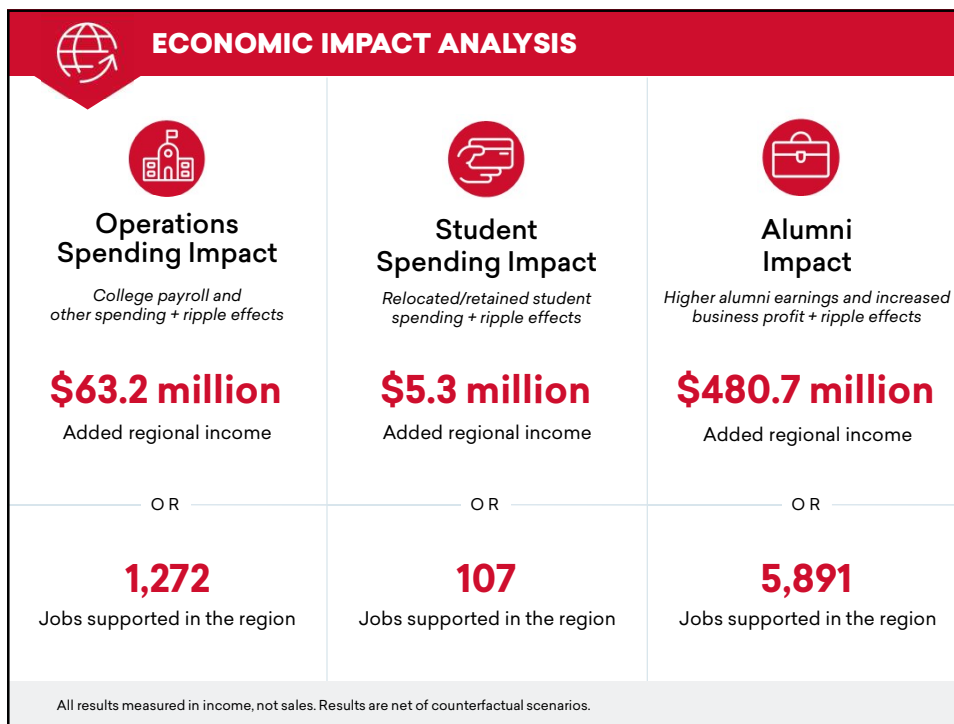
#### AVERAGE EARNINGS BY EDUCATION LEVEL







**\$13.5 billion**  
Total Gross Regional  
Product (GRP)





**132,998**  
Total Jobs



 <b>INVESTMENT ANALYSIS</b>		
 <p><b>Student Perspective</b></p> <p><b>\$296.6 million</b> <i>Benefit: Higher future earnings</i></p> <p><b>\$79.3 million</b> <i>Cost: Tuition, supplies, opportunity cost</i></p>	 <p><b>Taxpayer Perspective</b></p> <p><b>\$102.2 million</b> <i>Benefit: Future tax revenue, government savings</i></p> <p><b>\$40.7 million</b> <i>Cost: State and local funding</i></p>	 <p><b>Social Perspective</b></p> <p><b>\$975.8 million</b> <i>Benefit: Future earnings, tax revenue, private savings</i></p> <p><b>\$145.4 million</b> <i>Cost: All college and student costs</i></p>
<p><b>3.7</b> Benefit/cost ratio</p>	<p><b>2.5</b> Benefit/cost ratio</p>	<p><b>6.7</b> Benefit/cost ratio</p>
<p><b>17.0%</b> Rate of return</p>	<p><b>8.2%</b> Rate of return</p>	<p><b>n/a</b> Rate of return</p>
<p><small>Future benefits are discounted to the present.</small></p>		

### Overview of results

 <p><b>\$549.2 million</b> Total income added to the region</p> <p><b>4.1%</b> Of region's GRP</p> <p><b>7,270</b> Total jobs supported in the region</p>	 <p><b>3.7</b> Benefit-cost ratio for students</p> <p><b>2.5</b> Benefit-cost ratio for taxpayers</p> <p><b>6.7</b> Benefit-cost ratio for society</p>
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2020-2021 OCCA LEGISLATIVE MONTH BY MONTH ADVOCACY PLAN

	July/Aug	Sept	Oct	Nov	Dec	Jan	Feb
Key Dates	July-Aug: Likely Special Legislative Session Aug 13 <sup>th</sup> : HECC Budget Approval	Sept 21 -29: Fall Term begins Sept 23: State Econ Forecast		Nov 2: Election Day Nov 4-6: OCCA Conference Nov 18: Economic Forecast	Dec 1: Release of Governors Recommended Budget Dec. 21 Special Legislative Session	Jan XX: 2021 Session Begins	Feb 1: CTE Month Feb X: State Econ Forecast
Theme	CCs: Essential Safety Net Service Provider/COVID-19 (retraining displaced workers)	CCs Offer Essential Education for ALL Oregonians	Value of CC's – (EMSI Report) Digital Divide affecting enrollment Workforce Development	Election CC Budget Bill	GRB Response	CC Budget Ask: Essential Ed/Services	CTE and COVID-19, Economic Recovery, and Equity
Actions	<ul style="list-style-type: none"> <li>- Virtual Legislative Meetings</li> <li>- Email from VIPs, students</li> <li>-SFO Coalition Meetings</li> <li>-ID sponsors for CC budget bill</li> <li>-Coalition partner outreach</li> </ul>	<ul style="list-style-type: none"> <li>- Letter from Presidents. (-Submit CC budget bill to Legislative Counsel)</li> <li>-voter registration</li> <li>-Update Quick Facts</li> </ul>	<ul style="list-style-type: none"> <li>-Get sponsors for CC budget bill</li> <li>-ID students and other potential local advocates.</li> <li>-Presidents' OP-ED</li> <li>-Meetings with Legislators</li> </ul>	<ul style="list-style-type: none"> <li>-Get sponsors for CC budget bill</li> <li>-Post election letter from president to legislators</li> <li>-Share Quick Facts</li> <li>-Meetings with OCCA and Legislative Leadership</li> <li>-ID local advocates.</li> <li>-OCCA Coalition kick off</li> <li>-Student government prep—</li> <li>- Meetings with Legislators</li> <li>-Congratulation letters from staff/board members</li> </ul>	<ul style="list-style-type: none"> <li>- Virtual Legislative Visits</li> <li>-Update district board members</li> <li>- Meetings with Legislators</li> <li>-Update CTE Deans on CTE month</li> <li>-Meet with Blumenauer's Staff</li> </ul>	<ul style="list-style-type: none"> <li>- Host Legislative Meeting on "Safety Net Services (including retraining workers)" and CTE</li> <li>- Call-in or email day</li> <li>-Student government training</li> </ul>	<ul style="list-style-type: none"> <li>-CTE Month</li> <li>-Workforce Wednesdays</li> <li>-Employer, CTE Faculty and Students zoom visits.</li> <li>-Videos of CTE students</li> <li>-Highlight CTE programs that connect to COVID-19</li> <li>Discussed themes – I need my CC now more than ever...</li> <li>-Training Oregon's essential workers #hireOregon</li> </ul>
Media					-Press release responding to GRB	-Get Op-ED published	-Press release for CTE month if in person -Editorials

2020-2021 OCCA LEGISLATIVE MONTH BY MONTH ADVOCACY PLAN

Materials Needed	-Talking Points -Writing Points -Info on COVID impacts. -HOPE Lab info	- Sample Letter	-Finalize Op-Ed -begin gathering videos for statewide CTE day	- One Pager -Letter to legislators winning seats -Quick Facts	-Press Release -Talking Points Responding to GRB -Info on GRB impacts	-Op-Ed	-CTE one pager -CTE Talking Points -signs and videos for legislative actions and CTE day
Participants Needed	-Presidents -Board Members -Navigators -Student Success Coaches -SFO -CACs	-SFO -Presidents -CACs	-SFO -CACs	-OCCA -CACs -Students	-Students -Faculty -Admin -OCCA -District board members	Students -Faculty -Admin -OCCA -District board members	Employers/Business Partners - CTE - Students/Faculty -CACs -OCCA -Dist. Board
	March	April	May	June			
Key Dates	March: Potential Ways and Means	April TBD: AOAT April 21-22: Leg Summit April: Potential Ways and Means	Late May: State Econ Forecast				
Theme	CC Budget Ask: -Student barriers: cost/basic needs	CC Budget Ask: -Economic Frist Responders	CC Budget Ask: -Economic Frist Responders	CC Budget Ask			
Actions	-Student Call in Day on Budget  -Student virtual visits	-AOAT Student Recognition in Legislature/leg meetings. -Leg Summit Leg Meetings -SFO Leg visits	-Mini employer lobby day  -Student call in/email day	-Call in day			
Media	-Editorials	-Press release on AOAT students -Send AOAT program to legislators					



2020-2021 OCCA LEGISLATIVE MONTH BY MONTH ADVOCACY PLAN

Materials Needed	-Call script -Talking points for Ways and Means	-Talking Points -One Pager	-Talking Points -One Pager	
Participants Needed	-Employers -Presidents	-Employers -Presidents		

AOAT = All Oregon Academic Team

CC= Community Colleges

GRB= Governor's Recommended Budget

### Summary:

Our objective is to persuade legislators to sign on as co-sponsors to the community college budget ask bill. The Oregon Community College Association (OCCA) has worked with Representative Jeff Reardon to put the community college budget ask into a bill. The budget ask bill is not intended to be the actual vehicle to fund the colleges but to show support among legislators for fully funding the Community College Support Fund at \$702 million. The bill also includes \$35 million in additional investment to address inequities made worse but the pandemic and recession that followed.

### Key Points:

**1. The community college budget ask bill would give colleges the funding needed to maintain current services.**

- In the 2019-2021 biennium, the CCSF received \$641 million. To fully fund current services, colleges would need a state appropriation of \$702 million for the 2021-2023 biennium. At that funding level colleges could keep tuition increases to an average of 3.5 percent per year statewide.
- Every dollar cut from the Community College Support Fund must be made up by raising tuition or cutting programs and services, moving educational opportunities out of the reach of the Oregonians with the most need.
- The bill also includes \$35 million for an innovation fund to be distributed by the Higher Education Coordinating Commission to address barriers faced by students, and especially barriers that have been exacerbated by the COVID-19 pandemic and devastating wildfires in 2020.
- Community colleges were not able to offer most in-person courses such as Career and Technical Education (CTE), so colleges have already faced significant revenue declines and budget cuts.

**2. Community colleges serve more under-represented and low-income students than any other sector of higher educations.**

- Colleges serve the communities that have been most affected by the pandemic and wildfires. Many community college students face barriers made worse by these catastrophic events and the move to online education.
- The pandemic is preventing many BIPOC (Black Indigenous and People of Color) and low-income students from enrolling. An entire cohort of students could be left behind by this pandemic if we do not address the challenges they face.

**3. Colleges are an essential safety net for students.**

- Oregon colleges have played a leading role in helping students navigate the complicated process of applying for federal benefits like the Supplemental Nutrition Assistance Program (SNAP) and other forms of federal assistance that support basic needs.

- Before the pandemic began, community college students already faced unacceptably high rates of food and housing insecurity. A recent study by the HOPE Laboratory of Temple University showed that 41 percent of community college respondents faced food insecurity over a 30-day period in the fall of 2019. 52 percent reported they had faced housing insecurity and 20 percent had experienced homelessness over the previous year.
  - (Give examples of how your college is addressing these needs, i.e., food pantry)
- 4. Community colleges are essential to responding to a recession, offering shorter-term programs directed at getting unemployed Oregonians retrained and back in the workforce as quickly as possible.**
- 5. Community colleges are nimble and can react quickly to local needs of both employers and job-seekers.**
- (Give examples of programs your college offers that are responding to local workforce needs.)
- 6. Community colleges are an educational safety net for all Oregonians at any skill or educational level, especially those who have traditionally been marginalized.**
- Community colleges serve students regardless of education and skill level, providing a true educational safety net and primary access point to economic opportunity.
  - Community colleges serve as a beacon of hope for economic and family recovery for Oregonians.

Celebrating  
Career &  
Technical  
Education



## February is CTE Month

Connecting our CTE programs with local legislators through virtual interactions

- Individual virtual visits with our in-district legislators
  - Students
  - Faculty
  - Business partners
  
- Workforce Wednesday
  - Colleges will plan a series of presentations featuring CTE programs especially those that connect to COVID-19
  - First one is schedule for Feb. 3<sup>rd</sup> for the Community College Caucus
  - We will invite faculty and students to take part, share videos of CTE programs...

# Quick Facts

**President:** Dr. Lisa Skari

**Accreditation:**

- › Northwest Commission on Colleges and Universities

**Key Dates:**

- › Founded: 1966
- › First associate degree awarded: 1968

**Student Enrollment (2019-20):**

- › Full-time: 25%
- › Part-time: 75%
- › 21,869 (unduplicated head count)

**Degrees Awarded (2019-20):**

- › Two-Year degrees: 1,407
- › Certificates: 474

**Tuition:**

- › \$128.75 per credit

**Foundation Awards and Scholarships (2019-20):**

- › \$472,560

**Employees (Spring 2020):**

- › Full-time: **641**
- › Part-time: **429**

**MHCC General Fund Budget (2020-21):**

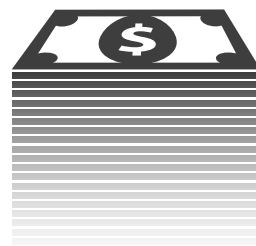
- › \$80 million

**MHCC's Focus**

- › Student Success
- › Providing cutting edge career paths
- › Connecting with our community
- › Creating a campus of inclusion and equity
- › Committing to sustainable practices

Mt. Hood Community College has a more than

**\$549 Million Positive Economic Impact**



in East County, every year –the equivalent of

**7,270 Jobs**

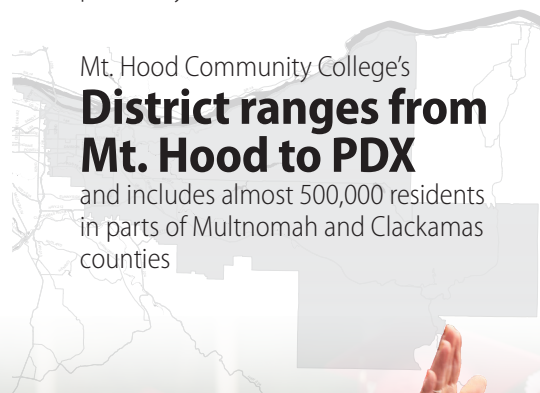
Mt. Hood Community College was ranked as the **top community college** in Oregon **for salary potential** by [payscale.com](https://www.payscale.com)

**More than One Million Students**

have taken classes at Mt. Hood Community College – with an average of almost **26,634 annually** during the past five years.

Mt. Hood Community College's **District ranges from Mt. Hood to PDX**

and includes almost 500,000 residents in parts of Multnomah and Clackamas counties



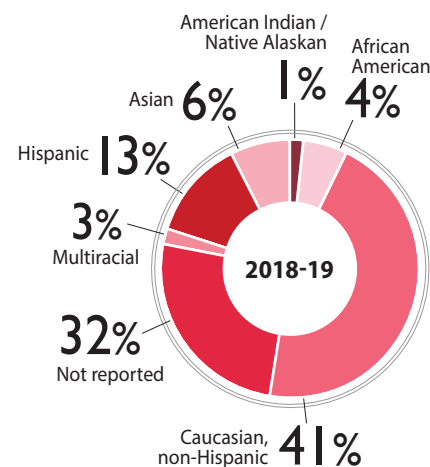
Mt. Hood Community College has

**Increased its Completion Rates**

**Every year, for five straight years, meaning:**

- › Students are completing their educational goals faster 
- › Transitioning to their next steps
- › **Saving thousands in tuition costs**

**Student Diversity**



Mt. Hood Community College **Serves 15X More Students Each Term** than it did when it opened.



# Economic Value of Mt. Hood Community College\*

Mt. Hood Community College (MHCC) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups – students, taxpayers and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits to each of these groups.

## Income Created by MHCC in 2018-19 *(added income)*

**\$549 Million  
Total Impact**

### For Every \$1 Spent ...

<b>STUDENTS gained</b>	<b>\$3.70</b> in lifetime earnings
<b>TAXPAYERS gained</b>	<b>\$2.50</b> in added tax revenue and social savings
<b>SOCIETY gained</b>	<b>\$6.70</b> in added income and social savings

## Impact on MHCC District

During the analysis year, MHCC, its students, and alumni added **\$549 million** in income to the MHCC Service District economy, approximately equal to **4.1%** of the Gross Regional Product. Overall, the added income created by MHCC and its students supported **7,270 jobs equivalents**.

## Student Perspective

In return for the monies and time invested in the college, students will receive a present value of **\$296.6 million** in increased earnings over their working lives. This translates to a return of **\$3.70** in higher future earnings for every **dollar** that students invest in their education. The average annual rate of return for students is **17%**.

## Taxpayer Perspective

In FY 2018-19, state and local taxpayers in Oregon paid **\$40.7 million** to support the operations of MHCC. The net present value of the added tax revenue stemming from the students' higher lifetime incomes and the increased output of businesses amounts to **\$130.3 million** in benefits to taxpayers. Savings to the public sector add another **\$6.1 million** in benefits.

For every dollar of public money invested in MHCC, taxpayers will received **\$2.50** in return, over the course of students working lives. The average annual rate of return for taxpayers is **8.2%**.

## Social Perspective

In 2018-19, Oregon invested **\$125.4 million** to support MHCC. In turn, the Oregon economy will grow by **\$950.2 million**, over the course of students working lives. Society will also benefit from **\$25.5 million** of public and private sector savings.

For every dollar invested in MHCC in 2018-19, people in Oregon will receive **\$6.70** in return, for as long as MHCC's students for that year remain in the workforce.

\* Based on an economic impact study prepared by EMSI, an independent research company.





# **Report: HB 2864**

# **Cultural Competency**

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Presented By: Traci Simmons, Director of Diversity, Equity, and Inclusion

# Context

In 2017, The Oregon Legislature passed House Bill 2864, requiring that:

- Each public institution of higher education shall establish a process for recommending, and providing oversight for the implementation of cultural competency standards for the public institution of higher education and the institution's employees.



# Context

In accordance with HB 2864, the process established under this subsection must:

- Include a broad range of institutional perspectives
- Give equal weight to the perspectives of administrators, faculty members, staff and students

# Context

- Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards
- Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds

# Context

- Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth
- Recommend mechanisms for assessing how well the institution meets cultural competency standards
- Ensure that the institution clearly communicates to n faculty, staff and administrators the institution's commitment to meeting cultural competency standards in professional development

# **The Biennial Report**

What does the report consist of?

What will the report help us do?

How will we assess institutional progress with regard to cultural competency (cultural humility)?

# Who does the work?

- The Director of DEI and the Access and Diversity Council are collaborative partners at MHCC
- A large concentration of the work of the Access and Diversity Council in 2019 was to establish the position of the Director of Diversity, Equity and Inclusion, and several members of the council participated in the search and selection process
- Currently the Director of Diversity, Equity, and Inclusion serves as liaison to the President's Cabinet in moving recommendations forward
- We are working on establishing more agency in alignment with HB 2864, but with respect to the existing college structure

# Who does the work?

- The Access and Diversity is a large interdisciplinary stakeholder body
  - Current Leadership
    - Nathan Orosco, Faculty Co-Chair
    - Raven Womack, Classified Co-Chair
    - Edie Overturf, Historian, Faculty
    - Traci Simmons, Director DEI, PC Liaison
  - Membership
    - Over 20 Faculty/PT Faculty members
    - Over 20 Classified Members
    - Over 7 Managers, including representation from PC, HR, Facilities
    - Over 10 students, including representation from ASG, and participating student advocates from the MDRC

# Who does the work?

- The Director of DEI, works under the supervision of the College President to advance the goals of the Access and Diversity Council and the professional goals related to the position.
- The Director of DEI partners with division leaders, managers, units, and direct-service professionals to develop and deliver broad facilitated-learning opportunities with regard to the college goals of advancing diversity, equity, and inclusion. From there, work of designing and implementing new strategies is moved forward.

# What are some of the recent efforts?

- Access and Diversity Council
  - 2019-2020 concentration was to establish the Director of DEI
  - Some broad goals were brought forth once the position was filled, but those plans were upended by the pandemic and swift move to online learning/working remotely
  - Cross collaborative work by members of the Access and Diversity Council includes: Student Basic Needs Response Team, Work to revise the student complaint process, instructional work around relevance in the curriculum (understanding different disciplines through the Black experience)



# What are some of the recent efforts?

- Access and Diversity Council
  - 2020-21 Focus Areas
    - Assessing and Improving the student experience with an equity lens
    - Increasing recruitment and retention of BIPOC and students from other marginalized/underrepresented groups
    - Enhancing access to student supports and student resources
    - Assessing overall college climate
    - Supporting the HR enhancements to recruitment and retention of staff and faculty (specifically BIPOC and staff from other marginalized/underrepresented groups)

# What are some of the recent efforts?

- Director of Diversity, Equity, and Inclusion
  - Equity Leadership Series
    - President's Cabinet: as of December 16, 2020 have participated in over 10.5 hours of facilitated DEI professional learning
    - Board of Education: as of December 16, 2020, have participated in over 11 hours of facilitated DEI professional learning
    - MHCC Equity Leadership Team (MELT): as of December 16, have participated in over 7 hours of facilitated DEI professional learning

# What are some of the recent efforts?

- Director of Diversity, Equity, and Inclusion
  - Critical Race Theory training for in-service: Over 500 members of the MHCC staff and faculty participated in the in-service professional learning exploration of Foundations of a Critical Race Theory
  - In collaboration with Student Life and Leadership and the Multicultural and Diversity Resource Center, we have hosted two virtual sessions for students around the Movement for Black Lives with a moment of silence for George Floyd and a session on Civil Discourse Across the Political Divide.

# What are some of the recent efforts?

- Director of Diversity, Equity, and Inclusion
  - TLC Equity-Minded Instruction Series: A collaboration with the TLC and DEI to bring forward best practices for inclusive excellence in instruction, highlighting intrapersonal and interpersonal awareness, cultural humility, social curiosity, culturally-responsive and culturally-relevant instruction, program design for equity, and equity in grading
  - CDFS Equity-Minded Early Childhood Education & Family Support: A collaboration with Child Development and Family Services to bring forward best practices for inclusive ECE and programming for whole families, highlighting intrapersonal and interpersonal awareness, cultural humility, social curiosity, culturally-responsive and culturally-relevant instruction, and program design for equity

# What are some of the recent efforts?

- Director of Diversity, Equity, and Inclusion
  - Collaboration with Student Affairs/Student Development
    - Whole Division participation in Foundations of a Critical Race Theory and Applications of a Critical Race Theory
  - Collaboration with Human Resources
    - Monthly meetings with HR Managers
      - Upcoming roll-out of HR process enhancements with DEI lens
      - Upcoming roll-out of Bias training for recommending committees
      - Upcoming roll-out of Diversity Assessment for staff/faculty
  - Collaboration with Preferred Names work group for process improvements and system enhancements to honor the preferred names of our students, staff, and faculty members

# **Broad Goals of the Institution & DEI**

Advance diversity, equity, and inclusion

Goals of the Office of Diversity, Equity, and Inclusion

- Become a more equity-minded organization
- Become a more student-centered organization
- Become a more data-informed organization
- Become a professional learning organization

# Specific Divisional Goals

- Continue providing professional learning opportunities and facilitating difficult conversations about Diversity, Equity, and Inclusion
- Continue teaming with organizational leaders to identify issues of DEI, and work on developing and implementing collaborative solutions
- Continue working with both grassroots and high level leadership in the organization to institutionalize DEI as a highest value and principle of the college

# Specific Divisional Goals

- Continue to build relationships and elevate the voices of students in all DEI work and planning
- Continue to span-silos within the institution for better communication, collaboration, and interdisciplinary approaches to arriving at solutions to challenges of DEI
- Continue using data to drive goal-setting, goal-attainment, and assessment of DEI



# Specific Divisional Strategies

- regular communication about progress
- regular communication and strategic intervention to eliminate barriers to DEI within the institution
- institutionalizing an appreciative spirit for the work and those poised to lead the institution along the path to advancing DEI
- being inclusive to the various people and groups wanting to join the work
- remaining committed but humble, in service to the students and the work ahead

# HB 2864 Considerations

How will we assess our progress with advancing cultural competency/cultural humility?

- Student Climate Surveys, Employee Climate Surveys? IDI or other instrument?

How often will we revisit goals and strategies?

- How will we embed DEI goals collectively across the college to assess goal attainment beyond Access and Diversity and DEI?
- How will we use disaggregated data to gather baseline data, set goals and determine progress with regard to equitable student success in alignment with accreditation and key performance indicators?

# HB 2864 Considerations

How prominent is the college's value of DEI displayed to internal and external stakeholders?

- How do we communicate this with new/prospective students and employees?

How are these values communicated via our college website?

- How many clicks does it take to get to DEI values statements from the President and/or Board of Education? How do we use other communication and marketing tools, including social media to share our college's commitment to DEI?

# Strengths, Challenges, Opportunities & Obstacles

## Strengths:

- Strong Leadership Commitment to DEI
- Many people deeply invested in DEI throughout the college
- Various ongoing efforts
- A highly engaged and participative student leadership body

# Strengths, Challenges, Opportunities & Obstacles

## Challenges:

- Large organization and getting everyone trained takes time and resources
- Current mission, vision, values are vague and need to be enhanced so all our work can point to a mission embedded with DEI
- Institutionalization of DEI at a large institution is a many years long process
- Current structure provides lots of influence with little authority for DEI leaders and Access and Diversity Council

# Strengths, Challenges, Opportunities & Obstacles

## Opportunities:

- Develop strategic communication campaigns to highlight the work of the college in the DEI space for internal and external stakeholders
- Strategically invest in DEI professional learning and participation (specifically for PT Faculty)
- Shine a light on those on the leading edge of the work, and elevate their voices at decision-making tables

# Strengths, Challenges, Opportunities & Obstacles

## Obstacles:

- Difficulty with budget forecasts for planning strategic investments in DEI
- Declining enrollment/underrepresentation of specific equity populations
- Difficulty addressing how embedded dominant culture exists at MHCC, and challenging the status quo; especially for folks that are comfortable with the way we've always done things

# **Closing & Discussion**

Comments? Concerns?

Contact: Traci Simmons, Director of Diversity, Equity, and Inclusion

Email: [traci.simmons@mhcc.edu](mailto:traci.simmons@mhcc.edu)

Phone: 503-491-7009





**HB 2864 - Cultural Competency at Post-Secondary Institutions Report**

Date submitted: December 16, 2020  
 Report submitted by: Traci Simmons  
 Title: Director of Diversity, Equity, and Inclusion  
 Phone number: 503-491-7009  
 Email: traci.simmons@mhcc.edu

The following document summarizes Mt. Hood Community College commitment to meeting expectations of HB2864 , Cultural Competency at Post-Secondary Institutions.

SECTION 1			
December 31, 2019 Requirements			
#	Text from Legislation	Status (met, in development, unmet)	Institutional Summary
2	Each public institution of higher education shall establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for	Met/In Development	<ul style="list-style-type: none"> <li>• Director of DEI &amp; Access and Diversity Council</li> <li>• Intranet: Participatory Governance App/Access and Diversity</li> <li>• Committee decision making authority-Currently no decision-making, but rather recommending body with DEI Director as PC Liaison</li> </ul>

	the public institution of higher education and the institution's employees.		<ul style="list-style-type: none"> <li>● Address oversight for implementation (currently working with DEI Director for Implementation.)</li> </ul>
2(a) 2(b)	Include a broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students.	In development	<ul style="list-style-type: none"> <li>● Committee members titles.</li> <li>● Clearly list categories: administrators, faculty members, staff members, and students.</li> <li>● Working to identify work product of the council and create a committee structure to elevate people and their expertise</li> </ul>

**December 31, 2020 Requirements**

#	Text from Legislation	Status (met, in development, unmet)	Institutional Summary
2(c)	Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards.	Met/Continuing	<p>List relevant workshops, trainings, events. Include:</p> <ul style="list-style-type: none"> <li>● <b>June kicked off Equity-Minded Leadership series with President's Cabinet</b></li> <li>● President's Cabinet</li> <li>● Monthly On-going Facilitation related to equity in leadership, transformational leadership in the DEI space</li> <li>● Dates offered in 2020: 6/16, 7/14, 8/18, 9/8, 10/13, 11/10, 12/8</li> <li>● Number of participating employees: 12</li> <li>● <b>July kicked off Equity-Minded Leadership Series with the Board of Education</b></li> <li>● Board Members</li> <li>● On-going partnership between the Board of Education and DEI to institutionalize DEI as a prevailing value and principle of the organization</li> <li>● Dates offered in 2020: 7/15, 9/2, 10/7, 12/2</li> <li>● Number of participating: 9</li> </ul>

			<ul style="list-style-type: none"> <li>● <b>July kicked off Equity Minded Leadership series with the MHCC Equity Leadership Team</b> (a team of managers in Student Development/Student Affairs &amp; Instruction) <ul style="list-style-type: none"> <li>● Leaders in Student Development/Student Affairs and Instruction</li> <li>● On-going partnership between MELT and DEI to institutionalize DEI in policy, practice, and procedure</li> <li>● Date offered: First Thursday of each month (except Dec. due to scheduling conflicts)</li> <li>● Number of participating employees: 30-40</li> </ul> </li>   <li>● <b>Inservice: Foundations of Critical Race Theory (facilitation)</b> <ul style="list-style-type: none"> <li>● Intended audience: Whole College</li> <li>● Description of event: Facilitated Conversation about Critical Race Theory as applied to education</li> <li>● Date offered: 9/17 &amp; 9/24</li> <li>● Number of participating employees: 340 (9/17), 170 (9/24)</li> </ul> </li>   <li>● <b>September kicked off DEI series in collaboration with TLC</b> <ul style="list-style-type: none"> <li>● Intended Audience: Faculty and whole college</li> <li>● Monthly workshops on inclusive excellence in the instructional space/direct-service space (focus on intrapersonal awareness, interpersonal awareness, culturally-relevant and culturally-responsive curriculum and program design, interrogating and interrupting systems that produce inequitable outcomes, equity in grading)</li> <li>● Date offered: monthly hosted by TLC</li> <li>● Number of participating employees: varies by date from 100+ to mid 60s</li> </ul> </li>   <li>● <b>November kicked off DEI series in collaboration with CDFS</b> <ul style="list-style-type: none"> <li>● Intended Audience: Leadership and Staff in our Child Development and Family Services Division</li> <li>● Monthly workshops on inclusive excellence in the Early Childcare and Family Support space (focus on intrapersonal awareness, interpersonal awareness, culturally relevant and culturally responsive curriculum and program design, interrogating and interrupting systems that produce inequitable outcomes, cultural humility, social curiosity)</li> </ul> </li> </ul>
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2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.		<p>List institutional goals, seeking alignment with Strategic Planning efforts.</p> <ul style="list-style-type: none"> <li>● Broad goals <ul style="list-style-type: none"> <li>○ Become a more student centered organization</li> <li>○ Become a more equity-minded organization</li> <li>○ Become a more data-informed organization</li> <li>○ Become a learning organization</li> </ul> </li> <li>● Specific goals <ul style="list-style-type: none"> <li>○ Continue training and facilitating difficult conversations about Diversity, Equity, and Inclusion</li> <li>○ Continue teaming with organizational leaders to identify issues of DEI, and work on developing and implementing collaborative solutions</li> <li>○ Continue working with both grassroots and high level leadership in the organization to institutionalize DEI as a highest value and principle of the college</li> <li>○ Continue to build relationships and elevate the voices of students in all DEI work and planning</li> <li>○ Continue to span-silos within the institution for better communication, collaboration, and interdisciplinary approach to arriving at solutions to challenges of DEI</li> <li>○ Continue using data to drive goal-setting, goal-attainment, and assessment of DEI</li> </ul> </li> <li>● Learning outcomes <ul style="list-style-type: none"> <li>○ Specific to each individual facilitation and discussion that flows into action</li> </ul> </li> <li>● Strategies <ul style="list-style-type: none"> <li>○ regular communication about progress</li> <li>○ regular communication and strategic intervention to eliminate barriers to equity within the institution</li> <li>○ institutionalizing an appreciative spirit for the work and those poised to lead the institution along the path to advancing DEI</li> <li>○ remaining committed but humble, in service to the students and the work ahead</li> </ul> </li> <li>● Assessment/measurement methods <ul style="list-style-type: none"> <li>○ climate survey</li> <li>○ embedding DEI questions into our college satisfaction survey</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ using the metrics of MCOB to identify movement along the Multicultural Organizational Development Scale</li> <li>● When are the goals reviewed/updated/modified? <ul style="list-style-type: none"> <li>○ on-going and as a part of unit-planning, and professional evaluation (both self and supervisor)</li> </ul> </li> </ul>
2(e)	Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this legislation.	.	<p>Include:</p> <ul style="list-style-type: none"> <li>● Who prepares the report: Traci Simmons</li> <li>● Timeline for presenting the report: Being presented to MHCC Board on December 16, 2020</li> </ul>
2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.		<p>Options include:</p> <ul style="list-style-type: none"> <li>● A student Campus Climate survey (include time frame and future plans) (currently under consideration by the Access and Diversity Council)</li> <li>● An employee Campus Climate survey (include time frame and future plans) (currently in-discussion by the Access and Diversity Council)</li> <li>● Self-assessments administered at the end of trainings (in-progress)</li> <li>● A Student Services assessment plan (include time frame and future plans) (part of the Integrated planning process)</li> <li>● Outcome data disaggregated by populations identified in legislation. (Include information related to how data will be used). (using the requirements for accreditation and work at the cabinet level to determine how and what to capture in the data)</li> </ul>
2(g)	Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development.		<p>Consider:</p> <ul style="list-style-type: none"> <li>● What information is included in position postings at your institution. <ul style="list-style-type: none"> <li>○ work is currently being done at MHCC to enhance the HR recruitment process. Process improvements in this area are being implemented in January 2021.</li> </ul> </li> <li>● What information is included in new employee orientation. <ul style="list-style-type: none"> <li>○ There is currently an area in the employee orientation on reviewing the Culture of Respect Policy at MHCC as a condition of employment. Hoping to enhance this through some modules in Safe Colleges.</li> </ul> </li> <li>● What information is available on the institutional website.</li> </ul>

			<ul style="list-style-type: none"><li>○ Culture of Respect, DEI at MHCC, Title IX, Non-Harassment, Non-Discrimination policies are all easily navigated to via mhcc.edu.</li><li>● Have you developed Principles of Community (Central Oregon), Respectful Community Policy (Chemeketa)? If so, is it included in new employee orientation?<ul style="list-style-type: none"><li>○ Yes. Culture of Respect is part of the ethos of the college, but should be enhanced and expanded upon with regard to cultural humility and social curiosity.</li></ul></li><li>● What statement(s) has your President made to emphasize the college's commitment to Cultural Competency, Diversity, Equity, and Inclusion? (Include link to published statements).<ul style="list-style-type: none"><li>○ Both the President and Board of Education have made clear statements regarding the college's commitment to ensuring a welcoming, diverse, equitable, and inclusive environment at MHCC.</li></ul></li><li>● With what frequency do these messages/strategies occur? They are frequently messaged to the students and college community through various communication channels including email, messages in the student platform, social media, and news and notes (internal communication)</li></ul>
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# STUDENT BASIC NEEDS RESPONSE TEAM

**“due to covid19 i was affected because i was positive and i lost my job since my 3 kids don't have a child care where i can take them. due to financially struggling i can pay my tuition of this fall term and my oregon scholarship is kicking until winter term but i cant register to winter since my account is in hold. i apply for the care Act and they said i don't qualify because i have DACA hopefully you guys can help me or guide me. thanks”**

# STUDENT BASIC NEEDS RESPONSE TEAM

**Co-Chairs:** Kelley Keith & Sydney Frost

**Members:**

- ❖ Janet Albarado, Title III Project Coordinator
- ❖ Doctor Abio Ayeliya, Director of Student Life and Civic Engagement
- ❖ Bhaktirose Dawdy, Student Success Program Coordinator
- ❖ Val Jean Howard, Student
- ❖ Melissa Johnson, Part-time Faculty
- ❖ Eric Manarang, Manager of Custodial Services
- ❖ Nataly Paoli, Alumni Scholarship Coordinator
- ❖ Traci Simmons, Director of Diversity, Equity, and Inclusion
- ❖ Peter Szucs, Dean of Mathematics and Science
- ❖ Joy Turtola, Director of Workforce Development
- ❖ Linda Vigesaa, Chief Information Officer





# STUDENT BASIC NEEDS RESPONSE TEAM

**Contact:** #Student Basic Needs ([stubacneeds@mhcc.edu](mailto:stubacneeds@mhcc.edu))

## **The Charge:**

- To listen to and unite around our students' voices and the ongoing data that tell & show us "food, affordable housing, stable internet and computer access, transportation, childcare, and mental health are central conditions for learning," which COVID-19 has only heightened.
- To help us as a college get real with what it means and what it takes to be a student-ready institution that steps up to understanding and addressing our students' basic needs.

## **The Starting Funds:**

- \$500,000 of one-time COVID-19 relief funds for use during the current 2020-21 academic year.

# STUDENT BASIC NEEDS RESPONSE TEAM

## **Our Work So Far (Aug. '20 – today):**

- ✓ Studied local, state, and national data and went straight to our students to inform a Phase 1 priority with immediate impact & within scope of the COVID-19 Relief Funds. We learned...
  - 42% of our students are food insecure
  - 35% are housing insecure
  - 12% became homeless due to the pandemic
  - 48% are experiencing anxiety
  - 21% did not have a functioning laptop or stable internet
  - 18% of East Multnomah County households do not have access to internet

# STUDENT BASIC NEEDS RESPONSE TEAM

## **Our Work So Far (Aug. '20 – today), cont'd.:**

- ✓ Purchased 150 loaner laptops for timely distribution to students in need.
- ✓ Developed a fast, close to seamless, and non-judgmental process & form for students (or staff and faculty on behalf of a student) to request a loaner laptop & indicate internet access as a need.
- ✓ Put forward an endowment proposal to establish funding into perpetuity, which led to the Foundation's recent creation of the new Student Basic Needs Fund. This new fund is an area of focus for the Foundation's end-of-year giving campaign.
- ✓ Secured Pathways to Opportunity funding to establish two part-time hourly Student Basic Needs Specialist positions to assist in triaging student needs and connecting students to relevant supports, resources, and emergency funds.

# STUDENT BASIC NEEDS RESPONSE TEAM

## **Work in Progress & Soon to Come:**

- ✓ Going beyond loaner laptops and diving deeper into addressing the basic needs of today & tomorrow that get in the way of our students being able to thrive.
- ✓ Continuing to listen to, study, and amplify the voices of our students to ensure our work is set by and for our students.
- ✓ Creating a virtual (and eventually physical) Student Basic Needs Resource Center to guide our students and campus community on internal & external resources built to address one's basic needs.
- ✓ Designing a Pledge Statement to our students (We pledge to... ).
- ✓ Fostering existing and future community partners to unite & strengthen our forces of support.
- ✓ In partnership with Pathways to Opportunity, pursuing tools, online platforms (e.g., Edquity), and connections that prioritize access, awareness, and care for our students.

# STUDENT BASIC NEEDS RESPONSE TEAM

## **"Direct from our students..." Requests & Comments:**

- "Looking for resources.... lost my place to live with the passing of my mom from Covid-19... been on the streets for about 3 or more months now.... cant keep up with my courses, & im sure ill lose my educational opportunities thanks to the Covid-19.... :( need as much help & advice as possible... :("
- "I need help. Losing housing soon, need money for transit, food, etc...Can't pay my phone bill and it is due tomorrow and I don't have reliable wifi to do school work in the Fall."
- "To receive fundings in order to support my continuation of education. The coronavirus has left me with minimal money due to lack of consistent work. I also have many credits this term and I feel pushed into financial struggle."
- "I need any resources available financial hardship. I am currently working and studying. I am married with three kids. I am the only one working to support my family. Please help"
- "In May the Covid 19 caused me to lose my home & was unable to keep up with my classes & my financial aid was denied... what can i do to get a second chance & continue my education??"

# STUDENT BASIC NEEDS RESPONSE TEAM

## Ways to Grow with Us in this Work:

- Visit **hope4college.com** and join the #RealCollege Movement to receive “actionable information to support #RealCollege students.”
- Follow social media tags on #HouseStudentsPDX (and use the # in posts) to keep the issue of houselessness among students a focus of discussion and action, along with the work of the Housing Insecurity Summit.
- Continue to be curious about the basic needs of our students & MHCC's role in being there for our students, the humans at our sides looking to us.
- Donate to the Student Basic Needs Fund. [GIVE NOW](#)

# STUDENT BASIC NEEDS RESPONSE TEAM

**"Chris is a Veteran who found himself homeless earlier in the term. He found an apartment for him and his 18 month old daughter. He is struggling financially and is currently on a Hold status due to his Spring term not being paid for. I am working with him to use his VA benefits to take of his school debt. Until the VA can payout any funds to him, he is struggling to afford basic food and necessities for him and his daughter. He would like a call back tomorrow as he has class to attend to. He is also linked with the VA for counseling. Please email me if you have any further questions for me and I will be following up with him. Thank you."**



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *January 20, 2021*

**ITEM TITLE:** 4.1c

**CONTACT PERSON:** *Travis Brown, Director of Human Resources*

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### SUBJECT: MONTHLY PERSONNEL REPORT

#### **NEW EMPLOYEES:**

Name	Position	Department	Hire Date
Orozco, Tania	Administrative Assistant- Enrollment and Subsidy	Head Start	12/1/2020
Rex-Waller, Caroline	Middle College Advisor	High School Services	12/1/2020
Thomas, Dallin	Welding Lab Technician	Integrated Metals	12/1/2020
Sipe, Deborah	PDX Bridge Coordinator	1st Gen Student Success	12/7/2020
Cruz Luis, Laura	Classroom Aid	Head Start	12/8/2020
Lopez Palma, Sarai	Assistant Teacher	Head Start	12/8/2020
Van Dyke, Sara	Part-time Instructor	Integrated Media	12/11/2020
Barranco-Medina, Giovanni	Hub Support Specialist	Student Hub	12/14/2020
Dyer, Arnold	Part-time Instructor	Humanities	12/14/2020
Bergmann, Timothy	Part-time Instructor	Integrated Media	12/21/2020
Pastrana, Israel	Part-time Instructor	History	12/24/2020

#### **TRANSFERS/CHANGE IN STATUS:**

Name	Position	Department	Effective Date
Adams, Barbara J	Teacher	Head Start	12/8/2020
Dominguez, Fabiola	Classroom Aid	Head Start	12/8/2020
Khval, Anna	EHS Family Support Specialist	Head Start	12/8/2020

#### **SEPARATIONS/RETIREMENTS:**

Name	Position	Department	Term Date
Villegas, Leticia	EHS Family Worker	Head Start	12/2/2020
Bird, Matthew	HRIS Manager	Human Resources	12/11/2020
Burch, Elizabeth	Admin Assistant - HR	Head Start	12/14/2020





# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *January 20, 2021*

**ITEM TITLE:** 4.1d

**CONTACT PERSON:** *Ben Rowe, Director of Financial and Auxiliary Services*

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### **SUBJECT: MONTHLY FINANCIAL REPORT**

This report reflects 2020/21 activity through the month of November.

#### **Revenues:**

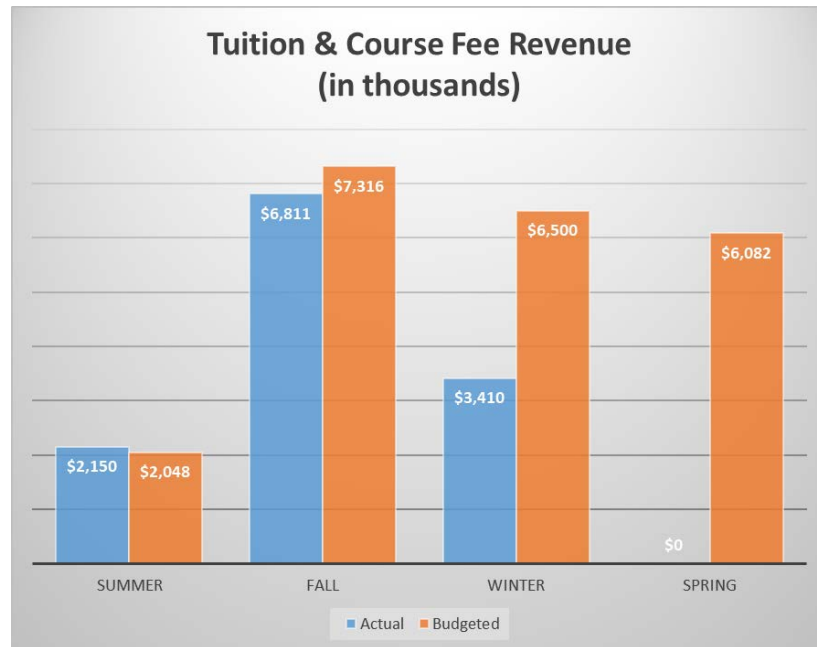
MHCC's General Fund operations are funded in FY 2020/21 45% (\$33M) from the State, 33% (\$24M) from tuition and fees, 20% (\$14M) from property taxes, and 2% (\$1M) from other revenues.

- State support revenue is received quarterly in August, October, January and April. The amount budgeted for 2020-2021 reflects Mt. Hood's estimated share of the biennial state support amount of \$641 million.
- Property tax revenue is turned over monthly from counties, with the largest payments received in November and December. The November property tax distribution from Multnomah County was significantly higher than the prior year, however more similar to our distribution in November 2018. The variance year over year is due to decline in Multnomah County tax collections in 2019 and the timing of distributions to taxing districts.
- Summer term tuition and fee revenues closed 5% (\$102,174) above expected budget projections. Summer term enrollment in tuition-bearing classes increased by 4.5% (+17 students) compared to 2019/20. Summer and Fall terms combined tuition and fee revenue year to date is 1.2% (\$111,165) below this time last year. Fall term<sup>1</sup> enrollment was originally forecasted to be flat compared to last year, however actual Fall term enrollment in tuition-bearing classes declined -19.1% (-304 students) as of the same time last year<sup>2</sup>. Winter term revenue is not fully reflected in this report, however enrolment is down 15% compared to the same week last year.

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<sup>1</sup> Final enrollment numbers for each term are measured at the close of the third week of each term.

<sup>2</sup> Because the start of Fall term classes was delayed one week due to inclement weather, the enrollment decline percentage has been adjusted to reflect a more accurate comparison to prior year's actual enrollment at the same week.



**Expenditures:**

As of November 30, year to date expenditures are \$872,313 (3.6%) below this time last year however, meet budget expectations. If expenditures occurred equally throughout the year, there would be 58% of the budget remaining. As an educational institution, the majority of costs are incurred between September and June.

- Salaries are not paid evenly over the year because most full-time faculty, who comprise about 50% of total salary expense, work ten months and are paid over twelve months. Therefore, three months of faculty salary will be recorded in June. Extra-teach is calculated and paid in June as well. Budget amounts include step increases, cost of living increases, and longevity for eligible employees.
- Fringe and tax costs are paid based on a percentage of salary so the percentage of budget remaining is similar to salaries, as expected.
- Debt Service is paid according to a prescribed schedule, with payments occurring in December and June.
- Transfers to other Funds includes budgeted amounts of \$87,292 for aquatic center support and \$400 thousand for facilities capital projects.

**Reserves:**

The 2019/20 year end, pre-close forecast (unaudited) reflects an increase in reserves by approximately \$280 thousand, bringing total reserves to \$9.3 million. This represents approximately 46 days in General Fund operating expenses.



**MT. HOOD COMMUNITY COLLEGE DISTRICT**  
**General Fund Financial Report**  
**Fiscal Year 2020/21**  
**As of November 30, 2020**

	Actual Year to Date November 2018	Actual Year to Date November 2019	Actual Year to Date November 2020	\$ / % Increase (decrease) over prior year		Adopted Budget 2020-21	Percentage of Budget Remaining
<b>Beginning Fund Balance</b>	<b>10,603,330</b>	<b>9,027,630</b>	<b>9,307,574</b>	<b>279,944</b>	<b>3.1%</b>	<b>7,515,453</b>	
<b>Revenues</b>							
State Support	14,072,300	16,191,292	16,189,774	(1,518)	0.0%	32,785,468	51%
Property Taxes	8,790,374	5,724,861	9,731,674	4,006,813	70.0%	14,319,753	32%
Tuition and Fees	14,331,042	13,929,011	13,345,435	(583,576)	-4.2%	23,973,824	44%
Other Revenues	270,890	366,305	202,115	(164,190)	-44.8%	1,434,588	86%
<b>TOTAL REVENUES</b>	<b>37,464,607</b>	<b>36,211,469</b>	<b>39,468,998</b>	<b>3,257,529</b>	<b>9.0%</b>	<b>72,513,633</b>	<b>46%</b>
<b>Expenditures</b>							
Salaries	13,413,790	13,296,093	12,762,693	(533,400)	-4.0%	38,955,444	67%
Health Care	2,256,414	2,341,639	2,351,433	9,794	0.4%	6,129,695	62%
Fringe/Taxes	3,808,189	4,766,063	4,721,283	(44,780)	-0.9%	13,985,440	66%
Materials & Supplies	3,251,206	3,223,012	2,962,585	(260,426)	-8.1%	9,624,123	69%
Grants in Aid/Tuition Waive	328,324	321,367	304,167	(17,200)	-5.4%	1,045,602	71%
Debt Service	504,413	478,413	452,113	(26,300)	-5.5%	2,409,225	81%
Transfers to Other Funds	-	-	-	-	0.0%	487,292	100%
<b>TOTAL EXPENDITURES</b>	<b>23,562,336</b>	<b>24,426,586</b>	<b>23,554,274</b>	<b>(872,312)</b>	<b>-3.6%</b>	<b>72,636,821</b>	<b>68%</b>
<b>Rev Greater (Less) Than Exp</b>	<b>13,902,271</b>	<b>11,784,883</b>	<b>15,914,724</b>	<b>4,129,841</b>	<b>35.0%</b>	<b>(123,188)</b>	
<b>Beginning Fund Balance</b>	<u><b>10,603,330</b></u>	<u><b>9,027,630</b></u>	<u><b>9,307,574</b></u>			<u><b>7,515,453</b></u>	
<b>Ending Fund Balance</b>						<u><b>7,392,265</b></u>	
<i>As a percentage of expenditures</i>						<i>10%</i>	



## GLOSSARY

### Revenues:

State Support includes funds received through the Community College Support Fund allocated to each of the 17 community colleges in Oregon. Funding allocations are based on student full-time equivalent (SFTE) and a growth management component. The amount budgeted for 2020-2021 reflects Mt. Hood's estimated share of the biennial state support amount of \$641 million. MHCC is currently allocated approximately 10% of the state total.

Property Taxes include current and prior year taxes assessed at a permanent rate of .4917 per \$1,000 of assessed value for Multnomah, Clackamas and Hood River Counties. Current year property taxes are a component in the community college revenue allocation formula for State Support.

Tuition and Fees include all tuition, course fees, and instructional service fees. Tuition for 2020/21 is \$118.00 per credit hour recorded in the General Fund. A technology fee of \$6.50 per credit hour and an Associated Student Government (ASG) fee of \$4.25 per credit hour are in addition to the tuition rate and recorded in separate funds. A College Service Fee of \$49 per term is also assessed to students registered for a minimum of one credit. An Access Fee of \$39 per term is also assessed to students registered for a minimum of two credits. Students that became eligible for the tuition pledge in 2015/16, 2016/17, or 2017/18 will continue paying the tuition rate in effect when they began, provided they continue to meet eligibility criteria. New students beginning in 2018/19 will not be eligible for the tuition pledge at that rate and will be subject to any future tuition increases. Other Revenues include rental charges, interest earnings, and grant and foundation indirect cost recoveries and sales revenue.

### Expenditures:

Salaries consist of the wages and salaries paid to all employees from all employee groups.

Health Care consists of the employer-paid portion of medical, dental, and vision insurance premiums.

Fringe/Taxes are all other employer-paid fringe costs and include PERS (26.8%), Social Security (6.2%), Early Retirement (3.5%), Medicare (1.45%) and Long-term disability, life, workers compensation and unemployment insurance and tax-sheltered annuity payments (combined 1.2%).

Materials & Supplies consists of all non-personnel costs such as supplies, repair of equipment, printing and photocopying, contracted services, travel, and capital outlays.

Grants in Aid/Tuition Waivers include tuition and fee waivers for students as established by board policy, as well as staff tuition waivers as established by collective bargaining agreements.

Debt Service consists of principal and interest payments on general long-term debt.

Transfers to Other Funds represents the required general fund match for the federal financial aid programs and transfers from the general fund for facilities capital projects.



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *January 20, 2021*

**ITEM TITLE:** 4.1e

**CONTACT PERSON:** *Pam Greenough Corrie, Director of Head Start*

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**SUBJECT:** MONTHLY HEAD START REPORT

**News:**

Pam Corrie attended the governor's Coordinated Enrollment Partner meeting with fellow Head Start Directors, Hub Directors and the CCRR Directors in December. The state is looking at developing an early learning coordinated enrollment system for all publicly funded programs.

Policy Council elections were held on 12/10/20. Our new officers are:

Russell Ochoa - Policy Council Chair – MHCC Student

Jasmine Sprague - Vice Chair of Policy Council

Natalie Constance - Oregon Head Start Association State Representative – MHCC Graduate

Julie Gonzalez – Member at Large

Michaela George – Member at Large

Pam Corrie held a staff forum with staff that are currently working in person with children to hear from them about what parents are sharing, staff concerns and recommendations. It was decided that with extra staffing we will add one more hour of care for families moving us to 7.5 hour class days. This will be implemented throughout January as staffing allows.



### **Enrollment Report for November 2020**

This report shows the number of children enrolled in Head Start and Early Head Start. The Head Start Act 642(d)(2) requires a report of program enrollment periodically to the Policy Council and the Board.

Este informe muestra el número de niños matriculados en Head Start y Early Head Start. La Ley de Head Start 642 (d) (2), requiere un informe periódicamente de la inscripción en el programa a Policy Council y a la Directiva.

В этом рапорте показано также количество детей в Head Start и Early Head Start. Акт 642(d)(2) требует периодические рапорты о количестве обслуживаемых детей для подачи в Совет Стратегии и в Совет Директоров.

Head Start Funded Enrollment: 903

Head Start Actual Enrollment: 520

Head Start Children's Levy Actual Enrollment: 10

Waitlist 20/21: 248

Early Head Start Funded Enrollment: 186

Early Head Start Actual Enrollment: 128

Early Head Start Funded Enrollment: 32

Early Head Start Expansion Actual Enrollment: 19

Waitlist 20/21: 80

(all EHS)

Child Care Partnerships Funded Enrollment: 75

Child Care Partnerships Actual Enrollment: 49

Waitlist 20/21: 9









**Average Daily Attendance for Early Head Start Child Care Partnerships**

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
David Douglas High School													N/A
Discovery Garden Child Care	70%	70%	65%	79%	94%								95%
Gresham High School													N/A
KinderCare	78%	62%	78%	88%	82%								97%
Little Friend's Day School	61%	85%	92%	75%	95%								102%
Love Bugs	74%	59%	57%	67%	56%								78%
Love Bugs Too	43%	56%	89%	81%	72%								85%
Melody's Munchkins	70%	45%	16%	93%	89%								78%
Pixie Child Care	65%	69%	55%	Nr*	65%								85%
Reynolds Learning Academy													
<b>Program ADA</b>	<b>66%</b>	<b>64%</b>	<b>65%</b>	<b>80%</b>	<b>79%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>89%</b>

\*NR = Not Reported



### **Mt. Hood Community College Head Start Financial Report**

**The Head Start Financial Report will be provided on a quarterly basis. The Financial Report for November, December and January will be provided in the March report.**



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *January 20, 2021*

**ITEM TITLE:** 4.1f

**CONTACT PERSON:** *Corey Sippel, Risk and Environmental Health & Safety Manager*

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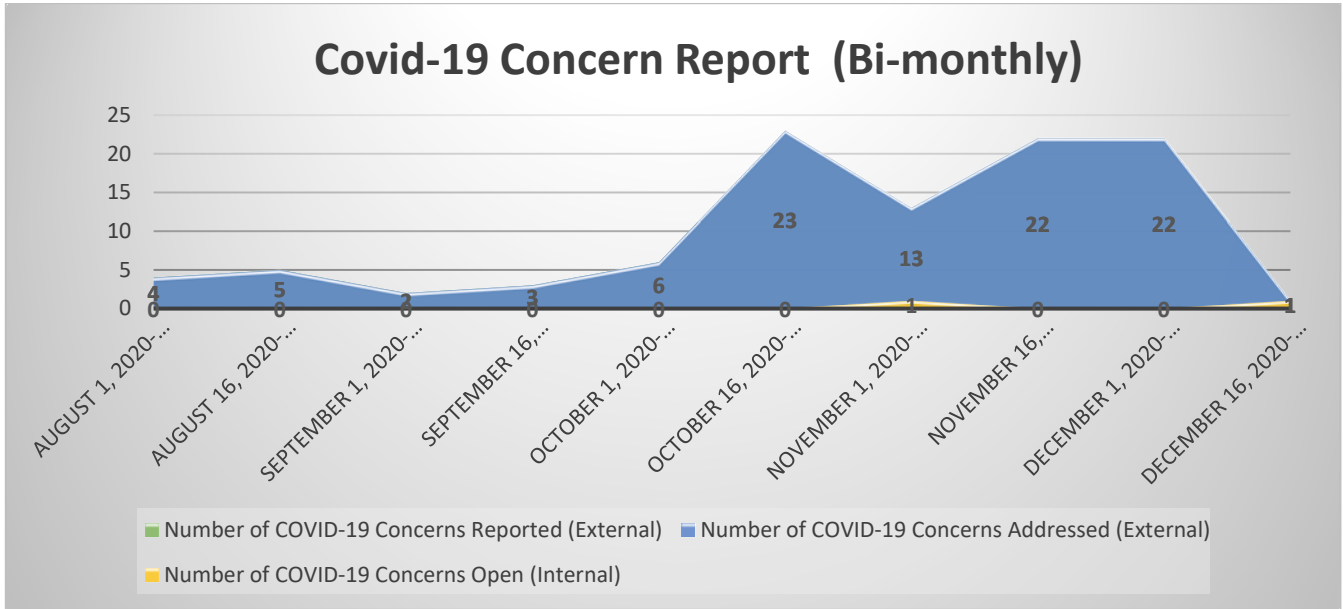
**SUBJECT: COVID-19 ACTIVITY REPORT**

The COVID-19 Concern Report is a daily monitoring log and reporting tool. The tracked metrics provide a source of information to the Mt Hood Community College Board of Directors and the district's stakeholders regarding:

- The number of COVID-19 related reports submitted to the college;
- A quantified rate of responsiveness to these concerns;
- The number of outstanding/open concerns requiring closure; and
- Differentiate internal and external cases and concerns (outbreak tracking) and comments from the Institutional Effectiveness Council.

The top two reporting areas are external reporting metrics to show fluctuations in COVID-19 activity occurring on campus. The third bullet is an internal metric to help guide the needs and resources required to mitigate outstanding concerns to an appropriate and amicable resolution.

Date	Number of COVID-19 Concerns Reported (External)	Number of COVID-19 Concerns Addressed (External)	Number of COVID-19 Concerns Open (Internal)
August 1, 2020-August 15, 2020	4	4	0
August 16, 2020-August 31, 2020	5	5	0
September 1, 2020-September 15, 2020	2	2	0
September 16, 2020-September 30, 2019	3	3	0
October 1, 2020-October 15, 2021	6	6	0
October 16, 2020-October 31, 2020	23	23	0
November 1, 2020-November 15, 2020	13	13	1
November 16, 2020-November 31, 2020	22	22	0
December 1, 2020-December 15, 2020	22	22	0
December 16, 2020-December 31, 2020	1	1	1



**NOTES:**

**Site Control/outbreak information:** MHCC has had no outbreaks on campus at this time.



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *January 20, 2021*

**ITEM TITLE:** **4.1g**

**CONTACT PERSON:** *Ben Rowe, Director of Financial and Auxiliary Services*

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### **SUBJECT: RESOLUTION TO TRANSFER BUDGETED APPROPRIATIONS**

Whereas, on June 17, 2020, the Board of Education of Mt. Hood Community College District adopted the fiscal year 2020-21 budget and made appropriations; and whereas the budget amounts appropriated for the fiscal year beginning July 1, 2020, are in excess of actual needs in certain appropriation categories and not sufficient to accommodate actual in others.

Whereas, Mt. Hood Community College District has determined that it is necessary to make the following transfers between appropriation categories for the fiscal year beginning July 1, 2020, therefore, BE IT RESOLVED that on January, 20, 2020 the Board of Education hereby transfers the following amounts between appropriation categories of funds as delineated below for the fiscal year beginning July 1, 2020.

It is requested to transfer the appropriated budget from Associated Student Government (52) Contingency to Associated Student Government (52) Student Services, to budget for the Forensics program for the current academic year in the amount of \$24,000. This budget transfer was approved by the Associated Student Government on October 7, 2020.



<b>Associated Student Government (52)</b>	<b>Adopted Budget June 2020</b>	<b>Transfer</b>	<b>Adjusted Budget</b>
Student Services	\$ 694,744	\$ 24,000	\$ 718,744
Plant Additions	131,091		131,091
Contingency	83,752	(24,000)	59,752
Unappropriated Fund Balance	312,169		312,169
<b>Total</b>	<b>\$ 1,221,756</b>	<b>\$ -</b>	<b>\$ 1,221,756</b>

<b>Associated Student Government (52)</b>	<b>Adopted Budget June 2020</b>	<b>Transfer</b>	<b>Adjusted Budget</b>
Personnel Services	\$ 356,422	\$ 4,227	\$ 360,649
Materials & Services	338,322	19,773	358,095
Capital Improvements	131,091		131,091
Contingency	83,752	(24,000)	59,752
Unappropriated Fund Balance	312,169		312,169
<b>Total</b>	<b>\$ 1,221,756</b>	<b>\$ -</b>	<b>\$ 1,221,756</b>



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *January 20, 2021*

**ITEM TITLE:** 4.1h

**CONTACT PERSON:** *Jennifer DeMent, Chief Operations Officer*

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**SUBJECT: APPROVAL FOR ROCKWOOD BUILDING LEASE IN EXCESS OF \$150,000**

Per CCRP (Community College Rules of Procurement) 301 “The Board reserves to itself final approval of all contracts in excess of \$150,000”.

The College (CDFS Department – Head Start) expects to lease the Rockwood building for 10 years. Funding will be drawn from a variety of Head Start accounts.

<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
Rockwood MSC Qalibc Inc	Rockwood Building Lease renewal (10 years)	\$1,400,000

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### RECOMMENDATION

Approval to award the contract listed above, for leasing the Rockwood building, for a cumulative total amount not to exceed the amount listed.