



MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A meeting of the Mt. Hood Community College District Board of Education will be held on March 17, 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/94556499623?pwd=TEhlaTVHUjZ4YnZ4cEJPckx1V1FwZz09>

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

Webinar ID: 945 5649 9623

Passcode: 293757

***UPDATED* AGENDA SESSION 1029**

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, and they will be included in the official record for this meeting.

3.0 REPORTS

3.1 Correspondence

Lisa Skari

3.2 Receive Comprehensive Annual Financial Report for
Fiscal year Ended June 30, 2020

Julie Fahey
Dan Miley

4.0 BUSINESS / ACTION

4.1 Consent Agenda: Approvals & Information

Diane Noriega

Note: The board packet includes two months of reports as the February board meeting was cancelled due to inclement weather

a) Minutes – Board Work Session 1023, January 6, 2021

b) Minutes – Board Regular Session 1024, January 20, 2021

c) Minutes – Student Town Hall Session 1025, January 28, 2021

d) Minutes – Board Retreat Session 1026, February 2-3, 2021

e) Monthly Personnel Report (2)

f) Monthly Financial Report (2)

g) Monthly Head Start Report (2)

h) COVID-19 Activity Report (2)



- i) Resolution to Transfer Budgeted Appropriations
 - j) Acceptance/Expenditure of Projects Funded in Whole or Partially by Non-District Funds
 - k) Head Start 2020-21 Self-Assessment Report
 - l) Head Start and Early Head Start 2021 Community Assessment Update
 - m) CDFS Programs Five-Year Goals and Updates 2021-22
 - n) CDFS Programs School Readiness Goals
 - o) Federal Consolidated Grant Overview (*Updated*)
 - p) Non-Federal Share Waiver Narrative 2020
 - q) Approve Child Development and Family Support Programs Executive Director Hire
- 4.2 Faculty Tenure Recommendations Kim Hyatt
Douglas Scribner
Eran Smith
Kay Lopez
Sara Rivara
Peter Szucs
- 4.3 Faculty Sabbatical Requests 2021 – 2022 Josh Stratman
- 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, April 21, 2021.

Individuals requiring accommodations due to disability should contact Accessible Education Services at 503-491-6923 or aes@mhcc.edu



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

March 17, 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 March 2021

This year's March meeting carries a degree of significance in our personal and professional stories. It marks the year anniversary of our sudden move to remote learning and working, and all the celebrations and losses that have accompanied it. Our faculty and staff demonstrated their agility and creativity in serving students in the new reality, while navigating their own conditions associated with homeschooling, social isolation, technology challenges, inequities, and the underlying stress associated with trying to navigate it all. Some experienced personal loss. Throughout it all, the campus community centered on serving students, and worked to create a sense of normalcy despite the chaos. This is what Mt. Hood Community College is about, and the space where it finds its greatness.

This month also signals a significant event in the future of MHCC; the granting of tenure. While the last year has been anything but typical in the process, the faculty and their committees remained committed to the purpose of tenure and the evaluation process. This year we welcome nine new tenured faculty to the college: Amanda Shelton (Athletics/Health and Physical Education), Amy Aldus (Surgical Technology), Blakesley Clapp (Video/Integrated Media), Danielle Davey (Band/Performing Arts), John Dryden (Mechatronics), Petra LeBaron-Botts (Health and Physical Education), Salomeh Moadab (Literature and Composition), Yoko Sato (Japanese), and Zach Entenmann (Mathematics). Over the last four years, each has demonstrated a commitment to our students, our college, and our community. We are excited to witness their continued contributions.

Policy environment

American Rescue Plan

The \$1.9 trillion economic relief package passed the House and the Senate, and includes \$40 billion in aid for higher education. Colleges and universities are required to spend at least half of the money to support students, though it has not yet been decided whether undocumented and international students are eligible for assistance. The latest \$40 billion in aid for higher education surpasses the \$14 billion colleges and universities received in last March's CARES Act and the \$22.7 billion they received in December's relief package. Specific limitations of the funding should be known when the college receives its funding.

DACA

On January 20, 2021, President Biden signed an Executive Order to restore DACA. In early February, Senators Durbin and Graham reintroduced the Dream Act 2021, and the House proposed the American Dream and Promise Act. A path toward citizenship was first introduced twenty years ago, in 2013 the comprehensive bipartisan immigration reform bill, known as the Dream Act, never passed the House. The two current version provide a pathway to citizenship, though the House version contains provisions that would disqualify some people based on offenses committed as children, disproportionately impacting people of color.

College performance

Enrollment

A comparison of Week 5 Winter 2020 and Winter 2021 enrollments highlight the impacts of COVID-19:

- Race: African American students declined 19 percent, and students not declaring race declined 23 percent, rates comparable to Fall quarter 2020. The smallest decline (6 percent) was seen in our international students, which is a change from Fall 2020, where we saw the smallest decline in students identifying as multiracial.
- Age: Students under 21 years of age saw the largest declines in Winter 2021, down 23 percent from Winter 2020. Students over the age of 40 years also saw declines of 17 percent, which was an improvement over Fall 2020 (25 percent). Students aged 31-40 saw no change in enrollment from Winter 2020 to Winter 2021.
- Gender: The loss of male students was significantly greater than their female counterparts (22 percent compared to 10 percent), a rate higher than what was seen in Fall 2020 (18 percent).
- Pell: We saw a 22 percent decline in the number of Pell awardees, which is an improvement over the 34 percent decline we saw in Fall 2020.
- Residency: Consistent with Fall 2020, most students we have lost are local, in-district students (21 percent); there was no change in our out-of-district numbers.
- Educational goal: The losses in ABE/ESL courses are more than double that of our credit students (34 percent compared to 15 percent).

Recognitions and achievements

MHCC's Phi Theta Kappa chapter has been named a 2021 REACH Chapter. The REACH program recognizes and rewards Phi Theta Kappa chapters that excel in membership development. MHCC is one of 1,081 chapters to receive this award, and considering the impact of COVID, this recognition is especially impressive. Congratulations to all the students for their work in achieving this designation, and to Doctor Abio Ayeliya, Director, Student life and Civic Engagement, for his leadership.

Soroptimist International of Gresham held their annual Live Your Dream scholarship award ceremony this month. This awards program is a unique educational grant for women who provide the primary financial support for their families, and provides women the resources they need to improve their education, skills and employment prospects. The organization awarded over \$14,000 in scholarships this year, and six of the seven scholarships were awarded to MHCC students, to help them continue their education.

In closing, having rounded the one-year mark on remote learning and working, we look forward to a spring break not requiring frantic transitioning to online. May we all find space to pause, reflect, and celebrate our accomplishments of the past year, and may we find relief in the news of vaccination eligibility and availability. I look forward to this last lap of this academic year, and the future that awaits us.

Community/Educational Presentations and Selected Outreach Activities

<i>Feb 1</i>	<i>Oregon Presidents' Council (OPC) sub-committee meeting on marketing and dual enrollment</i>
<i>Feb 2</i>	<i>Oregon Community College Association (OCCA) COVID-19 meeting</i>
<i>Feb 2</i>	<i>Meeting with Senator Gorsek, with MHCC students</i>
<i>Feb 2</i>	<i>OCCA Legislative Session meeting</i>
<i>Feb 2</i>	<i>MHCC Board of Education Retreat</i>
<i>Feb 3</i>	<i>Meeting with Todd Nell, Workforce and Talent Development Board</i>
<i>Feb 3</i>	<i>Meeting with Representative Reardon, with MHCC students</i>
<i>Feb 3</i>	<i>A Home For Everyone Coordinating Board meeting</i>
<i>Feb 3</i>	<i>MHCC Board of Education Retreat</i>
<i>Feb 4</i>	<i>OPC meeting</i>
<i>Feb 4</i>	<i>Meeting with Elizabeth Cox Brand, OCCA</i>
<i>Feb 5</i>	<i>OCCA Board meeting</i>
<i>Feb 8</i>	<i>Meeting with Joshua Hodges, US Department of Labor, on Strengthening Community Colleges Training Grant</i>
<i>Feb 8-10</i>	<i>ACCT National Legislative Summit</i>
<i>Feb 9</i>	<i>Meeting with Senator Merkley</i>
<i>Feb 9</i>	<i>Meeting with Senator Frederick, with MHCC students</i>
<i>Feb 9</i>	<i>OCCA Legislative Session meeting</i>
<i>Feb 10</i>	<i>Meeting with Representative Williams, with MHCC students</i>
<i>Feb 10</i>	<i>Portland Business Alliance Board meeting</i>

Community/Educational Presentations and Selected Outreach Activities (continued)

- Feb 10 Meeting with Congressman Blumenauer*
- Feb 10 MHCC Audit Committee meeting*
- Feb 11 Meeting with Senator Wyden*
- Feb 11 Meeting with Senator Gorsek, with Ibrahim Alhussain, MHCC Small Business Development Center*
- Feb 15 Meeting with Director Speer*
- Feb 16 OCCA COVID-19 meeting*
- Feb 16 Meeting with Director Mattson*
- Feb 16 Meeting with Director Noriega*
- Feb 16 OCCA Legislative Session meeting*
- Feb 16 Meeting with Directors Mattson and Noriega*
- Feb 17 Meeting with Judith Ramaley, Portland State University Trustee*
- Feb 17 Meeting with Senator Jama, with students*
- Feb 18 Meeting with Directors Mattson and Noriega*
- Feb 18 All Hands Raised Party with a Purpose annual fundraiser*
- Feb 19 Meeting with Representative Bynum, with Ibrahim Alhussain, MHCC Small Business Development Center*
- Feb 19 Meeting with Dr. Diaz, Superintendent, Reynolds School District*
- Feb 19 East Metro Economic Alliance Board meeting*
- Feb 22 Meeting with OCCA on capital construction*
- Feb 22 Council for the Advancement and Support of Education (CASE) Community College Center for Advancement Advisory Committee meeting*
- Feb 23 Preschool for All Stakeholder meeting*
- Feb 23 OCCA Legislative Session meeting*
- Feb 23 Presentation at Troutdale City Council, with Director Speer*
- Feb 24 MHCC Foundation Board meeting*
- Feb 24 Meeting with Director McKeel*
- Feb 24 Strada webinar: How to Help Americans Get Back to Work*
- Feb 24 State of Oregon Revenue Forecast briefing*
- Feb 25 Greater Gresham Chamber of Commerce Board meeting*
- Feb 25 Partners in Diversity Breakfast for Champions, "Diversity in Leadership: How To Make it Happen"*
- Feb 25 Soroptimist of Gresham Live Your Dream Awards ceremony*
- Feb 25 Meeting with Kari Herinckx, Office of Senator Merkley*
- Feb 25 Presentation at Wood Village City Council, with Director Speer*

Select Media Mentions

Make a down payment on Oregon's future <http://portlandoregonian-or.newsmemory.com/?publink=04445c1ea>

MHCC offers practice making final arrangements <https://pamplinmedia.com/go/42-news/497557-398611-mhcc-offers-practice-making-final-arrangements>

Select Media Mentions (continued)

Pilot program tackles college student housing insecurity <https://www.pdx.edu/news/pilot-program-tackles-college-student-housing-insecurity>

Portland State University in Housing Assistance Pilot Program
<https://diverseeducation.com/article/80102/>

Student Fights Against College Student Homelessness <http://www.advocate-online.net/student-fights-against-college-student-homelessness/>

MHCC offers cyber security scholarships <https://pamplinmedia.com/go/42-news/499350-399908-mhcc-offers-cyber-security-scholarshps>

Administrative Services

March 2021 Update

Improve student success:

- The Business Office is working closely with Student Development, as we did for Winter Term 2021, to identify students with account balances slightly over the maximum allowed to register for Spring Term 2021. The purpose is to offer a one-time waiver to students to reduce their account balance below the maximum, allowing them to persist in registration for the subsequent term. The team helped approximately 100 students in Winter, and we have identified another 100 students to offer the one-time waiver for Spring Term.

Increase excellence in operations:

- HR welcomed Aurora Taguibao to the HR team as a Sr. HR Data Analyst on a temporary, one-year assignment. Aurora will focus her time on the **HR Data Cleansing** project referenced in previous Board reports and ensure our customers receive timely and accurate reports that contain HR Data.
- **Retirement incentives** negotiated and implemented with the Classified Employee Association and the Full-Time Faculty Association as a budget-saving initiative.
- Information Technology welcomed Marie Pardo-Garber as the new **Client Services Manager**. Marie and her team provide college-wide technology support and represent the face/voice of IT.
- The winter quarter **IT Security Remediation** project was launched, with all tasks assigned and progress made towards completion.
- Supported the college's technical environment through **winter weather closures**, monitoring and responding to issues to ensure staff and students could access college systems.
- The Business Office has **completed the audit process** from Fiscal Year 2020 and submitted it to the Audit Committee. The Business Office has begun the implementation of the corrective action plans to improve processes addressing audit findings.

COVID-19 Response Specific:

- IT has further **reduced the risk** associated with remote work by adding security which prevents connecting to MHCC production systems remotely if devices have outdated operating systems which could introduce risk to the college.



Development and District Communications February 2021

Improve Student Success, Advance Diversity Equity and Inclusion, Strengthen Community Engagement, Increase Excellence in Operations

Legislative Outreach

We were very involved in celebrating CTE Month as part of our legislative outreach efforts. Dr. Skari along with board members, students, faculty and Al Sigala met with Oregon state legislators as well as with U.S. congressional leaders. The campaign, which continues through the legislative session, is aimed at communicating the need for community colleges to be funded at current service levels. We were able to hold meetings with Sen. Lew Frederick, Sen. Chris Gorsek, Sen. Kayse Jama, Rep. Jeff Reardon, Rep. Anna Williams, Rep. Janell Bynum, U.S. Sen. Jeff Merkeley, U.S. Rep. Earl Blumenauer and U.S. Sen. Ron Wyden. We also took part in Workforce Wednesday's which featured CTE programs from throughout the state and were attended by various legislators.

District Communications and Marketing

Several campaigns were executed in February including CTE Month and Black History Month. CTE Month included a social media campaign featuring videos and posts promoting the various CTE programs the college offers. Posts also tagged legislators within our district. We also purchased an ad in the Gresham Outlook and Sandy Post highlighting CTE programs. Black History Month included the sponsorship of vignettes that featured Black historical moments and/or leaders on KOIN-TV. We also ran a social media campaign promoting the English Department's reading series as part of Black History Month.

District Communications also worked with various programs in the production of digital booths for their participation in the Virtual NW Youth Career Expo.

New releases and posts featured several efforts including:

- Promoting Cyber Security scholarships
- Financial Aid Awareness Month
- Mock Funeral Arrangements

Production efforts also included:

- A March campaign on Spanish television KUNP/Univision. The campaign will promote the college in both English and Spanish.
- New OPB ads
- Foundation auction promotional materials
- College and student newsletters
- Web updates
- Daily social media on the college

Fundraising

Planned Giving efforts included the production of a workshop on Cyber Security that was scheduled for February 17th but cancelled due to the ice storm. We are working to reschedule this workshop. The event is aimed at estate planning professionals, financial advisors, attorneys and anyone interested in

learning more about Cyber Security. The workshop will also promote the college as a choice for planned giving donations.

February kicked off sponsorship and auction item solicitation for the annual Foundation auction scheduled for April 24.

Alumni Outreach

The Foundation co-hosted a Zoom event on February 12 entitled Journey Beyond Transfer: A Conversation with MHCC Alumni. The event was done in partnership with sociology instructor Naomi Abrahams. It featured five alumni panelists who shared their experience transferring from the college and starting their careers.

Scholarships

February saw a continuation of the scholarship application period. Staff held two additional general scholarship Zoom information sessions which provided students with support in filling out their applications.

Office of Instruction Monthly Report

February 2021

Improve Student Success

- Title III offered four Professional Learning Communities (PLC) to help faculty identify student retention strategies that can be adapted to their courses. For the remainder of winter term, full-time and part-time faculty are participating in training sessions hosted by AVID | Learning Success Center, Pre-College/Adult Basic Skills, First Generation Student Success Program, and TRIO.
- Awarded DOL Strengthening Community Colleges grant on 1/22/2021, 5 million dollars over four years to strengthen instruction in Advanced Manufacturing and Cybersecurity at MHCC and eight other community colleges in Oregon. MHCC is the lead college for the consortium.
- Awarded National Science Foundation S-STEM grant, which provides scholarships for Cybersecurity students. The student scholarship application is available now through 3/31/2021 for award in Fall 2021. A new course, ISTM100, is being developed by faculty as one of the grant outcomes to support a sense of belonging and improve student retention.
- Continued support for MHCC students in Cybersecurity internship. Four students currently supported with one new student to join next term.
- ART260-Digital Photography and Imaging has been approved for full transfer to OSU, EOU, and OIT (with more approvals to come) due to curricular/outcome updates.
- In a continued effort to improve student success and retention, faculty members Josh Stratman, Petra LeBaron Botts and Dawn Markell also held an advising group session on February 10 for students who are enrolled in our HPE/WLEE courses to help students prepare for spring registration.
- High School Services Program hosted two Dual Credit Virtual Summits, 140+ attendees
 - Equity in Dual Credit
 - Strengthening partnerships and pathways
 - Sponsored Dual Credit and Articulation Agreements

Strengthen Community Engagement

- Dawn Loomis, Director Workforce, Apprenticeship, Community Education, Economic & Workforce Development, recently met with the TriMet Union ATU 757 regarding apprenticeship and other workforce training models. Discussed the need for Electric Vehicle training into the future. She will follow up with our Advanced Technologies department.
- SBDC is collaborating with the City of Fairview regarding their establishment of the Fairview Innovation Center.
- Megan Dugan, Dean AVID|LSC|Library, was elected to a two-year term as a board member of the Orbis Cascade Alliance library consortium and will be representing MHCC as well as other community college member libraries.
- Dan Davey, Instructor of Music, presented a virtual Masterclass for Jazz Directors at the Southeast Missouri State University Jazz Festival.

- Dan Davey also assisted with the production and management of the Western International Band Clinic (WIBC) for their virtual conference, which involved interactions with 351 high school students and approximately 150 music educators from 33 states and four countries.
- Danielle Davey, Band Director, was nominated and won the election for the Regional Representative for the Oregon Band Directors Association.
- Danielle Davey also directed a virtual Clarinet Clinic with the HS Honor Band at the Western International Band Clinic.
- A large group of Dental Hygiene faculty, students and program-partnered with Expanded Practice Dental Hygienists (EPDH), served the community of Parkrose and beyond at the Gateway Church on San Rafael St in Portland. They worked with five dental units (three of the programs and two of the community EPDH's). This activity allowed this program, its students and faculty an opportunity to offer health care to underserved populations.
- Ilya Babiy, Dental Hygiene Instructor, was selected as a co-instructor as part of the HOWTO Dental Professions Camp and Scholarship Program. Although Clackamas Community College is the lead institution, Ilya's participation will put him alongside high school students considering Dental Hygiene careers.
- Caroline Rex-Waller, Middle College Advisor, hosted two remote evening informational sessions for students and families interested in the Middle College program:
 - Springwater Trail High School (Gresham SD): February 17, 20 student families attended
 - Corbett High School (Oregon Trail SD): February 23, 30+ student families attended
- Arnita Tucker-McFarland, Interim Director for High School Services, met with David Douglas and Achieving the Dream; working on new Gateway to College Agreement (possibly 10 students per year).
- Arnita Tucker-McFarland, Interim Director for High School Services, met with East County Counselors.
- Megan Dugan, Member Soroptimist International of Gresham, participated in a scholarship awards celebration for the SIG Live Your Dream Awards. The awards are given annually to women who are experiencing financial hardship while pursuing their educational goals. This year, six of the seven scholarship recipients were MHCC students and Dr. Skari was present to congratulate all the winners.
- The Musical Theatre Cabaret Virtual Show was a success! Students performed LIVE over Zoom; the show ran for five performances and was free to attend. Students in the Professional Theatre Technician CTE program designed costumes, props and virtual backgrounds to support the performances.
- Dental Hygiene students participated in a virtual student conference with the Oregon Association of Dental Hygiene.
- Amanda Shelton, Athletic Trainer, and member of the full-time faculty within HPEAAR, presented at the OHEPHPE Conference "*Considerations for Reopening Courses and Labs in a Post-COVID-19 Classroom.*" on February 12.
- Full-time faculty members, Josh Stratman and Petra LeBaron-Botts, attended the OHEPHPE Conference on February 12th.

Advance Diversity, Equity, and Inclusion

- SBDC's monthly staff had discussions on DEI and how to create a more equitable and diverse environment for the center, business relationships and community engagement.
- Samantha Piers-VanderPloeg, Gateway to College and Adult High School Diploma Coordinator, attended: NCORE Webinar: Engaging Contemporary Intra Racial and Transnational Dynamics Surrounding Black College Students (2/3/2021).
- Heather White, Library Technical Services Coordinator, facilitated a TLC event during Open Education Week. The discussion explored ways that Open Education resources can enhance social justice and equity efforts.
- Head Track and Field and Cross Country Coach Fernando Fantroy and Athletic Director, Dr. Kim Hyatt attended the NWAC Winter Conference attending sessions on addressing social injustice and mental health concerns among student athletes.
- Reyna Grande joined us on Zoom for Mouths of Others on February 18 for a reading and discussion of her memoir about coming to the US from Mexico as an undocumented immigrant.
- On February 24 the Humanities division hosted the first Mt. Hood Reads event, partnering with the TLC and the office of Diversity, Equity and Inclusion, and hosted a discussion of James Baldwin's *The Fire Next Time*.

Increase Excellence in Operations

- A roundtable discussion addressing protesting in America was held on February 10.
- The Online Learning (OL) team has ramped up professional development workshops which are sponsored through the TLC, including sessions on Culturally Responsive Teaching, Quality Matters, and the new Lunch and Chat with OL.
- MHCC was awarded the Governor's Emergency Education Relief Fund (GEER) for faculty professional development and improving the quality of remote instruction. Online Learning has developed a plan and will use funding to hire temporary assistance to help faculty move any course material still residing in eLearning (My MHCC/portal) to Blackboard. This will improve quality of courses, provide consistency for student success, and ensure we are meeting all accreditation standards and other federal regulations such as accessibility across instruction.
- Small Business Development Center received an increase to the CARES Act Funds of \$108,408. Funds will be used to advance areas in cybersecurity and small business management during COVID 19.

Student Development

February/March Updates 2021

Improve student success:

- **Financial Aid-** The first week of March, we began awarding students for 2021-22 award year. **As of 3/4/2021 we awarded over 1670 students.**
- We are also finalizing plans to distribute the **following emergency funding sources to eligible MHCC students before the end of W121 term;** HEERF II funds (over \$1.6+ Million); and GEER funds (over \$457k).
- Finalizing plans for our 2nd round effort to **reduce student balances** between \$200 and \$500 down to \$199 so students can register. 114 students have been indentified as eligible –The balance reduction will pay down over \$15k of student balances.
- **ASG approved the 2021-2022 Athletics and Co-Curricular Budgets** last week. We are still in the process of recruiting ASG President and Vice President positions.
- **TRIO- Submitted 2 Educational Talent Search Grants funded to serve 1,002** (k-12) students; will know the outcome by summer months. The grant was written to expand TRIO services to Reynolds, Parkrose & Corbett School Dist. TRIO Info Sessions continue to expand our student caseload.

Advance diversity, equity, and inclusion:

- **Preferred name and Gender Identity offered to student, staff and faculty.**
 - All staff ,faculty and students have access to preferred name and gender ID updates. <https://mhcc.edu/studentrecords/> and click on preferred name tile.
- **Financial Aid -** We were able to begin the disbursement of the Oregon Supplemental Need-Based (OSNB) aid (over \$15K to 46 ORSAA students) This funding impacts some of our most vulnerable students and we are working to get more of this funding out this term.
- TRIO- Submitted an **Educational Opportunity Grant that is funded to serve 800** students; will know the outcome by summer months.

Strengthen community engagement:

- **Financial Aid, TRIO, & Admissions, Recruitment, Registration and Records** collaborative effort: **Putting on series of five FAFSA/ORSAA drop-in sessions** in the month of March to assist students with FAFSA/ORSAA completion. Partnered with local high schools to market to students.
- **Student Life and Civic Engagement-** We are exploring ideas to identify and to create partnerships with Community orgnazinations to boost recruitment efforts for both Transitions and Transiciones programs. We are also working with DC to update marketing materials





ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1a

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

SUBJECT: APPROVAL OF MINUTES – January 6, 2021

Session 1023

A meeting of the Mt. Hood Community College District Board of Education was held on January 6, 2021, with a Board 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

Noriega called the board work session to order at 6:06 p.m.

2.0 BUSINESS

2.1 Equity Lens Tools

Traci Simmons provided an update on the work she is doing regarding the equity lens. Her presentation highlighted the following reasons for an equity lens:

- To ensure we keep race and intersectionality at the center of considerations for our organizational decision-making, policies, practices, and procedures.
- To ensure we are effectively and persistently challenging the dominant ideology and status quo of white supremacy.
- To establish an institutional commitment on social justice, and do no further harm to historically and contemporaneously marginalized humans and groups.
- To center the experiences of students and our communities in service to becoming a more diverse, equitable, and inclusive organization.
- To use an interdisciplinary approach and coalesce different people and perspectives as part of the organizational transformation.



Simmons shared comments and feedback from President's Cabinet members about the various equity lens tools available, and board members each shared their comments and feedback about the equity lens tools. A discussion followed and board members shared several questions and items to consider:

- Keep it simple, direct, and to the point
- Review the feedback and find the common threads to focus on
- What are the core questions that we should be asking?
- What are the core themes in the feedback received?
- What does the board want to get from this collectively?

Simmons stated next steps would be to agree upon a question under the five tenants of critical race theory. There should be a question about:

- Who are we talking about?
- What are the racial and intersectional groups that we are talking about that might be impacted?
- Are we challenging the dominant ideology?
- Are we doing things differently in this decision-making process?
- What about this affects social justice? How will we keep records and track data on whether that is actually happening?
- Are we creating more equity and social justice?
- Have we engaged our students and communities in the conversation and decision-making opportunity?
- Are we bringing together different people and using that coalesced voice to transform our organization?

Simmons will meet with President's Cabinet next week to review their feedback and comments, and will share the board's feedback with them. Simmons will review all the feedback received and gather the common themes together, looking at the five tenants of critical race theory and questions, and will bring back a draft document to the board for review. There was a reminder that we need to obtain additional input from the campus before the document is finalized.

2.2 Strategic Planning – Next Steps

Lisa Skari provided a brief presentation about MHCC Strategic Planning for 2021, and how it relates to planning at the college. She outlined steps in the planning process, which include the mission, vision, goals, strategies/objectives, and tactics. There was a discussion about the accreditation standards and the lense around diversity, equity and inclusion (DEI). Skari outlined the first step in the process is to hire a consultant, which requires submitting the Request for Proposal (RFP) to solicit bids from contractors for services. She discussed the steps in developing/evaluating the scope of work, which include organization, research and assessment, facilitation, and analysis and synthesis.

Skari stated another area included in the RFP are deliverables, and shared the typical strategic planning deliverables. Other considerations in the strategic planning process might include asking for



prior higher education experience or prior community college experience, and a commitment to diversity, equity and inclusion. There was a brief discussion on additional suggestions that could be included:

- Have a sample of the vendor's previous work included in the proposal
- Include articulating outcomes when speaking about DEI
- Experience facilitating work with boards
- Experience facilitating external stakeholder feedback to draw out the needs of the community
- Experience working with an accrediting body

Skari stated part of the RFP process would include checking references to gather more information about the vendor experiences. A major consideration will be to have a strong firm that has DEI experience, and experience incorporating DEI into a strategic plan. Skari provided examples of board involvement in strategic planning:

- Provide input on the scope of work
- Engage in final version of vision, mission, values and approve
- Approve five-year goals and outcomes
- Be informed of process
- Participate in data collection, committee membership for the RFP review, steering committee, and forum attendance.

2.3 Student Town Hall with Board

Dr. Skari shared a list of sample questions for discussion at the Student Town Hall with board members scheduled on January 28. Board members reviewed the list and shared additional questions for possible discussion:

- How would you consider the experience of registering online through our website? Is it a good or bad experience, and is it easy to register?
- How do you feel your learning experience at MHCC is preparing you for a career or profession when you graduate?
- What challenges have you faced around transportation, and what opportunities do you see for improvement?
- What does a student-centered college look like to you, and how are we doing?
- What classes would you like to see MHCC offer?
- Please share your experiences related to the shift to online or distance learning. What have been some of the positive and negative aspects?
- MHCC has a variety of student basic needs resources. What resources are you aware of, and how have they helped you?
- What issues are most important to you as a student?
- What do you feel makes MHCC a great college?
- What else would be important for the board to hear about your experience that can help us improve?



Traci Simmons will send several questions regarding DEI to Dr. Skari to add to the list. Dr. Skari will compile the questions and send them to board members for review and selection of their top three choices for the student town hall discussion.

2.4 Board Retreat

Dr. Skari opened up a discussion about agenda topics for the board retreat. Board members shared and discussed topics as follows:

- Board Policies – the college has subscribed to the OCCA Board Policy and Procedure Program for updating the board policies and administrative regulations
- COVID – plans going forward
- Budget – long-term planning
- Presidential Evaluation – what are our shared expectations? What should be communicated? When? How much?
- Communication – as a board, how do we communicate? Having clarity and uniform expectations around communication so everyone is on the same page with each other as board members and with the president
- College Assets Review – discuss future financial planning, which relates to a future bond
- Online Learning – review the pandemic outlook and what we need to look at for the future
- Community Engagement – review accountability for board members, and look at what community engagement we can actively take on with the college

Dr. Shari shared some good news about the Foundation’s year-end campaign, and stated they reached over \$200,000, which is about \$80,000 more than anticipated, and this does not include the \$100,000 match portion commitment.

3.0 ADJOURNMENT

The board work session was adjourned at 8:17 p.m.

Clerk

Board Chair

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



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1b

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

SUBJECT: APPROVAL OF MINUTES – January 20, 2021

Session 1024

A meeting of the Mt. Hood Community College District Board of Education was held on January 20, 2021, 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, LaVerne Lewis, Kenney Polson

Additional Attendees: Dr. Lisa Skari, president, Jennifer DeMent, chief operations officer, John Hamblin, executive dean for Student Development, Al McQuarters, vice president of Instruction, Al Sigala, executive director of Development and District Communications, Jeanna Hunt, FTFA president, Christy Weigel, CEA representative, Nicole Johnson-Moses, ASG president

Noriega called the meeting to order at 6:32 p.m. and declared a quorum was present.

1.1 Approval of Agenda

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

2.0 PUBLIC INPUT

There was no public input.

3.0 REPORTS

3.1 Correspondence

Dr. Skari shared that the college has been recommended for funding by the National Science Foundation for a \$600,000 grant that would provide scholarships for students in the Cybersecurity program. We have been notified the college has made the cut for the pre-apprenticeship grant competition. The US Department of Education announced there are 95 finalists in the *Rethink Adult Ed Challenge*, which is a \$750,000 competition to advance pre-apprenticeship programs. The



challenge winner will receive \$250,000 and up to five runner-ups will receive \$100,000 to further their pre-apprenticeship programs. We were notified by Senator Merkley's office that Mt. Hood Community College (MHCC) will receive a \$5 million grant in the *Strengthening Community College Training Grants* program. MHCC is the lead college for the Oregon Consortium, which includes Central Oregon, Chemeketa, Clackamas, Lane, Klamath Falls, Portland, Rogue, and Southwestern Oregon Community Colleges. The main focus of the training are in the areas of cybersecurity and advanced manufacturing, and our goal is to work with industry partners to create industry certified online credentials in those two areas that can be offered across the State.

January is board recognition month, and Dr. Skari recognized board members for their time and effort in supporting the college and our students. She extended sincere appreciation on behalf of the college for their year-round contributions serving on the board, and stated they should receive a small token of appreciation in the mail. Students from the music program played a music ensemble for board members. Jeanna Hunt shared comments on behalf of the FTFA executive team, and Nicole Johnson-Moses read thank you notes from ASG student leaders in appreciation of all the board does in support of students.

3.2 Special Report: Enrollment Forecast

Dr. Skari provided a report on enrollment forecasting. She began by referring to an analogy she shared at the board retreat last year, and referred to the advice for the board about scanning the environment, looking for what is ahead, and figuring out how to help us safely navigate where we are going. This report was an evidence-based forecast, and the models are pre-COVID and do not take into account the effects of the pandemic. The data does not include actual student demand or all populations, and is not about panic. She provided statistical data showing projections for slowing growth and the potential change in enrollment numbers among U.S. Public High School Graduates. She provided information from the *WICHE Report*, which is based on birth rates, and highlighted the State-by-State projected percent change from Class of 2019 to 2037 for public and private schools.

Dr. Skari shared information from Nathan Grawe's book, *Demographics and the Demand for Higher Education*, and a recent article he published in *The Chronicles of Higher Education* about an update to his forecasting model. She referenced an article in the *Portland Business Journal* that showed the ten most diverse public school districts in Oregon last year, and that 50% of those school districts are in the MHCC service area. Dr. Skari responded to several questions about the data in the presentation, and a question about next year's budget forecast, and stated the college is currently working on the budget forecast and will be looking at four or five different variables for next year. Dr. Skari stated she would send a copy of the full WICHE Report to board members. A copy of the PowerPoint presentation is attached to the minutes.

3.3 Financial Update – 2nd Quarter (Oct – Dec)

Jennifer DeMent provided a financial update for the 2nd quarter that ended December 31, 2020. She provided an update on the year-end forecasted revenue numbers compared to the adopted budget numbers.



- State Aid - MHCC's distribution was reduced by approximately \$600,000 or 1.8%, due to actual enrollment changes over the prior 3 years, as compared to other Oregon community colleges.
- Property Taxes – recorded when received or paid, not when imposed. They are forecasting the property taxes to be about 3% less than forecasted, which is about \$450,000.
- Tuition – revenue reflects a similar decline in enrollment. The tuition is projected to be about 17.3%, or \$3.4 million less due to enrollment reductions.
- Fees – revenue increase is due in large part to distance learning fee collections. The fees are up about 25% or \$1.07 million dollars.
- All other revenue categories are forecasted to close the year the same as budget.
- Total revenue is forecasted to close \$3.4 million or 5% less than budget.

DeMent provided an update on the year-end forecasted expenditure numbers compared to the adopted budget numbers.

- Personnel – personnel services were about 2% less than budgeted, with an estimated savings of \$1.02 million.
 - Savings in part-time hourly, student employment and part-time instruction; also savings from furlough days last summer and COLA holdback for managers and confidential employees.
- Materials & Services – are forecasted to have savings of 21.7%, which is \$2.01 million under budget.
 - Savings in supplies, utilities and other contracted services.
- All other expense categories are forecasted to close about the same as what was budgeted.
- The college has received an additional \$8 million in federal stimulus funds due to the COVID pandemic, which has covered the additional COVID related costs and funds to provide expanded support for students.

The net operations are forecasted to use approximately \$498,000 of fund balance, and to close the year with approximately \$9.6 million in fund balance, or 51 days of operating expense. DeMent responded to a question about the PERS rates, and stated the PERS rates change every two years and they anticipate a change with a rate increase in July 2021. A copy of the PowerPoint presentation is attached to the minutes.

4.0 BUSINESS / ACTION

4.1 Consent Agenda: Approvals & Information

- 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



Zordich motioned to approve the consent agenda. Mattson 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 representative – she provided an update on ASG student activities, and highlighted several upcoming events in February. The Finance Council is planning to hold an Open Budget Forums on February 9 at 2:30 pm and February 10 at 11:00 am. The Student Activities team is working on several events to support and engage students. She reached out to Imperfect Produce in hopes of establishing a partnership where ASG can sponsor a group of students to have fresh food delivered directly to students. They plan to work closely with the Student Basic Needs Team, and will focus on serving families who have expressed difficulty making it to Barney’s Pantry during normal hours. She has maintained contact with Portland Adventist in hopes of holding a food distribution event for students that need additional access to fresh foods. She shared highlights about a book scholarship program they offered to students during this term.

c) Advisory Representatives

Jeanna Hunt (FTFA) – she shared comments about the program cuts that were made last year and that she remains extremely disappointed. She shared her thoughts about the current environment at the college, and that some students are struggling in the current virtual environment. She shared several suggestions made by faculty to address this.

Christy Weigel (CEA) – she provided an update on behalf of the Classified Employees Association that they reached an agreement on the MOA for working conditions during COVID. They are still in the bargaining process regarding the bookstore outsourcing and hope to come to a resolution on this in the near future.

Marilyn Pitts (PTFA) – did not attend.

d) Executive Leadership

John Hamblin – he provided highlights from the 2nd quarter division report for Student Development that was included in the board packet.

Al Sigala – he provided highlights from the 2nd quarter division report for Development and District Communications that was included in the board packet.

Al McQuarters – he provided highlights from the 2nd quarter division report for Instruction that was included in the board packet.



Jennifer DeMent – she provided highlights from the 2nd quarter division report for Administrative Services that was included in the board packet.

5.2 President's Report

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

This morning we welcomed in a new administration, and the first black female vice president of the United States. As a woman, I have always hoped for this day, but I questioned if I would ever see it in my lifetime. But we have arrived, but it almost does not feel as if anything has changed. We still face tremendous challenges in our community around equity, justice, and indifference, or maybe that is the lesson. There will always be work that needs to be done and our community needs us to be there and step up.

Before our meeting started, I was listening to David Grohl from the Foo Fighters who had dedicated a song to all the educators for everything they have done this year and every day. It is times like these we learn to live again.

So in that spirit, I am so proud of my faculty colleagues who spend their days lighting fires of thought, imparting knowledge, and supporting students in their learning. I am equally proud of all the staff who spend their days supporting students through the labyrinth we call college, and helping them get out the other side. And to my management team, I am extremely proud of their dedication and work to devise and implement strategies that support student success. And to each of you, I am very thankful for each of you board members, for your dedication to our students, our college, and our community. So thank you. Thank you all.

6.0 ADJOURNMENT

Zordich motioned to adjourn. Polson seconded the motion and it passed unanimously. The meeting was adjourned at 8:25 p.m.

Clerk

Board Chair

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



Looking Ahead: Forecasting

January 20, 2021



What this is, what this is not

- This is
 - Evidence-based
 - Forecast
 - Pre-COVID
- This is not
 - Actual student demand
 - All populations
 - About panic



“Decision we make in the next five years will be critical in determining whether institutions (of higher education) thrive or flounder.”

-- Nathan D. Grawe

Demographics and the Demand for Higher Education

Sources

Nathan D Grawe, *Demographics and the Demand for Higher Education*

Ruffalo Noel Levitz, *Strategic Enrollment Planning Executive Forum* (based on National Center for Education Statistics data)

Western Interstate Commission for Higher Education, *Knocking on the college door: high school graduate projections through 2037*

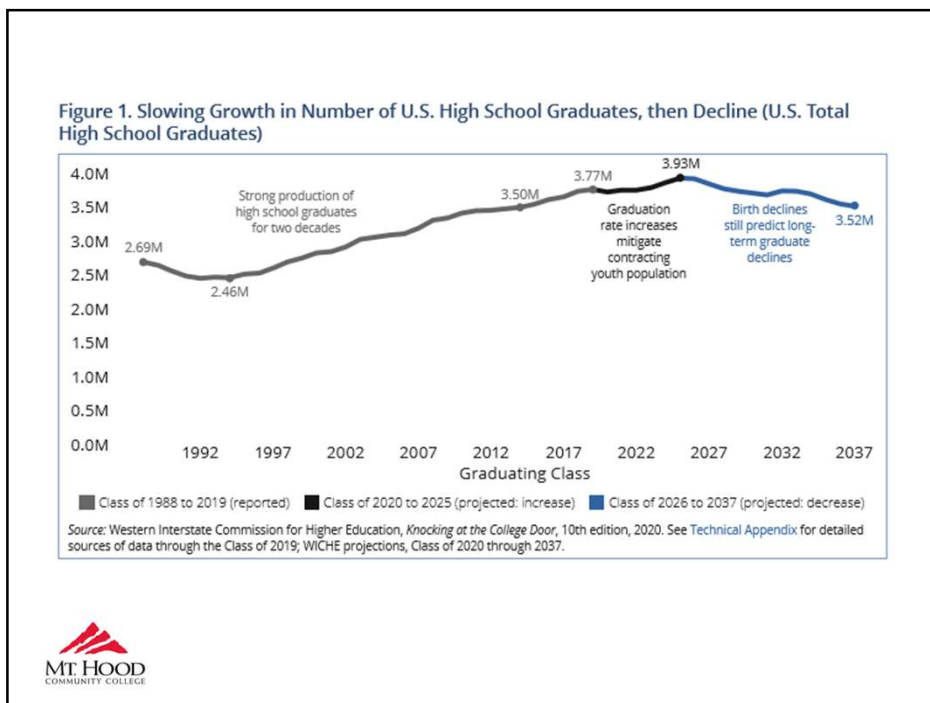
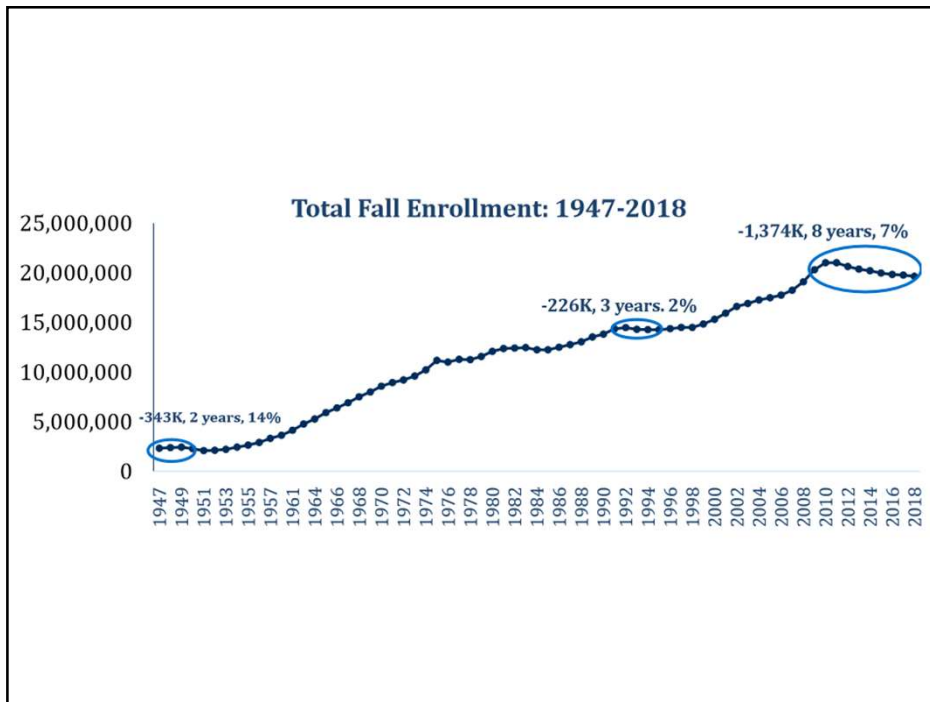


Figure 4a. Projected Change in Number Among U.S. Public High School Graduates Compared to 2019, by Race/Ethnicity

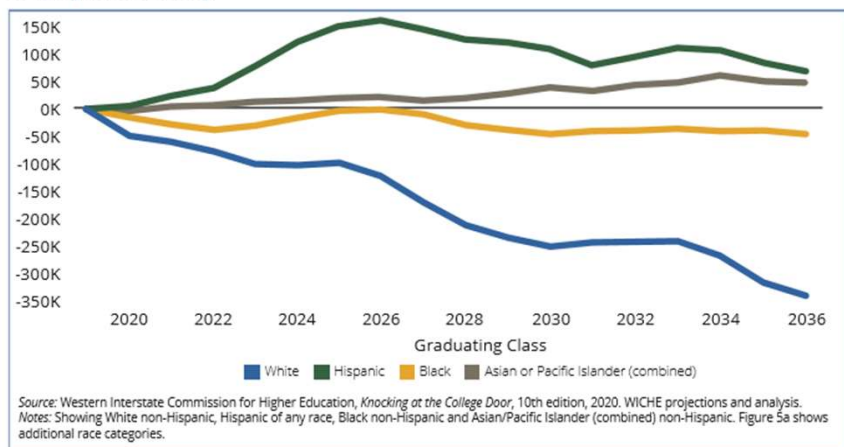


Figure 5a. Projected Change in Number Among U.S. Public High School Graduates, Class of 2020 to 2036, by Race/Ethnicity

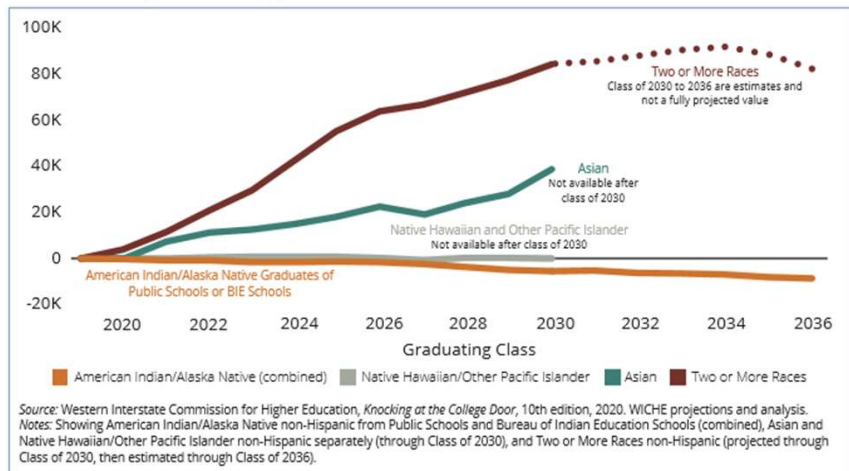


Figure 2. U.S. Public High School Graduates, by Race/Ethnicity, Class of 2019 (reported) and Classes of 2025, 2030, and 2036 (projected)

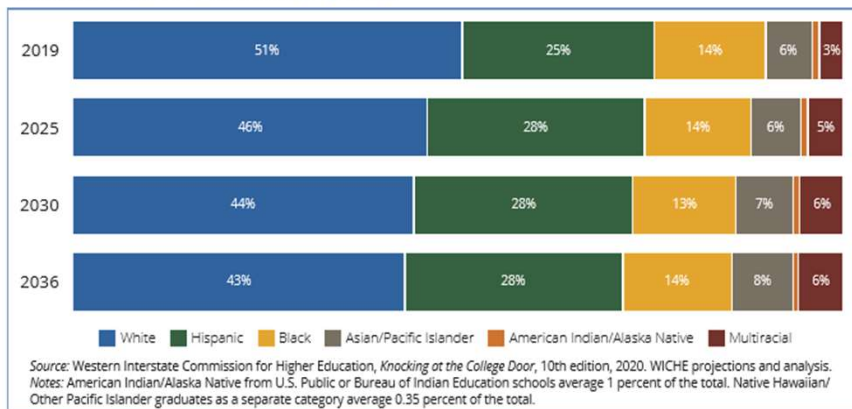
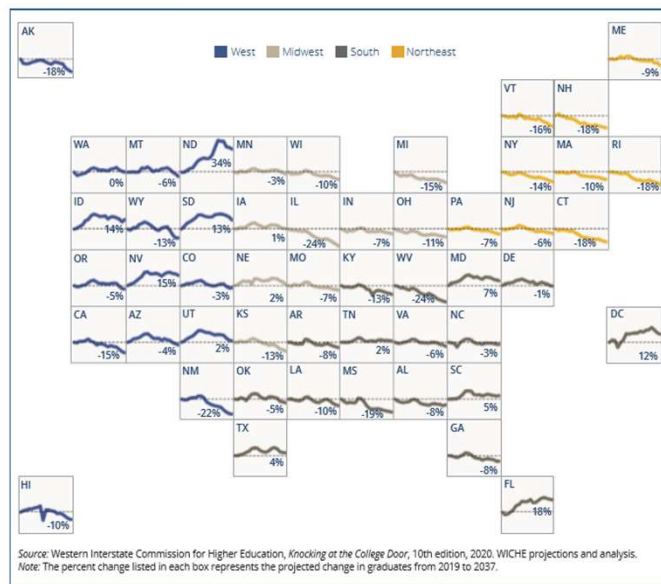
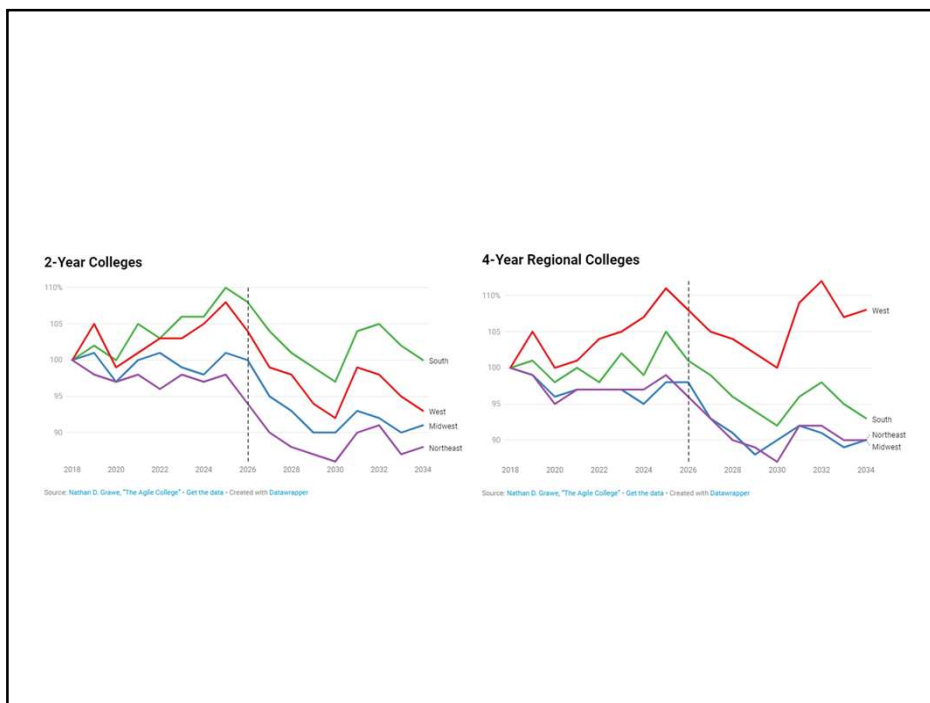
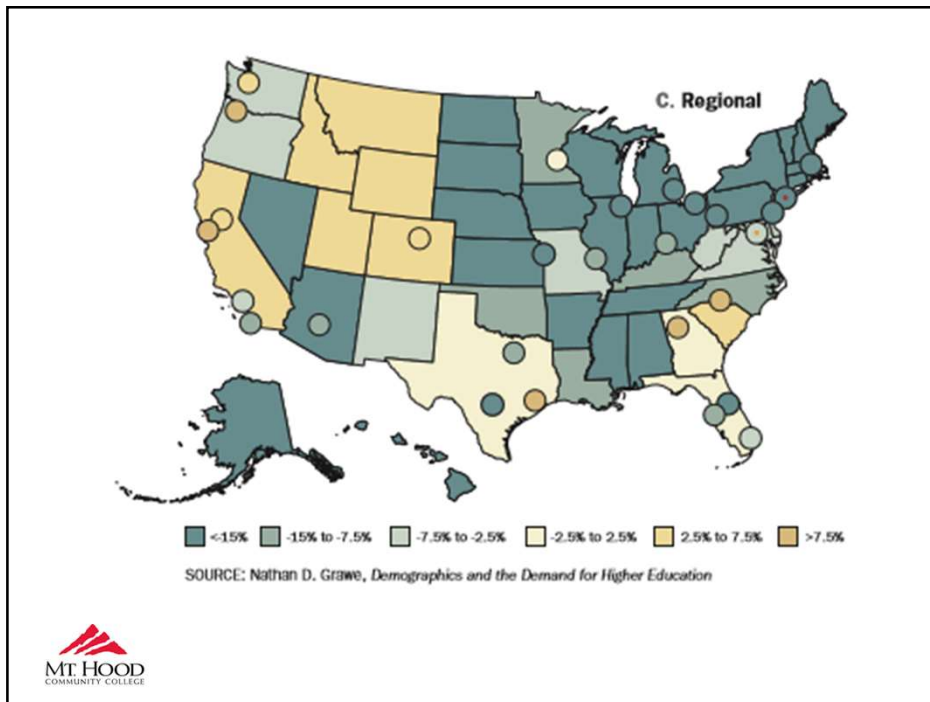


Figure 2b. State-by-State Projected Percent Change from Class of 2019 to 2037, Grand Total of Public & Private Schools





What's at risk?

“... most colleges will not be able to resolve recruitment shortfalls by finding college-bound students in new markets... the consequences of failure may be great at colleges that that make no other changes in preparation for the coming demand shifts.”

- - Nathan D. Grawe

Demographics and the Demand for Higher Education

What are the opportunities?

Success will come from institutions with “... exceptional agility... who see the necessity for repeated adaptation... and better match-ups”.

- - Nathan D. Grawe

Demographics and the Demand for Higher Education

All public school districts in Oregon ranked by racial diversity

Rank	District	County	Enrollment 2019-20
1	Portland	Multnomah	48,559
2	Hillsboro	Washington	20,269
3	Eugene	Lane	17,310
4	Bethel	Lane	5,548
5	David Douglas	Multnomah	9,719
6	Centennial	Multnomah	6,099
7	Parkrose	Multnomah	3,068
8	Reynolds	Multnomah	10,940
9	Corvallis	Benton	6,745
10	Gresham-Barlow	Multnomah	11,979

Top 50 most diverse public schools in Oregon (2019-2020)

School	Grades	Rank (out 50)	School district
Shaver	K-5	4	Parkrose
Ventura	K-5	6	David Douglas
Parklane	K-6	10	Centennial
Earl Boyles	K-5	12	David Douglas
Oliver	K-6	13	Centennial
Centennial Park	7-12	17	Centennial
Menlo	K-5	18	David Douglas
North Gresham	K-5	20	Gresham-Barlow
Highland	K-5	24	Gresham-Barlow
Rockwood	K-7	25	Reynolds
Hauton Lee	6-8	28	Reynolds
Glenfair	K-5	31	Reynolds
Floyd Wright	6-8	35	David Douglas
Fairview	K-5	47	Reynolds



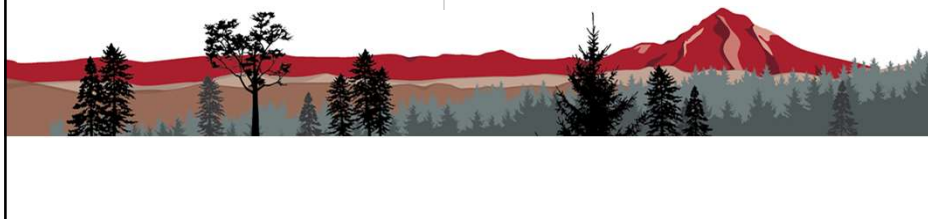
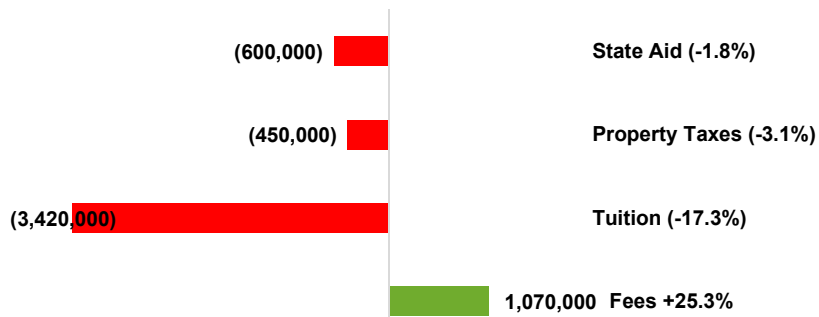


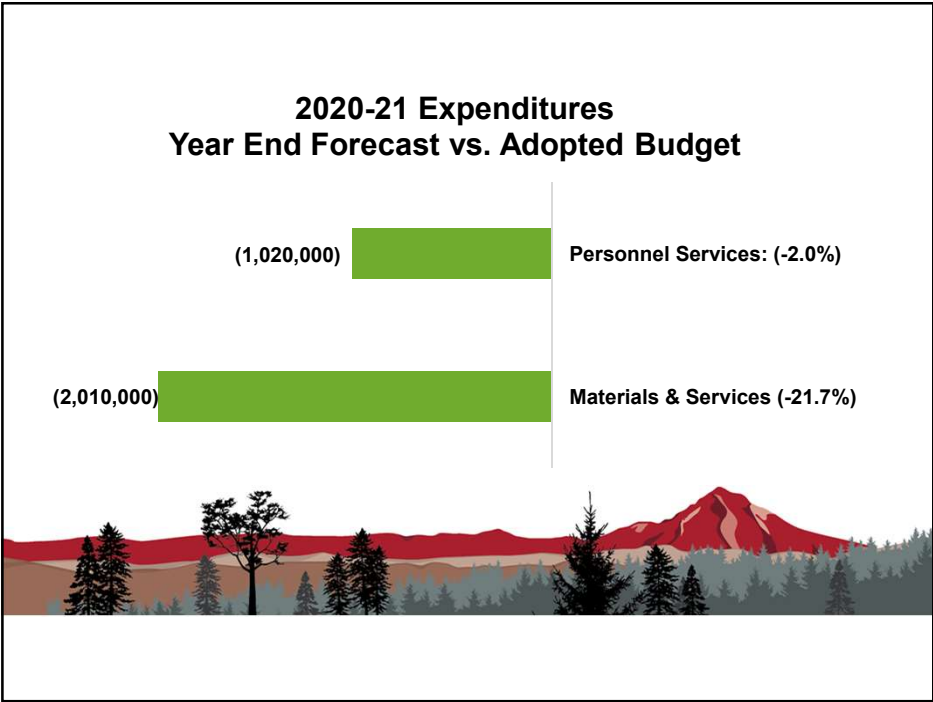
January Financial Update

January 20, 2021



2020-21 Revenue Year End Forecast vs. Adopted Budget





Net Operations:

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Forecast
Net operations	1,028,000	(1,576,000)	1,111,000	(498,000)
Ending fund balance	10,603,000	9,028,000	10,139,000	9,640,000

2020-21 Adopted to Forecast



	2020-21		Difference	
	Adopted	Forecast	\$	%
Revenues				
State Aid	32,790	32,190	-600	-2%
Property Taxes	14,320	13,870	-448	-3%
Tuition	19,750	16,330	-3,421	-17%
Fees	4,220	5,290	1,069	25%
Federal Grants			-	-
Other	1,430	1,430		0%
Total Revenues:	72,510	69,110	-3,400	-5%
Personnel Services				
Salaries	38,960	37,860	-1,091	-3%
Health Insurance	6,130	6,440	306	5%
PERS	9,410	9,220	-188	-2%
Taxes & Benefits	4,570	4,530	-46	-1%
Total Personnel Services:	59,070	58,050	-1,018	-2%
Materials & Services	9,260	7,260	-2,006	-22%
Capital	360	360		0%
Debt Service	2,410	2,410		0%
Grants in Aid	1,050	1,050		0%
Transfers	490	490		0%
Grand Total Expenses:	80,030	69,610	-3,025	-4%
Net Operations	-7,520	-500		
Beginning Fund Balance	7,520	10,140		
Ending Fund Balance		9,640		



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1c

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

SUBJECT: APPROVAL OF MINUTES – January 28, 2021

Session 1025

A meeting of the Mt. Hood Community College District Board of Education was held on January 28, 2021, with a Student Town Hall with the Board at 4:00 pm held via a Zoom meeting.

3.0 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: Lisa Skari, John Hamblin, Amber High, Doctor Ayeliya, Felisha Brewer, Rozina Lethe, Nicole Johnson-Moses, Sarah McDonald, Truc-Lan Le, Bakr Alkarawi, Jirehla Dushime, Kelly Moua, Kenia Perez-Correa, Thao Pham, Thomas Silk, Val Johnhowd, Randall Chapman, Lisa George, Mary O’Dea, Brad Le, Daniella Young, Emily Pham Lee, Lily Liu, Chris Barney

Noriega called the student town hall to order at 4:07 p.m.

4.0 STUDENT TOWN HALL WITH THE BOARD

Diane Noriega introduced board members and welcomed everyone to the student town hall. Nicole Johnson-Moses welcomed students and shared the dates of several upcoming student events and activities. Board members engaged with students in a discussion to hear about their experiences at Mt. Hood Community College (MHCC). Students provided comments to the following questions:

- 1) What do you see as Mt. Hood Community College’s biggest selling point to students, and what brought you to MHCC?
 - That it was okay to explore other options while continuing their education
 - The amount of available support at MHCC
 - The tuition is more affordable than the university
 - The diversity at MHCC and that it is very inclusive
 - The many resources available to students



- The diverse and original programs at MHCC that are not offered at other community colleges and universities (i.e. Broadcasting)
 - The second language aspects of the college
 - The Black Rock Coffee Bar on campus
 - The GED and Student Success programs
 - It is a tight and welcoming and empowering community
 - The support and encouragement from the MHCC community to push you higher
 - The student advisors were very responsive, supportive, and welcoming
 - The services and classes are on one campus
 - The variety of unique backgrounds that come to MHCC
 - The Mechatronics program at MHCC
- 2) Are you aware of college efforts to become a more diverse, inclusive, and equitable organization? Do you have recommendations in this area?
- MHCC is a very welcoming place. They do a good job trying to accommodate and reach out to give a platform to all people
 - MHCC has a variety of activities and events for students to interact with each other, which helps in getting to know the college community
 - Appreciates MHCC for the affordable price, which provides an opportunity to work at a job and come to MHCC to get a great education
 - Make scheduling and class structures more flexible. It is difficult for students who are parents, working at a job, or juggling many things when it is less flexible
 - Accessibility. College student homelessness is a big problem, especially during the pandemic, and the need to make sure education is accessible for everyone
- 3) MHCC has a variety of student basic needs resources. What resources are you aware of and how have they helped you?
- The GED and Student Success programs are helping students. The ARCS (*Affordable Rent for College Students*) program is helping college student homelessness

There was a discussion about college student homelessness, and a student asked a question about what state and federal agencies are doing to address the issue. Skari shared that MHCC Foundation donors are helping raise funds for student needs, and the college is working to align with community organizations who can provide assistance with student homelessness. Noriega shared that she will represent these issues to legislators at both the state and federal levels, as she is a board representative to the Oregon Community College Association (OCCA) and a board member of the Association of Community College Trustees (ACCT). Mattson shared that MHCC and most of the community colleges in Oregon participated in the RealCollege Survey, which evaluates food and/or housing insecurity among college students, and stated this is an issue not only in Oregon, but also across the nation.



A student submitted the following question: In the future, will on-site classes have a smaller number of students due to social distancing requirements? If so, how will that affect the price for each class we take? Will you be hiring more instructors for the demand of students coming in, in addition to those already enrolled and attending MHCC?

Skari stated the college works to hire instructors to meet the demand of courses, and approximately 15% of our courses are in-person. We will continue to maintain the Oregon Health Authority guidelines, and will keep the student count to meet the guidelines. As conditions start to change, we will continue to follow the guidelines from the Oregon Health Authority as we open up and bring people back to campus.

Lewis asked if students were aware of how to contact the board if they have additional questions, and Hamblin provided a brief overview of the board website and where to find board member email addresses.

Board members thanked students for participating in the student town hall and for sharing their comments with the board.

3.0 ADJOURNMENT

The student town hall was adjourned at 5:02 p.m.

Clerk

Board Chair

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



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1d

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

SUBJECT: APPROVAL OF MINUTES – February 2-3, 2021

Session 1026

A meeting of the Mt. Hood Community College District Board of Education was held on February 2 and 3, 2021, with a Board Retreat at 6:00 pm, held with one session on each date via Zoom.

DAY ONE – FEBRUARY 2, 2021

1.0 CALL TO ORDER

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

Additional Attendees: Lisa Skari, president, Traci Simmons, director of Diversity, Equity, and Inclusion

Noriega called the board retreat to order at 6:06 pm.

2.0 BUSINESS

2.1 Review of Equity Lens

Simmons provided a review of the equity lens, and shared the importance of having an equity lens, the rationale for the draft, and highlighted the focus on ease and consistency of use, and keeping it simple. She shared recommendations and reflections from members of the President's Cabinet and board members, and gathered common themes around critical race theory and questions that came up often in the reflections:

- Race and Intersectionality:
 - Who are the racial/ethnic and underserved groups affected?
 - What is the potential impact of the decision, resource allocation, and/or strategic investment to these groups?
 - What is the racial makeup of the decision makers?
- Challenge the Dominant Culture/Status Quo



- How does the proposed policy, decision, program, and/or practice challenge the way we have addressed the issue in the past?
- What barriers (institutional, structural, intrapersonal, interpersonal) may exist that could hinder implementation?
- Is the college committed to prioritize, publicize, and sustain these efforts?
- Commitment to Social Justice
 - What is the potential impact on eliminating any existing opportunity or outcome gaps?
 - Might the decision being made ignore or worsen existing disparities or produce other unintended consequences?
 - How could these impacts be mitigated?
 - How does the policy, decision, program, practice build community capacity and power in communities most affected by inequities?
- Including the Voices of Those Most Impacted
 - Have we solicited and received input from students and others closest to the issue?
 - How are we meaningfully including or excluding people who are affected?
 - Is there stakeholder support or opposition to the proposal, and if so, why?
 - What process will we use to check back in with the stakeholders as part of a feedback loop?
- Using Data to Inform
 - What baseline data do you have, and how will you utilize quantitative and qualitative data to measure impact on non-dominant groups?
 - How will you use data to modify or enhance your strategies to achieve the intended outcomes?

There was a brief discussion about the presentation and Simmons responded to several questions from board members. Board members participated in an icebreaker activity focused on developing a deeper appreciation and understanding of each other.

2.2 Board Guiding Principles

Board members reviewed and discussed the Board Guiding Principles and Agreements that were agreed upon in 2019. There was an overall consensus that the guiding principles and agreements are still relevant and did not need any changes at this time. There was a suggestion to incorporate some of the board agreements into the board self-evaluation, which would provide a good opportunity for self-reflection and review.

2.3 Communication Expectations with Board

Board members shared comments about board communications, looking at what the board wants with each other, with the president, and from the president.

Communication that is helpful:

- It is valuable to see the disaggregated data on achievement completion as it speaks to what we need in our decision-making as we apply the equity lens.



- Due to COVID, the level of conversations that occurred when the board physically met on campus have been stilted. Hearing different points of view and opinions from different organizational groups within the college is important in understanding how the college is perceived, and how the community perceives the board.
- When the board met on campus, it provided an opportunity to see many students in classes, and to visit with faculty before board meetings. It is helpful to hear what is going on at the college, and not having that ability has made discussions more siloed.
- It is helpful with the pathways to data and metrics. Over time, the board needs to have discussions on what metrics we want to track regarding our equity goals.
- Have engagement on how the strategy is rolled out, and to hear what is going on internally at the college for context. This is helpful when hearing comments from the public or answering questions from the community on issues or topics.
- Communications sent about the college, such as the MHCC News & Notes, Friday Food for Thought, Student Advocate Newsletter, President's Board Reports, etc.
- Communications about "heads up" items sent right away, such as things about the college that are in the media or any crisis items.

Suggestions to improve communication:

- Have the board chair provide a summary update from the pre-board meetings to all board members.
- Include two board members together at the quarterly 1:1 meetings.
- Have a couple of "standing topics" that are consistently asked of all board members at the quarterly 1:1 meetings.
- Have clear guidelines that reflect board policy and state law requirements around comments shared by the public and advisory groups at board meetings.
- Schedule a student town hall with the board on a regular basis.
- Schedule another meeting with the K-12 school boards in our district.

2.4 Presidential Evaluation Tool Assessment

Skari presented the survey results of the presidential evaluation tool assessment. The survey consisted of 19 questions to gather feedback on how effective the current evaluation is and suggestions for improving the evaluation. Board members discussed the survey results and the framework of the evaluation, and shared feedback that included the following: it needs to be simplified; there are too many duplicated items; streamline the evaluation tool so it is easier to complete; there are too many sub-categories in each category; it should draw a better line between the college goals and tying it to the evaluation.

Noriega stated the survey results provided enough feedback to begin the work of simplifying the presidential evaluation. The format for the presidential evaluation will remain the same, but the questions will be streamlined and the categories will be simplified. Skari will provide some feedback to Noriega about what might be helpful. Noriega stated she will call on a few board members for feedback and work towards having a revised draft presidential evaluation for review in a few months.



2.5 President's Goals

Skari stated there were three presidential goals approved by the board at the beginning of the year, and about mid-year, her focus shifted to strategic planning. She would like to propose a modification of her work plan to support the work being done regarding the strategic plan, specifically for the three strategies for goal 7.3. This would involve shifting out the strategies for the communication plan and updating it for the strategic plan. There was a discussion about the changes to strategies for goal 7.3. The board had no objections to the modification of the work plan to reflect the change in strategies from communication to strategic planning.

3.0 ADJOURNMENT

The board retreat was adjourned at 8:07 pm.

DAY TWO – FEBRUARY 3, 2021

4.0 CALL TO ORDER

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

Additional Attendees: Lisa Skari, president, Jennifer DeMent, chief operations officer

Noriega called the board retreat to order at 6:03 pm.

5.0 BUSINESS

5.1 Budget / Tuition & Fees

DeMent provided a presentation on the 2020-2021 Budget Development Framework, which included the 2021-22 revenue assumptions, Community College Support Fund (CCSF) scenario variance from current year, enrollment forecast scenarios, and the 2021-22 expenditure assumptions. The 2021-22 revenue assumptions includes: state legislature keeping funding levels at the 2019-21 levels, which is a 2% decline; an enrollment forecast range from 4% decline to 22% increase depending on market conditions and pandemic recovery; and a property tax increase of 3.5% or \$490K.

The Community College Support Fund (CCSF) Scenario Variance from Current Year includes the Agency Requested Budget (ARB), which is the budget requested by the Higher Education Coordinating Commission (HECC), and would increase our funding just over \$2M per year. The Current Service Level (CSL) budget is calculated by the Legislative Fiscal Office and would result in an increase of about \$960K per year. The Governor's Requested Budget (GRB) would result in a \$767K per year reduction. DeMent provided an enrollment forecast with four model scenarios: 4% decline model, 0% growth model, flat enrollment, 8% growth model, and a 22% growth model. DeMent provided a comparison of the four enrollment scenarios to a trending 7% annual decline, rather than the actual drop due to the pandemic, which reflected enrollment at 6,200 FTE for 2021-22.



The 2021-22 expenditure assumptions reflect personnel expenses resume pre-pandemic staffing levels, and contractual obligations will be met. These include a healthcare premium cost increase estimate of 3%, PERS rate increases required to fund pension costs, and the materials & services resume pre-pandemic spending levels. DeMent shared an updated pie chart with the 2021-22 forecasted general fund expenditures, and provided a summary of the 2021-22 forecasted revenues and expenditures. Compared to the current year-end forecast, there is a \$4M difference. The current year-end forecast includes using an additional \$400K of reserves, so the total budget gap/deficit for 2021-22 is forecasted to be \$4.4M.

DeMent stated that while state support and property tax revenue have grown, revenues for tuition and fees have declined. While there have been tuition increases over the past few years, enrollment has decreased an average of 7% each year, resulting 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 due to the decline in revenue. Expenditure growth has outpaced revenue growth, resulting in a structural deficit each year. If funding continues at the current level, a reduction in expenditures or services will be required. DeMent shared several different options and strategies they are working on to resolve the funding gap, which includes retirement incentives for faculty and staff, savings from program eliminations after teach-outs are complete, and redistribution of resources to meet current needs. There was a discussion about student basic needs, and how the budget and funding will affect student's returning to MHCC. A copy of the PowerPoint presentation is attached to the minutes.

5.2 COVID-19 (return to in-person instruction)

DeMent stated they are seeing fewer COVID Re-Opening Plans come through for review, and are being careful about the number of programs they have open with people on campus. There have been a few more reported cases of COVID on campus, however there have been no COVID transmissions on-site. They had extensive conversations this week at President's Cabinet about what is needed for reopening and how to get feedback from employees about returning to campus. They are starting the dialogue about what returning to campus looks like for each division, and what the issues are that need to be addressed looking forward. A brief update was provided on availability of the vaccine for higher education. There was a discussion on lessons learned and the opportunities that can come from the pandemic, such as more hybrid and online courses and matching those with student needs.

5.3 College Assets Review

Zordich presented a review of college assets from information he has acquired while serving as a board member at the college. He highlighted the following college assets:

- Approximately 40 acres of land (often referred to as the "back 40").
- KMHD broadcasting studio – the college is not utilizing the KMHD license for the initial intended purpose of a college radio station, and the academic revitalization has affected the broadcasting program.
- The Maywood Campus property – it was purchased in 1973. The Maywood campus consists of two buildings that currently needs substantial repairs and seismic upgrades.



- Center for Advanced Learning (CAL) Bruning Center – the building is suffering from acute deterioration, is too small, and equipment is old and needs to be replaced.
- Art inventory – the college has a collection of artwork prints that has some value.

Zordich shared several strategies to consider for raising funds and using some of the assets to offset the budget revenue needs. He highlighted several issues of concern to him:

- Campus security upgrades for a key-lock system
- Seismic upgrades to the campus
 - MHCC gymnasium – he stated the gymnasium has been identified as a Multnomah County Emergency Resource Center, and referenced the importance of the gymnasium to the community during emergency situations.
 - MHCC swimming pool and cover – the 50-meter swimming pool is an important attraction to the community and is used for swim meets.

There was a discussion about the strategies for raising funds, the needed repairs to campus buildings, the prospects of a future bond, and the importance of building community engagement. Skari referenced the work being done on the facilities master plan, an academic master plan, and the strategic enrollment plan, and stated the long-term vision tied to the strategic planning process will align these plans into a comprehensive master plan. There was a discussion about the possibility of renaming the Bruning building, and Skari stated she would pull together the pertinent information for a future discussion.

5.4 Board Bylaws

Skari stated the college has joined the OCCA Board Policy and Procedures Program. The goal is to have the board policies and administrative procedures updated to align with the OCCA program by fall 2022 to meet the accreditation timeline. There was a discussion about creating a board sub-committee to review the existing board policies to align them with the OCCA program. There was interest from LaVerne Lewis, Diane McKeel, and Andrew Speer to serve on the sub-committee for this work.

8.0 ADJOURNMENT

The board retreat was adjourned at 8:02 pm.

Clerk

Board Chair

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

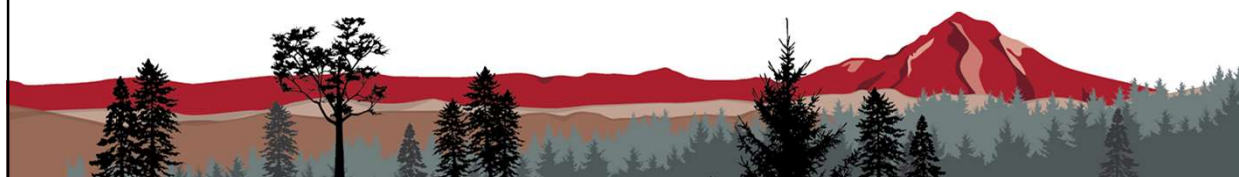
2021-22 Budget Development Framework

February 3, 2021



Forecasting

- Forecasting is extremely difficult in the current environment
- Federal stimulus funds guidelines are in flux
- Health authority guidelines and student desire to attend community college is largely unknown

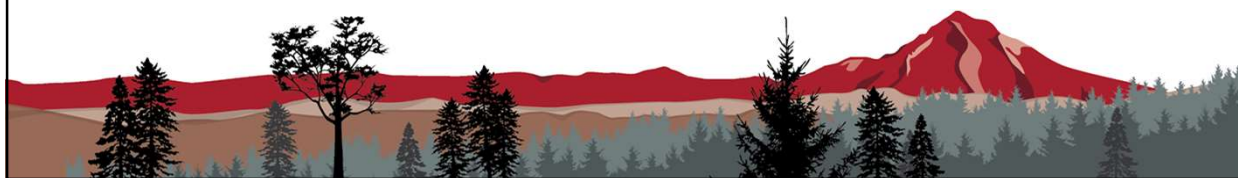


2021-22 Revenue Assumptions

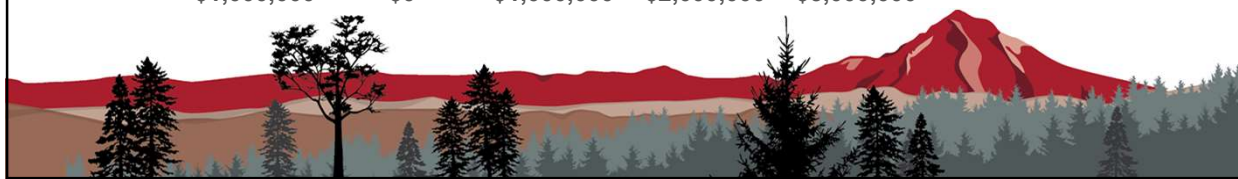
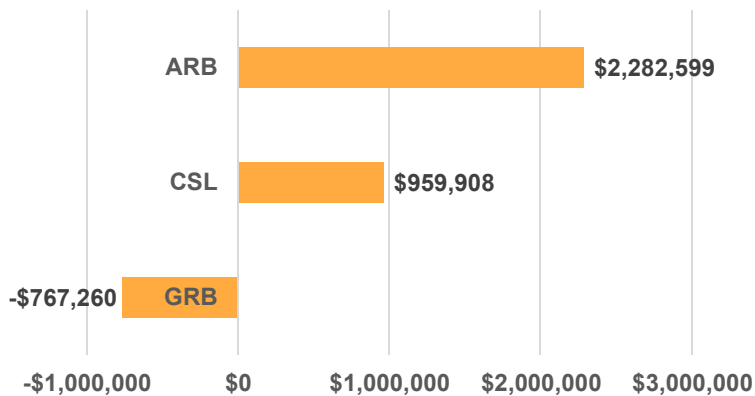
STATE Funding – State legislature keeps Community College Support Fund at 2019/21 level (-\$760k, -2%)

ENROLLMENT – Forecast range: 4% decline (-\$650k) to 22% increase (+\$3.5m) depending on market conditions and pandemic recovery.


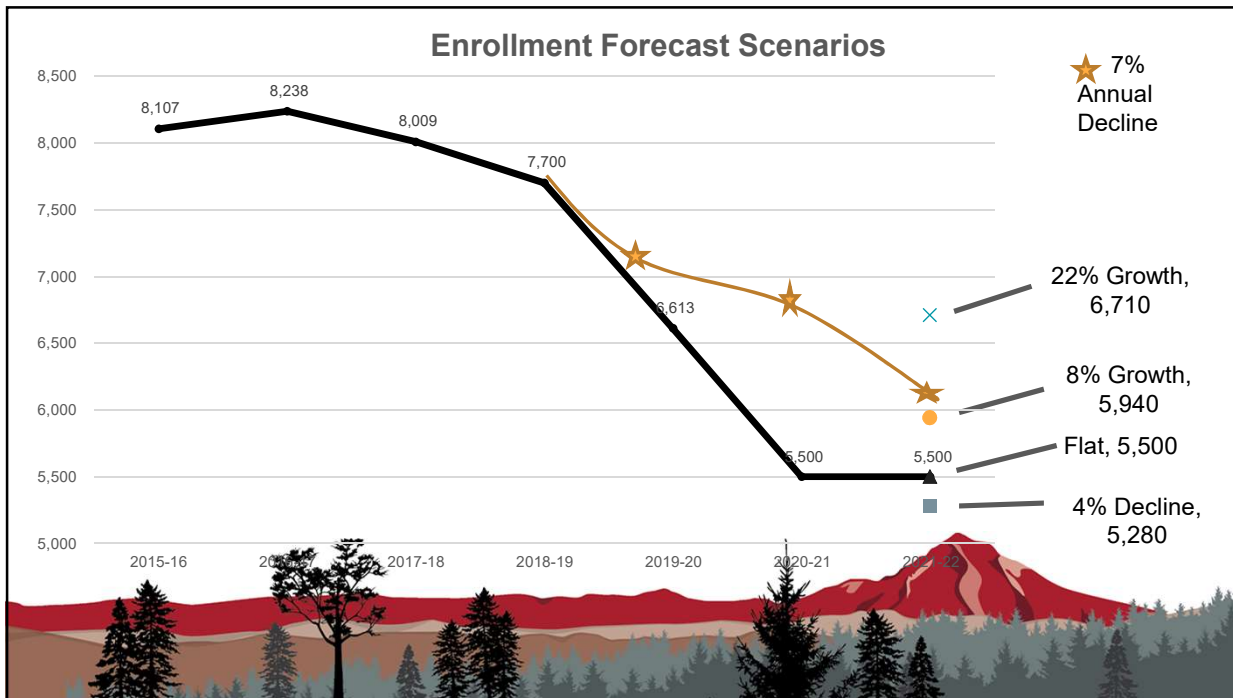
PROPERTY Tax – 3.5% increase (+\$490K)



CCSF Scenario Variance from Current Year



Enrollment Forecast Scenario	2021 22 Forecast	Revenue Change	Description
4% Decline	-4%	-\$650,000	Decline 2%-4% enrollment, operations continue as they are now
0% Growth, Flat enrollment	0%	\$0	0 growth over 2020-21, enrollment remains flat compared to prior year, then moderate growth
8% Growth	8%	\$1.3M	Back to normal pre-COVID operations 6%-8% enrollment growth however 500 students do not return due to COVID
22% Growth	22%	\$3.5M	Full recovery, back to pre-COVID operations, enrollment lost due to COVID returns in one year

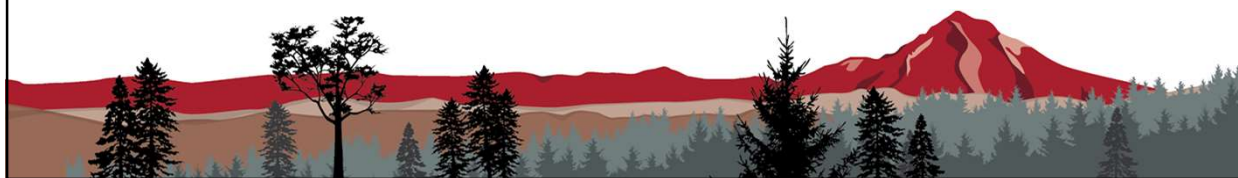



2021-22 Expenditure Assumptions

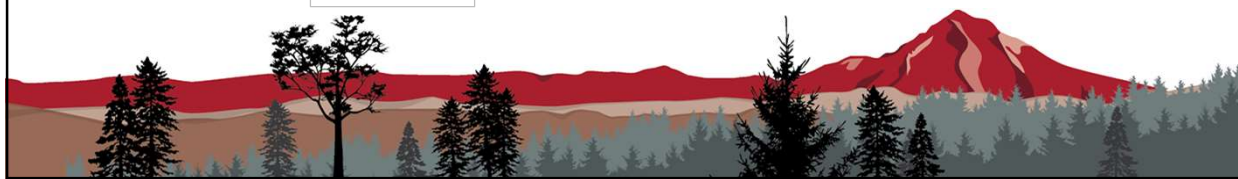
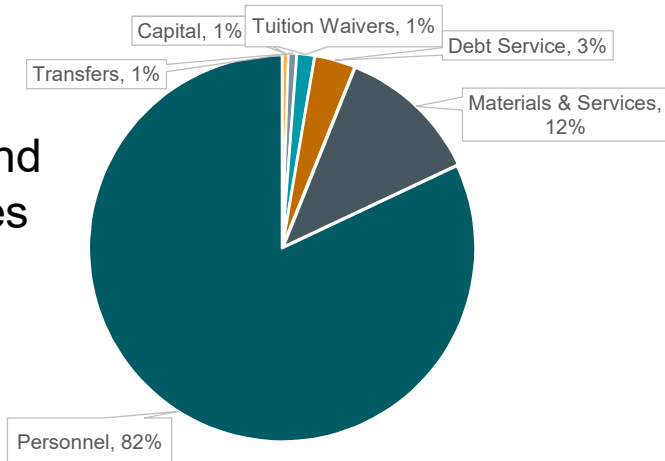
PERSONNEL – Resume pre-pandemic staffing levels, contractual obligations will be met. (+\$2.4M)

- **HEALTHCARE** – premium cost increase estimate of 3% (+\$300K)
- **PERS** - Rate increases required to fund pension costs (+\$1.6M)

MATERIALS & SERVICES - Resume pre-pandemic spending levels (+\$1.0M)



2021-22 Forecasted General Fund Expenditures



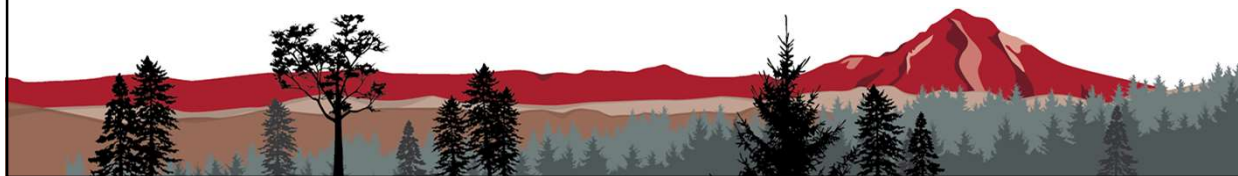
Summary of 2021-22 Forecasted Revenues and Expenditures

Revenues	Forecasted Change From 2020-21 YE	Projected 2021-22 Budget	Forecasted 2021-22 Budget Gap
State Funding at 2019/21 Level	(-\$760,000)	\$31,424,000	
Tuition & Fees – Flat Enrollment, with \$0 Tuition Rate Increase	\$0	\$21,622,000	
Property Taxes	\$490,000	\$14,358,000	
Other	(-\$310,000)	1,125,000	
Total Revenues:	(-\$580,000)	\$68,529,000	\$4.4M
Expenditures			
Personnel	\$2,400,000	\$60,365,000	
Materials & Services	\$960,000	\$8,222,000	
Debt Service, Capital, Other	\$20,000	\$4,322,000	
Total Expenditures	\$3,180,000	\$72,909,000	

Forecasted Budget Gap:	(4,400,000)	
Federal reimbursement for lost revenue in current year:	3,000,000	Yes
Add back half of pre-pandemic enrollment: 4%	865,000	No
\$4 per credit hour tuition increase	500,000	No
CCSF at current service level	1,727,000	Yes
Reserves Added/ (Fund Balance Needed)	327,000	

Other Strategies:

- RETIREMENT INCENTIVES for faculty and staff
- Savings from PROGRAM ELIMINATIONS after teach-outs complete
- REDISTRIBUTION OF RESOURCES to meet current needs





ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1e

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

SUBJECT: MONTHLY PERSONNEL REPORT

FEBRUARY PERSONNEL ACTIVITY REPORT

NEW EMPLOYEES:

Name	Position	Department	Hire Date
George, Lisa	Multicultural Student Success Coordinator	Transitions	1/4/2021
Alves, Sherry	Part-time Instructor	Visual/Performing Arts	1/4/2021
Capers, Daphnia	Part-time Instructor	Cosmetology	1/4/2021
Escobar, Krista	Nursing Lab Resource Specialist	Nursing	1/4/2021
Garcia de Andre, Edurne	Community Education Instructor	Community Education	1/4/2021
Pollitte, Jaime	Part-time Instructor	Health/Physical Education	1/4/2021
Tyler, Linda	Part-time Instructor	Community Education	1/4/2021

TRANSFERS/CHANGE IN STATUS:

Name	Position	Department	Effective Date
Sizmin, Daniel	Senior Systems Administrator	Information Technology	1/11/2021
Miller, Hadiyah	ECE Consultant	CCR&R	1/21/2021

SEPARATIONS/RETIREMENTS:

Name	Position	Department	Term Date
Dial, Brianna	Teacher	Head Start	1/8/2021
Lilien, Stella	Registration Coordinator	Admissions, Registration and Records	1/15/2021
Stoehr, Joseph	Manager: IT Client Services	Information Technology	1/15/2021
Hatfield, Diana	Teacher	Head Start	1/20/2021
Montgomery, James	Information Systems Specialist	Head Start	1/21/2021



SUBJECT: MONTHLY PERSONNEL REPORT

MARCH PERSONNEL ACTIVITY REPORT

NEW EMPLOYEES:

Name	Position	Department	Hire Date
Long, David A	Technology Lab Analyst	Information Technology	2/1/2021
Lake, Holly Tien	Nursing Office Assistant	Head Start	2/8/2021
Lakos, Riley J	Student Basic Needs Specialist	Head Start	2/8/2021
Reinozo, Claudia Milagros	Student Basic Needs Specialist	Head Start	2/8/2021
Mitchoff, Heather Marie	Success Specialist	Head Start	2/10/2021
Lewallen, Gregory M	Part-Time Faculty	Fisheries Technology	2/12/2021
DeCoursey, Carole M	Part-Time Faculty	Cosmetology	2/17/2021
Williams, Anastasia M	Communication Consultant	Head Start	2/19/2021
Morcos, Rasha Nabil_sela	Classroom Aide	Head Start	2/22/2021
Pardo-Garber, Marie Y	Manager: IT Client Services	Information Technology	2/22/2021
Peters, David A	Part-Time Faculty	Automotive Ford Asset	2/24/2021
Van Riper, Wryann R	Part-Time Faculty	Automotive Ford Asset	2/25/2021
Graves, Dylan Matthew	EMT Lab Assistant	Economic Workforce Development	2/26/2021

TRANSFERS/CHANGE IN STATUS:

Name	Position	Department	Effective Date
Susanne Rose	HR Data Manager	Human Resources	02/08/2021

SEPARATIONS/RETIREMENTS:

Name	Position	Department	Term Date
Arn, Jacqueline A	EHS Family Worker	Head Start	2/5/2021
Fish, Cari D	Executive Assistant: Operations and Human Resources	Human Resources	2/5/2021
Talamantes, Evelyn R	Program Specialist	Student Services	2/5/2021
Weathersbee, Steven D Sr	Facilities & Transp Technician	Head Start	2/12/2021
Eckrode, Carl A	Instructor - Respiratory Care	Health Professions	02/28/2021



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1f

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

SUBJECT: MONTHLY FINANCIAL REPORT

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

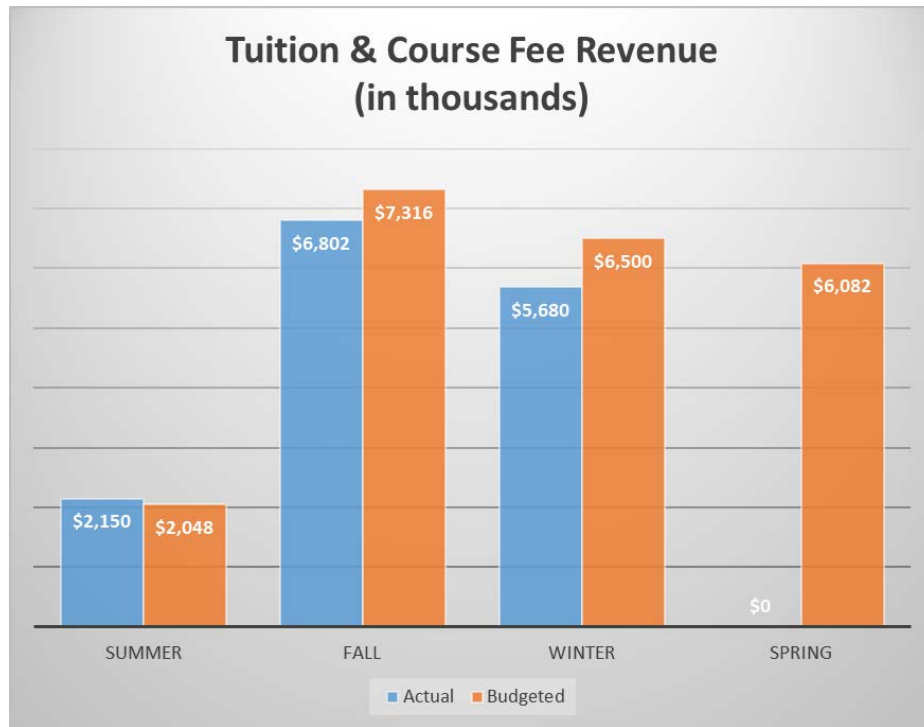
Revenues:

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. However, the College's 2020-21 actual distribution was recently reduced by \$600,000 (1.8%) due to the distribution formula which includes changes in enrollments across all community colleges.
- Property tax revenue is distributed from counties monthly, with the largest payments received in November and December. Our year end forecast of actual property tax distributions, is slightly less (\$450,000, 3%) than budgeted.
- 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, Fall and Winter terms combined tuition and fee revenue year to date is 2.6% (\$395,444) below this time last year. Fall term enrollment was originally forecasted to be flat compared to the prior year, however actual Fall term enrollment in tuition-bearing classes declined -19.1% (-304 students) over the prior year¹. Preliminary enrollment numbers indicate a decline in tuition-bearing classes by 16.9% (-227 students) for Winter term². This report includes financial information through December 2020 however does not include revenue and expenditures through the third week of Winter term.

¹ 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.

² Final enrollment numbers for each term are measured at the close of the third week of each term.



Expenditures:

As of December 31, year to date expenditures are \$1,712,974 (5.7%) below this time last year however, meet budget expectations. If expenditures occurred equally throughout the year, there would be 50% 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.



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 (SFTTE) 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.



SUBJECT: MONTHLY FINANCIAL REPORT

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

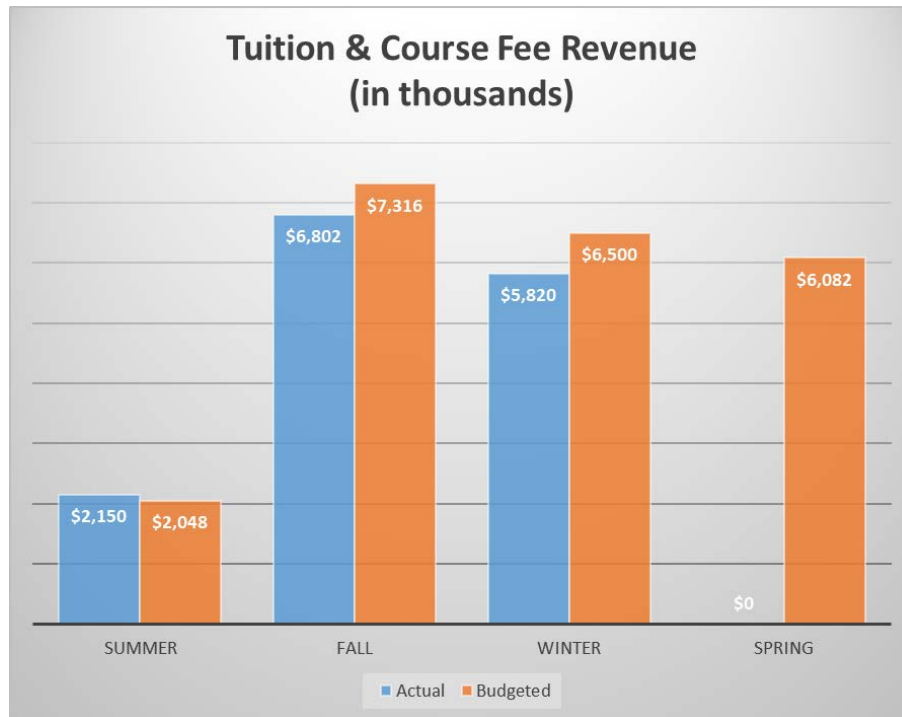
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- State support revenue is received quarterly in August, October, January and April. The amount budgeted for 2020-2021 reflects Mt. Hood's estimated share of the biennial state support amount of \$641 million. However, the College's 2020-21 actual distribution was recently reduced by \$600,000 (1.8%) due to the distribution formula which includes changes in enrollments across all community colleges.
- Property tax revenue is distributed from counties monthly, with the largest payments received in November and December. Our year end forecast of actual property tax distributions, is slightly less (\$450,000, 3%) than budgeted.
- Summer term tuition and fee revenues closed 5% (\$101,932) above expected budget projections. Summer term enrollment in tuition-bearing classes increased by 4.5% (+17 students) compared to 2019/20. Summer, Fall and Winter terms combined tuition and fee revenue year to date is 4.3% (\$667,484) below this time last year. Fall term enrollment was originally forecasted to be flat compared to the prior year, however actual Fall term enrollment in tuition-bearing classes declined -19.2% (-305 students) over the prior year³. Preliminary enrollment numbers indicate a decline in tuition-bearing classes by -16.9% (-227 students) for Winter term⁴.

³ 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.

⁴ Final enrollment numbers for each term are measured at the close of the third week of each term.



Expenditures:

As of January 31, year to date expenditures are \$2,295,096 (6.3%) below this time last year however, meet budget expectations. If expenditures occurred equally throughout the year, there would be 42% 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 January 31, 2021

	Actual Year to Date January 2019	Actual Year to Date January 2020	Actual Year to Date January 2021	\$ / % Increase (decrease) over prior year		Adopted Budget 2020-21	Percentage of Budget Remaining
Beginning Fund Balance	10,603,330	9,027,630	9,557,976	530,346	5.9%	7,515,453	
Revenues							
State Support	21,170,215	24,314,534	24,098,110	(216,424)	-0.9%	32,785,468	26%
Property Taxes	12,460,101	12,425,882	13,008,287	582,404	4.7%	14,319,753	9%
Tuition and Fees	16,659,896	16,498,361	15,986,053	(512,308)	-3.1%	23,973,824	33%
Other Revenues	513,526	535,444	252,531	(282,912)	-52.8%	1,434,588	82%
TOTAL REVENUES	50,803,739	53,774,222	53,344,981	(429,240)	-0.8%	72,513,633	26%
Expenditures							
Salaries	19,620,303	19,641,886	18,612,396	(1,029,490)	-5.2%	38,955,444	52%
Health Care	3,795,938	3,979,073	3,762,107	(216,966)	-5.5%	6,129,695	39%
Fringe/Taxes	5,547,884	7,053,339	6,873,719	(179,620)	-2.5%	13,985,440	51%
Personnel Subtotal:	28,964,125	30,674,298	29,248,222	(1,426,076)	-4.6%	59,070,579	50%
Materials & Supplies	4,549,480	4,637,007	3,797,951	(839,056)	-18.1%	9,624,123	61%
Grants in Aid/Tuition Waiver	547,360	521,871	518,208	(3,663)	-0.7%	1,045,602	50%
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%
TOTAL EXPENDITURES	34,565,377	36,311,588	34,016,493	(2,295,095)	-6.3%	72,636,821	53%
Rev Greater (Less) Than Exp	16,238,362	17,462,633	19,328,488	1,865,855	10.7%	(123,188)	
Beginning Fund Balance	<u>10,603,330</u>	<u>9,027,630</u>	<u>9,557,976</u>			<u>7,515,453</u>	
Ending Fund Balance						<u>7,392,265</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 (SFTTE) 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: *March 17, 2021*

ITEM TITLE: 4.1g

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

SUBJECT: MONTHLY HEAD START REPORT

**Mt. Hood Community College Head Start Program Report
Head Start/Early Head Start News from the Director
January 2021**

News:

Preparation for a new OSEA contract began with Human Resources and the Head Start Management Team.

Traci Simmons held our third DEI all staff training. Staff were very positive and entered into many discussions after this training. Traci has been great at engaging staff, ensuring that their voices are shared and acknowledging their contributions all the while expanding everyone's thinking. I truly appreciate her efforts to use examples that relate to our work with young children and families. In preparation for re-opening, we held a parent and a staff forum. At this event we shared information about our current services both virtually and in person. We shared videos demonstrating some of the changes we have implemented with in person classrooms. This was also an opportunity for parents and staff to ask questions and share their feedback. We are in the process of producing a Q&A document from these meetings to be shared out to everyone.

In addition, we developed an online staff survey to assess their readiness for returning to the classroom, etc. 63% of the 183 staff surveys identified that they were not ready to return to the classroom after spring break. 12% were comfortable returning after spring break and 25% were a maybe.



Enrollment Report for January 2021

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: **913**
Head Start Actual Enrollment: **532**
Waitlist 20/21: **85 101-130% 118 OI 208**

Early Head Start Funded Enrollment: **186**
Early Head Start Actual Enrollment: **135**
Early Head Start Expansion Actual Enrollment: **19**
Waitlist 20/21: **24 101-130% 32 OI 64**

Child Care Partnerships Funded Enrollment: **75**
Child Care Partnerships Actual Enrollment: **50**
Waitlist 20/21: **6 OI 8**



Average Daily Attendance by Head Start or Early Head Start Center 2020-21

This report shows the average daily attendance for each Head Start and Early Head Start Site. The Head Start Performance Standards state Sites should maintain an average attendance of at least 85%. When the average daily attendance falls below 85%, the program must analyze the reasons. The Head Start Act 642(d)(2) requires the program to report this monthly to the Policy Council and the Board.

Este informe muestra el promedio de asistencia diaria en cada Centro de Head Start y Early Head Start. El Desempeño de las Normas de Funcionamiento de Head Start manifiesta que los Centros deben mantener un promedio de asistencia de al menos el 85%. Cuando el promedio de asistencia diaria baja del 85%, el programa debe analizar las razones. La Ley de Head Start 462(d)(2) requiere que el programa de un informe mensualmente a Policy Council y a la Directiva.

В этом же рапорте показана средняя дневная посещаемость по центрам в Head Start и Early Head Start. Стандарты Head Start требуют поддерживать среднюю посещаемость не ниже 85%. Если средняя дневная посещаемость падает ниже 85% время бить тревогу и искать причину, тот же Акт 642(d)(2) требует ежемесячных рапортов в Совет Стратегии и в Совет Директоров.

Average Daily Attendance Head Start

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Cascade Crossing	0%	0%	0%	0%	0%	0%							
David Douglas High School	0%	0%	0%	0%	0%	0%							
Davis	0%	0%	0%	0%	0%	0%							
Division	0%	0%	0%	0%	0%	0%							
Earl Boyles	0%	0%	0%	0%	0%	0%							
Early Childhood Center	0%	0%	0%	83%	73%	78%							78%
Fairview	0%	0%	0%	0%	0%	0%							
Gateway	0%	0%	0%	0%	0%	0%							
Gethsemane	0%	0%	0%	80%	85%	100%							88%
Gresham United Methodist	0%	0%	0%	0%	0%	0%							
Hazelwood	0%	71%	0%	86%	82%	64%							76%



Kelly Place	0%	0%	0%	0%	0%	0%							
Knott	0%	0%	0%	0%	0%	0%							
Lincoln Park	0%	0%	0%	0%	0%	0%							
Mt. Hood	0%	0%	0%	0%	0%	0%							
North Powellhurst	0%	0%	0%	0%	0%	0%							
Rockwood 181	0%	0%	0%	0%	0%	0%							
Rockwood Stark	0%	0%	0%	0%	0%	0%							
Russellville	0%	82%	0%	86%	74%	87%							82%
Sunrise	0%	0%	0%	0%	0%	0%							
Troutdale	0%	0%	0%	0%	0%	0%							
Program ADA	0%	77%	0%	84%	78%	82%	0%	0%	0%	0%	0%	0%	81%

Average Daily Attendance for Early Head Start

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Division	0%	0%	0%	0%	0%	0%							
Earl Boyles	0%	0%	0%	0%	0%	0%							
Early Childhood Center	0%	0%	0%	0%	90%	75%							83%
Gethsemane (2 EHS, 6 BP)	0%	0%	0%	53%	67%	95%							72%
Hazelwood	0%	90%	0%	90%	85%	*na							88%
Rockwood Stark	0%	0%	0%	0%	0%	0%							
Russellville	0%	88%	0%	96%	83%	89%							89%
Troutdale	0%	0%	0%	0%	0%	0%							
Willow Tree	0%	0%	0%	93%	56%	64%							71%
Program ADA	0%	89%	0%	83%	76%	40%	0%	0%	0%	0%	0%	0%	81%

*in-person services closed this month



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	0%	0%	0%	0%	0%	0%							N/A
Discovery Garden Child Care	70%	70%	65%	79%	94%	85%							77%
Gresham High School			0%	0%	0%	0%							N/A
KinderCare	78%	62%	78%	88%	82%	75%							77%
Little Friend's Day School	61%	85%	92%	75%	95%	99%							84%
Love Bugs	74%	0%	0%	67%	56%	60%							62%
Love Bugs Too	43%	56%	89%	81%	72%	82%							70%
Melody's Munchkins	70%	45%	16%	93%	89%	86%							66%
Pixie Child Care	65%	69%	55%	Nr*	65%	56%							62%
Reynolds Learning Academy	0%	0%	0%	0%	0%	0%							
Program ADA	66%	64%	65%	80%	79%	78%	0%	0%	0%	0%	0%	0%	71%

*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.



SUBJECT: MONTHLY HEAD START REPORT

**Mt. Hood Community College Head Start Program Report
Head Start/Early Head Start News from the Director
February 2021**

News:

Preparation for a new OSEA contract continues with Human Resources and the Head Start Management Team.

Staff, managers, policy council and board member LaVerne Lewis interviewed the top two candidates for the CDFS Executive Director during the week of February 1st.

Traci Simmons held our fourth DEI all staff training on February 12th.

We held a partnership meeting with David Douglass School District to make plans for the 2021-22 school year. We will increase our contract with them to serve two additional children at Earl Boyles. We will add additional classes of children at their North Powellhurst building.

Legislative visits with Head Start parents have been set up for March.



Enrollment Report for February 2021

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: 913
Head Start Actual Enrollment: 579
Waitlist 20/21: 84

Early Head Start Funded Enrollment: 186
Early Head Start Actual Enrollment: 138
Early Head Start Expansion Actual Enrollment: 21
Waitlist 20/21: 24

Child Care Partnerships Funded Enrollment: 75
Child Care Partnerships Actual Enrollment: 49
Waitlist 20/21: 6



Average Daily Attendance by Head Start or Early Head Start Center 2020-21

This report shows the average daily attendance for each Head Start and Early Head Start Site. The Head Start Performance Standards state sites should maintain an average attendance of at least 85%. When the average daily attendance falls below 85%, the program must analyze the reasons. The Head Start Act 642(d)(2) requires the program to report this monthly to the Policy Council and the Board.

Este informe muestra el promedio de asistencia diaria en cada Centro de Head Start y Early Head Start. El Desempeño de las Normas de Funcionamiento de Head Start manifiesta que los Centros deben mantener un promedio de asistencia de al menos el 85%. Cuando el promedio de asistencia diaria baja del 85%, el programa debe analizar las razones. La Ley de Head Start 462(d)(2) requiere que el programa de un informe mensualmente a Policy Council y a la Directiva.

В этом же рапорте показана средняя дневная посещаемость по центрам в Head Start и Early Head Start. Стандарты Head Start требуют поддерживать среднюю посещаемость не ниже 85 %. Если средняя дневная посещаемость падает ниже 85% время бить тревогу и искать причину, тот же Акт 642(d)(2) требует ежемесячных рапортов в Совет Стратегии и в Совет Директоров.

**Average Daily Attendance Head Start
January**

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Cascade Crossing	0%	0%	0%	0%	0%	0%	0%						
David Douglas High School	0%	0%	0%	0%	0%	0%	0%						
Davis	0%	0%	0%	0%	0%	0%	0%						
Division	0%	0%	0%	0%	0%	0%	0%						
Earl Boyles	0%	0%	0%	0%	0%	0%	0%						
Early Childhood Center	0%	0%	0%	83%	73%	78%	90%						81%
Fairview	0%	0%	0%	0%	0%	0%	0%						
Gateway	0%	0%	0%	0%	0%	0%	0%						
Gethsemane	0%	0%	0%	80%	85%	100%	95%						90%
Gresham United Methodist	0%	0%	0%	0%	0%	0%	0%						
Hazelwood	0%	71%	0%	86%	82%	64%	66%						74%



Kelly Place	0%	0%	0%	0%	0%	0%	100%							100%
Knott	0%	0%	0%	0%	0%	0%	0%							
Lincoln Park	0%	0%	0%	0%	0%	0%	0%							
Mt. Hood	0%	0%	0%	0%	0%	0%	0%							
North Powellhurst	0%	0%	0%	0%	0%	0%	0%							
Rockwood 181	0%	0%	0%	0%	0%	0%	0%							
Rockwood Stark	0%	0%	0%	0%	0%	0%	0%							
Russellville	0%	82%	0%	86%	74%	87%	87%							83%
Sunrise	0%	0%	0%	0%	0%	0%	0%							
Troutdale	0%	0%	0%	0%	0%	0%	0%							
Program ADA	0%	77%	0%	84%	78%	82%	88%	0%	0%	0%	0%	0%	0%	86%

Average Daily Attendance for Early Head Start

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Division	0%	0%	0%	0%	0%	0%	0%						
Earl Boyles	0%	0%	0%	0%	0%	0%	0%						
Early Childhood Center	0%	0%	0%	0%	90%	75%	77%						81%
Gethsemane (2 EHS, 6 BP)	0%	0%	0%	53%	67%	95%	n/r^						72%
Hazelwood	0%	90%	0%	90%	85%	n/a%	84%						87%
Rockwood Stark	0%	0%	0%	0%	0%	0%	0%						
Russellville	0%	88%	0%	96%	83%	89%	87%						89%
Troutdale	0%	0%	0%	0%	0%	0%	0%						
Willow Tree	0%	0%	0%	93%	56%	64%	82%						74%
Program ADA	0%	89%	0%	83%	76%	40%	0%	0%	0%	0%	0%	0%	81%

*in-person services closed this month

^ attendance not submitted this month



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	0%	0%	0%	0%	0%	0%	0%						N/A
Discovery Garden Child Care	70%	70%	65%	79%	94%	85%	54%						74%
Gresham High School			0%	0%	0%	0%	0%						N/A
KinderCare	78%	62%	78%	88%	82%	75%	89%						79%
Little Friend's Day School	61%	85%	92%	75%	95%	99%	93%						85%
Love Bugs	74%	0%	0%	67%	56%	60%	76%						64%
Love Bugs Too	43%	56%	89%	81%	72%	82%	79%						72%
Melody's Munchkins	70%	45%	16%	93%	89%	86%	85%						69%
Pixie Child Care	65%	69%	55%	Nr*	65%	56%	28%						68%
Reynolds Learning Academy	0%	0%	0%	0%	0%	0%	0%						
Program ADA	66%	64%	65%	80%	79%	78%	72%	0%	0%	0%	0%	0%	73%

*NR = Not Reported



Mt. Hood Community College Head Start Financial Report

This is a monthly report of the Head Start program grants and budget including credit card expenditures as required by the Head Start for School Readiness Act of 2007. 642(d)(2)

Este es un informe mensual de las becas del programa de Head Start y presupuesto incluyendo los gastos de tarjetas de crédito requerido por ley 2007. 642(d)(2)

Это ежемесячный рапорт по грнтам и бюджету в Head Start, включая затраты по кредитным картам. как требуется Актом Head Start 642(d)(2)о готовности к школе 2007. 642(d)(2)

Expenditure Report - November 2020				
Budget Category	Budget	November	YTD Total	Percentage Spent YTD
Personnel/Salaries	10,519,095	703,463	1,995,410	26%
Fringe Benefits	5,452,559	442,378	1,253,888	31%
Travel	65,063	0	0	0%
Equipment	0	0	0	0%
Supplies	748,196	3,049	40,324	6%
Contractual	1,496,710	100,381	125,098	15%
Facilities/Property Services	995,809	58,515	246,833	31%
Other	413,815	9,830	45,278	13%
Indirect	1,909,491	15,058	340,767	19%
Total	21,600,738	1,332,675	4,047,597	25%
Expenditure Report - December 2020				
Budget Category	Budget	December	YTD Total	Percentage Spent YTD
Personnel/Salaries	10,519,095	779,775	2,698,873	33%
Fringe Benefits	5,452,559	486,884	1,696,266	40%
Travel	65,063	0	0	0%
Equipment	0	0	0	0%
Supplies	748,196	166	43,372	6%
Contractual	1,496,710	49,677	225,480	18%
Facilities/Property Services	995,809	55,541	305,348	36%
Other	413,815	41,185	55,107	23%
Indirect	1,909,491	123,309	355,825	25%
Total	21,600,738	1,536,536	5,380,271	32%



Expenditure Report - January 2021				
Budget Category	Budget	January	YTD Total	Percentage Spent YTD
Personnel/Salaries	10,519,095	700,482	4,179,131	40%
Fringe Benefits	5,452,559	438,763	2,621,912	48%
Travel	65,063	0	0	0%
Equipment	0	0	0	0%
Supplies	748,196	24,015	67,554	9%
Contractual	1,496,710	61,067	336,223	22%
Facilities/Property Services	995,809	50,357	411,245	41%
Other	413,815	20,687	116,980	28%
Indirect	1,909,491	146,817	625,951	33%
Total	21,600,738	1,442,188	8,358,995	39%

November & December 2020, January 2021

US Bank Visa Purchasing Cards for Head Start & Early Head Start

Visa Purchasing Cards used by Head Start staff are monitored monthly at several levels. Visa logs and receipts are prepared by card holder and reviewed monthly by supervisors who check for allowability of the purchases. The Financial Specialist in the Head Start office reviews the logs to ensure accuracy and the Head Start director signs off on each log. The business office does a final review for accuracy. Performance standards also require the Head Start Policy Council and MHCC Board of Education to review all VISA purchases.

Todas las compras para el programa realizadas por el personal de Head Start a través de las tarjetas Visa son supervisadas mensualmente en diferentes niveles. La hoja de registro de la tarjeta visa y recibos son preparados por la persona responsable y luego es revisado mensualmente por los supervisores para verificar dichas transacciones. La Especialista de Finanzas de la oficina de Head Start revisa las hojas de registro para asegurar la exactitud y luego la Directora de Head Start firma cada hoja de registro. La oficina de negocios hace la revisión final. También se especifica en las Normas de Desempeño que todas las compras para el programa de las tarjetas Visa, requieren de la revisión de Policy Council Head Start y de la Directiva de Educación de MHCC.

Кредитные карты Visa используются сотрудниками Head Start для покупок по работе и контролируются ежемесячно на нескольких уровнях. Записи затрат регистрируются вместе с корешками от чеков владельцем карты и рассматриваются на ежемесячной основе управляющими, которые проверяют законность покупок. Финансовый специалист в офисе Head Start проверяет выше указанную документацию на окуратность которую в последствии подписывает директор Head Start. После чего бизнес офис коледжа ведет еще одну проверку на окуратность, правомерность и законность, что в конечном итоге предоставляется на рассмотрение членам Совета Стратегии и Совету Директоров MHCC



November 2020

US Bank Visa Purchasing Cards for Head Start & Early Head Start								
Closing Date 11/20/2020								
	5100/5101/5102 5109/5619/5620							
		5119	5120	5251	5237/38	5113	5110	
Description	Head Start	Early Head Start	Children's Levy EHS	Children's Levy HS	MIECHV	EHS-CCP	EHS Expansion	Totals
Center Supplies	8629.72	681.97	481.15	221.99	211.54	297.60		\$10,523.97
Computer Supplies	58.56							\$58.56
Dental/Medical								\$0.00
Education Supplies	814.53	7.99						\$822.52
Family Services Supplies						37.48		\$37.48
Health Supplies	1,494.80	1,290.86						\$2,785.66
Kitchen Supplies								\$0.00
Office Supplies	160.76							\$160.76
Other Costs								\$0.00
Parent Activities	49.95							\$49.95
Postage	12.40							\$12.40
Pre-Employment	608.60							\$608.60
Site Repair/Maintenance	986.68	121.22		11.60				\$1,119.50
Training	1,280.00	80.00						\$1,360.00
Vehicle Costs	532.00							\$532.00
Utilities	2,235.96	471.28	216.88		90.74			\$3,014.86
Total	\$16,863.96	\$2,653.32	\$698.03	\$233.59	\$302.28	\$335.08	\$0.00	\$21,086.26

December 2020

US Bank Visa Purchasing Cards for Head Start & Early Head Start								
Closing Date 12/21/2020								
	5100/5101/5102 5109/5619/5620							
		5119	5120	5251	5237/38	5113	5110	
Description	Head Start	Early Head	Children's Levy EHS	Children's Levy HS	MIECHV	EHS-CCP	EHS Expansion	Totals
Center Supplies	3842.95	440.48	4.07	393.67	3.10			\$4,684.27
Computer Supplies	78.14							\$78.14
Dental/Medical								\$0.00
Education Supplies	32,548.42	61.80	29.66			367.47		\$33,007.35
Family Services Supplies						16.99		\$16.99
Health Supplies	1,801.64	426.41	98.08					\$2,326.13
Kitchen Supplies								\$0.00
Office Supplies	34.95							\$34.95
Other Costs								\$0.00
Parent Activities	156.60					21.97		\$178.57
Postage	33.00							\$33.00
Pre-Employment	600.00							\$600.00
Site Repair/Maintenance	3,129.87	8.30	4.06	54.52				\$3,196.75
Training		2,733.75	1,661.50		407.00			\$4,802.25
Vehicle Costs	3,602.68							\$3,602.68
Utilities	3,373.68	759.66	269.91		104.93			\$4,508.18
Total	\$49,201.93	\$4,430.40	\$2,067.28	\$448.19	\$515.03	\$406.43	\$0.00	\$57,069.26



January 2021

US Bank Visa Purchasing Cards for Head Start & Early Head Start								
Closing Date 1/20/2021								
	5100/5101/5102 5109/5619/5620		5119	5120	5251	5237/38	5113	5110
Description	Head Start	Early Head Start	Children's Levy EHS	Children's Levy HS	MIECHV	EHS-CCP	EHS Expansion	Totals
Center Supplies	3697.35	194.04	163.41	186.41	59.95			\$4,301.16
Computer Supplies	791.48							\$791.48
Dental/Medical								\$0.00
Education Supplies	134.16							\$134.16
Family Services Suppl	29.04					9.79		\$38.83
Health Supplies	6,812.50	-432.54						\$6,379.96
Kitchen Supplies								\$0.00
Office Supplies	67.63							\$67.63
Other Costs								\$0.00
Parent Activities	84.35					7.00		\$91.35
Postage	55.00							\$55.00
Pre-Employment	90.00							\$90.00
Site Repair/Maintenan	1,117.21	55.41						\$1,172.62
Training	635.19		5.96	5.96				\$647.11
Vehicle Costs	200.40							\$200.40
Utilities	2,258.66	452.81	138.01					\$2,849.48
Total	\$15,972.97	\$269.72	\$307.38	\$192.37	\$59.95	\$16.79	\$0.00	\$16,819.18



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1h

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

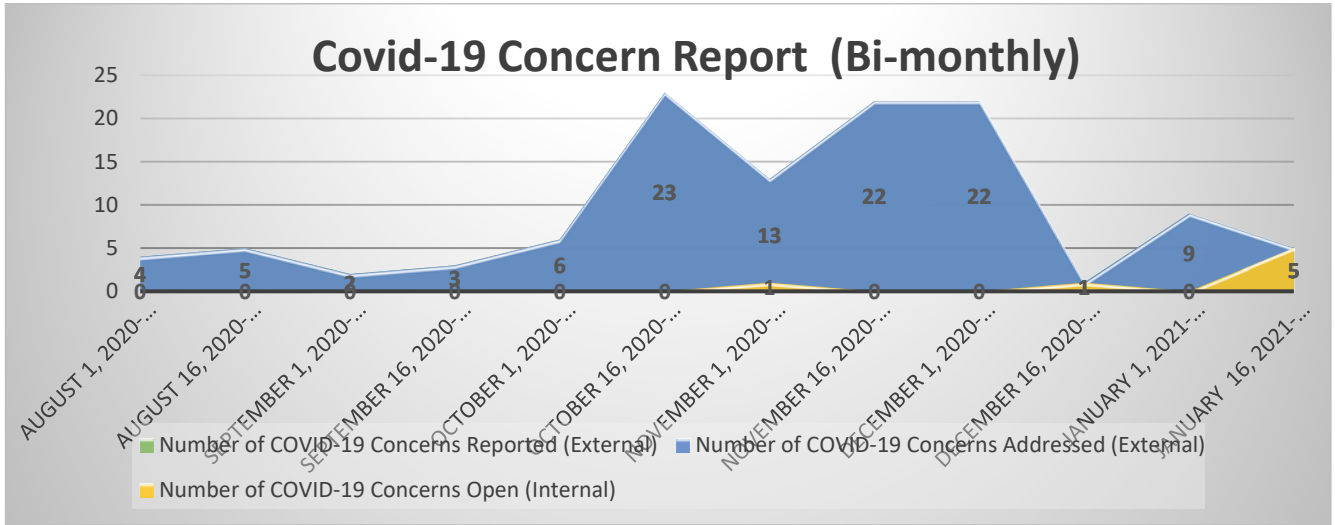
SUBJECT: COVID-19 ACTIVITY REPORT – FEBRUARY

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
January 1, 2021-January 15, 2021	9	9	0
January 16, 2021-January 31, 2021	5	5	5



NOTES:

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

Institutional Effectiveness Council:

No new updates



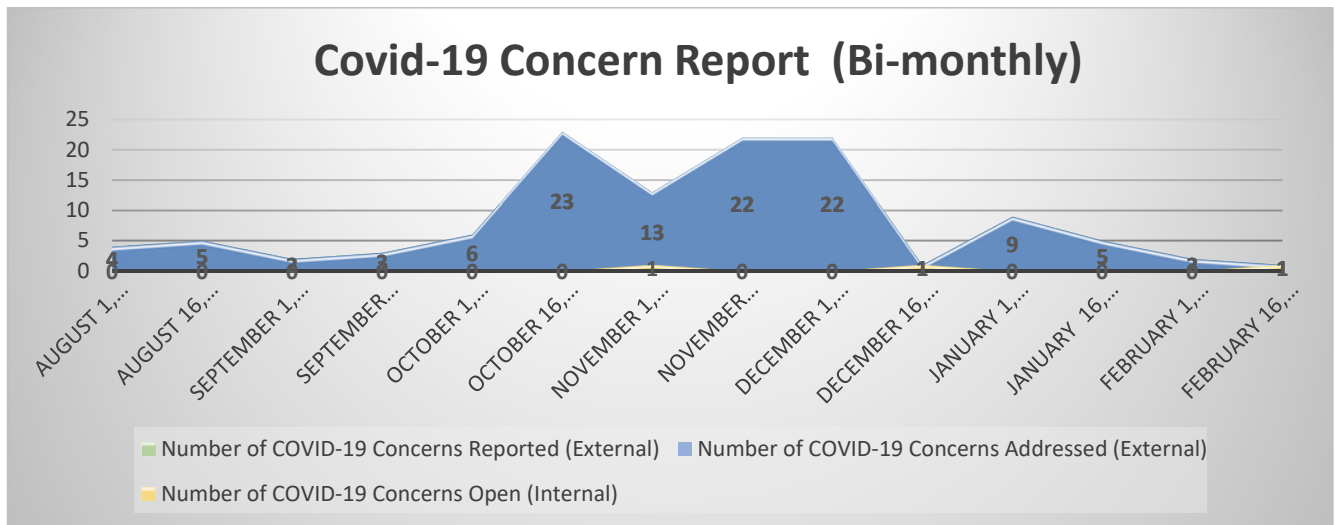
SUBJECT: COVID-19 ACTIVITY REPORT – MARCH

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)
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
January 1, 2021-January 15, 2021	9	9	0
January 16, 2021-January 31, 2021	5	5	0
February 1, 2021-February 15, 2021	2	2	0
February 16, 2021-February 28, 2021	1	1	1



NOTES:

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

Institutional Effectiveness Council:

The most recent meeting took place on 2/10/2021- Programs are continuing to operate effectively as they have and continue to do through the Pandemic. Strategic questions around vaccination and the lifting of restrictions were raised, generating further feedback around when and how we will pivot back into regular operations and what that will look like.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1i

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

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 March 17, 2021 the Board of Education hereby transfers the following amounts between appropriation categories of funds as detailed below for the fiscal year beginning July 1, 2020.

It is requested to transfer the appropriated budget from General fund (01) College Support Services to General fund (01) Instruction, in the amount of \$43,000 for part time tutors. This was unintentionally left out of the original budget.

It is requested to transfer the appropriated budget from General fund (01) Plant Additions to General fund (01) Instruction, in the amount of \$70,000. This will be used to address the facility accreditation concerns in dental hygiene.

It is requested to transfer the appropriated budget from General fund (01) Plant Operations and Maintenance to General fund (01) Plant Additions in the amount of \$50,000.



General Fund Summary by Function

General Fund (01)	Adopted Budget June 2020	Transfer	Adjusted Budget
Function			
Instruction	33,182,618.00	113,000.00	33,295,618.00
Instructional Support	10,058,178.00		10,058,178.00
Student Services	6,809,399.00		6,809,399.00
Community Services	109,245.00		109,245.00
College Support Services	15,161,490.00	(43,000.00)	15,118,490.00
Plant Operations and Maintenance	5,422,997.00	(50,000.00)	5,372,997.00
Plant Additions	360,000.00	(20,000.00)	340,000.00
Debt Service			-
Financial Aid	1,045,602.00		1,045,602.00
Transfers	487,292.00		487,292.00
Contingency	5,938,458.00		5,938,458.00
Total Appropriations	78,575,279.00	-	78,575,279.00
Unappropriated Fund Balance	1,453,807.00		1,453,807.00
Total Budget	80,029,086.00	-	80,029,086.00

General Fund Summary by Expenditure Category

General Fund (01)	Adopted Budget June 2020	Transfer	Adjusted Budget
Object			
Personnel Services	59,070,579.00		59,070,579.00
Materials & Services	9,264,123.00	20,000.00	9,284,123.00
Capital Improvements	360,000.00	(20,000.00)	340,000.00
Debt Service	2,409,225.00		2,409,225.00
Grants in Aid	1,045,602.00		1,045,602.00
Transfers	487,292.00		487,292.00
Contingency	5,938,458.00		5,938,458.00
Total Appropriations	78,575,279.00	-	78,575,279.00
Unappropriated Fund Balance	1,453,807.00		1,453,807.00
Total Budget	80,029,086.00	-	80,029,086.00



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1j

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

SUBJECT: CONSIDERATION OF ACCEPTANCE/EXPENDITURE OF PROJECTS FUNDED IN WHOLE OR PARTIALLY BY NON-DISTRICT FUNDS

WHEREAS board resolution, dated October 26, 1972 authorizes the clerk of the district, or deputy clerk of the district, to report and present to the board of education for formal recognition, at least quarterly, all new agreement of contracts for state and federal funds or funds of their agencies for educational purposes, unless such action is specifically contrary to the terms of the grant agreement.

BE IT RESOLVED that the Board of Education of Mt. Hood Community College District hereby authorizes the acceptance and expenditures of funds for the following state and federal projects.

Adult Basic Education	318,264
Adult Basic Education, Accountability	111,206
Adult Basic Education, Alternative Education	25,000
Adult Basic Education, EI/Civics	103,340
Adult Basic Education, ESL	203,803
Adult Basic Education, GED Wraparound Services	149,999
Adult Basic Education, IET	47,487
Adult Basic Education, Program Improvement	<u>12,600</u>
<i>Funds to offer adult and basic education instruction for people who have less than an eighth grade education or did not complete high school. (Federal, Other)</i>	971,699
Cooperative Work Experience, OR Fish and Wildlife	41,500
Cooperative Work Experience, Port of Portland	9,479
Cooperative Work Experience, WA Fish and Wildlife	<u>5,477</u>
<i>Funds to administer the payment of students placed in cooperative education assignments. (State, Other)</i>	56,456



COVID HEERF II - Institutional Funds	6,225,033
COVID HEERF II - Strengthening Institution Funds	2,000
COVID HEERF II - Student Funds	<u>1,692,829</u>
<i>Funds for Students and Institutions affected by COVID-19. (Federal)</i>	7,919,862
Childcare Resource & Referral	1,152,723
Childcare Resource & Referral, Baby Pilot	2,156,289
Childcare Resource & Referral, CHIF Childcare	1,706,700
Childcare Resource & Referral, ODE Early Learning	80,760
Childcare Resource & Referral, Summer Program	218,447
Childcare Resource & Referral, United Way	<u>82,563</u>
<i>Funds to provide child care referral services to parents; child care provider training and business/employer awareness of child care support options and related work-life issues; with the overall goal of improving child care affordability, access and quality. (Federal, State, Other)</i>	5,397,482
Head Start, AFS	50,000
Head Start, CHIF	185,854
Head Start, CHIF Gateway	575,500
Head Start, COVID Gethsemane	8,515
Head Start, COVID Gethsemane Early Head Start	17,000
Head Start, COVID Hazelwood	8,515
Head Start, COVID MHCC ECC	6,550
Head Start, COVID Rockwood	8,515
Head Start, COVID Russellville	8,515
Head Start, COVID Russellville Early Head Start	8,485
Head Start, COVID Willowtree	17,000
Head Start, COVID Willowtree Early Head Start	8,485
Head Start, Early HS Federal	3,155,800
Head Start, Early HS Federal Expansion	418,302
Head Start, Early HS State Expansion	480,000
Head Start, Early HS Partnerships	1,780,990
Head Start, Parents as Teachers (PAT)	308,723
Head Start, Parents as Teachers (PAT) COVID	50,000
Head Start, Preschool Promise	247,500
Head Start, Special	1,338
Head Start, State	9,818,815
Head Start, USDA	<u>50,000</u>
<i>Funds to provide services to low income or special needs families with infants, toddlers, preschoolers and pregnant mothers. (Federal, State, Local)</i>	17,214,402



OHSU Dental	<u>6,830</u>
<i>Funds to provide clinical and cultural competency training for dental students to prepare them for clinical experiences with HIV positive patients. (Federal)</i>	6,830
Small Business Development Center	74,766
Small Business Development Center, Cybersecurity	119,329
Small Business Development Center, Federal	46,881
Small Business Development Center, Federal II	11,119
Small Business Development Center, CARES COVID	<u>44,920</u>
<i>Funds to provide comprehensive services and resources to existing and potential small businesses; and to account for program income generated by the Small Business Administration federal grant. (Federal, Other)</i>	297,015
Workforce Connections, 1st Generation Student Success	426,519
Workforce Connections, Career Pathways	92,495
Workforce Connections, Competitive Strategies	21,867
Workforce Connections, Competitive Strategies SNAP	334,969
Workforce Connections, Disaster Response	78,089
Workforce Connections, Implementation	238,209
Workforce Connections, Navigator	123,000
Workforce Connections, PCC Pathways to Opportunities	116,776
Workforce Connections, Re Adjustment	78,632
Workforce Connections, Recovery	117,501
Workforce Connections, Reinvestment Fund	29,500
Workforce Connections, WSI Oregon WEX	<u>16,114</u>
<i>Funds to provide re-employments and/or retraining opportunities for dislocated workers. (Federal, State, Other)</i>	1,673,671
Total	33,537,417



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1k

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

SUBJECT: HEAD START 2020-21 SELF-ASSESSMENT REPORT

Mt. Hood Community College – Head Start

2020-21 Self-Assessment Report

INTRODUCTION:

Mt. Hood Community College Head Start serves over 1200 pregnant moms and children birth to age five in Early Head Start (EHS) and Head Start (HS). We provide home based services in both EHS and HS. In our center base model, we have 4 day a week 3.5 hour classes and 5 day a week 7, 8.5, and 10 hour days in HS. In our center base EHS we provide 5 day a week 8.5 and 10 hour days. This last year we added a locally designed option to serve our home based children who become 2 years old in a 2 day a week 4 hour class and 3 home visits a month during the school year as part of their transition plan into preschool. We have programming for working families and student families working on their GED or higher education. We provide evening services (parent education) for families that includes dinner, child care and limited transportation.

This school year due to COVID we began with virtual services with very few slots for in person classrooms for our center base models. The in person classrooms are for both EHS and HS children whose family is working or attending MHCC classes outside of the home. At this writing we are serving 50 children throughout our service area.

Mt. Hood Community College (MHCC) Head Start is in its 1st year of our 5-year grant. Last year we developed new 5-year program goals and new school readiness goals for this school year. Due to COVID and virtual services it has been difficult to work on several of these goals. We are putting them on hold until we are able to return to regular programming.

Team members included the following: Director, Associate Directors, Data Manager, Family Services Manager, Health and Nutrition Manager, Education/Inclusion Managers, Facilities Manager, HR Coordinator, EHSCCP

Manager; Education Site Managers and Coordinators, Fiscal Coordinator, 20 staff, 6 community partners, and one parent.

In October 2020, information was shared with the Program Planning and Evaluation committee where they developed a proposed plan for the self-assessment. This draft plan was presented and approved by Policy Council on November 5, 2020. All activities took place from November 2020 - January 2021.

Data used: *Child Plus*; *My Teaching Strategies Gold* Online Assessment System and curriculum plans; *Ounce Online*; *Class DoJo*; Various tracking Excel spreadsheets; Eligibility Files; classroom postings; HR – data base and annual parent survey. Data reviewed for the Self-Assessment was from summer of 2020.

Strengths:

- Mental Health Consultants have provided individual support to staff who are working virtually with children and families.
- Implemented ASQ online with families
- EHSCCP partners completed emergency child care applications and re-opened their programs to serve working families during COVID
- Staff have risen to the challenge of providing services to children and families virtually. This includes learning new platforms, developing online circle times, etc.
- Created two different Sway newsletters, one for families and one for staff. Resources are given to both staff and families which has helped moving to virtual services. We have engaged many parents through Zoom and the phone. Platforms are accessible through parent phones.
- Created COVID safe Health fairs to complete screenings using community partners with families.

- Our PFCE coaching has been a strength in supporting family service staff to find resources in the community and with technology
- Virtual Policy Council has been very successful, we have heard that it is more accessible to families and we plan on continuing to have this option when we go back to in person.

Data Self-Assessment Report:

Data Management	Standardization of classroom/caseload naming conventions and the revision of the staff placement document	Sharon & Admin Team
Findings	<p>I met with the management team on 12/4/20 and Admin Team on 12/10/20 to gather feedback on the use and functionality of the staff placement document. Feedback included:</p> <ul style="list-style-type: none"> • The form is used primarily at Maywood central office and by site managers/ coordinators. It can be used as a communication tool with partner providers. Maywood office staff primarily do not use it, using an alternate Excel spreadsheet. • Missing information that would be helpful to have added: <ul style="list-style-type: none"> - Classroom schedule box for each classroom - Staff schedule box for each staff position - Funding source • Challenges with the document: <ul style="list-style-type: none"> - Located on the Maywood G drive; most people do not have access to it - Difficult to format - Missing information in the form (noted above) has led to funding allocation mis-matches 	

	<ul style="list-style-type: none"> • Suggested improvements: <ul style="list-style-type: none"> - Same naming convention for all classes - Create the directory in Excel (it is currently a Word document) <p>After reviewing the information above, I met with the Associate Director of Operations on 1/11/21 to gather additional feedback. Additional feedback included:</p> <ul style="list-style-type: none"> • Having a simplified, standardized naming system for classrooms would improve accuracy of communications for staff and parents • Not all site managers/coordinators are comfortable using Excel • Setting up classrooms for the following program year includes close communication between several program areas, including Operations, ERSEA, Fiscal, Human Resources and Data.
Recommendations	<p>Recommendations based on findings:</p> <ol style="list-style-type: none"> 1. Simplify staff directory document so that the primary audiences of the information shared are Operations, site managers/coordinators, and community partners. 2. Create an Excel document that includes information in the current staff placement form and the missing information noted in the feedback provided by managers and administrators, to be used by Maywood administrators and staff for planning and day-to-day operations. 3. Standardize classroom names to only include the site name and classroom number. 4. All program areas noted in the findings meet together initially when setting up classrooms for the following program year to ensure all areas understand and are in agreement with the setup.
Completion Date	<ol style="list-style-type: none"> 1. April 16, 2021 – have finalized draft of revised staff placement document completed

	<p>2. April 2, 2021 – have initial draft of Excel planning document completed April 30, 2021 – finalize draft of Excel planning document</p> <p>3. April 30, 2021 – have new naming structure identified for following program year June 30, 2021 – update classroom names in <i>ChildPlus</i>, <i>Gold</i> and Head Start Enterprise System (HSES) by this date.</p> <p>4. April 30, 2021 – target date for classroom setup planning group to meet by.</p>
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Education & Inclusion Self-Assessment Report:

Inclusion	What and how are services being provided by MECP during COVID	Suzie, Brenda, DyLynn, & MECP
Findings	Continued services averaging 60min a week, provided virtually. Comprehensive Distant Learning Plan (CDL) put in place stating the services provided and online resources utilized.	
Recommendations	MECP will continue providing services virtually through spring break (along with David Douglas SD) and plan to move into hybrid services when/if Multnomah County re-opens classrooms.	
Completion Date	Follow Up March 2021	
Inclusion	What and how are mental health services being provided by during COVID	Cynthia & Mult. Co.
Findings	<p>Mental Health Consultant (MHC) Staffing:</p> <ul style="list-style-type: none"> Staff turnover has resulted in a reduction in FTE from 6 to 4, this year. <p>Referrals:</p> <ul style="list-style-type: none"> MHC use an excel spreadsheet to track mental health referrals. As of 1/15/21, 28 referrals were made for mental health services. 90% of these referrals were provided resources through phone calls by the MHC. 	

	<ul style="list-style-type: none"> • 57% of this year’s referrals were made in December • Referrals by type: 54% home situation, 3% classroom, 18% both home and classroom, and 25% not specified • Referrals by race: 36% Latino, 18% Black/ African American, 28% White, 7% Native American, and 11% Multicultural/Biracial <p>Trainings:</p> <ul style="list-style-type: none"> • In December MHCs provided parenting classes on December 8th, 9th and 10. The multiple day allowed classes to be provided in multiple languages. • MHC will provide two more additional parenting classes in January, and they will reassess the need at that time. • There were no mental health trainings for staff at pre-service and December’s in-service. <p>MHC Staff Support since October 13, 2020: (Includes virtual meetings, phone calls, text messages, emails with staff and site meetings)</p> <ul style="list-style-type: none"> • Kristen Walker (30 hrs/week) 250 staff supports • Kristin D (10 hrs/week) 38 staff supports • Keyonia Williams (32 hrs/week) 225 staff supports • Jeff (32 hrs/week) 20 staff supports
Recommendations	<ul style="list-style-type: none"> • Support in the hiring process for the program’s 6th mental health consultant • Create mental health referral tracking system to include reasons for referrals & follow up. • Collaborate with MHCs to develop trainings for staff around mental health for the spring all staff in-service.
Completion Date	June 2021

Education - HS	CB, HB Virtual - Parent engagement in education HV's, PTC's, Zoom circle participation, and parent participation in ongoing assessment systems	Suzie & Ed Specialists
Findings	<ul style="list-style-type: none"> ○ HS HB: 18 families served 106 home visits were completed ○ HS CB: 578 families served 433 Home Visits completed 341 PTC completed <p>Staff Reported:</p> <ul style="list-style-type: none"> ○ HS Zoom Circle participation: 70% <ul style="list-style-type: none"> ● 80% of these participated at a minimum of monthly ○ HS family participation in ongoing assessment: 51-75% <p>As we gathered this data it became evident that staff were unclear on how to use the existing data entry script. It was necessary to provide significant additional supports to managers and teachers in order to accurately gather the needed data.</p> <p>There are families who are choosing to only receiving social services at this time and they are not counted in these numbers.</p>	
Recommendations	<ul style="list-style-type: none"> ● Review and update data entry script for increased accuracy of documentation/reporting ● Schedule a comprehensive training of <i>ChildPlus</i>, in addition to the onboarding process ● Provide ongoing drop-in sessions for staff IT questions/needs 	
Completion Date	June 2021	

Education - EHS	CB, HB Virtual - Parent engagement in education HV's, PTC's, Zoom circle participation, and parent participation in ongoing assessment systems	Brenda & Ed Specialist
Findings	<ul style="list-style-type: none"> • EHS HB: 107 families served 1,006 home visits were completed 704 hours of total engagement • EHS CB: 38 families served 25 Home Visits completed 26 PTC completed <p>Staff Reported:</p> <ul style="list-style-type: none"> ○ EHS Zoom Circle participation: 60% <ul style="list-style-type: none"> • 60% of these participated at a minimum of monthly ○ Home Based Socialization participation (this data includes EHS and HS HB): 35% <ul style="list-style-type: none"> • 58% of these participated at a minimum of monthly ○ EHS CB and HB family participation in ongoing assessment: 76-100% <p>As we gathered this data it became evident that staff were unclear on how to use the existing data entry script. It was necessary to provide significant additional supports to managers and teachers in order to accurately gather the needed data.</p> <p>There are families who are choosing to only receiving social services at this time and they are not counted in these numbers.</p>	
Recommendations	<ul style="list-style-type: none"> • Review and update data entry script for increased accuracy of documentation/reporting • Schedule a comprehensive training of <i>ChildPlus</i>, in addition to the onboarding process 	

	<ul style="list-style-type: none"> • Provide ongoing drop-in sessions for staff IT questions/needs
Completion Date	June 2021

ERSEA & Family Engagement Self-Assessment Report:

ERSEA	Eligibility – Impact of COVID; Accuracy of redundant systems	Vanessa, DyLynn, & Katherine
Findings	<ul style="list-style-type: none"> • 315 files were reviewed to monitor accuracy of redundant systems to reduce application and data entry errors, and documentation of systems implemented for COVID-19. • 1% (4) applications were missing documentation on Head Start Eligibility Verification (HSEV) whether application was in person or not all before 2/15/20 (prior to retraining). 100% HSEV's listed reasons interview was not in person due to COVID • 13 applications impacted by COVID weren't awarded disaster points, but were awarded stressors points. • 5 files had wrong eligibility. 4 were recorded as income eligible instead of homeless category 4 due to CP data entry issue. 1 was determined OI when should have been homeless. • Huge improvement in collecting data around referral sources (missing 17% last year to 6% this year. (19) of reviewed applications did not list a referral source, 14 out of those missing the referral source were prior to eligibility training and application changes (2/15/20) to prevent staff from missing asking the question. Changes to app minimized errors. Brought errors down to 1% (5) 	
Recommendations	<p>Will add to eligibility training information about what qualifies as a disaster. Updates to data entry scripts to reduce CP data entry errors with homeless eligibility.</p>	

Completion Date	6/30/21	
Family Engagement	Five year goal – community engagement identify partners in each of the 7 PFCE areas	Vanessa, PFCE Specialists & FW
Findings	<ul style="list-style-type: none"> •Created a list of all community partners and aligned the agencies services into what PFCE area they supported. Reviewed and updated current points of contacts and assessed where we need to strengthen connections, and what is working with our current partnerships. •Attendance at community partner meetings contributes to strong partnerships within the community during COVID • MHCC has partnered with community agencies during COVID-19 to offer virtual workshops in literacy, parenting groups, weatherization, STEM, etc. • Strong relationships with community agencies and partners to meet the current needs with covid-19 for crisis support. •MHCC Community Partners in 7 PFCE areas: 93 Community Partners in Family Well-Being 41 Community Partners in positive Parent-Child Relationships 35 Community Partners in Families as Lifelong Educators 39 Community Partners in Families as learners 27 Community Partners in Family Engagement in Transitions 30 Community Partners in Family Connections to Peers and Community 18 Community Partners in Families as Advocates and Leaders • Relationships with community partners can be “contact person” specific. <ul style="list-style-type: none"> • During the self-assessment we discovered that we have had minimal communication with certain agencies due to staffing changes. • Develop points of contact for each partnership 	
Recommendations	Increase connections with culturally specific agencies and build partnerships.	

	Develop points of contact and list of all community partner meetings for each partnership
Completion Date	6/30/2021

Facilities & Safety Self-Assessment Report:

Safety	Certified Playground inspections – 5 locations to be inspected	Jeremy
Findings	5 playgrounds were audited using the ASTM 1487-11 Standard for Playground Equipment and the CPSC Public Playground Safety Handbook. From the audits, out of 748 inspection items there were 73 non-compliances. On a 1-5 priority scale where 5 is compliant, the majority of the non-compliances were priority 4, one was a priority 3, two were a priority 2, and one priority 1 safety concern.	
Recommendations	Correct all non-compliances at priority 3 and above, correct the majority of the priority 4 non-compliances and give a report to administration of the remaining.	
Completion Date	March 2021	
Facilities	Review two months electricity bills for each location, identify classroom allocation, review leases for tenant’s responsibility, and develop a prioritized plan for converting to LED lighting.	Jeremy & Misty
Findings	Using the “Close of Year Bill Tracking” spreadsheet, the top four sites with the greatest electrical costs were, from largest to smallest, Fairview, Kelly Place, Yamhill, and Cascade Crossing.	
Recommendations	Explore options for LED lighting replacement at Fairview. Calculate an estimate for lighting as a fraction of the total electricity costs. Use this to estimate net cost/gain	

	for the program. Approach Home Forward with a proposal for replacement of lighting to LED.
Completion Date	June 2021

Fiscal Self-Assessment Report:

Fiscal	Mileage & Visa processing & monitoring system for timely reimbursements and report filing	Misty & Eryka
Findings	Lack of a monitoring system for mileage and purchase cards (pcards) – documenting paperwork through process.	
Recommendations	Establish systems so that mileage and pcards in process are traceable by completeness and ensure accountability.	
Completion Date	Mileage Tracking System: 11/20 PCard Tracking System: 2/21 Quarterly reporting: 3/21	

Health Self-Assessment Report:

Health	Dental follow up	Erica, Nikki, & Danielle
Findings	<ul style="list-style-type: none"> • 90 total dental follow ups compared to last year of 152, down 62, excluded dropped kids from this list. • 36 newly diagnosed children in October, not enough time for FW to follow up 	

	<ul style="list-style-type: none"> • 46 had some type of follow up in Child plus • 44 have no follow up in Child Plus • 60 children are 2nd year children that were identified by Dental 3 (D3) as having cavities. Based on previous data our 2nd year kids had less cavities. However, 2020 was different as we were not able to get the fourth dental varnish completed as usual. • The data compared to last year data shows a decrease of 62 kid's that needs dental follow up. • Less documentation in Child Plus that families have scheduled appointments already. • Other consideration, we were only able to see half of the kids at Signing & Health days. In addition, some families chose not to bring kids to fairs for fear. We have new children that we have not been able to screen due to COVID. • CCP- no current children in program that need follow up • EHS home based- no current children in program that need follow up
Recommendations	Continue to monitor
Completion Date	June 2021

Health	Compare data from last year to this year in completion and child wellness visits	Erica, Nikki, & Danielle
Findings	<p>Right now, we are at 45% for health appraisals for HS, (last year at this time, we were at 82%):</p> <p>By far, the reason we do not have a better number is that we simply do not have ROIs. Nikki will send this out data to FWs by site and ask them (again) to see if</p>	

	<p>parents can get records for us. Some clinics still mail us physical copies, so there is a chance some are waiting for us at MW.</p> <p>EHS were 82% health appraisals. Last year we were at 95%. CCP we are at 52% health appraisals. Last year we were at 63% Overall, lower numbers due to not having current ROI on file for the health team to request records.</p>
Recommendations	Health team with help of MW program assistants will be mailing out completed items that are at ECC and MW to families. FW will inform families of mailing and ask them to sign and mail back with prepaid envelope included.
Completion Date	Feb 2021

Health	Compare data from last year to this year in completion of immunization and child wellness visits	Erica, Nikki, & Danielle
Findings	<p>Nov 2019*: HS/CLF/PP- 93% of children were up to date or had a valid exemption on file EHS/EXP- 84% of children were up to date or had a valid exemption on file CCP- 74% of children were up to date or had a valid exemption on file *A total of 30 children program-wide had an exemption for an immunization</p> <p>Nov 2020*: HS/CLF/PP- 94% of children are up to date or have a valid exemption on file EHS/EXP/BABY- 80% of children are up to date or have a valid exemption on file CCP- 74% of children are up to date or have a valid exemption on file *A total of 18 children so far has a valid exemption on file program-wide this year</p> <p>No significant changes for immunizations. We may see it later in the year.</p>	

Recommendations	Continue to monitor
Completion Date	June 2021

HR Self-Assessment Report:

HR & Prof. Development	Review staff qualifications tracking and communication system	Anne, Cynthia, & Michelle
Findings	<p>Educational Requirements:</p> <ul style="list-style-type: none"> • Upon hiring, staff are given a timeline to meet educational requirements for position. • HR Manager emails Ed. Manager to notify of educational requirement. • Staff member is assigned an Ed. Specialist who will track and provide support as needed. The Ed. Specialists track progress and updates on a spreadsheet. • Supervisors are not always aware of staff’s progress towards receiving educational requirements. • As of 1/15/2021, 17 Assistant Teachers meet their education requirement, 13 staff are awaiting their observations and/or in the renewal process. • Ed. Team has not had training in the CDA process 	
Recommendations	<ul style="list-style-type: none"> • Follow up with staff who have not met educational timeline. • Develop a work group to create and implement training plans with staff. The training plan will help to ensure all involved know what needs to be accomplished, and include monthly check-ins with staff from both their Ed. Specialist and Education Site Manager (supervisor). • Ed team will attend CCR&R’s training around the CDA process. 	
Completion Date	June 2021	

HR & Fiscal	HR Staff Transitions & Communication systems	Anne, Misty, & Kerian
Findings	Gaps in communication regarding employment termination and position transition	
Recommendations	Implement a process that includes a transition checklist for managers to use to ensure that CDFS property is returned or transferred and that access to databases is updated or removed. Fiscal mileage, petty cash, and credit cards will be included.	
Completion Date	Form completed by 2/28 Training for managers completed by 3/15 Implemented by 4/1	

Operations Self-Assessment Report:

How Are We Doing	A Survey of how services have been during COVID	Chris
Findings	<ul style="list-style-type: none"> • We received 118 surveys, 85 in English and 33 in Spanish for a 13% representation of our enrollment. The survey took place right after winter break over a two week time period. • Teachers were using food for virtual and home activities despite the virtual learning resource guide and training saying not to. • 23% of parents that felt down or anxious were not referred. This was primarily due in HS and not EHS. 	
Recommendations	<ul style="list-style-type: none"> • Felt that teachers do not understand the importance of not using food and understanding poverty. So increased training on poverty, and showing the results of survey that 40% of respondents accessed food bank and/or the schools for food in the last 9 months. Also requiring changes when reviewing lesson plans. 	

	<ul style="list-style-type: none"> The finding was more in HS than EHS. In EHS there has been training on recognizing depression and anxiety as part of the requirement of post-partum depression screening. Training of staff recognizing depression and anxiety. Parent Café with parents and Mental Health will also have components on depression and anxiety and resources.
Completion Date	1/20/21
COVID-19 Postings	Are required COVID postings posted at open sites Chris
Findings	All postings were posted
Recommendations	None at this time
Completion Date	1/13/21



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1I

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

SUBJECT: HEAD START AND EARLY HEAD START 2021 COMMUNITY ASSESSMENT UPDATE

Mt Hood Community College Head Start and Early Head Start 2021 Community Assessment Update

1302.11 Determining Community Strengths, Needs and Resources

(a) Service Area

(1) The service area continues to be outside the Portland Public School District and includes the Cities of East Portland, Gresham, Troutdale, Fairview, Wood Village, and Town of Corbett. The Columbia River and Washington state are the northern boundary, and it aligns with the Mt. Hood Community College service area in Multnomah county.

(b) Community Wide Strategic Planning and Needs Assessment

(i) Demographic Makeup of Head Start Eligible Families

This document is the 2021-2022 update to the 2019 Mt Hood Community College (MHCC) Community Assessment prepared by Portland State Population Research Center. Covid-19 has been very impactful to our families and to our community. It has also delayed key data reporting needed for this community assessment due to risk of infection of data collectors and the community. Below you will find the most current data available on the makeup of our community. It should also be noted the MHCC EHS/HS program went virtual due to Covid-19 shortly after the last community assessment update.

According to the U.S. Census Bureau, the total population of Multnomah County in 2019 was 812,855, which is 19% of the state's population. The county population increased at a rate of 10.6 % since 2010. There has been a steady rise of .46% from 2018 to 2019. In 2019, 5.1% of the county's population were children under age of five, a 10.1% increase from 2010.

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According to the Early Care & Education Sector Plan for Multnomah County, published in 2019 and revised in January 2020, there are 1,954 children ages three to four in east Portland who are living under the 200% Federal Poverty Level (FPL), or 59% of the area's children. There are 2,243 children ages three to four in the Gresham/Troutdale area who are living under the 200% FPL, or 46% of the area's children. The report also stated that of the children ages birth to six in Multnomah County, 80% of African American are living below the 200% FPL, 65% of Hispanic/Latino, 55% of Asian, 75% of Native Hawaiian/Pacific Islander, 75% of American Indian/Alaska Native, 40% of Middle Eastern/North African, 25% of White/ non-Hispanic/Latino.

It is well documented that the Native American population in Multnomah County is vastly underserved. According to a study, "The Native American Community in Multnomah County: An Unsettling Profile", which was completed in partnership with the Coalition of Communities of Color and Portland State University, poverty rates in the Native community are triple those in white communities. The average poverty rate for Native Americans is 34.0%, as compared to 12.3% for white communities. Children and single parent rates are also climbing steadily. The child poverty rate is 45.2%, which is almost four times higher than the white child poverty rate of 14.0%. The study also found that family poverty is particularly intense. Rates are more than four times higher than white communities, deepening when single parents lead the family, and also deepening when there are responsibilities for younger children, with a poverty rate of 79.1% for single mothers raising children under 5. When interviewing Tawna Sanchez, the director of family services at the

Mt Hood Community College Head Start and Early Head Start 2021 Community Assessment Update

Native American Youth and Family Center, she stated a culturally specific classroom in the MHCC service area would be a great support to the Native American community.

(A) McKinney-Vento Homelessness

The McKinney-Vento homeless count from the state for preschool children for the 2020-2021 school year is not conclusive. This is due to two main factors, 1) Covid-19 has delayed data collection and reporting, 2) there was a change in how the data is reported, from reporting data to the school districts to reporting directly to the state. The 2019-2020 McKinney-Vento homeless count is as follows: Centennial 13; David Douglas 16; Gresham Barlow 18; Parkrose 0. Reynolds 45.

After interviewing the family services manager at MHCC, it was reported that during the 2019-2020 school year there were 162 out of 1358 children who were homeless, 12% of the children in the program. From October 2020 to January 2021, 125 out of 843 children were homeless, 15% of the children in the program.

Children in Foster care

After interviewing the data manager at MHCC, it was reported that during the 2019-2020 school year there were 90 children in foster care out of 1,535 children, or 5.9%. So far during the 2020-2021 school year, the program has served 50 foster children out of 884 children, or 5.7%

Children with Disabilities

According to Multnomah Early Childhood Programs (MECP), which administers disabilities services throughout the county, during the 2019-2020 school year 452 children were enrolled in Early Intervention (EI) and 915 children, were enrolled in Early

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Childhood Special Education (ECSE) from the MHCC Head Start service area. During the 2019-2020 school year, 85 EI and 256 ECSE were served by MHCC. In 2019-2020 12.5% of enrolled children with an identified disability were classified with a Developmental Delay, 7.5% were classified with a communication disorder and 1.2% were children with autism.

As of January 2021, 352 EI children, and 675 ECSE children have been served by MECP in the MHCC service area for the 2020-2021 program year. Of those numbers, 55 EI and 135 ECSE children are being served by MHCC. In 2020-2021 MHCC 71.6% of enrolled children with an identified disability were classified with a Developmental Delay, 21.3% were classified with a speech or language impairment, 4.7% were children with autism, .6% with health impairment, 1.2% with hearing impairment, .6% with visual impairment.

(ii) Education, Social Services, Health Needs of Families

During the 2020-2021 school year data was collected to assess family needs during Covid-19. Out of the 884 children enrolled in program to date, 24.3% of families identified a need for food, 21.6% of families were in need of housing and utility resources, 11% were seeking resources for employment. Families were also looking for health (5.8%) and mental health (5%) resources.

Affordable housing continues to be a barrier for the community. According to the U.S. Census Bureau, the average gross rent for residents in Multnomah County in 2019 is \$1,333 per month. That is a 24% increase since 2010, and a 9.52 increase over the last three years. According to the city's 2019 State of Housing in Portland, the outlook for

Mt Hood Community College Head Start and Early Head Start 2021 Community Assessment Update

rental affordability is even a bigger burden for extremely low, and low income; Black; Latinx; Native American; Pacific Islander, Senior, and single mother households.

An interview with the Policy Council revealed concerns about housing and homelessness.

The increasing cost of rent was a universal problem. The increased number of homeless people who are camping in their communities also troubled parents. Due to Covid-19 new data has not been released showing the current number of people and families who are homeless in our community during the 2019-2020 school year.

According to our 2020-2021 Parent Survey, transportation continues to be a need for some of our families. Families were asked if transportation was needed for their child to participate in MHCC programs. According to the survey, 28% families indicated they would need transportation to participate, and 72% indicated they did not require transportation to participate.

(iii) Typical work, school and training schedules of parents

Due to Covid-19 and subsequent lockdown and restrictions, the unemployment rate throughout the state and county increased. According to the State of Oregon's Employment Department, in May 2019 Multnomah County's unemployment rate was 3.1%. One year later, Multnomah unemployment rate increased by 12.2% to 15.3%. On March 27th, 2020 a new federal law was passed titled the CARES Act. According to state of Oregon Employment Department, it made it easier for people to get unemployment benefits. It also granted self-employed people access to benefits, provided an extra \$300/week in benefits, and would extend benefits for an additional 13 more weeks. The closing of childcare facilities across the state and Multnomah County also contributed to

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the increase in unemployment. On March 23, 2020, Gov. Kate Brown issued an order stating child care centers were required to abide by strict new health and safety guidelines in effort to stem the spread of Covid-19. According to an article titled “Pandemic Reveals Oregon’s Major Child Care Problem” by Oregon Public Broadcasting (OPB), some childcare centers had already closed before the health and safety guidelines were released. The article stated some centers tried to stay open, following the new emergency rules, but wound up closing anyway. “Within weeks, nearly half of Oregon’s child care centers closed, or 1,700 of the state's roughly 4,000 licensed providers. Some were worried about the demands of the emergency rules, but for virtually all, the financial implications of "stay home" orders and lost income from families were huge hurdles to overcome.”

Current Emergency Child Care Providers in Multnomah County as of January 2021:

Emergency Child Care Providers by License Type

Data Source: FCCO. This information is collected in a field called Regulation.

County	Registered Family Child Care	Certified Family Child Care	Licensed Child Care Center	Recorded Preschool Program	Regulated Subsidy	Unlicensed	ECC Providers
Multnomah	288	177	222	13	1	12	713

Current languages of child care providers as of January 2021:

Current Program Languages by County

Data Source: FCCO. This is the language that the provider prefers for communication.

County	Chinese	English	Russian	Spanish	Vietnamese	Other	Unknown	# of Programs
Multnomah	2	488	87	56	28	21	31	713

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Public school districts, universities, and community colleges throughout the state and county also closed in March of 2020, and as of February 2021, they remain closed. This also has had an impact on the unemployment rate for the community.

(iv) Other child development and child care programs

The Oregon Prekindergarten (OPK) program follows the Head Start Performance Standards. Preschool Promise, serve children ages three to five whose families can earn up to 200% of poverty. MHCC Head Start serves 20 Preschool Promise children in a culturally specific Burmese program in partnership with Immigrant & Refugee Community Organization (IRCO).

In response to Oregon's childcare desert for infant and toddler care, the state introduced a program called Baby Promise, which aims to serve low-income families and other priority populations, such as families experiencing homelessness. After interviewing the Baby Promise Coordinator for Multnomah County, the county has 69 Baby Promise slots for infants and toddlers.

(v) Community Resources

The community resources to address the needs of Head Start eligible children and families has increased significantly in response to Covid-19. According to a representative of Self Enhancement Incorporated (SEI), one of MHCC's community partners, they have seen an increase in the need for services, mainly around food insecurity. They have opened up multiple food pantries throughout the county and they have seen record numbers since COVID began. SEI also received additional requests for other services they provide such

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as housing and energy assistance. Increased resources for meals provided by the schools, access to Covid-19 testing, unemployment. After interviewing a representative from Snowcap, another MHCC community resource, they have also seen an increase for food resources. Snowcap also mentioned they have had to make some adjustments to how they provide services and resources to the community. Instead of families being able to shop in the pantry, they receive pre-packed food boxes instead and all food distribution occurs outside of the building.

(vi) Strengths of the community

An interview with the Policy Council revealed many strengths within our community. During Covid-19, families have greatly appreciated the resources the public school has offered families. Many of our families participated in the free meal the school districts have provided during the school closures. Families also identified the technology support provided by the school district as a strength. The technology allowed children to participate in Comprehensive Distance Learning. There has also been an increase in community resource agencies, MHCC and Multnomah County Community Resource and Referral providing needed food, clothing, diapers, wipes, formula, rent and/or utility resources to families and the community.

Trends and Implications

- **A culturally specific program for Native American families**
- **There is a continued need for transportation in some of our service area.**
Limited transportation will need to be offered to families.

Mt Hood Community College Head Start and Early Head Start 2021 Community Assessment Update

- **Food, rent and utility support continue to be high need of the community and our families, and has increased significantly during Covid-19.**



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1m

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

SUBJECT: CDFS PROGRAMS FIVE-YEAR GOALS AND UPDATES 2021-22

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals and updates 2021-2022**

Program Goal 1: Improve child and family success			
Objective	Strategies	Strategies	Strategies
<i>a. Expand the use of L.E.A.P. principles into one site each year.</i>	Utilizing the Inclusion Manager, two LEAP Teachers, LEAP Coach, and LEAP Mental Health Consultant to provide training and ongoing support for one site for each school year.	Work with MECP (LEA) to provide training and ongoing support to selected LEAP site.	
2019-20 progress report	In December 2019 Inclusion Manager resigned. The program redesigned this position into a HS & EHS Education/Inclusion Managers. COVID-19 interrupted these plans, this strategy is on hold until we are back in face-to-face classrooms. Having continued conversations with LEAP representative about future LEAP expansion.	Due to COVID-19 this strategy is on hold until we are back in face-to-face classrooms. We did enter into a new agreement with MECP to participate in County Inclusion Team meetings as part of partnership with the Early Childhood Technical Assistance Center.	
Objective	Strategies	Strategies	Strategies
<i>b. Implement the Creative Curriculum for EHS and HS classrooms to 90% fidelity.</i>	90% of Teachers using GOLD© assessment will have a current inter-rater reliability certificate no later than 10 working days prior to the second checkpoint after hire. 90% of Teachers using GOLD© assessment will maintain renewal of reliability certification, with no	Weekly curriculum plans will be reviewed, approved and documented each week 90% of the time to ensure all required components are completed.	Creative Curriculum fidelity checklists will be completed twice annually on 90% of all EHS, EHS CCP, and HS classrooms

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals and updates 2021-2022**

	more than 30 days lapse between expiration and renewal.		
2019-20 progress report	Due to COVID-19, inter-rater reliability certification was delayed until January 2021, to focus and place health and safety as a priority. As of January 2021, 96% of teachers in the program have achieved reliability.	In 2020-2021, most of the program shifted from completing lesson plans in Excel to lesson planning in <i>Gold online</i> . Three program models continue to upload individual program lesson plans to accommodate community partnerships. 80% were reviewed.	Due to COVID-19, 80% of our classroom that are staffed are virtual, and did not complete the Creative Curriculum fidelity checklist. Due to COVID-19, the 10 in-person E/HS classrooms, and 7 EHS CCP Emergency Child Care sites, focused on health and safety checklist and guidance.
Objective	Strategies	Strategies	Strategies
<i>c. Buffer the effects of trauma by building resilience and strengthening protective factors for staff, families, and children.</i>	Provide staff professional development opportunities in Adverse Childhood Experiences (ACES) and the effects of trauma throughout the year. Provide training for parents on building resiliency.	Review and implement changes to program's documentation, interventions and communication systems with a trauma informed lens.	Evaluate classrooms and sites with public offices from a trauma informed lens to ensure environments are welcoming and appropriate to the needs of the families and communities we serve.
2019-20 progress report	Due to COVID-19, we focused our training efforts on virtual service delivery to accommodate the need for high quality virtual services. Began meetings with trauma informed care specialist to more formally move towards becoming a trauma informed agency.	Due to COVID-19, we focused edits to our documentation system on virtual service delivery. We also strived to ensure we were collecting high quality data on the virtual service delivery models.	COVID-19 interrupted these plans, this strategy is on hold until we are back in face-to-face classrooms.

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals and updates 2021-2022**

Program Goal 2: Advance diversity, equity and inclusion			
Objective	Strategies	Strategies	Strategies
<i>a. Increase the number of staff by 1% each year who represent the ethnicity and languages of the community we serve.</i>	Strengthen the recruitment of diverse staff by hiring a consultant, developing a staff recruitment plan that includes community outreach and targeted marketing to broaden our recruitment efforts.	Develop and provide program opportunities and support for affinity groups for staff to connect with each other, make recommendations and help staff to feel safe and welcome in our program.	Research and develop a standard practice for assessing bi-lingual staff.
2019-20 progress report	COVID-19 interrupted these plans, this strategy is on hold until we are back in face-to-face classrooms. We increased by 3% the number of BIPOC staff hired this year. Increased by 2% the number of staff who speak a second language.	A White Affinity group started this last year and has continued to meet and partnered with MHCC's Director of Diversity, Equity and Inclusion.	A pilot was started in using a company (Alta) to help to standardize assessing bilingual staff. The pilot was successful.
	Seek new partnerships in EHS CCP FCC with programs owned/operated by members of BIPOC community in our service area.		
Objective	Strategies	Strategies	Strategies
<i>b. Ensure that our community of ESL families have access to home base services that meet their needs</i>	Assess the need for language specific home base services other than English and Spanish in our service area.	Identify current language specific home visiting services in our service area. Using this data assess whether there are gaps in specific languages that are needed.	Develop partnerships with culturally specific home visiting programs in our service area in order to decrease identified gaps.

Mt. Hood Community College Child Development and Family Support Programs
Five year goals and updates 2021-2022

Program Goal 2: Advance diversity, equity and inclusion			
Objective	Strategies	Strategies	Strategies
2019-20 progress report	In response to program and community assessment data, we hired an Arabic language specific Family Support Specialist.	We used our 2019-2020 community assessment to drive decision making regarding language specific home visiting services.	COVID-19 interrupted these plans, this strategy is on hold until we are back in face-to-face classrooms.

Program Goal 3: Strengthen community engagement			
Objective	Strategies	Strategies	Strategies
<i>a. By 2025, develop and strengthen community partnerships in each of the seven family outcomes of the PFCE Framework.</i>	Evaluate current partnerships/MOU by identifying which of the seven family outcomes they fall under in order to assess our gaps in areas of our community engagement.	Identify potential new partners in our community to fill in the above gaps.	Increase engagement of community members on our Family Services Advisory committee.
2019-20 progress report	Created a list of all community partners and aligned the agencies services into what PFCE area they supported. Reviewed and updated current points of contacts and assessed where we need to strengthen connections, and what is working with our current partnerships. MHCC Community Partners in 7 PFCE areas: 93 Community Partners in Family Well-Being	MHCC has partnered with community agencies during COVID-19 to offer virtual workshops in literacy, parenting groups, weatherization, STEM, etc.	Attended community partner meetings to help increase engagement and build strong partnerships within the community during COVID-19.

Mt. Hood Community College Child Development and Family Support Programs
Five year goals and updates 2021-2022

Program Goal 3: Strengthen community engagement			
Objective	Strategies	Strategies	Strategies
	41 Community Partners in positive Parent-Child Relationships 35 Community Partners in Families as Lifelong Educators 39 Community Partners in Families as learners 27 Community Partners in Family Engagement in Transitions 30 Community Partners in Family Connections to Peers and Community 18 Community Partners in Families as Advocates and Leaders		
<i>b. By 2025, strengthen connections with our local school districts to support kindergarten transitions.</i>	Reach out to district curriculum directors and engage them in our process of identifying new School Readiness Goals	Reach out and connect with P-3 Coordinators at each district to join our Education Advisory committee and to explore opportunities to increase efforts in supporting kindergarten transitions and other partnerships	Develop and coordinate Head Start Teachers to visit and observe in a kindergarten classroom and to have kindergarten teachers and or principals to visit Head Start classrooms
2019-20 progress report	School Readiness Goals were shared with local school districts in June of 2020. They indicated our goals aligned with their Kindergarten expectations.	Due to COVID-19, Education Advisory was put on hold to be able develop and launch new virtual education systems. Currently, we are reassessing community involvement in the committee in response to COVID. We recognize some partners may	COVID-19 interrupted these plans; this strategy is on hold until we all are back in face-to-face classrooms.

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals and updates 2021-2022**

Program Goal 3: Strengthen community engagement			
Objective	Strategies	Strategies	Strategies
		not be able to participate, and we would like to invite others to be involved.	

Program Goal 4: Increase excellence in operations			
Objective	Strategies	Strategies	Strategies
<i>a. Research, develop and implement a quality classroom substitute system.</i>	Connect with other Head Start programs to learn what systems they have in place.	Develop a substitute training and onboarding process.	
2019-20 progress report	COVID-19 interrupted these plans, this strategy is on hold until we are back in face-to-face classrooms.	During the 2020-2021 school year, a workgroup was established to look at redesigning onboarding of all staff, including substitutes. Each service area identified key trainings and knowledge that is required before staff can begin to work with children and families. They also identified needed ongoing trainings.	
Objective	Strategies	Strategies	Strategies
<i>b. Implement a new electronic time and effort (Nova Time) system throughout the whole program.</i>	Evaluate what technologies would best support full implementation and include in the budget.	Develop new onboarding processes to ensure Nova Time is ready and accessible for new employees on their first day.	Develop new procedures for implementation.

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals and updates 2021-2022**

Program Goal 4: Increase excellence in operations			
Objective	Strategies	Strategies	Strategies
2019-20 progress report	Prior to COVID-19 the electronic system was being piloted within the program and this process was started. Due to COVID this was placed on hold until we return to in person classrooms.	A new process was developed with onboarding to ensure that MHCC HR had the needed data to ensure that Nova Time is ready and accessible on the first day. This strategy is complete.	COVID-19 interrupted these plans, this strategy is on hold until we are back in face-to-face classrooms.
Objective	Strategies	Strategies	Strategies
<i>b. Implement a new electronic time and effort (Nova Time) system throughout the whole program.</i>	Provide staff and manager training on the new system.	Implement a 3 month dual paper and electronic time sheet as part of implementation process.	Develop payroll allocation system within Nova Time
2019-20 progress report	Training has been provided to all managers and staff included in the pilot. The use of this system was placed on hold due to COVID-19	Prior to COVID-19 the electronic system was being piloted within the program and this process was started. Due to COVID this was placed on hold until we return to in person classrooms.	COVID-19 interrupted these plans, this strategy is on hold until we are back in face-to-face classrooms.
Objective	Strategies	Strategies	Strategies
<i>c. Support CCP Partners in family engagement and implementing practices that promote policy council representation (new objective)</i>	Increase participation in Policy Council representation by holding monthly Parent Center committee meeting within each child care partner		



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1n

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

SUBJECT: CDFS PROGRAMS SCHOOL READINESS GOALS

MHCC Child Development and Family Support Programs

School Readiness Goals Birth-Five Years

ELOF DOMAIN	GOALS	TSGOLD OBJECTIVES	Looks Like	BARRIERS	STEPS TO ACHIEVE GOALS
<p>Language and Literacy</p>	<p><u>Language:</u> Children will acquire new words to increase their communication and conversational skills</p> <p><u>Literacy:</u> Children will experience and explore the world of books and reading</p>	<p>9. Uses language to express thoughts and needs a. Uses expanding expressive vocabulary</p> <p>10. Uses appropriate conversational and other communication skills a. Engages in conversation</p> <p>17. Demonstrates knowledge of print and its uses a. Uses and appreciates books</p> <p>18. Comprehends and responds to books and other texts a. Interacts during read-alouds and book conversations</p>	<p>9a-Vocalizes and gestures to communicate -Names familiar people, animals and objects -Describes and tells the use of many familiar items</p> <p>10a-Engages in simple back-and-forth exchanges with others -Initiates and attends to brief conversations -Engages in conversations of at least three exchanges</p> <p>17a-Shows interest in books -Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers -Knows some features of a book (e.g. title, author, illustrator, front and back covers); connects specific books to authors</p> <p>18a-Contributes particular language from the book at the appropriate time -Asks and answers questions about the text; refers to pictures</p>	<p>-English language learners of staff, families and children -Non-verbal children</p> <p>-Families access to books</p> <p>-Access to books in multiple languages</p>	<p>-Picture and written labels in the classroom -All education staff professional development on teacher/child interactions and conversations for birth-5yrs -Increased conversations with open-ended questions -Increased one on one and small group reading of books -Books accessible in 5 different learning areas in the classroom -Partnership with Every Child A Reader program with Multnomah County Library (providing books to rotate with families and books to keep at home in multiple languages) -Partnership with The Children's Book Bank (providing books to every child to keep at home in multiple languages)</p>

MHCC Child Development and Family Support Programs

School Readiness Goals Birth-Five Years

ELOF DOMAIN	GOALS	TSGOLD OBJECTIVES	Looks Like	BARRIERS	STEPS TO ACHIEVE GOALS
<p>Cognition and General Knowledge</p>	<p><u>Mathematics:</u> Children will have opportunities to utilize mathematical applications</p> <p><u>Science:</u> Children will explore, investigate, ask questions and engage in scientific discovery.</p>	<p>11. Demonstrates positive approaches to learning a. Attends and engages c. Solves problems 20. Uses number concepts and operations a. Counts 21. Explores and describes spatial relationships and shapes b. Understands shapes</p> <p>24. Uses scientific inquiry skills</p>	<p>11a-Pays attention to sights and sounds -Sustains interest in working on a task, especially when adults offer suggestions, questions and comments -Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>11c- Reacts to a problem; seeks to achieve a specific goal -Observes and imitates how other people solve problems; asks for a solution and uses it -Solves problems without having to try every possibility</p> <p>20a-Verbally counts (not always in the correct order) -Verbally counts to 10; counts up to 5 objects accurately using one number name for each object -Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> <p>21b-Matches two identical shapes -Identifies a few basic shapes (circle, square, triangle) -Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>	<p>-Education staff understanding of intentional environments and lesson planning</p> <p>-Access to live plants and/or animals for the classroom -Safe ways to incorporate plants, growing, animals, etc. in the EHS classrooms -Outdoor opportunities to explore and investigate -Education Staff will guide and encourage active participation of scientific investigations</p>	<p>-Professional development of imbedded curriculum -Professional development of intentional lesson planning -Resources and shared ideas sent to staff throughout the year</p> <p>-Access to grants for pets in the classroom (Pet Smart) -Resources to access plants for the classrooms -Ideas for staff to help promote science exploration outdoors -Harvest for Healthy Kids -Resources and shared ideas sent to staff throughout the year</p>

MHCC Child Development and Family Support Programs

School Readiness Goals Birth-Five Years

ELOF DOMAIN	GOALS	TSGOLD OBJECTIVES	Looks Like	BARRIERS	STEPS TO ACHIEVE GOALS
Social and Emotional Development	<p style="text-align: center;">Children will begin to demonstrate self-awareness, self-regulation and independence</p> <p style="text-align: center;">Children will establish and maintain positive relationships with peers and adults</p>	<p>1. Regulates own emotions and behaviors a. Manages feelings c. Takes care of own needs appropriately</p> <p>2. Establishes and sustains positive relationships a. Forms relationships with adults c. Interacts with peers</p>	<p>1a-Uses adult to support calm self -Comforts self by seeking out a special person -Is able to look at a situation differently or delay gratification</p> <p>1c-Indicates needs and wants; participates as adult attends to needs -Seeks to do things for self -Demonstrates confidence in meeting own needs</p> <p>2a-Demonstrates a secure attachment to one or more adults -Uses trusted adult as a secure base from which to explore the world -Manages separations without distress and engages with trusted adults</p> <p>2c-Plays near other children; uses similar materials or actions -uses successful strategies for entering groups -Initiates, joins in and sustains positive interactions with a small group of children</p>	<p>-Education staff understanding trauma informed care</p> <p>-Education staff understanding of children on IFSPs</p> <p>-Support in classrooms from Mental Health Consultants</p> <p>-Building relationships with children and families when attendance is inconsistent</p>	<p>-Program professional development of trauma informed care -Professional development of goal setting and individualization with IFSPs -Mental Health Consultants continuous support -Ongoing professional development of PBIS -Relationship based trainings and resources</p>

MHCC Child Development and Family Support Programs

School Readiness Goals Birth-Five Years

ELOF DOMAIN	GOALS	TSGOLD OBJECTIVES	Looks Like	BARRIERS	STEPS TO ACHIEVE GOALS
<p>Perceptual, Motor and Physical Development</p>	<p>Children will acquire and develop gross motor skills in multiple areas</p> <p>Children will demonstrate growth in their fine motor abilities</p>	<p>4. Demonstrates traveling skills 5. Demonstrates balancing skills</p> <p>7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands b. Uses writing and drawing tools</p>	<p>4-Moves to explore immediate environment -Experiments with different ways of moving -Moves purposefully from place to place with control</p> <p>5-Balances while exploring immediate environment -Experiments with different ways of balancing -Sustains balance during simple movement experiences</p> <p>7a-Reaches for, touches, and holds objects purposefully -Uses fingers and whole-arm movements to manipulate and explore objects -Uses refined wrist and finger movements</p> <p>7b-Grasps drawing and writing tools, jabbing at paper -Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks -Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end -Uses three-point finger grip and efficient hand placement when writing and drawing</p>	<p>-Access to playgrounds and other gross motor opportunities</p> <p>-Gross motor options when weather does not permit outdoor activities</p> <p>-Variety of fine motor tools in EHS classrooms</p> <p>-Consistent access to writing materials, scissors and other fine motor materials</p>	<p>-Inventory outdoor materials at each site and purchase basic equipment -Consider indoor environments at each site and provide basic equipment and/or learning activities that focus on gross motor skills -Provide resources to families about playgrounds, other indoor and outdoor options to increase gross motor opportunities</p> <p>-Research fine motor materials to build skills from Birth through 5 years. -Provide multiple choices for children to actively engage in fine motor activities</p>

MHCC Child Development and Family Support Programs

School Readiness Goals Birth-Five Years

ELOF DOMAIN	GOALS	TSGOLD OBJECTIVES	Looks Like	BARRIERS	STEPS TO ACHIEVE GOALS
Approaches to Learning	Children will demonstrate attentiveness cooperating in various interests with persistence	<p>3. Participates cooperatively and constructively in group situations</p> <p>a. Balances needs and rights of self and others</p> <p>11. Demonstrates positive approaches to learning</p> <p>a. Attends and engages</p> <p>b. Persists</p> <p>d. Shows curiosity and motivation</p>	<p>3a-Responds appropriately to others expressions of wants</p> <ul style="list-style-type: none"> -Takes Turns -Initiates the sharing of materials in the classroom and outdoors <p>11a-Pays attention to sights and sounds</p> <ul style="list-style-type: none"> -Sustains interest in working on a task, especially when adults offer suggestions, questions and comments -Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions <p>11b-Repeats actions to obtain similar results</p> <ul style="list-style-type: none"> -Practices an activity many times until successful -Plans and pursues a variety of appropriately challenging tasks <p>11d-Uses senses to explore the immediate environment</p> <ul style="list-style-type: none"> -Explores and investigates ways to make something happen -Shows eagerness to learn about a variety of topics and ideas 	<ul style="list-style-type: none"> -Children's confidence in working with peers -Difficulty problem solving -Offering engaging stimulation to younger infants and toddlers to promote attention and engagement 	<ul style="list-style-type: none"> -Ongoing professional development of PBIS -Developing and continuously supporting the classroom expectations -Focus on problem solving with children using problem solving cards, PBIS, etc. -Resources and materials geared toward Birth-3 in order to support classroom environments and daily activities



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: **4.1o**

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

SUBJECT: FEDERAL CONSOLIDATED GRANT OVERVIEW

Board overview – Office of Head Start Consolidated grant for 2021-22

Summary of grant consolidation

	10HP000086	10HP000235	10CH011601
Federal grant amount (set)	\$439,969	\$1,715,079	\$7,438,560
Total Consolidation amount	\$9,593,608		

2021-22 funding will be based on:

Grant Number	Operations	T&TA
10CH011601 (12 months)	7,340,115	98,445
10HP000235 (11 months)	1,537,781	34,375
10HP000086 (10 months)	358,901	7,740
Total	9,236,797	140,560
Total 2021-22 funds	\$9,377,357	

Service area East Multnomah County, including East Portland, Gresham, Troutdale, Fairview, Wood Village and Corbett

Total # federal slots proposed		Other funded slots	Total children
Head Start	298	605	903
Early Head Start	211	90	301
Due date	April 1, 2021		
Start Date	July 1, 2021		



Planned program and service modifications

1. Convert 20 Head Start home base slots to center base slots in the community
2. Facilities changes
 - a. Add one more classroom for the above children from home base
3. Add two children to contract with DDS at Earl Boyles
4. Add one more Certified Family Child Care home to serve 4 Infants and Toddlers
5. Change 2 part time food service aides to full time

Unique and/or innovative features of MHCC programs we plan to highlight

- ✚ Head Start on Engineering - National Science Foundation grant.
- ✚ Adopt two more LEAP classrooms - a comprehensive education program where small groups of children on the autism spectrum are taught alongside typically developing peers.
- ✚ School District partnerships – Early Boyles, DDS and Davis, Reynolds, Teen parent programs at DDS, GBS, and RS.
- ✚ Child Care Partners – Discovery Garden, Pixie Child Care, Gresham Kinder Care, Melody's Munchkins, Love Bugs, Little Friends, and Pixie Plus.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1p

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

SUBJECT: NON-FEDERAL SHARE WAIVER NARRATIVE 2020

Narrative for request for NFS waiver for 10HP000235 2020

The policy council and governing body members approved this NFS Waiver budget revision on 2/11/20 and 3/17/21 respectively. We are requesting a waiver for the full amount of our 2020 NFS, \$428,770.

Due to COVID-19 our community child care partners and local schools' districts have been closed since March 2020.

Submitted for 2020:

Non-Federal Share for EHSCCP	Donation	Amount
Dental 3 (D3)	Staff time and supplies to screen infants and toddlers twice per year.	\$2,900
Gresham Barlow School District	Teen parent program Coordinator salary and benefits	\$32,000
Reynolds School District	RLA Principal (\$11,747) and classified instructors (\$73,927)	\$85,674
David Douglas School District	Program Coordinator (\$13,470) Educational Assistants (\$51,600)	\$65,070
EHS Leadership Meetings	6 meetings at \$400	\$2,400
OPK Prenatal to Three grant	8 children in Family Child Care	\$216,000
Total NFS		\$428,770

The above services were not provided for our grant due to the COVID-19 shut down. The only budget revision is the waiver for the above amounts for services that were not provided.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1q

CONTACT PERSON: *Jennifer DeMent, Chief Operations Officer*

SUBJECT: APPROVE CHILD DEVELOPMENT AND FAMILY SUPPORT PROGRAMS EXECUTIVE DIRECTOR HIRE

The Federal Head Start Act, Section 642, requires that the Board of Education approve the program's executive director's hire.

I am delighted to recommend Dr. Josephine Kisa for your approval as the Executive Director for Mt. Hood Community College's Child Development and Family Support (CDFS) Programs. Dr. Kisa's four degrees focus on education and early childhood, culminating in a doctorate in educational leadership, position her well for this position from an academic standpoint. Furthermore, her twenty-five-year-long career in education, beginning as a head start teacher and site coordinator and most recently as the director of a public school district's childcare and preschool programs, demonstrates her commitment to early childhood education. Her understanding and commitment to diversity and equity will serve our program and families well.

Before opening this position for recruitment, several staff forums were held, asking what staff considered a perfect leader, what they thought the most important strategic priorities, and what qualities our next leader needed to lead and advance diversity, equity, and inclusion within our programs. Staff responses were matched throughout the applicant review and interview process.

Dr. Kisa was one of two top candidates forwarded as a finalist by the staff and community partners' hiring recommendation committee. As a finalist, Dr. Kisa participated in question and answer sessions with the Head Start Parent Policy Council Executive Committee and all CDFS staff. Nearly 80% of participants agreed that Dr. Kisa should be offered the position, and feedback very enthusiastically supported Dr. Kisa in leading our program.

Finally, Dr. Kisa is a former Head Start/Early Head Start parent. It is inspiring to see someone come full circle back to a Head Start program with a passion for continuing to make positive contributions to early childhood success.



The administration recommends that the board approve the hire of Dr. Josephine Kisa as the Executive Director for Mt. Hood Community College's Child Development and Family Support Programs.

Diane Noriega, Board Chair



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.2

CONTACT PERSON: *Jeanna Hunt, Full-Time Faculty Association President; Deans*

SUBJECT: FACULTY TENURE RECOMMENDATIONS

To: Board of Education

Date: January 29, 2021

From: Dr. Lisa Skari, President

Cc: **Tenure-Track Faculty:** Amanda Shelton, Amy Aldus, Blakesley Clapp, Danielle Davey, John Dryden, Petra LeBaron-Botts, Salomeh Moadab, Yoko Sato and Zachary Entenmann

Faculty Association President: Jeanna Hunt

Administrators: Dean Douglas Scribner, Interim Dean Eran Smith, Dean Kay Lopez, Dean Kim Hyatt, Dean Peter Szucs and Dean Sara Rivara

Re: Year 4 Tenure Recommendations

Pursuant to the tenure-track process at Mt. Hood Community College, it is an honor to provide the following list of faculty who have been recommended by the president for 4th year tenure:

Faculty	Discipline/Division
Amanda Shelton	Athletics / HPE
Amy Aldus	Surgical Technology / Health Professions
Blakesley Clapp	Video / Integrated Media
Danielle Davey	Band / Performing Arts
John Dryden	Mechatronics / Business
Petra LeBaron-Botts	Health & Physical Education / HPE
Salomeh Moadab	Literature and Composition / Humanities
Yoko Sato	Japanese / Humanities
Zachary Entenmann	Mathematics / Mathematics

Attached is the resume for each of the faculty. Please let me know if you have any questions or need additional information.

Thank you for your consideration.



Attachments:

Memos: Faculty Resumes

Amanda Shelton, MS LAT

EDUCATION

- Master of Science, Athletic Training | THE COLLEGE OF SAINT SCHOLASTICA, Duluth, MN** **May 2013**
Capstone Project: *Prosthetics in Sport – A Literature Review of Amputee Athletes*
- Bachelor of Science, Kinesiology | UNIVERSITY OF WISCONSIN – EAU CLAIRE, Eau Claire, WI** **December 2010**
Senior Research Project: *Comparison of Pedometer and Accelerometer Step Count and Energy Expenditure in an Aging Population*

CERTIFICATIONS

- American Red Cross - Basic Life Support and First Aid for Healthcare Providers Certified** *Expires: 01/2022*
- American Red Cross - Lay Responder Certified Instructor** *Expires: 07/2021*
- American Red Cross - Basic Life Support Certified Instructor** *Expires: 01/2023*
- Mental Health First Aid Certified** *Expires: 09/2021*
- BOC Athletic Training Certified (ATC)** *Board of Certification #: 200013117*
- Licensed Athletic Trainer** *Oregon Health Licensing Agency License #: 10161465*
- National Provider Identifier (NPI)** *NPI #: 1629556451*

WORK EXPERIENCE

HEALTH & PHYSICAL EDUCATION INSTRUCTOR/ATHLETIC TRAINER

MT. HOOD COMMUNITY COLLEGE, Gresham, OR **September 2017-present**

- Split appointment Instruction/Athletic Training
- Instruct variety of courses in the Health & Physical Education and Science Departments and provide medical coverage for all Mt. Hood Community College sports.
- Complete injury evaluations, movement analysis, implement injury management plans including manual therapy, modality therapy, and rehabilitation protocols.
- Facilitate student planning and academic development in role as department Academic Advisor for a diverse student population.
- Lead efforts toward development of policies and procedures to address health and safety concerns surrounding return to campus in COVID-19 pandemic.

CERTIFIED ATHLETIC TRAINER | Mt. Hood Community College **April 2014-September 2017**

ASSISTANT ATHLETIC TRAINER | Portland State University **August 2015-September 2017**

ADJUNCT FACULTY | Mt. Hood Community College **September 2014-June 2017**

CERTIFIED ATHLETIC TRAINING INTERN | Portland Thorns Football Club **June 2015-October 2015**

RESEARCH/GRANT EXPERIENCE

OER TAT GRANT RECIPIENT – 2021 | Creation of Open Educational Resources (OER) for HPE172 – Exercise Science

KAISER PERMANENTE/OEBB WORKPLACE WELLNESS SPACE GRANT – 2019

MASTER CAPSTONE PROJECT – 2012-2013 | Prosthetics in Sport – A Literature Review of Amputee Athletes

SENIOR RESEARCH PROJECT – 2010 | Comparison of Pedometer and Accelerometer Step Count and Energy Expenditure in an Aging Population

PROFESSIONAL ACTIVITIES

- Full Time Faculty Association | Elected Vice President & President of Faculty Senate** *Spring 2020 – present*
- Northwest Athletic Conference (NWAC) | Sports Medicine Advisory Committee Southern Region Rep.** *Spring 2020 – present*
- OHEPHPE Conference | Presenter/Discussion Facilitator** *February 2021*
- Teaching and Learning Center (TLC) | Presenter for various Wellness Initiatives** *2019-2021*
- Full Time Faculty Association | Department Representative/Senator** *2018-2020*
- NATA Annual Clinical Symposium | Attendee** *2018 | New Orleans, LA & 2019 | Las Vegas, NV*
- IAAF World Indoor Track and Field Championships | Medical Staff** *2015 | Portland, OR*
- US Paralympics Track & Field National Championship | Medical Staff** *2014 | San Antonio, TX*
- Essentia Hospital – Continuing Education | Guest Presenter** *2013 | Duluth, MN*
- Grandma’s Marathon | Medical Staff** *2012 | Duluth, MN*

AMY ALDUS

15107 NE 19th Circle Vancouver, WA 98684 · 760-213-1230

amyaldus4@gmail.com

EXPERIENCE

SEPTEMBER 2017 – CURRENT

PROGRAM DIRECTOR, MT. HOOD COMMUNITY COLLEGE

Director, Instructor, Advisor for Surgical Technology Program

Diligently provide instruction and advising to surgical technology students, while completing administrative duties to keep the program momentum going.

JANUARY 2014 – SEPTEMBER 2018

CST, PROVIDENCE PORTLAND MEDICAL CENTER

Certified Surgical Technologist for several specialties and complex surgical procedures

OCTOBER 2013 – DECEMBER 2013

CST, UNIVERSITY OF CALIFORNIA SAN DIEGO (UCSD) MEDICAL CENTER- L&D DEPARTMENT

Travel assignment as Certified Surgical Technologist in Labor & Delivery department.

SEPTEMBER 2012 – DECEMBER 2012

CST, UNIVERSITY OF MICHIGAN MEDICAL CENTER

Travel assignment as Certified Surgical Technologist in Main OR department.

JUNE 2000 – MARCH 2012

CST, PALOMAR POMERADO HEALTH MEDICAL CENTER

Position as Certified Surgical Technologist in Main OR department and outpatient Surgical unit.

EDUCATION

MAY 2011

AAS, PALOMAR COLLEGE

SEPTEMBER 1996

CERTIFICATION, MAINE MEDICAL CENTER- SURGICAL TECHNOLOGY PROGRAM

Blakesley Clapp

Blakesley.clapp@mhcc.edu/503-577-9338/clappblakesley@gmail.com

Teaching and Administrative Experience

Instructor/Program Director - Mt. Hood Community College - Fall 2017 to Present
Instructor - The Art Institute of Portland - Fall 2007 to Summer 2017
Instructor - Syracuse University - Fall 1997 to Spring 1999

Duties include the following:

- Create and refine video production curriculum with course work based on the pre-production, production and post-production phases of single camera digital video production.
- Advise students on developing professional skills in the operation and manipulation of industry standard software applications, video cameras, lighting and sound recording equipment.
- Evaluate the ability of students to perform according to assignment specifications utilizing industry standard techniques.
- Facilitate communications and interactions between students and companies in the local film and video industry.
- Advise individual students on class schedules and all program related decisions.
- Mentor students in the recognition of the importance and power of their personal stories in the creation of media.
- Foster a classroom environment of mutual respect and support at all times.
- Recruit advisory board members. Also, find and mentor adjunct faculty.
- Work with the Perkins Educational Foundation to apply for grants and administer dual credit classes with local high schools.
- Designed and taught students to implement the techniques of basic 16mm filmmaking in all phases of film production.

Film and Video Industry Experience

Travel Oregon: A series of instructional videos for use across hospitality industry. Videographer/Editor. Western Oregon. November 2016.

Tanzania Video Project: Series of educational & promotional videos. Editor. Sustainable Harvest. Portland OR. Fall, 2010.

Bridson Productions: Short film/ documentary. Editor & sound recordist. Portland, OR. Spring/Summer 2009.

Ingredients: Documentary film. Camera assistant. Optic Nerve Productions. Portland, OR. June & August 2008.

Little People Big World: Broadcast television series. Associate producer/camera utility. Gay Rosenthal Productions/The Learning Channel. Portland, OR. September 2006 - January 2007.

Mystery Science Theater 3000: The Movie: Feature film. Set decorator/on-set dresser. Deep 13/ Universal Pictures. Minneapolis, MN. Spring, 1995.

**Please note that these listings are examples rather than an all-inclusive list.*

Education

Syracuse University

Master of Fine Arts in Film. 1997- 2001

Grinnell College

Bachelor of Arts in Comparative Dramatic Literature. 1987- 1991

DANIELLE R. DAVEY

danielle.davey@mhcc.edu

EDUCATION

American Band College of Sam Houston State University Huntsville, TX (Ashland, OR)

Master of Music in Conducting, 2010

- Studied conducting with Col. Mike Bankhead, Col. Lowell Graham and Anthony Maiello
- Published Article in *Bandworld Magazine*, Volume 6, #2: “Middle School Jazz! Steps for Stylizing the Small Ensemble,” 2010
- Earned a full tuition grant from the James F. and Marion L. Miller Foundation for excellence in teaching

University of Oregon Eugene, OR

Bachelor of Music in Music Education, 2006 and Teaching Licensure Program, 2007

- Graduate Teaching Assistant for Dr. Timothy Paul. Assisted with Conducting Classes, Undergraduate Music Education courses, and Symphonic Band
- Studied conducting with Mr. Robert Ponto and clarinet with Dr. Wayne Bennett
- Recipient of the “Undergraduate Award in Woodwind Performance” by University of Oregon faculty, 2006

College Board Advanced Placement (AP) Tampa, FL

Certificate of Completion in AP Music Theory, 2015

- Developed curriculum in music theory and aural skills techniques to align with 100-level college courses

TEACHING POSITIONS

Mt. Hood Community College Gresham, OR

Director of Bands and Instructor of Music

September 2017 – present

Revitalize and maintain a thriving Symphonic Winds Program. Teach a full course load of classes, including but not limited to: Wind Ensemble, Chamber Ensembles, Aural Skills, Recital Hour, Music History, Music Theory, and Conducting.

Westview High School Portland, OR

Director of Bands and AP Music Theory

July 2015 – June 2017

Directed all bands including the ninth grade Concert Band, 10th-12th grade Symphonic Band, Wind Ensemble, Jazz Band, Competitive Marching Band, Pep Band, and Advanced Placement Music Theory.

Trinity Catholic Academy Brockton, MA

Band Director and Private Lessons Teacher

August 2013 – June 2015

Salem-Keizer School District Salem, OR

Director of Bands and Elementary Music

August 2012 – June 2013

Adrian School District Adrian, MN

Director of Bands and General Music

July 2009 – June 2012

Lebanon High School Lebanon, OR

Director of Bands and Music Theory

July 2007 – June 2009

RELATED EXPERIENCE

- Clarinetist and guest conductor with the Portland Wind Symphony
- Music Clinician at local area schools
- Guest Conductor at various high school and middle school honor bands around the Pacific Northwest
- Band Adjudicator at various high school and middle school festivals
- Assessment Faculty for the American Band College Master’s Degree Program
- Editor for the *Oregon Music Educators Journal*
- Regional Representative for the Oregon Band Directors Association
- Staff member at the East Winds Band Camp

QUALIFICATION SUMMARY

- 24 years of experience in automation, engineering and project management
- Attentive to detail, continually striving for excellence and professional improvement
- Degrees in Industrial Electronics, Engineering and Geology
- Licensed Professional Engineer
- Experience teaching engineering in class room, field and online settings
- Skilled at developing and maintaining productive working relationships with coworkers, management and the public
- Experience researching and implementing new technologies
- Honest, respectful and diplomatic with high expectations of myself and others

Work EXPERIENCE –

MHCC, Gresham, OR

Full Time Instructor- Engineering/Mechatronics Department 2016-Present

As the initial hire in the Mechatronics Department I have taught the complete range of courses within the Mechatronics program covering Pneumatics, Hydraulics, Mechanical Drive Systems, Electrical Controls, Programmable Logic Controllers, Robotics etc. I have also designed and constructed various industrial automation trainers and developed associated curriculum. I manage the department budget including several grants and donation sources of funds. I serve on the Curriculum Committee and facilitate the Mechatronics program Advisory Board.

US Forest Service, Vancouver, WA

Geotechnical Engineer / Geologist 2009-2016

Managed all aspects of Gifford Pinchot National Forest geotechnical engineering and geology programs. Investigated, designed and implemented engineering solutions to geo science issues within the agencies resource management mission. Provided local expertise and application of national agency engineering and geology policy across the forest.

Clear Creek Designs LLC, Washougal, WA

Owner-Manager 2002-2009

Formed and managed a design/build general contracting company performing various residential and light commercial new construction and remodeling services. Responsible for sales, contracts, scheduling, customer service, managing employees and subcontractors, budgeting, bookkeeping and all other aspects of business.

US Digital Inc, Vancouver, WA

Automation and Design Engineer 1999-2001

Designed, detailed, assembled, wired and programmed control systems, fixtures and machinery used to automate the production and assembly of mechanical and electrical assemblies. Used SolidWorks solid modeling software along with AutoCAD, Visual Basic, Visual FoxPro, PLC logic and Sony SRX robotics software to design and implement control systems suitable for existing or newly created hardware.

EDUCATION

Portland State University (Portland, OR)

2009 BSCE GPA 3.84, Magna cum laude

2014 M.Ct. Engineering Geology 4.0 GPA

Clark College (Vancouver, WA)

1998 AAS Electronics Technology with honors

PETRA D. LeBARON BOTTS, M.Ed.

EDUCATION

M.Ed. in Environmental Education, Western Washington University, Bellingham, WA (2016)

Certificates: Nonprofit Management and Northwest Naturalist

Award: Environmental Education Outstanding Graduate

B.A. in Political Science and Middle Eastern Studies, Indiana University, Bloomington, IN (2008)

WORK EXPERIENCE

Wilderness Leadership/Health & Physical Education Instructor Sept. 2017 – present

Mt. Hood Community College, Gresham, OR

- Instruct Health & PE courses as well as courses in the Wilderness Leadership and Experiential Education (WLEE) program.
- Lead weekend field sessions and extended backcountry trips.
- Developed new Certified Interpretive Guide course for students in the winter of 2020.

Master Senior Wilderness Therapy Guide, Open Sky Wilderness Therapy Aug. 2011 – Aug. 2016

Adjunct Adventure Education Instructor, Fort Lewis College Aug. – Oct. 2016

Snow Science Instructor, North Cascades Institute Jan. – Mar. 2016

School Programs Expansion Curriculum Assistant, North Cascades Institute Sept. 2015 – Mar. 2016

Youth Backpacking and Canoe Instructor, North Cascades Institute June – Sept. 2015

Middle School Field Science Instructor, North Cascades Institute Oct. 2014 – June 2015

Backpacking Instructor, National Outdoor Leadership School June 2011 – Sept. 2013

MHCC PROFESSIONAL ACTIVITIES

- Access & Diversity Council member Sept. 2020 – present
- Health & PE Faculty Senate representative Sept. 2019 – present
- Curriculum Committee member Sept. 2018 – present
- General Education Task Force member April 2017 – June 2019

VOLUNTEER ACTIVITIES

Education Committee, Mazamas Mountaineering Club 2010-2011 & Dec. 2020 – present

Mountaineering Assistant Instructor, Mazamas Mountaineering Club 2010-2012 & 2018-present

Youth Outdoor Adventure Adviser, Explorers Post 58 Oct. 2019 - present

First Aid & Education Committees, Mazamas Mountaineering Club 2010 – 2011

TRAINING and CERTIFICATIONS

Certified Interpretive Trainer December 2019

Mental Health First Aid September 2019

Wilderness First Responder April 2018

Climbing Wall Instructor December 2017

American Red Cross First Aid, CPR, and AED Instructor August 2019

Avalanche I January 2018

SALOMEH MOADAB

Salomeh.Moadab@mhcc.edu

EDUCATION

Portland State University, Portland, OR

M.A. in English

2006

Areas of Concentration: Victorian Literature, Transnational Literature, and Literary Theory
4.0 GPA

University of Oregon, Eugene, OR

B.A. in English

2004

Dean's List

TEACHING EXPERIENCE

Mt. Hood Community College, Gresham, OR

2017-present

Instructor, Composition and Literature

- Tuition Waiver Committee, 2017-present
- Access and Diversity Council, 2018-present
- WR 121 Committee, 2018
- Full-time Faculty Hiring Committee, 2018
- Assessment Projects for the English department, 2019 and 2020
- DEI Hiring Committee, 2019
- Completed the Faculty Academy program and built online courses; adopt strategies that serve a range of learning styles; and develop lessons that promote a global education and create an inclusive learning environment.

Portland Community College, Portland, OR

2006-2017

Instructor, Composition and Literature

- Creator of ENG 246, "Transnational Literature," in 2009
- WR 122 Subcommittee for Program Review, 2010
- Full-time Faculty Hiring Committee, 2010
- Internationalization Steering Committee, 2010-2015
- Coordinator for the WR 115 Project at Cascade Campus, 2012-2013
- Composition/Literature Assessment Committee, 2013-2015
- Design and teach WR 115, WR 121, WR 122, ENG 104 (Introduction to Fiction), ENG 105 (Introduction to Drama), ENG 246 (Transnational Literature), and ENG 258 (African American Literature).

CONFERENCES AND WORKSHOPS

"Learning 'Cultural Agility': Notes from Summer Institute for Intercultural Communication"

2014

Presenter at Portland Community College's Teaching Learning Center

"Teaching Transparently: using transparent pedagogies to create culturally self-aware curriculums of empowerment"

2013

Co-presenter at Washington State University's International Globalization, Diversity and Education conference

"What is Transparent Teaching?"

2013

Co-presenter at Portland Community College's Teaching Learning Center

***This resume has been condensed for the board packet. Additional work experience and professional development are available upon request.**

YOKO SATO

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503-432-6133

yoko.sato@mhcc.edu
<https://www.mhcc.edu/YokoSatoJapanese/>

PROFESSIONAL PROFILE

Created OER, led study abroad programs, and highly interactive and effective teaching style

EDUCATION

M. Ed. TESOL @ Oklahoma City University, Oklahoma City, OK	1992
Correspondence Practical Course for Teaching Japanese, Alc Co., Tokyo, Japan	1994
B. Ed. English Education @ Kobe University, Hyogo, Japan	1991

TEACHING EXPERIENCE

Mt. Hood Community College – Fulltime Japanese language Instructor	2017-Present
Mt. Hood Community College – Part-time Japanese language Instructor	2001-2017
Clark College – Temporary Fulltime Japanese language Instructor	2017
Clark College – Part-time Japanese language Instructor	2010-2016
Oklahoma City University – Fulltime Japanese language Instructor	1993-2000

CULTURAL EXCHANGE PROGRAMS

MHCC-Sapporo Gakuin University in Hokkaido, Japan	
Remote Summer Cultural Exchange	2020
MHCC-SGU general educational exchange agreement signed	2019
MHCC@Ryukoku Summer Cultural Exchange Program in Kyoto, Japan	2005-2018
Ryukoku@MHCC Winter Cultural Exchange Program @ MHCC	2007-2018
MHCC-Ryukoku agreement signed	2009

AWARDS/GRANTS

Distinguished Teaching Award, Mt. Hood Community College	2020
TAT Grant for OER, Mt. Hood Community College	2020
TAT Grant for OER, Mt. Hood Community College	2019
TAT Grant for OER, Mt. Hood Community College	2018
Part-Time Faculty Award for Excellence in Teaching, MHCC	2011

PROFESSIONAL AFFILIATIONS

Association of Teachers of Japanese in Oregon (ATJO)	2010-Present
American Association of Teachers of Japanese (AATJ)	2010-Present
Confederation in Oregon for Language Teaching (COFLT)	2015-Present
American Council on the Teaching of Foreign Languages (ACTFL)	2020-Present

COMMITTEES AND CLUBS

Access and Diversity Council	2018-Present
Online Learning Advisory Committee	2018-Present
Study Abroad Committee at Mt. Hood Community College	2005-Present
MHCC Japanese Culture Club Advisor	2009-Present
Sakura Festival Committee @ Clark College	2017

PRESENTATIONS

OER Webinar	2019, 2020
COFLT Fall Conference	2019
This Is My Class @ TLC	2018

RELATED ACTIVITIES AND COMMUNITY INVOLVEMENT

Advisory member for Gresham-Ebetsu Sister City Association
Leading Roodoku tea-time, a read aloud in Japanese group helping non-native Japanese language instructors
Just started the chapter of Alpha Mu Gamma, (National Language Honor Society) at MHCC

Zachary Entenmann

503-804-5783 - zach.entenmann@gmail.com - <https://www.linkedin.com/in/zachary-entenmann/>

Summary

Community college mathematics instructor with experience in teaching at all levels provided by the college, including pre-college level, calculus, and statistics. Graduate with an MS in Statistics with experience performing various statistical analysis, developing and implementing machine learning algorithms in both supervised and unsupervised learning environments. Able to effectively communicate complicated, technical subjects. Committed to creating an inclusive, respectful, and safe learning environment for students. Focused not only on mathematics, but also helping students succeed in all areas of their college experience. Excited for the opportunity to work for a caring and innovative institution which serves a diverse student population.

Skills & Education

MS Statistics, Portland State University, 2017

- GPA - 3.95/4.00

BS Mathematics, Portland State University, 2014

- Latin Honors: Summa Cum Laude, GPA - 3.91/4.00

Experience

Instructor, Mt. Hood Community College

Gresham, OR - 2017 - Current

- Primary instructor for classes from pre-algebra developmental math instruction through calculus, differential equations, and statistics: MTH 20, MTH 60, MTH 58, MTH 65, MTH 95, MTH 98, MTH 111, MTH 251, MTH 243, MTH 244, & MTH 256
- Developed original materials and modified existing materials for classes
- Co-taught MTH 58 with fellow instructors
- Adapted to remote instruction by developing and co-developing new materials, activities, and procedures to ensure high-quality instruction and community-building between students

Instructor, Portland State University

Portland, OR – 2015 - 2017

- Instructed a range of classes: College Algebra, Calculus 1 and 2, and Intro to Probability and Statistics.
- Developed all course materials, lectures, quizzes, exams.

Math and Science Learning Specialist, Mt. Hood Community College

Gresham, OR – 2014 - 2015

- Provided hour-long sessions with students to go over learning strategies, test-taking skills, organization, time management, and other academic skills.
- Maintained awareness of student progress in classes and/or programs; maintained records of student tutoring progress and content of sessions; communicated regularly with content area faculty and about student progress.
- Referred students with non-academic support needs to other campus resources.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.3

CONTACT PERSON: *Josh Stratman, Chair, Faculty Resource Development Board (FRDB)*

SUBJECT: FACULTY SABBATICAL REQUESTS 2021 – 2022

RECOMMENDATION:

The President recommends the Board approve the 2021-22 Sabbatical Requests as presented.

Background and Justification:

All sabbatical requests were evaluated by the Faculty Resource Development Board (FRDB). Based upon the criteria established in Article 14 of the Collective Bargaining Agreement with the Mt. Hood Community College Full-Time Faculty Association the FRDB recommends the sabbatical requests be approved as presented.

Members of the FRDB are: Josh Stratman (Chair), Kenny Burns, Paul Wild, Judit Szentirmay, John Hamblin, Al McQuarters, and Dawn Forrester.

Alternatives:

N/A

Financial Analysis:

The sabbatical requests are within the funded amount as required by Article 14 of the Collective Bargaining Agreement with the Mt. Hood Community College Full-Time Faculty Association. The costs for a sabbatical are the replacement costs associated with hiring a part-time faculty member to cover the classes not taught by the faculty member for the sabbatical period. Faculty on a two term sabbatical receive 75% of their salary, faculty on a three term sabbatical receive 60% of their salary which offsets the costs associated with the replacement part-time faculty.

Communications:

Sabbatical leaves are granted only for the following purposes:

1. To learn new methodologies related to the faculty member's instructional area, program, or discipline,



2. To engage in planned travel directly related to improvement of instructional abilities in the faculty member's area, program, or discipline,
3. To undertake a specific creative, research, or other project related to the faculty member's area, program, or discipline,
4. To prepare a new course for the College, and/or
5. To enroll in studies or training programs and/or to complete the requirements for a degree or certificate.

Evaluation of a Sabbatical Application is undertaken by the Faculty Resource Development Board consisting of seven members (four faculty and three administrators). Proposals are evaluated according to their worth to the College based on the following criteria:

1. Date of last sabbatical
2. Time of service
3. Evidence of support from the dean
4. Ability of the applicants to achieve the goals of the project or plan based on past experience and academic background
5. Need for additional knowledge in the applicant's subject area
6. Value of the project or plan in relationship to professional responsibilities

Upon return to the College from a sabbatical leave, a faculty member submits a written report summarizing the work completed during the professional leave and how that work applied to the faculty member's College assignment(s). Copies of the report will be sent to the faculty member's department, supervising dean, FRDB, Vice President of Instruction, Faculty Association President, and College President within one term of the return from the sabbatical.

An announcement to all full-time faculty will be made after approval of the Board.

Approvals:

College President: _____
Dr. Lisa Skari

Board Chair _____
Diane Noriega

DATE: March 17, 2021
TO: Dr. Lisa Skari
FROM: Josh Stratman, FRDB Chair
SUBJECT: 2021-22 FRDB Sabbatical Requests for Approval

The following individuals have applied for sabbaticals during the 2021-22 academic year. It is recommended by the FRDB committee, based upon criteria established in Article 14 of the Collective Bargaining Agreement with the Mt. Hood Community College Full-Time Faculty Association, that the following requests be approved:

Name and Division	Terms	Sabbatical Goals
Kevin Lambert Integrated Media, Performing Arts, and Visual Arts	W 2022 S 2022	I would like to take my sabbatical as an opportunity to briefly shift my focus away from conducting choirs and toward contributing new choral music. I hope to compose 1-3 original choral compositions, arrange 1-3 pre-existing songs for choir, and revamp my other music arrangements (including the national anthem we perform at commencement ceremonies) all for future publication. With live performances somewhat sidelined, and our traditional recruiting and networking practices on hold, I see this as the best way I can help put MHCC Music’s name back on the map while music programs around the region are preparing to rebuild.
Amy Widger Adult Basic Skills	F 2021	My sabbatical will focus on what good has come from this sudden push to online instruction. The pandemic has revealed the glaring reality of “the digital divide” and its impact upon marginalized populations. I will explore how as instructors, and as a college, we can leverage technology and online learning to empower and better meet the needs of our culturally and linguistically diverse students in particular. I will reflect upon what has worked well since being forced to offer instruction online and will explore best practices for online language instruction and services to support immigrants, refugees, and international students in an online format and in the college community.

Name and Division	Terms	Sabbatical Goals
Jessica Wittman Mathematics and Science	F 2021 W 2022	<p>The goal of this sabbatical is to create an OER textbook for GS105B – Chemistry of Food and Cooking. Non-science majors with limited math or science background are the target audience. These students will benefit from a textbook designed specifically for them, which connects chemistry learning outcomes to real world applications. To accommodate a variety of learning styles, the textbook will include embedded videos, interactive simulations, and recipes to try at home. This further supports the goals of GS105B: providing all students with an accessible and fun introduction to chemistry which empowers them to apply science in their everyday life.</p>
Jessica Scott Humanities and Social Science	F 2021 (7.5 ILC) W 2022 (7.5 ILC)	<p>My goal for sabbatical is to develop a free 10-week drop-in Psychology Lab for current MHCC students enrolled in our PSY201 course. This lab will give students not only the opportunity to immerse themselves in the material by conducting experiments, but it will give them an opportunity to demonstrate what is being taught in the classroom. In this lab we will encourage students to use critical thinking skills and the scientific method to test their own theories, developing research hypotheses, and dive deeper into course concepts.</p>
Peter Cunningham Humanities and Social Science	W 2022	<p>I am proposing a sabbatical for Winter 2022 term to develop and create a new course at MHCC: Seminar in International Trade.</p> <p>Students in the economics program have expressed interest in taking a more in-depth course in international trade after completing the Introduction to Economics, Microeconomics and Macroeconomics courses. So much attention in the front-page media is focused on the US China Trade War, Brexit, the USMCA, the European trade war, Greece, Venezuela, and Argentina. Students would benefit from a more in-depth course on these topics to prepare them for their Bachelor studies.</p>

Name and Division	Terms	Sabbatical Goals
Alexandra Tripp Nursing	F 2021	<p data-bbox="760 134 1458 365">Incivility (lateral violence) is a large problem that has become acceptable and quite common. It affects individuals across many disciplines and workplaces. Incivility leads to burnout, compassion fatigue, financial costs to individuals and institutions, as well as many physical and emotional ailments.</p> <p data-bbox="760 407 1458 596">It is my hope to continue my Master's and Doctoral work for my sabbatical time in order to create a faculty in-service (and eventually) learning module for students to help educate as well as offer methods to mitigate incidences of incivility.</p> <p data-bbox="760 638 1458 751">This education could help with student/faculty attrition, satisfaction, and overall health and wellbeing.</p>
Dawn Forrester Human Development	F 2021 W 2022	<p data-bbox="760 758 1458 1178">Over my two-term sabbatical I will be completing a post-graduate Positive Psychology Health and Wellness Coaching Certification (applied positive psychology), and a professional certification in The Science of Happiness at Work. When I return, I will be ready to directly apply both certifications towards my work with groups and individual students. Also, I will be creating an outline for a <i>Science of Happiness at Work</i> course that meets the AAS Human Relations requirements, with plans to present to Curriculum Committee.</p>
Edward de Val Humanities, Mathematics, Social Science	F 2021 S2022	<p data-bbox="760 1184 1458 1768">During my professional leave, I will complete a comprehensive revision of my WR90, WR91, and WR115 packets so that I can offer these improved and expanded low-cost materials to colleagues teaching these courses while promoting more effective and scaffolded course alignment and curricular consistency within the department. Over the past decade, the original WR90 packet have been frequently used by both full-time and adjunct MHCC writing instructors. Having dedicated time to revise and expand each packet, I can confidently offer these materials to my colleagues who appreciate these MHCC tailored instructional alternatives. These packets also facilitate valuable pedagogical conversations among faculty.</p>