



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 16, 2022, with an Executive (Closed) Session at 6:15 pm and a Regular Board Meeting at 6:30 pm, both held via Zoom.

Join Regular Board Meeting: Click URL to join Zoom

<https://mhcc.zoom.us/j/92723820040?pwd=Z0NWOWlwM0FiRnBsL3Z4dS8xUkR1UT09>

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

Webinar ID: 927 2382 0040

Passcode: 744332

***UPDATED* AGENDA SESSION 1058**

- | | | | |
|----------------|------------|--|------------|
| 6:15 pm | 1.0 | CONVENE EXECUTIVE (CLOSED) SESSION
<i>The board will convene an executive (closed) session in accordance with ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.</i> | |
| | 2.0 | ADJOURN EXECUTIVE SESSION | |
| 6:30 pm | 3.0 | CONVENE REGULAR BOARD MEETING / CALL TO ORDER / DECLARATION OF A QUORUM | |
| | 3.1 | Approval of Agenda
<i>Note: The start time for agenda items is estimated and may vary.</i> | |
| 6:35 pm | 4.0 | PUBLIC INPUT
<i>Persons wishing to provide public comment can sign up by using the "Hand Raise" feature available at the bottom right corner of the Zoom screen by clicking on the three horizontal dots labeled "More". If you join by phone, please press *9 to raise your hand. Please clearly state your full name, address, and organizational affiliation, if any, for the public record. Please limit comments to 3 minutes per speaker. Persons who wish to provide written comments can submit by email to Laurie.Popp@mhcc.edu no later than one calendar day prior to the meeting to be included in the official record for this meeting.</i> | |
| 7:05 pm | 5.0 | REPORTS (10 min report & 5 min Q & A) | |
| | 5.1 | Correspondence | Lisa Skari |
| 7:15 pm | 6.0 | BUSINESS / ACTION | |
| | 6.1 | Consent Agenda: Approvals & Information | |



- a) Minutes – Board Work Session 1053, February 2, 2022
- b) Minutes – Regular Board Session 1054, February 16, 2022
- c) Monthly Personnel Report
- d) Monthly Financial Report
- e) Monthly Head Start Report
- f) COVID-19 Activity Report
- g) Acceptance/Expenditure of Projects Funded in Whole or Partially by Non-District Funds
- h) Approval to Utilize Goods and/or Services Contracts in Excess of \$150,000
- i) Head Start Continuation Grant Application
- j) Head Start Community Assessment

- | | | |
|-----|---|---|
| 6.2 | Faculty Tenure Recommendations | Kristin Lima
Megan Dugan
Conrad Woolsey
Sara Rivara
Laura Nash
Peter Szucs |
| 6.3 | Faculty Sabbatical Requests 2022 – 2023 | Josh Stratman |
| 6.4 | Consideration of Tuition Adjustment and Fee Schedule for 2022-2023 | Jennifer DeMent |
| 6.5 | Oregon School Employee Association (OSEA) Contract Ratification | Heidi Dempster-Johnson/Ross Hume |
| 6.6 | Part-Time Faculty & Tutor Association (PFTA) Contract Ratification | Ross Hume |
| 6.7 | Classified Employee Association (CEA) Contract Extension Ratification | Amy Yoder/
Ross Hume |
| 6.8 | Board Policy Review and Approval | Annette Mattson |
| | a) Second Reading/Approval – Chapter 4 – Academic Affairs (excluding BP 4100) | |
| | b) Second Reading/Approval – Chapter 5 – Student Services | |

8:30 pm **7.0** **BOARD MEMBER & COMMITTEE/LIAISON REPORTS** *(3 min each)*

8:45 pm **8.0** **CLOSING REPORTS**

- 8.1 ASG Representative
- 8.2 Advisory Representatives
 - Full-Time Faculty
 - Classified Employee Association
 - Part-Time Faculty & Tutors
- 8.3 Executive Leadership *(3 min each)*
 - Student Development



- Instruction
- Administrative Services
- College Advancement

8.4 President's Report

9:15 pm 9.0 ADJOURNMENT

The next regular board meeting is scheduled for April 20, 2022.

**The board agenda was updated to remove Item 6.1j,
Head Start Self-Assessment, from the consent agenda.*

NOTE: The executive session will be a closed meeting and no board action will be taken during the meeting. For news media interested in attending, please email Laurie.Popp@mhcc.edu.

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 16, 2022

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

FROM: Lisa Skari, EdD
 President

SUBJECT: Board Letter for March 2022

Our meeting this year coincides with the 2nd anniversary of our sudden move to remote learning and working. It is hard to believe it has been two years since the pandemic infiltrated our lives, and the personal loss we have endured during this time. Our faculty and staff continue to demonstrate their agility and creativity in serving students, in many ways that will become part of our operations into the future. The lifting of the mask mandates has us all hopeful that the worst of COVID-19 is behind us.

Winter term we found ourselves in planning mode for the coming academic year, from unit plans to budgets. All departments have submitted their plans and budget requests, and now we must work through the process of prioritizing requests that have the greatest impact on meeting the needs of our students, our campus, and community.

With the legislative session ending, we also know what to expect in new funding. We were pleased that Future Ready Oregon passed, with dedicated funding for Career Pathways and Credit for Prior Learning. The bill will also create competitive grant opportunities with criteria to be forthcoming. Unfortunately, we were not successful with the funding to support our cybersecurity operations, and the joint resolution to eliminate the match requirement for capital died before getting to a vote. The Student Success for Underrepresented Students in Higher Education taskforce, from HB 2905, is continuing its listening tours this spring, with a tentative event the end of March in Multnomah County. Mt. Hood Community College (MHCC) is being considered as a host site for this event.

Last month, I attended The Chronicle of Higher Education webinar *The Demographic Cliff: Surviving Enrollment Challenges*. The panel discussed the state of higher education enrollment overall and this year's decline of 9.2 percent. There is a disparity in the loss, with high endowment, selective institutions seeing growth, and community colleges seeing significant declines. A new concern nationally is the significant drop in Free Application for Federal Student Aid (FAFSA) applications across all sectors. In the past, the conversation used to be about enrollment growth, and I was struck by how the focus now is on enrollment stabilization, with institutions across the board working to keep what they have. Key strategies discussed that relate to MHCC included increasing retention, relevant and desirable offerings (programs and services), and a laser focus on our target market(s) and what they need. The college's current work around Strategic Enrollment Planning is right in line with these strategies.

Annual goal update

COVID response

Since the February announcement from the Oregon Health Authority that the state would be lifting the mask mandate by March 31, the Reopening Advisory Committee (RAC) has discussed how best to proceed. At the February 24 meeting, the committee identified pros and cons of continuing to require masks, discussed the science/health metrics that we align with, and who we are supporting and not supporting with this decision. The RAC recommended a survey of employees and students, which was administered the first week of March. We shared the survey results with the RAC, which indicate equally divided employee preference, with students leaning towards not requiring masks. The RAC will provide recommendations for consideration, including suggestions for messaging, to President's Cabinet, who will complete the equity lens tool and make a recommendation.

Strategic planning

The process is running a bit behind schedule due to college workloads and the addition of home language input. We continue to feel the slowdown was important in collecting feedback from our community. We are currently awaiting completion of the Environmental Scan, which will serve as the foundation for the workgroups in the next phase of the process. The workgroups will organize around the five buckets of focus – teaching and learning, services and programs, operations, infrastructure, community – and develop key objectives to focus the work of the college for the next five years.

Accreditation

The Northwest Commission on Colleges and Universities (NWCCU) took action concerning Mt. Hood Community College's Fall 2021 Ad Hoc Report with Visit. The focus of the visit was an outstanding recommendation on student learning outcome assessment. NWCCU concluded that MHCC is substantially in compliance with the recommendation and remains in need of improvement. The recognition of the progress has resulted in the revision of the recommendation. The initial recommendation called for the development of a system to assess and document learning outcomes. Based on the progress made, the revised recommendation asks the college to continue gathering assessment data and documenting completed improvement. No additional report to NWCCU is needed for this recommendation. However, our continuous improvement in program and core outcomes assessment will be one of the essential keys to a successful NWCCU visit in Fall 2023.

Diverse workforce

The information session on mapping the hiring process continue, collecting perceptions and documents related to MHCC's hiring practices. In addition, a survey has been designed and administered to collect input from Part-Time Faculty Association members and CEA members. The February Management/Confidential Monthly Meeting was devoted to the review of the current state of hiring practices, with input collected from 50 Management/Confidential employees.

In closing, this month we will celebrate our newly tenured faculty and the completion of another successful term. As we look ahead to spring break, may we find space to pause, reflect, and celebrate all that we accomplished this term and so far this year, and find hope in the possible end to the pandemic devastation. I look forward to this last lap of this academic year, and the future that awaits us.

Community/Educational Presentations and Selected Outreach Activities

- Feb 1 Oregon Community College Association (OCCA)/Oregon Presidents' Council (OPC) COVID meeting*
- Feb 1 Portland Business Alliance 2022 Political Landscape presentation*
- Feb 1 OCCA National Legislative Summit pre-planning meeting*
- Feb 1 OCCA Legislative meeting*
- Feb 2 Meeting with Senator Jama*
- Feb 2 Meeting with Director McKeel*
- Feb 2 Meeting with Morgan Cowling, OCCA Executive Director*
- Feb 2 MHCC Board of Education work session*
- Feb 3 MHCC Foundation Finance Committee meeting*
- Feb 3 OPC February meeting*
- Feb 3 Meeting with Representative Williams*
- Feb 4 OCCA Board meeting*
- Feb 4 Meeting with Senator Gorsek*
- Feb 6-9 Association of Community College Trustees (ACCT) National Legislative Summit (Washington DC)*
- Feb 10 Higher Education Coordinating Commission regular meeting*
- Feb 10 Meeting with Representative Valderrama*
- Feb 11 Meeting with Representative Hudson*
- Feb 14 Meeting with Directors Mattson and Speer*
- Feb 14 Meeting with Dr. Percy, President, Portland State University, and Dr. Cook, President, Clackamas Community College*
- Feb 15 OCCA/OPC COVID meeting*
- Feb 15 MHCC's Celebrate African American/Black History: Practicing Empathy, Building Resiliency and Healing event*

Community/Educational Presentations and Selected Outreach Activities (continued)

- Feb 15 OCCA Legislative meeting*
- Feb 16 East Portland Chamber of Commerce meeting*
- Feb 16 American Association of Community Colleges (AACC) Competencies for Community College Leaders review*
- Feb 16 MHCC Board of Education meeting*
- Feb 17 Partners in Diversity CEO Cohort session*
- Feb 17 Chronicle of Higher Education Webinar: The Demographic Cliff: Surviving Enrollment Challenges*
- Feb 17 Meeting with Director Noriega*
- Feb 18 Meeting with Representative Ruiz*
- Feb 21 Rotary Club of Gresham Board meeting*
- Feb 22 Meeting with Dr. Schill, President, University of Oregon, with Dr. McQuarters*
- Feb 22 Campus event, Black History Month-Reconstruction: America After the Civil War*
- Feb 22 Presentation to the Troutdale City Council, with Director Mattson*
- Feb 23 MHCC Foundation Board meeting*
- Feb 23 Meeting with Kirsten Wageman, Executive Director, SNO-Cap*
- Feb 23 MHCC Board of Education Student Town Hall*
- Feb 24 Meeting with Director Teune*
- Feb 24 Meeting with Director Lewis*
- Feb 24 All Hands Raised Party with a Purpose fundraiser*
- Feb 25 Meeting with Dr. Diaz, Superintendent, Reynolds School District, and Dr. Cook, President Emeritus, Warner Pacific University*
- Feb 28 Greater Portland Inc. (GPI) Higher Education Committee meeting*
- Feb 28 Presentation to the Gresham chapter of the America Association of University Women (AAUW)*

Select Media Mentions

Chasing semiconductor jobs, Oregon's top politicians will lead task force to revive state's chip industry

<https://www.oregonlive.com/silicon-forest/2022/02/chasing-semiconductor-jobs-oregons-top-politicos-will-lead-task-force-to-revive-states-chip-industry.html>

Gresham Soroptimists make women's dreams come true

<https://pamplinmedia.com/go/42-news/537259-430224-gresham-soroptimists-make-womens-dreams-come-true>

Lane Community College, University of Oregon receive grants for student veteran services (MHCC mentioned)

<https://www.registerguard.com/story/news/2022/02/28/oregon-colleges-receive-grants-student-veterans-lane-community-college-university/64926687007/>



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.1a

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

SUBJECT: APPROVAL OF MINUTES – February 2, 2022

Session 1053

A meeting of the Mt. Hood Community College District Board of Education was held on February 2, 2022 with a Board Work Session at 6:00 pm, held via Zoom.

1.0 CALL TO ORDER

Members present: Annette Mattson, board chair, Andrew Speer, board vice chair, Diane Noriega, LaVerne Lewis, Diane McKeel, Marie Teune

Additional Attendees: Lisa Skari, president, Jennifer DeMent, vice president, Finance and Administration, Al Sigala, vice president, College Advancement, Al McQuarters, vice president, Instruction

Annette Mattson called the work session to order at 6:02 p.m.

2.0 BUSINESS

2.1 Board Policy Review – First Reading – Chapter 3 – General Institution, and Board Policy 4100 of Chapter 4

Mattson provided a summary of the review process for board policies in Chapter 3 – General Institution, and Board Policy 4100 - Graduation Requirements for Degrees and Certificates. The board conducted a first reading of each board policy as outlined below, and relevant information about the policy was provided by Lisa Skari, Jennifer DeMent, Al Sigala, or Al McQuarters. The board placed each policy into one of three categories: moved forward as is; moved forward with revisions; postponed.

Chapter 3 – General Institution

BP 3100: Organizational Structure – moved forward as is.

BP 3200: Accreditation – moved forward as is.

BP 3225: Institutional Effectiveness – moved forward as is.

BP 3250: Institutional Planning – moved forward as is.



- BP 3280: Grants – moved forward as is.
- BP 3300: Public Records Requests – moved forward as is.
- BP 3310: Records Retention and Destruction – moved forward as is.
- BP 3410: Nondiscrimination – moved forward as is.
- BP 3420: Equal Employment Opportunity – moved forward as is.
- BP 3430: Prohibition of Harassment – moved forward as is.
- BP 3433: Prohibition of Sexual Harassment – moved forward as is.
- BP 3440: Service/Assistance Animals – moved forward as is.
- BP 3500: Campus Safety – moved forward as is.
- BP 3501: Campus Security and Access – moved forward as is.
- BP 3505: Emergency Response Plan – moved forward as is.
- BP 3510: Workplace Violence – moved forward as is.
- BP 3515: Reporting of Crimes – moved forward as is.
- BP 3518: Child Abuse Reporting – moved forward as is.
- BP 3520: Local Law Enforcement – moved forward as is.
- BP 3530: Weapons on Campus – moved forward as is.
- BP 3540: Sexual and Other Assaults on Campus – moved forward as is.
- BP 3550: Drug Free Environment and Drug Prevention Program – moved forward as is.
- BP 3560: Alcoholic Beverages – moved forward as is.
- BP 3570: Smoking and Other Tobacco Use and Possession on Campus – moved forward with revisions to add the exception language. The board discussed the exception language listed in the policy, and the wording “or their designee”. There was no objection to add the exception language to the policy.
- BP 3710: Securing of Copyright – moved forward as is.
- BP 3715: Intellectual Property – moved forward as is.
- BP 3720: Computer and Network Use – moved forward as is.
- BP 3725: Information and Communications Technology Accessibility and Acceptable Use – moved forward as is.
- BP 3810: Claims Against Mt. Hood Community College – moved forward as is.
- BP 3820: Gifts – moved forward as is.
- BP 3900: Speech: Time, Place, and Manner – moved forward as is.

Chapter 4 – Academic Affairs

BP 4100: Graduation Requirements for Degrees and Certificates – moved forward as is. Lisa Skari will consult with OCCA legal counsel to confirm the policy can move forward to a second reading since it was not listed on the agenda.

2.2 Board Community Engagement

Board members shared their community engagement activity for the month of January.

2.3 Financial Update – 2nd Quarter / Overview of Budget Assumptions

Jennifer DeMent provided a second quarter financial update and overview of the budget assumptions, which included a summary of the following items:



Resources

- Revenue from increased state support has helped offset tuition declines.
- Enrollment declines account for \$2.8 million in lost revenue.
- Federal Higher Education Emergency Relief Funds (HEERF) will replace much of the lost revenue.

Requirements

- Savings from PERS pension bond sale over the summer is estimated to save almost \$1.4 million in 2021-2022.
- Estimated salary savings from vacancies and fewer part time faculty and staff, as well as underspending in materials and services due to hybrid operations, will keep expenditures under budget this year.
- Overall, the college is looking at no deficit spending this year mostly due to the additional budget from the state, and the federal funds we received.

Overview of Budget Assumptions for 2022-2023

- Inflation
 - A graph was presented showing the increase for the CPI-U West region, Size Class A (over 2.5 million), for the last 12 months. It showed that inflation has steadily marched upwards to 6.8%, and will impact salaries to a certain extent, and will impact what the college has to buy as an institution.
- Tuition & Fees
 - The current year per credit tuition rate for each of the community colleges in Oregon was highlighted. Mt. Hood Community College (MHCC) is at \$118 per credit hour tuition, which is just above the state average of \$112 per credit hour.
 - The annual tuition and required fees for a student enrolled at 15 credits per term for three terms was listed, and MHCC was at \$6058, which was just above the statewide average of \$5983.
 - The college administration recommends a 2.6% tuition increase, which is about \$3 per credit hour. This aligns with the Higher Education Price Index for the academic year ended June 30, 2021, which was 2.6%.
- Enrollment
 - A chart was presented highlighting the enrollment figures from 2015-2016 through 2021-2022, which included projections with different enrollment scenarios and the revenue impact for each scenario under the \$3 per credit hour increase assumption:
 - Flat enrollment: \$1,597,236 or 9%
 - 7% decline: \$178,617 or 1%
 - 10% decline: \$(429,362) or -2%
 - 3% growth: \$2,205,216 or 12%
 - The full resumption of a student-driven schedule without pandemic restrictions is needed to move back to normal, and we do not know when that will happen.
 - Some recommendations from the Strategic Planning Enrollment Process are anticipated in March, which should positively impact our enrollment.



- Fiscal Forecast – the fiscal forecast for revenue and expenditures were highlighted for the biennium from 2021-22 through 2026-27.

DeMent received feedback on budget planning from board members:

- Keep the tuition increase as minimal as possible for our students.
- Several questions were raised on other areas to look at regarding enrollment:
 - For students coming to the college, what courses are they enrolling into?
 - Where are students going for their education?
 - Have they left the state?
 - What is impacting the decrease in students?
 - What areas are booming at our college and what areas are not?
 - Are we utilizing our full campus to the degree that will offset tuition?
 - How do we get on a path to deliver what our students and what our employers need in a more efficient and focused manner?

Al McQuarters stated some of the CTE programs have had some growth or stayed the same during the pandemic, such as Business and Allied Health, however the biggest gap is in the lower division transfer courses. They are trying to determine the best modality for courses offered at the college and balancing it in the right way, and looking at what course limitations there are. A copy of the PowerPoint presentation is included in the minutes.

2.4 Other Business

There was no additional business.

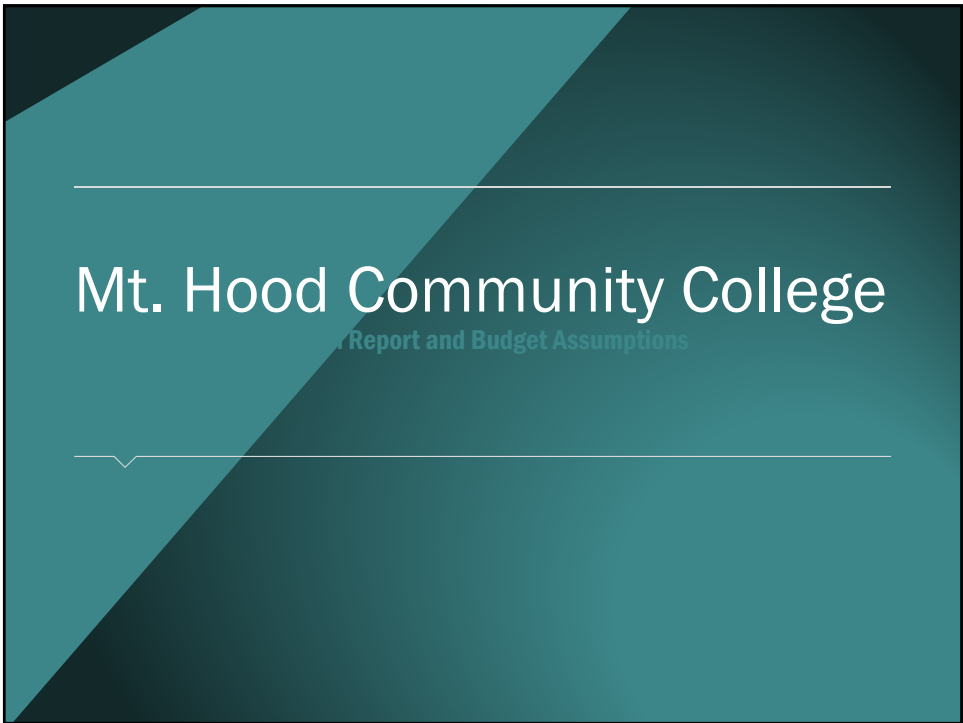
3.0 ADJOURNMENT

The work session was adjourned at 7:34 p.m.

Clerk

Board Chair

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



2021/22 Year to Date Highlights

Resources

Revenue from increased state support has helped offset tuition declines.

Enrollment declines account for \$2.8 million in lost revenue. Federal Higher Education Emergency Relief Funds (HEERF) will replace much of the lost revenue.

Revenue (in thousands)	21/22 Budget	21/22 Year to Date	21/22 Forecast	Forecast Difference	
				\$	%
State Aid	\$33,151	\$26,210	\$35,579	\$2,428	7%
Property Taxes	\$14,652	\$13,266	\$14,652	\$0	0%
Tuition	\$17,135	\$10,293	\$14,863	(\$2,272)	-12%
Fees	\$4,324	\$1,851	\$3,805	(\$519)	-12%
Federal Grants	\$3,000	\$239	\$3,000	\$0	0%
Transfers In	\$1,017	\$0	\$1,017	\$0	0%
Other	\$261	\$189	\$261	\$0	0%
Total Revenues:	\$73,541	\$52,048	\$73,178	(\$363)	-1%



2021/22 Year to Date Highlights

Requirements

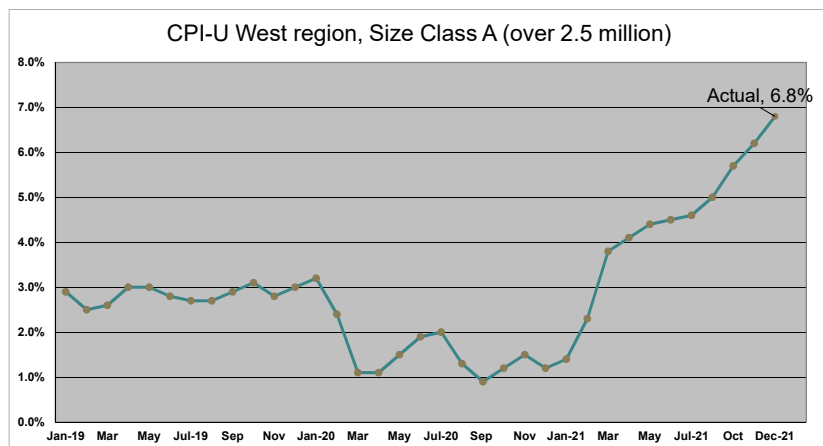
Expenditures (in thousands)	21/22 Budget	21/22 Year to Date	21/22 Forecast	Forecast Difference \$	Forecast Difference %
Salaries	\$39,479	\$12,555	\$37,505	(\$1,974)	-5%
Health Insurance	\$6,455	\$2,211	\$6,600	\$146	2%
PERS	\$5,848	\$1,876	\$3,113	(\$2,735)	-54%
PERS Bond	\$4,202	\$1,433	\$5,540	\$1,338	31%
Taxes & Benefits	\$4,648	\$1,512	\$4,395	(\$253)	-6%
Materials & Services	\$9,217	\$4,159	\$9,033	(\$184)	-2%
Capital	\$360	\$3	\$353	(\$7)	-2%
Debt Service	\$2,491	\$422	\$2,441	(\$50)	-2%
Grants in Aid	\$1,046	\$463	\$1,025	(\$21)	-2%
Transfers	\$687	\$0	\$487	(\$200)	-41%
Grand Total Expenses:	\$74,433	\$24,634	\$70,493	(\$271)	0%

Savings from PERS pension bond sale over the summer is estimated to save almost \$1.4 million in 21/22.

Estimated salary savings from vacancies and fewer part time faculty and staff, as well as underspending in materials and services due to hybrid operations will keep expenditures under budget this year.

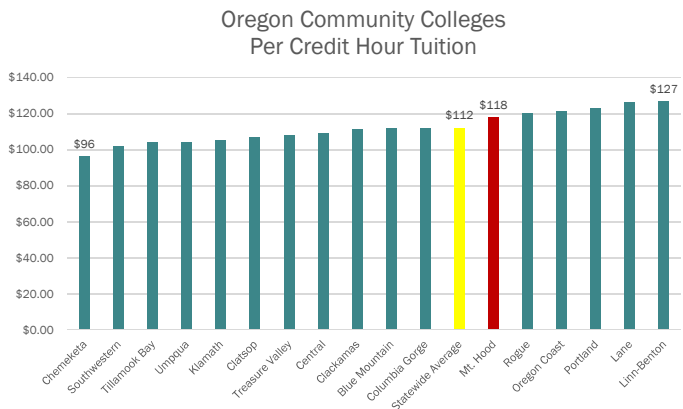
2022/23 Budget Assumptions

Inflation



2022/23 Budget Assumptions

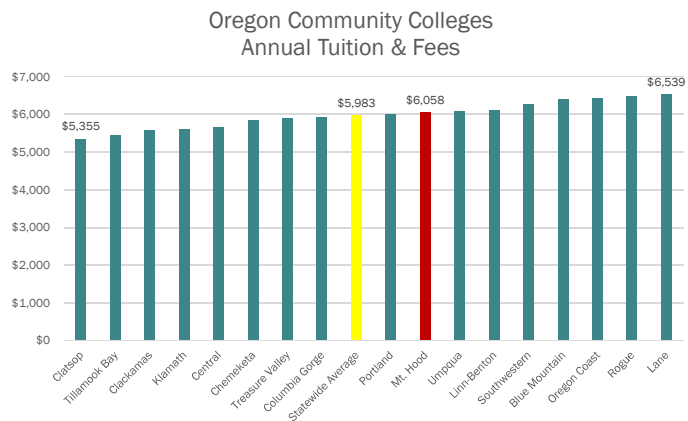
Tuition & Fees



5

2022/23 Budget Assumptions

Tuition & Fees



6

2022/23 Budget Assumptions

Tuition & Fees

Administration's recommendation is for a 2.6% tuition increase, about \$3 per credit hour.

For the current year, the board held tuition at the 2020/2021 rate of \$118 per credit hour. Given the increased costs associated with providing the current level of service, minimal annual increases are recommended. The Higher Education Price Index (HEPI) measures the cost of goods and services purchased by higher education institutions and releases an inflation index specific to higher education

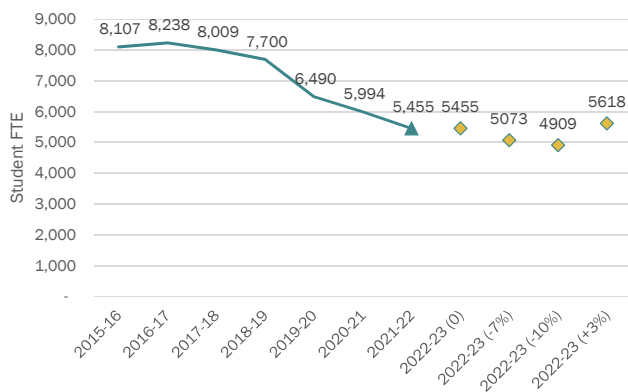
The Higher Education Price Index for the academic year ended June 30, 2021 was 2.6%.



7

2022/23 Budget Assumptions

Enrollment



8

2022/23 Budget Assumptions

Enrollment

Forecasting enrollment in the current environment is especially challenging.

Tuition & Fees (\$3 tuition increase)	Revenue Impact	%
Flat Enrollment	\$1,597,236	9%
7% Decline	\$178,617	1%
10% Decline	\$(429,362)	-2%
3% Growth	\$2,205,216	12%

Fiscal Forecast

	Biennium		Biennium		Biennium	
	2021 22	2022 23	2023 24	2024 25	2025 26	2026 27
Revenue (in thousands)						
State Aid	\$35,579	\$36,402	\$36,402	\$36,804	\$37,238	\$37,645
Property Taxes	\$14,652	\$15,165	\$15,696	\$16,245	\$16,814	\$17,402
Tuition	\$14,863	\$15,309	\$15,769	\$16,242	\$16,729	\$17,231
Fees	\$3,805	\$4,957	\$5,105	\$5,258	\$5,416	\$5,579
Federal Grants	\$3,000	\$0	\$0	\$0	\$0	\$0
Transfers In	\$1,017	\$800	\$800	\$800	\$800	\$800
Other	\$261	\$125	\$125	\$125	\$125	\$125
Total Revenues:	\$73,178	\$72,758	\$73,897	\$75,474	\$77,122	\$78,781
Expenditures (in thousands)						
Salaries	\$37,505	\$38,081	\$38,666	\$39,260	\$39,864	\$40,476
Health Insurance	\$6,600	\$6,798	\$7,002	\$7,213	\$7,429	\$7,652
PERS	\$3,113	\$3,113	\$3,206	\$3,527	\$3,633	\$3,633
PERS Bond	\$5,540	\$9,243	\$9,598	\$10,014	\$10,445	\$10,898
Taxes & Benefits	\$4,395	\$4,469	\$4,544	\$4,621	\$4,699	\$4,778
Materials & Services	\$9,033	\$9,402	\$9,590	\$9,782	\$9,977	\$10,177
Capital	\$353	\$2,450	\$350	\$350	\$350	\$350
Debt Service	\$2,441	\$2,491	\$2,517	\$2,487	\$2,520	\$2,561
Grants in Aid	\$1,025	\$1,046	\$1,046	\$1,046	\$1,046	\$1,046
Transfers	\$487	\$487	\$487	\$487	\$487	\$487
Total Expenses:	\$70,493	\$77,581	\$77,007	\$78,787	\$80,449	\$82,057
Net Operations	\$2,685	(\$4,823)	(\$3,110)	(\$3,313)	(\$3,327)	(\$3,275)
Beginning Fund Balance	\$15,402	\$9,362	\$4,539	\$1,429	(\$1,884)	(\$5,211)
Ending Fund Balance	\$18,087	\$4,539	\$1,429	(\$1,884)	(\$5,211)	(\$8,486)
Fund Balance %	26%	6%	2%	-2%	-6%	-10%

2022/23 Planning

Board Member Feedback



Tuition Increases?

Enrollment Scenarios?



11

thank you

Jennifer DeMent

Vice President, Finance &
Administration

Jennifer.dement@mhcc.edu



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.1b

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

SUBJECT: APPROVAL OF MINUTES – February 16, 2022

Session 1054

A meeting of the Mt. Hood Community College District Board of Education was held on February 16, 2022, with a Regular Board Meeting at 6:30 pm, held via Zoom meeting.

1.0 CONVENE MHCCD BOARD/CALL TO ORDER / DECLARATION OF A QUORUM

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

Additional Attendees: Lisa Skari, president, Daniel Iacofano, president and chief executive officer, MIG, Sou Garner, project manager, MIG, Jennifer DeMent, vice president, Finance and Administration, John Hamblin, vice president, Student Development, Al McQuarters, vice president, Instruction, Al Sigala, vice president, College Advancement, Emily Pham Lee, ASG President, Jeanna Hunt, FTFA President, Christy Weigel, CEA President, Marilyn Pitts, PFTA President

Mattson called the meeting to order at 6:30 p.m. and declared a quorum was present.

1.1 Approval of Agenda

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

2.0 PUBLIC INPUT

There was no public input.

3.0 REPORTS

3.1 Correspondence

There was no correspondence.

3.2 Strategic Planning Update

Daniel Iacofano presented an update on the strategic planning, and stated we are currently in phase two of the three phase strategic planning process:



- Phase 1: Understanding the Context
- Phase 2: Shaping the Vision for the Future
- Phase 3: Developing the Strategic Plan

Phase two is the working group phase of the process, and they will be inviting teams of district and college-wide staff to work on developing the content specific actions for the strategic plan. Iacofano provided a brief overview of the community engagement activities they have completed to date, which include an online survey and multilingual survey translated into six languages. The multilingual outreach included surveying participants from community organizations, school districts, and local government agencies in our district, and holding many community outreach meetings in September through November 2021.

He provided ten key findings from the Environmental Scan, and reviewed the nine topics discussed by groups during the Strategic Planning Charrette held in January. The discussion topics were grouped by issues into a concise framework of five major goal areas:

1. Teaching and Learning – *enhance our teaching and learning programs, practices, and processes to ensure success for all students*
2. Educational Programs and Support Services – *provide the full range of educational and support programs and services needed to allow students to meet their educational, career, and personal goals*
3. Organizational Structure, Systems and Processes – *align the college’s organizational structure, systems and processes to reflect the diversity of the communities we serve*
4. Facilities and Technology – *provide facilities and technology platforms to serve the needs of all students*
5. Community Connections – *increase our visibility and strengthen the connections between the college and our local and regional community partners*

The Strategic Plan Framework will include an equity statement, vision statement, mission statement, values, strategic plan goals, objectives and actions for implementation, and success measures of performance. The strategic working groups will develop S.M.A.R.T. Objectives, a best practice approach using these five factors:

- Specific – identify a specific area for improvement
- Measurable – identify quantitative and/or qualitative measures of success
- Actionable – specify those responsible for implementation
- Resource-based – state what results can realistically be achieved given available resources
- Time-based – specify when the result can be achieved.

3.3 Bachelor of Applied Science Update

Al McQuarters presented an update on the Bachelor of Applied Science degree in Cybersecurity. He shared that five individuals provided positive testimony about the proposal during the public comment portion of the Higher Education Coordinating Commission (HECC) meeting last week. The HECC approved phase two out of the three-phase process, and it now moves to phase three.



He acknowledged all the work of students, faculty and employees from every area of the college that were involved in the process to get the proposal prepared and submitted. He reviewed the project timeline and the next phase in the timeline process.

3.4 Board Member Reports on ACCT National Legislative Summit

Diane Noriega, Andrew Speer, Diane McKeel, Kenney Polson, and Annette Mattson attended the ACCT National Legislative Summit in Washington, DC on February 6-9, and shared their board report and highlights from the conference sessions they attended.

4.0 BUSINESS / ACTION

4.1 Consent Agenda: Approvals & Information

- a) Minutes – Board Work Session 1051, January 5, 2022
- b) Minutes – Regular Board Session 1052, January 19, 2022
- c) Monthly Personnel Report
- d) Monthly Financial Report
- e) Monthly Head Start Report
- f) COVID-19 Activity Report
- g) Approval to Utilize Goods and/or Services Contracts in Excess of \$150,000

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

4.2 Board Policy Review and Approval

The board conducted a second reading of the board policies in Chapter 3 and BP 4100 from Chapter 4, and the title of each policy presented for board approval was read aloud by chapter.

- a) Second Reading/Approval – Chapter 3 – General Institution

Mattson read the title of the proposed board policies in Chapter 3 presented for board approval:

- Board Policy 3100: Organizational Structure
- Board Policy 3200: Accreditation
- Board Policy 3225: Institutional Effectiveness
- Board Policy 3250: Institutional Planning
- Board Policy 3280: Grants
- Board Policy 3300: Public Records Requests
- Board Policy 3310: Records Retention and Destruction
- Board Policy 3410: Nondiscrimination
- Board Policy 3420: Equal Employment Opportunity
- Board Policy 3430: Prohibition of Harassment
- Board Policy 3433: Prohibition of Sexual Harassment
- Board Policy 3440: Service/Assistance Animals
- Board Policy 3500: Campus Safety
- Board Policy 3501: Campus Security and Access
- Board Policy 3505: Emergency Response Plan
- Board Policy 3510: Workplace Violence



- Board Policy 3515: Reporting of Crimes
- Board Policy 3518: Child Abuse Reporting
- Board Policy 3520: Local Law Enforcement
- Board Policy 3530: Weapons on Campus
- Board Policy 3540: Sexual and Other Assaults on Campus
- Board Policy 3550: Drug-Free Environment and Drug Prevention Program
- Board Policy 3560: Alcoholic Beverages
- Board Policy 3570: Smoking and Other Tobacco Use and Possession on Campus
- Board Policy 3710: Securing of Copyright
- Board Policy 3715: Intellectual Property
- Board Policy 3720: Computer and Network Use
- Board Policy 3725: Information and Communications Technology Accessibility and Acceptable Use
- Board Policy 3810: Claims Against Mt. Hood Community College
- Board Policy 3820: Gifts
- Board Policy 3900: Speech: Time, Place, and Manner

Noriega motioned to approve the proposed board policies in Chapter 3, and Lewis seconded the motion. There was a roll call board vote and it passed unanimously.

b) Second Reading/Approval – Board Policy 4100

Mattson read the title of the proposed board policy in Chapter 4 presented for board approval:

Board Policy 4100: Graduation Requirements for Degrees and Certificates

Noriega motioned to approve the proposed board policy 4100, and McKeel seconded the motion. There was a roll call board vote and it passed unanimously.

5.0 BOARD MEMBER & COMMITTEE/LIAISON REPORTS

Board members shared their report of board committee and liaison activity since the last board meeting.

6.0 CLOSING REPORTS

6.1 ASG Representative

Emily Pham Lee (ASG) – she shared that ASG is recruiting members for the 2022-2023 school year, and the election process for the president and vice president will be held soon. The priority deadline for students to apply for a book scholarship to receive a \$200 credit with the new online bookstore for spring term is Feb 25. She provided an update on ASG activities: ASG hosted the winter term club fair via social media; 180 students signed up for sweets for the sweet gift bags from ASG for Valentine’s Day; Student Town Hall with the Board of Education and President Skari will be on February 23 at 4pm; Annual Love Yourself event will be on Feb. 26; and ASG will host Prep Week the week of March 7.



6.2 Advisory Representatives

Jeanna Hunt (FTFA) – she shared that faculty understand the demographics of our area are changing, and many are altering current courses to meet the needs of the community, and are creating new courses to replace old courses to meet those changing needs. She shared that all of the CTE programs are gearing up as it is the time for picking new cohorts to come to MHCC.

Christy Weigel (CEA) – she shared they are working with Ross Hume on a potential contract extension. She shared that many of the classified employees are concerned the Vista Dining Hall is still not open for students. Since we are over halfway into the academic year, there is still not a warm indoor space, that is not the computer lab or library, for students to take a break, eat lunch, study, or participate in their hybrid classes.

Marilyn Pitts (PTFA) – she shared that she continues to participate in bargaining activities, and participated in the Strategic Planning Charrette. She serves on the Institutional Effectiveness Council, which reviewed Chapter 3 board policies, and serves on the Reopening Team and the Reopening Advisory Committee.

6.3 Executive Leadership

John Hamblin (Student Development) – he shared that a team from MHCC attended the Oregon Association of Student Financial Aid Administrators Annual Conference and were recognized for outstanding and extraordinary service to the students of Oregon. The Financial Aid Office received an award for work they have been doing to support students within our district to complete their electronic signature page for their financial aid application.

Al McQuarters (Instruction) – he acknowledged Michele Claassen, PT EMT Director and PT Faculty, who was selected and appointed to the EMS Educator Representative position in the State of Oregon EMS and Trauma Committee, which provides both state and regional emergency medical services coordination and planning. He would also like to acknowledge the Boeing Joint Apprenticeship Training Committee, which approved a series of general education courses that will now substitute for their previous self-paced classes as a requirement for the apprenticeship program, and will allow an individual earning their journey card at Boeing to also be earning an associate degree at the college.

Jennifer DeMent (Administrative Services) – she shared that the application for license renewal with the Federal Communications Commission was approved, and the new license is good through February 1, 2030. She thanked the board for their work to complete the statements required to submit the license renewal application.

Al Sigala (College Advancement) – he thanked board members for their assistance and participation in attending meetings with legislators. It is anticipated that the Cybersecurity request will end up in a "Christmas tree" bill, so more information will follow on that. He expects the discussion around Sen. Gorsek's constitutional amendment request will continue into next year's regular session.



6.4 President's Report

Lisa Skari provided her President's Report to the board:

First off, I would like to thank Directors Mattson, Speer, McKeel, Noriega, and Polson for attending ACCT National Legislative Summit. I know this conference is a significant commitment of time, and I really appreciate your willingness to participate. As a president, you do not know how helpful and wonderful it is to have you understand these issues firsthand, and to sincerely be interested in things like Short-Term Pell, Second Chance Pell, tax credits, and all those things that are so important to our students and our college. To have you carry that interest for us and be there advocating is absolutely wonderful, so thank you, thank you, thank you so much.

As I thought about my comments tonight, I bounced back and forth between two realities; on one hand the amazing things happening at the college, and then the other, which is just kind of this overall state of where we sit.

As you know, the campus community has been amazing at serving our students, and for those in Head Start, they have been amazing at serving families as well. And yet this term we have seen the havoc that Omicron is causing...quarantines, exposures, break through cases, symptomatic, asymptomatic, and it is all over the place. It seems as if everyone has some COVID related story these days, and it feels like a constant assault on the psyche. And yet, great things are still happening. As you heard earlier tonight, the HECC gave us approval to seek final approval for our BAS degree in Cybersecurity. There's been a lot of approvals in this process. Al mentioned all the people that had a part in getting us to this point, and I would like to personally thank Dr. McQuarters for all his work on this over the last two years.

We finally received the \$2.4 million in earmarks, cash in hand, from the state for our equity center and pool cover. Now the work can begin. I want to extend a special thank you to Senator Gorsek, and Reps. Reardon, Ruiz and Williams, and because of their support, we were able to get the funding for these projects, so many thanks. And some other good news I would like to share is we are welcoming our new Associate Vice President of Finance, Romy Tong, and our new Aquatics Manager, Andrew Jackman, so amazing things are happening.

But I have to say, the excitement and energy is quick to dissipate sometimes, and it is really tough right now, all the way around. Earlier this week, the management/confidential team had a professional development session on trauma stewardship and decision fatigue. The timing was perfect, helping us to understand and learn how the world we are experiencing is impacting us as individuals, and how the different things can actually affect our mental capacity and how we are working, and also how that relates to us as members of a collective society. It was helpful to have the presenter give us some small steps of things that we can do to fortify ourselves. At the same time, it was incredibly painful to hear my colleagues express all that they are carrying, how the stress is manifesting and leaves them questioning their abilities. I am sure these stresses are not unique to this group, and are felt across all our employee groups, our students, and our community. Just as we are, on one hand, doing what we do and then trying to survive with everything else.



I think we can all agree and be hopeful that we are seeing the last of the severe variants. I so long for the time when we can be together, when we can be with our students, when we can be with the other members of the campus community. I am holding that day out there and anxiously hoping it comes sooner than later, but until then, we will keep moving forward, holding it together, and continuing to serve our students and community.

7.0 ADJOURNMENT

Speer motioned to adjourn. Polson seconded the motion and it passed unanimously. The meeting was adjourned at 8:15 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 16, 2022*

ITEM TITLE: 6.1c

CONTACT PERSON: *Ross Hume, Interim Associate Vice President, Human Resources*

SUBJECT: MONTHLY PERSONNEL REPORT

NEW EMPLOYEES:			
Name	Position	Department	Hire Date
Jackman, Andrew	Aquatics Manager	HPE & Aquatics	2/1/2022
Van Vliet, Marilyn	Payroll Coordinator	Payroll	2/1/2022
King, Tiffany	PT Instructor - Physical Therapy Assistant	Health Professions	2/1/2022
Cortez, Catherine	Student Union Assistant	Student Life and Civic Engagement	2/14/2022
Zapf, Angela	Transportation Specialist and Bus Driver	Child Development & Family Services	2/14/2022
Tong, Romy	Associate Vice President of Finance	Business Office	2/14/2022
Samayoa, Luis	Student Success Specialist for Veteran Services	Veteran Services	2/21/2022
Duer, Nathalie	Administrative Office and IT Manager	Child Development & Family Services	2/22/2022
Christian, Lori	Registration Specialist	Admissions, Registration and Records	2/24/2022



TRANSFERS/CHANGE IN STATUS:			
Name	Position	Department	Effective Date
Nguyen, Quang Thi	Classroom Aide	Child Development & Family Services	2/1/2022
Mitchoff, Heather	Student Success Specialist for Veterans	Veteran's Services	2/7/2022
Sievert, Amy	Financial Aid Specialist for Veterans	Veteran's Services	2/16/2022
Stephens, Chris	Sr. Business and Project Management Analyst	Information Technology	2/21/2022
Moran, Lauren	PFCE Specialist	Child Development & Family Services	2/21/2022
Salib, Nahed	Education Site Manager	Child Development & Family Services	2/28/2022
Brown, Blake	Infrastructure Services Manager	Information Technology	2/28/2022

SEPARATIONS/RETIREMENTS:			
Name	Position	Department	Term Date
Hernandez, Laura	Education Site Manager	Child Development & Family Services	2/9/2022
Tena, Sandra	Education Site Manager	Child Development & Family Services	2/25/2022
McClintock, Cleo	CPCC Intake Specialist	Career Planning and Counseling	2/28/2022
Foster, Jontae	Classroom Aide	Child Development & Family Services	2/28/2022



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.1d

CONTACT PERSON: *Jennifer DeMent, Vice President, Finance and Administration*

SUBJECT: MONTHLY FINANCIAL REPORT

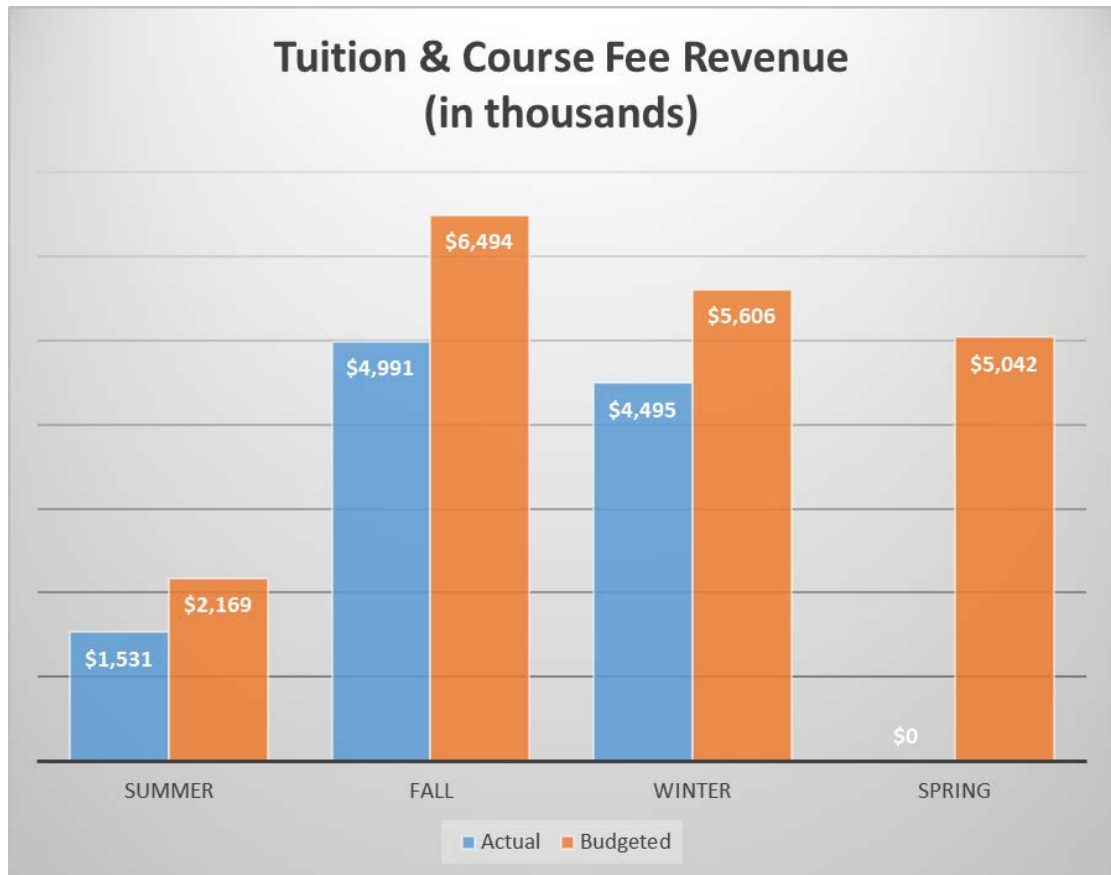
This report reflects 2021/22 activity through the month of January.

Revenues:

MHCC's General Fund operations are funded in fiscal year 2021/22 45% (\$33M) from the State, 29% (\$21M) from tuition and fees, 20% (\$15M) from property taxes, 4% (\$3M) from Federal grants, and 2% (\$1.5M) from other revenues.

- State support revenue is received quarterly in August, October, January, and April. The amount budgeted for 2021-2022 reflects Mt. Hood's estimated share of the biennial state support amount of \$675 million. The legislatively approved amount is \$699 million, which will result in resources above budgeted amounts over the biennium.
- The counties distribute property tax revenue monthly, with the most significant payments received in November and December. The 2021-2022 adopted budget includes a 3% increase in property tax revenue over 2020-2021.
- Summer term tuition and fee revenues are 29% (\$619,326) less compared to January 2021. Summer term enrollment in tuition-bearing classes decreased by 19.85% (-78 students). Some of this summer decline is attributed to an increase in summer 2020 due to spring term courses that were deferred to the summer term. Fall term enrollment in tuition-bearing courses decreased by 13.45% (-173 students), and winter term enrollment in tuition-bearing courses decreased by 15.38% (-172 students) compared to 2020/21. Summer, fall and winter terms combined tuition and fee revenue year to date is -23% (\$3,251,924) below this time last year. 2021/22 enrollment¹ was forecasted to be flat compared to the previous year. This enrollment decline will result in a revenue shortfall as compared with budgeted amounts.

¹ 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 were \$605,464 (1.78%) below this time last year; however, they meet forecast expectations. 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 is recorded in June, and 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 ratio 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 include budgeted amounts of \$87,292 for aquatic center support, \$200 thousand for student aid required federal match, and \$400 thousand for facilities capital projects. The transfer for student aid match will not be necessary due to the college receiving a Title III waiver.



GLOSSARY

Revenues:

State Support includes funds received through the Community College Support Fund allocated to each of the 17 community colleges in Oregon. Funding allocations are based on student full-time equivalent (SFTE) and a growth management component. The amount budgeted for 2021-2022 reflects Mt. Hood's estimated share of the biennial state support amount of \$675 million. The legislatively approved amount is \$699 million, which will result in resources in excess of budgeted amounts over the biennium.

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 2021/22 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 \$3.50, Safety and Security Access Fee of \$3.50, and Instructional Access Fee of \$3.50 are all assessed on a per-credit basis in addition to the tuition rate for up to 15 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 starting in 2018/19 will not be eligible for the tuition pledge at that rate and will be subject to any future tuition increases.

Federal Grants include lost revenue due to decreased enrollment and other items related to COVID-19.

Other Revenues include rental charges, interest earnings, grant and foundation indirect cost recoveries, transfers in, 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, unemployment insurance, statewide transit tax and tax-sheltered annuity payments (combined 1.3%).

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 16, 2022*

ITEM TITLE: **6.1e**

CONTACT PERSON: *Josi Kisa, Executive Director, Child Development & Family Support Programs*

SUBJECT: MONTHLY HEAD START REPORT

**Mt. Hood Community College Head Start Program Report
Head Start/Early Head Start News from the Director
February 2022**

News:

Improve student success:

- The CDFS Program Leadership team, inclusive of Content Managers and Admin, collaborated to develop a plan that would ensure a sustainable and safe in-person return for all enrolled children. Sites were consolidated and staffing patterns were revised. As a result, sites were able to reopen for in-person services on Monday, February 28, 2022, for approximately 650 children. Prior to this reopening date, only approximately 450 children were able to attend in person.

Advance diversity, equity, and inclusion:

- CDFS has secured services from Trauma Informed Oregon (TIO) at Portland State University for a Leadership training series on Trauma Informed practice. The series includes 4 sessions, one per month, where program leaders will explore concepts and engage in case studies to help increase their knowledge and practice. The first session will be in March of 2022.

Increase excellence in operations:

- After 9 months of negotiations, CDFS reached an agreement with the Oregon School Employees Association (OSEA) on a new contract.
- CDFS has filled the Administrative Office and Technology Manager position and two Education Site Manager positions.



Enrollment Report for February 2022

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.

January 2022 Data:

EHS Funded: **298**

EHS Enrollment: **201**

EHS Waitlist: **116**

HS Funded: **939**

HS Enrollment: **617**

HS Waitlist: **143**



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
December 2021**

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Cascade Crossing													
David Douglas High School													
Davis				74%	70%	67%	48%						65%
Division					60%	61%	69%						63%
Earl Boyles			*nr	87%	88%	90%	84%						87%
Early Childhood Center	78%	65%		81%	66%	70%	61%						71%
Fairview				72%	77%	68%	86%						76%
Gateway							100%						
Gethsemane	83%	80%		79%	79%	81%	72%						79%
Gresham United Methodist													
Hazelwood	64%	66%		100%	88%	*nr	92%						82%



Kelly Place	72%	67%		65%	80%	62%	56%						67%
Knott				65%	87%	67%	52%						68%
Lincoln Park			91%	96%	89%	81%	83%						88%
Mt. Hood													
North Powellhurst					79%	66%	61%						69%
Rockwood 181													
Rockwood Stark													
Russellville	68%	72%		92%			68%						75%
Sunrise				72%	72%	70%	72%						72%
Troutdale				78%	78%	70%	72%						73%
Program ADA	78%	84%	88%	87%	78%	47%	54%						74%

Average Daily Attendance for Early Head Start

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Division													
Earl Boyles													
Early Childhood Center	87%	75%		71%	58%	77%	54%						70%
Gethsemane (2 EHS, 6 BP)	93%	82%		86%	93%	95%	95%						91%
Hazelwood	88%	88%		88%	84%	75%	*nr						84%
Rockwood Stark													
Russellville	79%	90%		88%	*nr	*nr							86%
Troutdale													
Willow Tree	92%	88%		69%	83%	93%	60%						81%
Program ADA	78%	78%		77%	77%	51%	47%						74%



Most of the Head Start/Early Head Start sites were virtual in September so we did not report percentages for these. Earl Boyles and Lincoln Park were in-person, but I have not yet re-established the system for collecting attendance for these sites.

*nr = not reported

Average Daily Attendance for Early Head Start Child Care Partnerships

Center	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
David Douglas High School			*nr	*nr	95%	62%	82%						80%
Discovery Garden Child Care	57%	65%											61%
Gresham High School				43%	86%	*nr	*nr						64%
KinderCare	80%	77%	55%	61%	66%	64%	50%						65%
Little Friend's Day School	79%	81%	93%	92%	94%	86%	85%						87%
Love Bugs	70%	80%	84%	86%	80%	67%	63%						76%
Love Bugs Too	64%	50%	87%	84%	67%	85%	77%						73%
Melody's Munchkins	83%	86%	78%		58%	92%	40%						63%
Melody's Munchkins – Little Blooms	83%	86%	78%	78%	85%	87%	66%						81%
Pixie Child Care	65%	77%	82%	69%	70%	*nr	46%						68%
Reynolds Learning Academy			74%	88%	68%	42%	31%						61%
Program ADA	78%	78%	79%	77%	77%	51%	47%						74%

*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)

The Head Start Financial Report will be provided on a quarterly basis.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.1f

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

SUBJECT: COVID-19 ACTIVITY REPORT

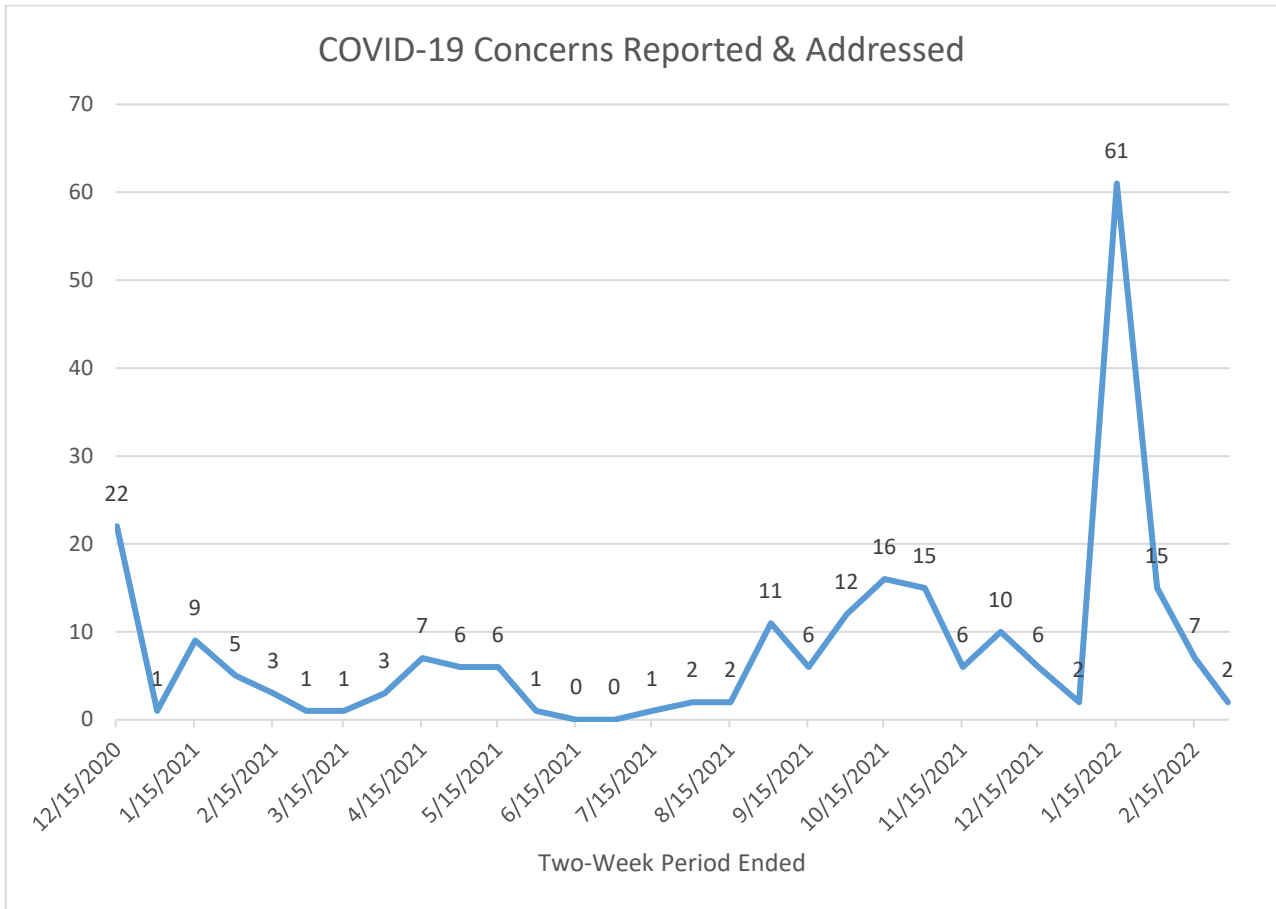
The COVID-19 Concern Report is a daily monitoring log and reporting tool. The tracked metrics provide a source of information to the Mt Hood Community College Board of Directors and the district's stakeholders regarding:

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

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.

2-Week Period Ended	COVID-19 Concerns Reported	COVID-19 Concerns Addressed	COVID-19 Concerns Open
12/15/2020	22	22	0
12/31/2020	1	1	0
1/15/2021	9	9	0
1/31/2021	5	5	0
2/15/2021	3	3	0
2/28/2021	1	1	0

3/15/2021	1	1	0
3/31/2021	3	3	0
4/15/2021	7	7	0
4/30/2021	6	6	0
5/15/2021	6	6	0
5/30/2021	1	1	0
6/15/2021	0	0	0
6/30/2021	0	0	0
7/15/2021	1	1	0
7/31/2021	2	2	0
8/15/2021	2	2	0
8/31/2021	11	11	0
9/15/2021	6	6	0
9/30/2021	12	12	0
10/15/2021	16	16	0
10/31/2021	15	15	0
11/15/2021	6	6	0
11/30/2021	10	10	0
12/15/2021	6	6	0
12/31/2021	2	2	0
1/15/2022	61	61	0
1/31/2022	15	15	0
2/15/2022	7	7	0
2/28/2022	2	2	0



NOTES:

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

Institutional Effectiveness Council: No recent updates



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: **6.1g**

CONTACT PERSON: *Jennifer DeMent, Vice President, Finance and Administration*

SUBJECT: CONSIDERATION OF ACCEPTANCE AND 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, Federal	33,000
<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)</i>	
Childcare Resource & Referral, Childcare Stabilization	590,717
Childcare Resource & Referral, Preschool for All	2,496,399
Childcare Resource & Referral, SSA Professional Learning	435,283
Childcare Resource & Referral, SSA Support	175,000
Childcare Resource & Referral, Systems	1,315,341
Childcare Resource & Referral, United Way	100,764
Childcare Resource & Referral, WSI Childcare Challenge	241,471
<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>	
Head Start, AFS	180,533



Head Start, American Rescue Plans	762,212
Head Start, CHIF	604,781
Head Start, CHIF Gateway	581,890
Head Start, TERC	94,774
Head Start, USDA Emergency Funds	119,660
<i>Funds to provide services to low income or special needs families with infants, toddlers, preschoolers and pregnant mothers. (Federal, State, Local)</i>	
OHSU Dental	6,830
<i>Funds to provide clinical and cultural competency training for dental students to prepare them for clinical experiences with HIV positive patients. (Federal)</i>	
Oregon State Library Fund	4,950
<i>Funds to provide six computers for student use for those impacted by COVID. (State)</i>	
Workforce Connections, DHS SNAP Housing Support	41,105
Workforce Connections, Gateway to College	78,000
Workforce Connections, IRCO	11,250
Workforce Connections, Multnomah County Stability	29,265
Workforce Connections, Participant Training	47,714
Workforce Connections, Prosper Portland	125,000
Workforce Connections, SNAP	446,625
<i>Funds to provide re-employments and/or retraining opportunities for dislocated workers. (Federal, State, Other)</i>	
Total	8,522,564



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.1h

CONTACT PERSON: *Jennifer DeMent, Vice President, Finance and Administration*

SUBJECT: APPROVAL TO UTILIZE GOODS AND/OR SERVICES CONTRACTS IN EXCESS OF \$150,000

MHCC's Community College Rules of Procurement (CCRP) require that all contracts that will aggregate at least \$150,000 in total expenditures during the term of the contract must be approved by the Board (CCR.301).

The College expects to require goods and/or services from each vendor listed below. Funding will be drawn from a variety of College accounts. The Administration anticipates that the listed contracts will aggregate at least \$150,000 in total expenditures.

The following purchases will be made through cooperative programs.

<u>Vendor Name</u>	<u>Goods/services to be provided</u>	<u>Amount</u>
Garland Inc	Multiple Roofing Projects / As needed	\$650,000
Henry Schein Inc	Dental Hygiene Equipment / Remodel	\$995,000

RECOMMENDATION:

Approval to contract with Garland, Inc. and Henry Schein, Inc. for services and equipment indicated above.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.1i

CONTACT PERSON: *Josi Kisa, Executive Director, Child Development & Family Support Programs*

SUBJECT: HEAD START CONTINUATION GRANT APPLICATION



Head Start & Early Head Start

Non-Competing Continuation Federal Grant Application

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Section 1. Program Design and Approach to Service Delivery

Sub-Section A: Goals

1. Program Goals, Measurable Objectives, and Expected Outcomes
 - a. Program Goals
 - b. Measurable Objectives
 - c. Progress and Expected Outcomes and Challenges

Mt. Hood Community College's (MHCC) Child Development and Family Support program (CDFS) is a successful and well implemented program. This proposal represents a non-competing continuation of grant #10CH011601 achieving the same goals and outcomes. We are requesting a total amount of \$9,490,047.

Table 1 (attached) outlines Subsection A.1.a-b and A.1.c.i, and includes program goals, measurable objectives, and the activities (strategies) planned to achieve each. An update to each strategy, along with the expected outcomes and challenges, and a narrative describing the data, tools, and methods for tracking progress (e.g., Subsection A.1.c.ii-c.iv) and how the outcomes from prior projects informs the current strategies and goals (Subsection A.1.d) follows.

A1(c.ii): Description of Data, Tools, or Methods for Tracking Progress

A recent Focus Area 1 (FA1) federal review found MHCC to have effective management in all program areas, a systematic approach to HR, and effective systems for using and sharing data needed to track progress. Child outcomes are assessed using *GOLD*[®] which integrates seamlessly with *ChildPlus*; results are aggregated and analyzed quarterly using *ChildPlus*. The aggregated data is used to inform program

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planning and governance, and for training, resources, and supports for staff and families.

An Administrative Team meets twice weekly to address high-level issues (*Executive Director and Associate Directors*). The Program Planning and Evaluation (PPE) Team meets bi-monthly (*Content Area Managers, Facility and Environmental Safety Manager, Administrative Office Manager, Data Manager, HR Coordinator, Fiscal Coordinator, and MHCC's Director of Finance and Auxiliary Services*). This group collects and analyzes data (health, nutrition, attendance, active supervision monitoring, etc.), plans for programs, monitors compliance, and develops the annual self-assessment with Policy Council. The Management Team (*all HS/EHS managers*) meets bi-monthly. Each site also holds an all-staff meeting every month and there are three all-site, all-staff meetings over the course of the academic year.

A well-developed committee structure supports this work, including an Attendance Committee of managers, staff, and Policy Council parents. The Staff Satisfaction and Wellness Committee includes managers, teaching staff, and support staff to gain perspective from multiple people and positions. The Racial Equity Committee includes staff from all levels within the CDFS department, which is larger than HS/EHS programs, as well as parents, and MHCC's Director of Diversity, Equity and Inclusion.

A1(c.iii-c.iv): Expected Outcomes and Challenges

Table 1 outlines progress made over the 2021 school year for each program objective. In 2020 the entire state of Oregon was affected by *Stay Home and Stay Safe* orders. As of this writing, the restrictions on in-person instruction have been lifted. Due to COVID-19, the EHS/HS programs had to shift attention to adapting to virtual services

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for children and families which has presented a significant challenge in meeting goals set out for the 2020 and 2021 academic years. As of March 2022, we returned to in-person services for all enrolled children by consolidating sites to assure adequate staffing. As detailed in Table 1 progress notes, many plans and strategies envisioned for the program goals have been delayed or postponed. Notwithstanding, progress made is noted and strategies that have been completed are updated to reflect completion.

A2: Alignment to Head Start Early Learning Framework

School readiness underlies the work of all staff in HS and EHS. Key groups involved in the formulation of school readiness goals and the analysis of data about them include the Program Planning and Evaluation Team (PPE) which is tasked with data analysis and program planning, the Education Advisory Committee - composed of staff, managers, community members, and parents - and the Education Team, including managers and education specialists.

MHCC's School Readiness Goals (SRG) are intentionally aligned with the Head Start Child Development and Early Learning framework. Individualized goals are set for each child, in partnership with parents, in the same five essential domains as SRGs. Managers check lesson plans weekly and individualization plans monthly to ensure fidelity of implementation. Teachers and managers develop child outcomes using tips from Teaching Strategies Gold (*GOLD*[®]). To ensure curricular fidelity, the Fidelity Tool Teacher Checklist and Fidelity Tool for Administrators are used.

MHCC uses *GOLD*[®] as its developmental assessment tool. It is a norm-referenced assessment tool that provides electronic management of each child's education and

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learning path across nine domains. *GOLD*[®] has a family component and is based on Volume 6 of the *Creative Curriculum*. It also integrates well with *ChildPlus*, and the use of *GOLD*[®] is mandated for Oregon Pre-Kindergarten programs. MHCC uses it for child assessments three times a year. Teachers at MHCC must be Inter-rater Reliable in use of *GOLD*[®]. The Education Manager watches this and reports to the PPE Team.

Managers have been trained by Brookes Publishing in use of *Ounce Online* for EHS. They train and monitor EHS staff using *Ounce*. Data is contextualized with qualitative information from classroom staff to better understand each child's strengths, challenges, home environment, trauma and other factors affecting development. The percentage of Gains/Losses of MHCC's HS and EHS participants who meet the SRGs in each of the seven domains between Fall and Winter of SY 2021-2022 are illustrated in Table 2 and the accompanying charts.

MHCC Child Outcomes 2021-2022

A committee of parents, managers, community partners, and teachers, led by education managers, updates the SRGs annually. They consult with local school district's curriculum directors on expectations for children entering kindergarten and review child outcomes for the last several years.

Table 2. Participant Outcome Gains/Losses					
Chart	Domains	Head Start	Early Head Start	Children on IFSP	English Language Learners
1	Social/Emotional	16%	8%	13%	21%
2	Gross Motor	12%	5%	5%	16%
3	Fine Motor	13%	7%	11%	20%
4	Language	25%	13%	15%	28%
5	Literacy	31%	5%	27%	37%
6	Mathematics	2%	3%	30%	34%
7	Cognitive	22%	0%	22%	24%

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The following charts display the percentage of children meeting or exceeding the widely held expectations by developmental domain. The comparison is of data from Fall and Winter 2021/2022. Due to COVID-19 - the data represents a mix of virtual and limited in-person services.

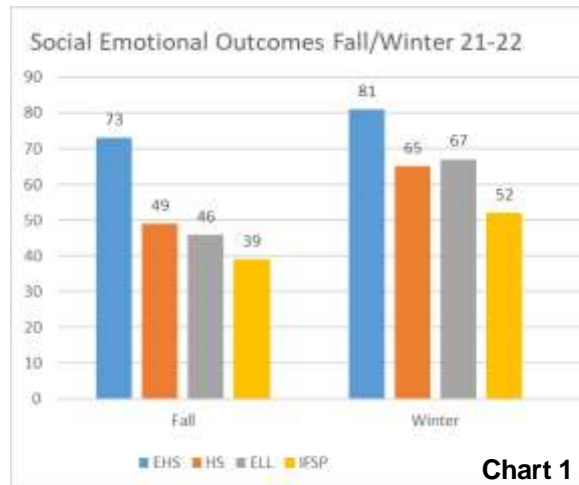


Chart 1

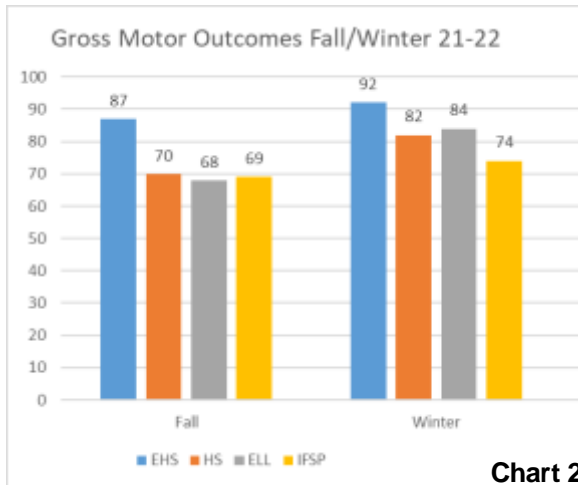


Chart 2

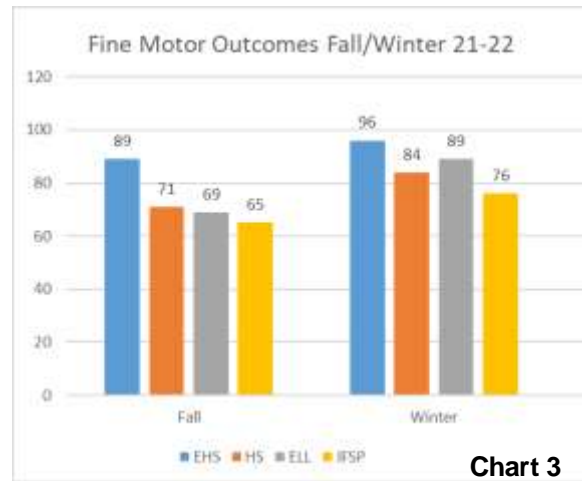
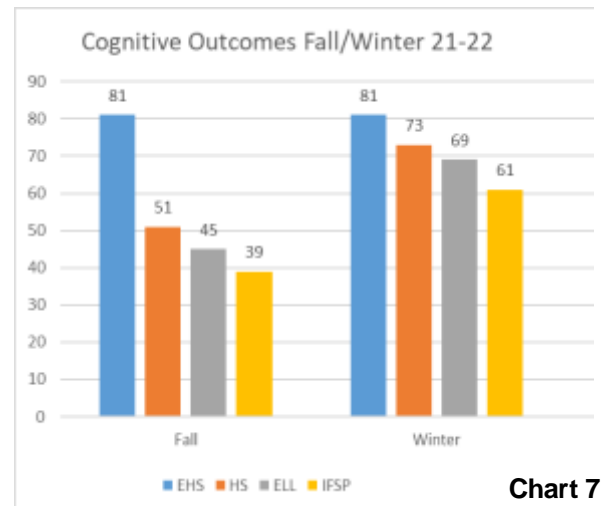
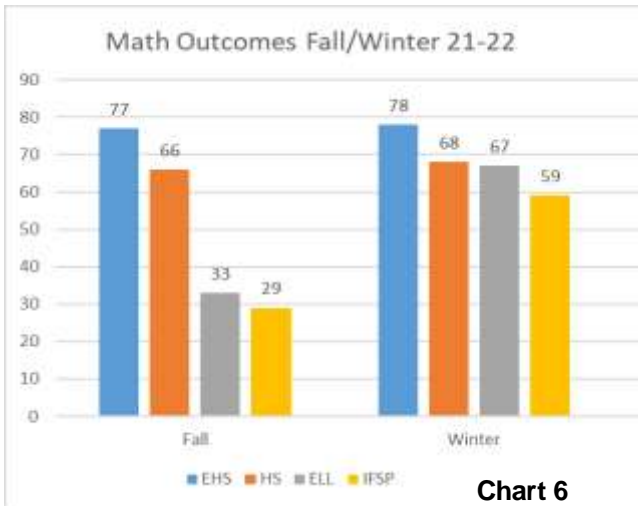
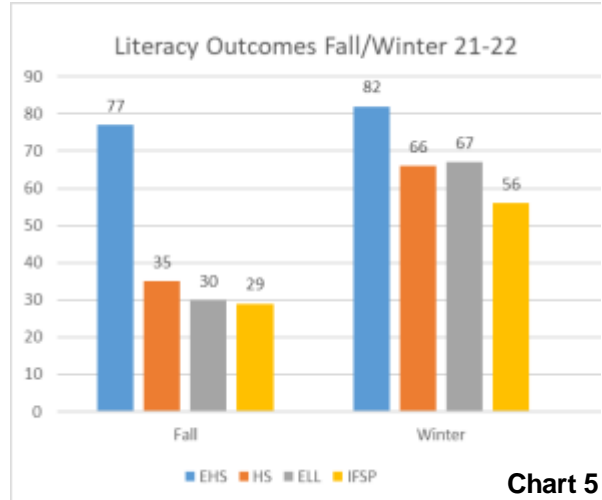
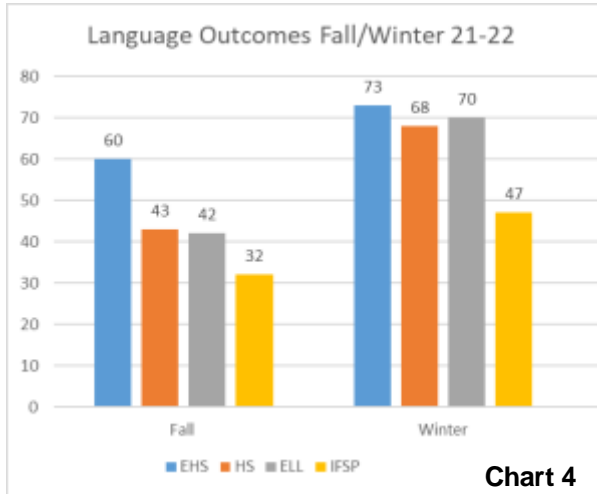


Chart 3

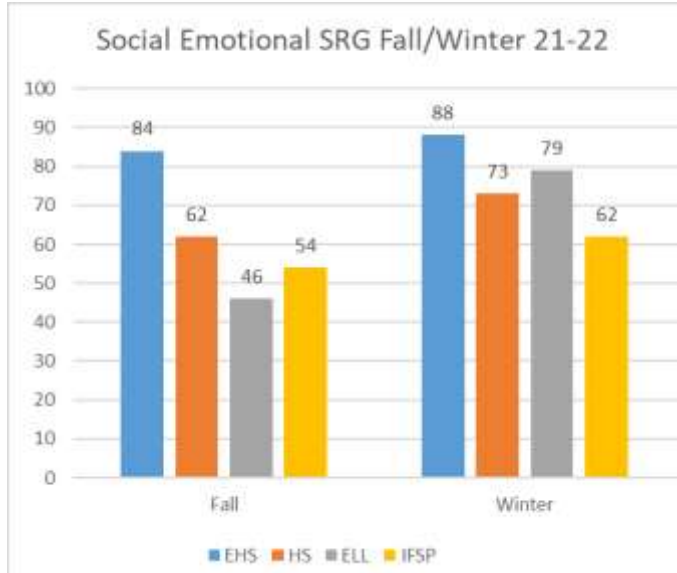
MHCC Head Start & Early Head Start
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The following charts display the percentage of children meeting or exceeding the MHCC SRGs by developmental domain.

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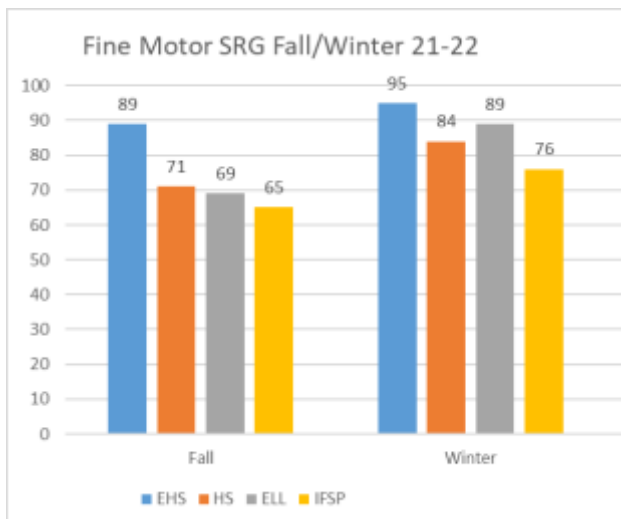
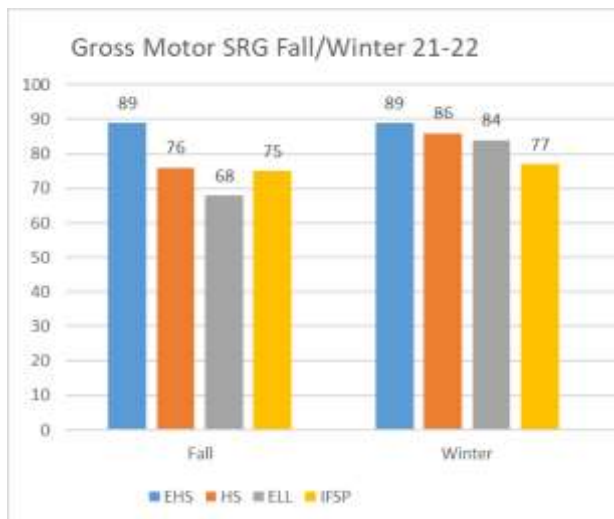
SRG: Social Emotional Development



- Children will begin to demonstrate self-awareness, self-regulation, and independence (TSG 1(a)(c))
- Children will establish and maintain positive relationships with peers and adults (TSG 2(a)(c))

SRG: Perceptual, Motor and Physical Development

- Children will acquire and develop gross motor skills in multiple areas (TSG 4)
- Children will demonstrate growth in their fine motor abilities (TSG 7(a)(b))

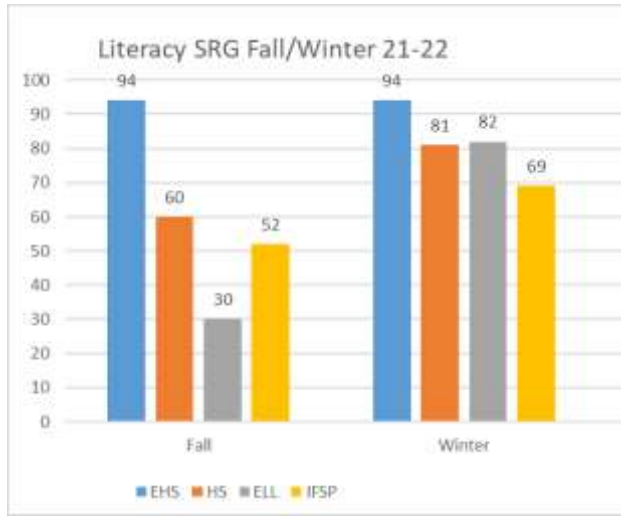
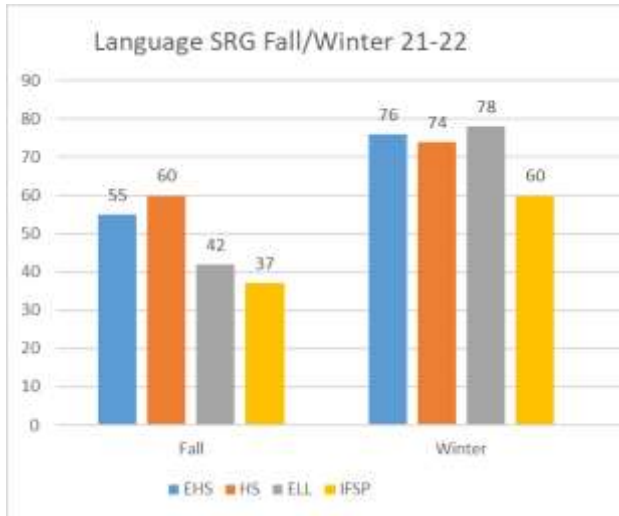


SRG: Language and Literacy

- Children will acquire new words to increase their communication and conversational skills (TSG 9(a) and 10(a))

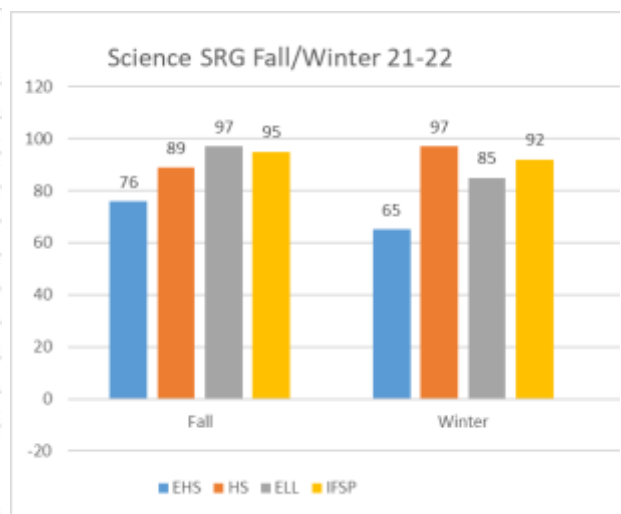
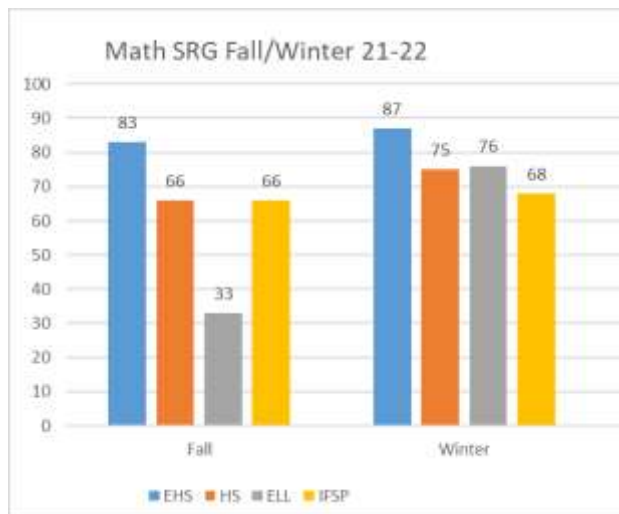
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- Children will experience and explore the world of books and reading (TSG 17(a) and 18(a))



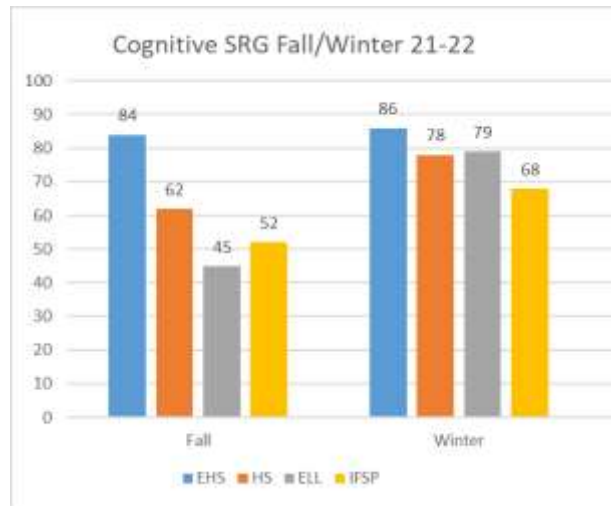
SRG: Cognition and General Knowledge

- Children will have opportunities to utilize mathematical applications (TSG 11(a)(c), 20(a) and 21(b))
- Children will gain an understanding of life science through living things (TSG 24)



SRG: Approaches to Learning

- Children will demonstrate attentiveness cooperating in various interests with persistence (TSG 3(a) and 11(a)(b)(d))



A3: Developing Program Goals with Governing Body, Policy Council, and Parents

Mt. Hood Community College's (MHCC) Child Development and Family Support (CDFS) program adopted new five-year goals for the HS/EHS grant beginning with the 2020-21 school year. Program continues to use the five-year goals developed in 2020-2021(see Table 1). A consultant was hired to help the development of these new goals, objectives, and strategies. A team made up of the full management team and policy council parents spent a full day completing a data carousel (which included the community assessment update, self-assessment, child outcomes, etc.) to inform development of the new goals, objectives, and strategies. The group decided to adopt MHCC's four (with one change from "student" to children and families in goal one) institutional goals that were developed with the MHCC Board of Directors. The team also reviewed the goals from the other grants which resulted in adding a new objective, objective four, focused on increasing parent engagement with policy council within the program's childcare partners. These updated goals, objectives, and strategies were reviewed and approved with both Policy Council and the MHCC Board.

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Sub-Section B: Service Delivery

B1. Service and Recruitment Area

a. There are no changes to the service area or recruitment area. The area to be served is outside the Portland Public School District and includes East Portland, and the cities of 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. See map.



Administrative Offices:

1. Mt. Hood Community College Maywood Park Center-10100 NE Prescott

Head Start Program Sites:

2. Cascade Crossing Center-10619 E Burnside St.

4. Division Center- 18630 SE Division St.

6. Early Childhood Center and Mt. Hood Center- 26000 SE Stark St.

8. Gateway Center- 10225 E. Burnside St

10. Gilsan EHS Home Based Center- 11905 NE Gilsan St.

12. Kelly Place Center and Willow Tree Center- 303 NE Division St

14. Gresham United Methodist Center- 620 NE 8 Ave.

16. Russellville Center- 10420 E Burnside St.

18. Rockwood Stark Center- 17805 SE Stark St.

20. Troutdale Center- 2700 SE Stark

3. Davis Elem. School- 19501 NE Davis St.

5. Earl Boyles Elem. School- 10822 SE Bush St.

7. Fairview Center- 22737 NE Halvey

9. Gethsemane Center- 11560 SE Market St.

11. Hazelwood Center- 35 NE 148th Ave.

13. Knott Center- 11456 NE Knott St

15. North Powellhurst Center- 1400 SE 135 Ave.

17. Rockwood Center 181- 124 NE 181 Ave.

19. Sunrise Center- 18905 SE Stark

21. Yamhill EHS Home Based Center- 19309 SE Yamhill St.

b. In Multnomah County, about 21% of the 32,700 children who need childcare live in East County, but only 7% of the childcare slots available are located there. In 2017, there weren't locally available childcare slots for more than 81% of children in need in the

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service area, and where affordable childcare is available, subsidies are limited and co-pays expensive.

Additionally, from 2010 to 2017, rates of families living in poverty have persisted at 27-28% for those with children under five, increasing from 15% to 18% for all households. Households receiving public aid went from 4.6% to 7.1%. People are struggling, and wages have not kept up with rising costs for housing, childcare and health care. (Oregon Dept. of Labor and PSU 2019 Community Assessment Report).

In 2018, an ECONorthwest report showed higher poverty rates among children ages 3-4 in Gresham and Troutdale. The PSU report found poverty concentrated in the Rockwood census tract. In East Portland and Gresham, 56% of families living in poverty were people of color.

There are six school districts in the service area. The PSU Community Assessment reported 70% of persons age 25+ in our service area did not hold at least an Associate's degree, and 60% of residents had not attended college, while 22% had graduated from high school or received a GED (2017). Meanwhile, 30% of MHCC HS families and 41% of EHS families reported having less than a high school diploma in the 2019 PIR.

- c. MHCC will continue to serve 83 EHS children in childcare partnerships. These partnerships are with Certified Family Child Care homes, Child Care Centers, and three school district's teen parent programs

MHCC partners with David Douglas School District (DDSD) to provide 31 children with HS services. Five of these children are enrolled in a bilingual Spanish

MHCC Head Start & Early Head Start Non-Competing Continuation Federal Grant Application

classroom. See map on the following page

MHCC Early Head Start CCP Locations



Certified Family Child Care

- 1- **Little Friend's Day School (Charene Simmons)**; 18805 SE Division Street, Gresham 97030 *(503)618-0032
- 2- **Love Bugs Too (Diane Augur)**; 1995 NE Cleveland, Gresham 97030 *(971)275-2790
- 3- **Love Bugs (Diane Augur)**; 1965 NE Cleveland, Gresham 97030 *(971)275-2790
- 4- **Melody's Munchkins (Melody Norris)**; 2045 SE 145th Ave., Portland 97233 *(503) 334-9949
- 5- **Melody's Munchkins Little Blooms (Melody Norris)**; 14124 SE Mill St, Portland 97233 *(503)334-9949
- 6- **Pixie Plus (Tracy Gabriel)** 3500 SE 164th Avenue, Portland 97236 *(503) 761-4341

Certified Child Care Center

- 7- **Discovery Garden Child Care (Sanita LaGrone)**; 8212 NE Sandy Blvd, Portland 97220 *(971)400-8814
- 8- **Gresham KinderCare (Jenny Perry)**; 2180 NE Division St, Gresham 97030 *(503)665-7359
- 9- **Pixie Child Care (Tracy Gabriel)**; 2740 SE 174th Ave, Portland 97236 *(503)761-4341

High School Child Care

- 10- **David Douglas CDC (Connie Sloan)**; 1400 SE 135th Ave, Portland 97233 *(503)261-8470
- 11- **Gresham High School CDC (Julianne Standish)**; 1200 N Main Ave, Gresham 97030 *(503)803-4560
- 12- **Reynolds Learning Academy CDC (Carol Dyck)**; 20234 NE Halsey, Portland 97024 *(503)667-4673

Office

- 13- **CCP EHS Business Office**; 11715 NE Glisan St, Portland 97220 *(503) 491-6880

B2. Needs of Children and Families

- a. 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

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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.

The McKinney-Vento homeless count from the state for preschool children for the 2020-21 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 2019-20 McKinney-Vento homeless count: Centennial 13; David Douglas 16; Gresham Barlow 18; Parkrose 0; Reynolds 45.

As of February 28, 2022, for the 2021-2022 school year MHCC CDFS served 158 children and families experiencing houselessness. For the current program year, which is 17.8%, a 5.8% increase from the year before. Additionally, during the 2021-2022 school year, there were 48 children in foster care enrolled in the MHCC CDFS program, which is 5.4% of all children enrolled. That is a .5% decrease from the previous year.

According to Multnomah Early Childhood Programs (MECP), which administers disabilities services throughout the county, including eight school districts, during the 2021-2022 school year 803 children were enrolled in Early Intervention (EI) and 2,273 children, were enrolled in Early Childhood Special Education (ECSE) During the 2021-2022 school year, 196 EI and 542 ECSE were served by MHCC CDFS. Of all the children enrolled from September 2021 to March 2022, 23% of children

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received services from MECP. Of those 23%, 48.9% were classified with a developmental delay, 37.6% with a communication disorder, 10.7% with autism, 1.7% with a health impairment, and .6% for both hearing impairment and specified learning disability.

- b. The data collected during enrollment for the 2021-2022 school year showed that 27.4% of families named a need for food and 28.4% of families needed housing and utility resources. Additionally, 14.1% of families identified a need for transportation in order to be able to access the program.

Affordable housing continues to be a barrier for the community. According a Koin News article published in February 2022, titled “Through the Roof: Portland Rent Hike Fastest Among U.S. Metro Areas,” out of all metro areas across the United States, Portland has seen the highest percentage increase. The article said a study, conducted by Redfin, said “rent prices in Portland have skyrocketed by 39% from the previous year-more than double the national average.” According to Bob Whelan, a senior economist with EcoNorthwest, there are not enough apartments to fill the demand, which has caused rent prices to climb quickly. Support for rental and housing aid continues to be a need for the program. Upon enrollment in the MHCC program, families are asked a series of questions regarding what resources they need.

Throughout 2021, unemployment rates began to lower throughout the county. After reaching an unemployment rate of 14.2% in April of 2020, one year later the rate decreased to 5.7% for April 2021. In December of 2021, the unemployment rate had lowered to 3.4%.

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- c. The Oregon Prekindergarten (OPK) program expanded services to serve prenatal to 3. We were awarded 32 slots. Preschool Promise a state funded program also expanded slots throughout the state and in our service area. Families served can earn up to 200% of poverty in this program. MHCC 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. In Multnomah County, 69 Baby Promise slots for infants and toddlers were added. MHCC was awarded 6 slots.

B3. Proposed Program Option(s) and Funded Enrollment Slots

- a. Program options and enrollment for EHS and HS are below.

Table 3. Early Head Start program options and enrollment							
Model	# of Children	Hours per day	Days per week	Weeks per year	#home visits	# of Socializations	Funding Source
Home Base	120	NA	NA	46	46	22	70 federal 50 other
Center Base Full Working Day	50	10	M-F	45/190 5 Hours	2	NA	42 federal 8 other
Center Base FD Student	24	8.5	M-F	34/138 0 Hours	2	NA	24 federal
Center Base Partners	59	10	M-F	50	2	NA	59 federal
LDO	24	4	2 days	46/70 Days	13	5	24 other

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2-3 Year Olds							
Family Childcare Partners	24	10	M-F	50	2	NA	16 federal 8 other
Total	301						

Table 4. Head Start program options and enrollment

Model	# of Children	# of hours per day	Days per week	Weeks per year	# of home visits	# of Socializations	Funding Source
Center Base DDSD Partner	31	6.5	M-F	34/157 Days	2	NA	29 other 2 Federal
Center Base Part Day	260	3.5	T-F	32/128 Days	2	NA	260 other
Center Base Duration	468	7	M-F	35/1020 Hours	2	NA	170 federal 298 other
Center Base Full Working Day	108	10	M-F	45/1905 Hours	2	NA	90 federal 18 other
Center Based Full Day Student	36	8.5	M-F	34/1211 Hours	2	NA	36 federal
Total	903						

b. N/A

c. In the fall of 2019 prior to COVID-19 many of the part day slots were converted to duration and full working day (FWD) slots based on the community assessment. The number of EHS slots was increased and plans were made to have sites that housed both an EHS and a HS classroom in the FWD model. These sites were strategically

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placed throughout the service area to make them accessible for working families. Existing part day slots were placed throughout our service area to serve families who required transportation. However, due to COVID-19 these changes have not yet been fully implemented. Services Monday through Friday for seven hours per day are the program's preferred slots with families.

After reviewing data from 2017-2020 for the HS home base option, it was concluded that families would be better served in a duration classroom. This model was originally started to serve homeless and medically fragile children. Data shows that community needs have changed. With closure of a large homeless shelter, it was discovered that many families preferred to have their children in school with their peers.

MHCC's approved Locally Designed Option (through 6/30/2025) is to serve 24 EHS toddler children (2-year-olds) who receive a combination of center base/home base services two classroom days per week (4 hours per day) and two 90-minute home visits per month during the school year, along with weekly 90-minute home visits during the summer months.

This was designed to serve our toddlers currently in the home base program as part of their transition process into HS/preschool. This provides the opportunity for children to be in a small group with other children without their parent before they join a larger group size upon entering HS/preschool. Two classes will be located in existing HS centers and a third class will be in a local elementary school where a partnership is already in place with HS children onsite.

- d. N/A – This proposal does not include funded enrollment changes.

B4. Centers and Facilities

- a. In MHCC's EHS CCP program the program was awarded eight state-funded family childcare slots. MHCC contracts with a current childcare partner to place four children in their new facility, Pixie Plus a certified family childcare home. In 2021-2020 CCP added Melody's Munchkins/Little Blooms to serve the other four children. The provider at Melody's Munchkins/Little Blooms is part of the BIPOC community.

In 2021, Due to a decrease in the number of teen parents enrolled in the local school districts, EHS CCP moved one center-based slot to a family childcare slot. This change allows four children to enroll with a long-term program partner, Love Bugs, which is a certified family childcare home.

With the above changes, it means that we increased the number of childcare partners by two-locations for a total of 24 children a six sites, in the family childcare model. There are now 59 Center Based slots, for a total of 83 children in CCP.

- b. N/A – This proposal does not include renovations.
- c. N/A – This proposal does not include 1303 Subpart E purchases.

B5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

- a. Recruitment for HS and EHS is a year-round process that uses a multitude of recruitment strategies to recruit families that have the greatest need. These strategies include partnering with Temporary Assistance to Needy Families (TANF) and Home Forward to send mailings to eligible families, social media campaigns, community partner outreach and presentations, connecting with current and former HS/EHS parents, annual presentations with DHS self-sufficiency and child welfare,

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outreach efforts with local elementary schools, marketing ads, attending community partner meetings, and hosting large and small recruitment events.

The program annually updates individual program flyers/brochures that outline all of service models the program offers. The program continues to partner with MHCC's Communications Department to renew HS outreach materials and explore other options of messaging within the community.

Families may also complete a paper application at the Maywood Administrative Office, site locations/offices, or the Early Childhood Center on MHCC's Gresham campus. Due to Covid-19, an online interest form was developed for families to connect with the program and complete an over the phone application and interview with trained staff.

- i. The program actively recruits and enrolls vulnerable children experiencing a disability, homelessness and/or in foster care by supporting strong relationships with Child Welfare in the Department of Human Services, Human Solutions, My Father's House, Letty Owen, Multnomah Early Childhood Program, etc. The program often emails out to community partners that provide services to categorically eligible families program updates, current openings or sites with low waitlists and ways to apply.

Recruitment of teen parents in the partner school districts is still challenging. There has been a drop in the number of teen parents staying in school and there has been a lower birth rate with teens in the area. Another challenge is with recruitment, engagement, and retention of homeless families. Some families do not want to identify that they are "homeless". The program

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has shifted to use trauma informed language to collect housing information and capture those families that may not want to identify as homeless but instead identify under a protected education class.

- b. In alignment with school readiness goals, the importance of attendance is reviewed with families from the moment a child enrolls. A child who attends school on a regular basis is more apt to gain the skills necessary to be successful in their academic and employment careers. Therefore, regular attendance is the desired goal for every family. Each child's individual attendance percentage is reported to parents regularly. This allows us to personally celebrate positive attendance and share information on chronic absenteeism. *Attendance Works* materials were bought and shared with families.

Should a family encounter challenges and/or stressors that interfere with their ability to ensure their child's regular attendance, our goal is to partner with the family and create a plan that will allow for their continuation in the HS/EHS program. This plan can take many forms and should be reflective of the family's needs and current situation. No child will be dropped from the program simply because they cannot attend every service day.

Teachers and Program Partners track daily attendance and document absence reasons that allow the program to track data and trends. In Center Based if a child has two (2) consecutive unknown absences or attendance drops below 85%, the Teacher will contact the family to determine causes and remind the parent of importance of regular attendance. If a teacher is unsuccessful in reaching a family,

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a referral is generated in *ChildPlus* to the Family Worker for more intensive follow up and support.

Program managers, site managers and family workers have attendance dashboards in *ChildPlus* which allows them to monitor each classroom/site's attendance and enables them to see trends from month to month. The program monitors and analyzes trends in attendance at the site level by family workers, teachers, and education site managers for site specific barriers, and the Attendance Committee reviews program-wide data for trends and identifies ways to support families. The program supplies limited bus tickets to support families in short term crisis. Rain boots and umbrellas are supplied to support family attendance in winter months.

B6. Education and Child Development

a. Center-based or family care programs

- i. All MHCC center-based classrooms and Child Care Partnerships (CCP) programs use the evidence-based *Creative Curriculum*, aligning with the ages and settings (classroom and family childcare) children are served. Curriculum is used to guide classroom management, curriculum development, and teacher-child relationships.
- ii. The *Creative Curriculum* is informed by a strong base of child development and early childhood education research. It includes clearly articulated learning and development expectations for young children (Berk, 2009) and balances scientific evidence of child development with knowledge gained in partnerships with parents. The *Creative Curriculum* is based on information about how children learn and develop, how educators individualize for children's unique need, and the

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import of integrating children's family and community culture into education (Copple & Bredekamp, 2009).

- iii. The *Creative Curriculum* learning and development objectives are closely aligned with the five central domains of ELOF (Alignment of GOLD[®] Objectives for Development and Learning: Birth through Third Grade with Head Start Early Learning Outcomes Framework, 2016). This curriculum integrates health and nutrition into the daily rituals and routines for children, while forming nurturing and culturally responsive relationships.
- iv. All programs use the *Creative Curriculum* Fidelity Tool Teacher Checklist and Fidelity Tool for Administrators to ensure fidelity of the curricula. Child outcomes are aggregated and analyzed quarterly using *GOLD*[®] and *ChildPlus*. The aggregated data is used to inform program planning and governance, and for training, resources, and supports for staff and families.

The program uses proven staff-child interaction observation instruments, including Classroom Assessment Scoring System (CLASS[®]), for assessing teacher-child interactions in HS classrooms twice a year. All education site managers and HS education specialists are trained in CLASS[®] and complete an annual reliability assessment through Teachstone. The HS education inclusion manager is trained, as well as certified to be a trainer.

In center-based EHS classrooms, including CCP programs, the Infant Toddler Environment Rating Scale and the Family Child Care Environment Rating Scale is used to assess teacher child interactions and classroom environments twice a

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year. The EHS education inclusion manager and CCP managers are trained in its use and facilitate evaluation.

Education specialists meet a minimum of weekly with all staff assigned for intensive coaching. Some staff have a monthly meeting written into their plans, so they connect between 1-4 times a month with assigned staff. We are currently exploring more group coaching options and half of the specialists meet bi-weekly with groups of staff (based on job position), regardless of their assessed need for coaching. Practice Based Coaching is the adopted coaching approach. The program is exploring use of Swivel for videotape coaching as well.

a. Home-based programs:

- i. *Parents as Teachers (PAT)*, the dominant home-based curriculum *Partners for a Healthy Baby* is both used as a supplemental curriculum in the EHS home-based services, and as a dominant curriculum in the EHS CCP services for prenatal parents and as a part of summer programming.
- ii. The PAT curriculum is evidence-based and has been proven to narrow the achievement gap by helping parents to improve their parenting knowledge and skills¹. The PAT curriculum is part of the DOHVE compendium of measures for MIECHV Grantees (measurement resources relevant to home visiting programs). We put the essential requirements of the model into practice by promoting a reflective approach to support partnerships between staff and families, the parent-child relationship, and family well-being². The PAT curriculum also strongly aligns

¹ <https://parentsasteachers.org/research-and-quality-improvement-index>

² <https://eclkc.ohs.acf.hhs.gov/curriculum/consumer-report/curricula/parents-teachers-foundational-curriculum-prenatal-3>

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with the five central domains of the HSELOF (Child Development and Family Engagement Alignment: A Resource Handbook, 2016).

The Partners for a Healthy Baby (PHB) Implementation Guide was created using the Alignment Tool for Curriculum and the ELOF included in the Early Learning Outcomes Framework Implementation Toolkit: Implementation Guide. “Partners is a ‘two generational’ curriculum that addresses the needs of both the parents and the child. We know that unless the family is stable, they cannot possibly meet the health and developmental needs of their young children. For that reason, Partners covers a wide array of issues related to Family Development and Family Health & Safety and includes content that addresses Caring for Baby/Toddler; and Baby's/Toddler's Development. Home Visitors can individualize visits to address the specific needs of each family³.”

- iii. MHCC home-visiting staff understand how to implement the PAT curriculum with fidelity, while also tailoring it to the unique needs of individual children and families. All home-visiting staff are PAT certified and renew PAT certification with the national office annually. Additionally, all home-visiting staff take part in 24 hours of professional development a year, at least two hours of individual reflective supervision per month, and two hours of staff meetings per month. Managers offer this reflective supervision, allowing for evaluation, monitoring, and improvement of fidelity to the PAT curriculum.

The *Home Visiting Rating Scale- Adapted & Extended (HOVRS)* is used in our EHS home-base option to assess staff support of parent-child interaction.

³ Florida State University, <https://cpeip.fsu.edu/phb/phb13.cfm>

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It is completed twice a year, and feedback is given to Home Visitors by the EHS Coordinators and/or EHS Education Specialist. Staff use results to identify areas for growth in facilitating parent-child interaction. This assessment parallels the *Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO™)* which staff use to support parent growth in their parenting behaviors. Staff complete the *PICCOLO™* twice a year with parents and use results to encourage parents to set personal parenting-related goals.

- iv. Socialization content is planned on a monthly basis, taking into consideration family feedback and child developmental needs. We have divided our home-based services into two distinct regions. Each region has a designated classroom for socializations and family events. Families are invited to attend groups at the location closest to their home. Community-based activities are incorporated to expand the curriculum by including trips to parks, farmer's markets, libraries, and other community locations.

- b. *The Ages and Stages Questionnaire, Third Edition (ASQ-3)* and the *Ages and Stages Questionnaire: Social Emotional (ASQ-SE-2)* screening tools to assess child development. These measures are reliable and valid instruments to screen for developmental delays in infants and young children from diverse cultural backgrounds. Both the *ASQ-3* and *ASQ-SE-2* are completed in conjunction with the child's parent, promoting family collaboration. The *ASQ-3* is currently available in Arabic, English, French, Spanish, and Vietnamese, and the *ASQ-SE-2* is currently available in English and Spanish. To support the screening of children who are dual

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language learners, staff make every effort to screen children in their home language and offer translation services to parents and children when completing the ASQ-3 and ASQ-SE-2.

In the center-based programming (EHS, CCP, & HS), *Teaching Strategies Gold* (*GOLD*[®]) is the tool used to assess children's development across the ten domains important to school readiness including (1) social-emotional, (2) physical, (3) language, (4) cognitive, (5) literacy, (6) mathematics, (7) science and technology, (8) social studies, (9) the arts, and (10) English language acquisition (when applicable). To the extent possible, children are evaluated in their home language and English language acquisition.

GOLD[®] is a norm-referenced assessment tool that provides electronic management of each child's education and learning path across the developmental domains. *GOLD*[®] has a family component and is based on Volume 6 of the *Creative Curriculum*. It also integrates well with *ChildPlus*, and the use of *GOLD*[®] is mandated for Oregon Pre-Kindergarten programs. We use it for child assessments three times a year for most of our classrooms, while year-round programs assess children four times a year. Teachers are required to be interrater reliable in the use of *GOLD*[®]. All teachers must successfully complete the interrater reliability test every three years provided by *GOLD*[®]. This ensures teachers can accurately and reliably assess children's development across domains important to school readiness. The education managers watch and report this requirement to the Program Planning and Evaluation teams.

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In the EHS home-based programs, the *Ounce Online* assessment tool is used to measure ongoing assessment of children's developmental progress. *Ounce Online* makes use of both staff and family observations of child developmental skills for the purpose of evaluation. It is made up of the combination of staff observation records, family albums, and developmental profiles and standards, supplying developmental evaluation every four to six months based on the child's age. Managers supporting EHS home-based staff have been trained in use of *Ounce Online*; they train and monitor EHS staff, in conjunction with the EHS Education Specialist, in using *Ounce Online*.

c. Families are encouraged in their use of their home language as much as possible. Each year we gather data on the language needs of children selected for the new school year, and where they will be attending. Then classroom staff placement is completed with the goal of matching staff languages with the children enrolled to the extent possible. We have a partnership the Immigrant and Refugee Community Organization (IRCO) to periodically supply interpretation services between staff and families. We also work closely with our local library to identify children's books in multiple languages for use in classroom and distribution to families, and regularly translate all parent materials in Spanish, Arabic and Russian.

Education staff work with families to individualize for each child in creating learning experiences that are personally meaningful and responsive. During home visits and parent teacher conferences staff seek family feedback on home visit, classroom and socialization content, child observations and plans for future

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visits. The nearly 200 parent handouts included in the Partners for a Healthy Baby curriculum and plethora of handouts included in the *Parents as Teachers* curriculum are designed to be used by the family to promote their child's development across all the ELOF domains. Staff use these handouts to support parent learning in their regular connections with families.

Home-based socializations reflect the interests of children and family members, provide experiences to support children's learning and growth, and facilitate parent-led activities. During socializations, staff provide guidance to facilitate parent-child interactions and offer child development information. As a part of regular home visits, staff ask for family input about socialization content, timing, and grouping. Following socializations, staff document observations, debrief with other staff members to ensure continuous service provisions, and reflect on child and parent feedback.

This year due to COVID-19 we continued using the ASQ screening tools online with families. Families are able to choose their preferred language (Spanish and English) in completing the screenings of their children. Families are encouraged to share child observations with their teacher, and this is included in the child's ongoing assessment. With the advent of virtual services, we have engaged families more in this area so that we rely on their observations to help us plan for individualized curriculum.

- d. N/A – This proposal does not include programs serving **AIAN** children.

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B7. Health

- a. In August and September of 2021, we provided Enrollment/Signing and Health Fair days for all new and returning families. Our community health care partners Dental3, East County Community Health, and Casey Eye ELKS were available to complete screenings, exams, etc. so that we meet the 45-day and 90-day health requirements per HSPS 1302.42. In total, 552 children received services across 7 days, and we received a total of \$17,975.65 in in-kind from this event. Dental3 was also able to visit sites open for in-person services in fall 2021 over 8 days, and we received a total of \$4800 in in-kind from these visits.

A Registered Nurse contracts with MHCC's programs from Multnomah County on a .5 FTE basis. Several community partners help us supply robust health services, including the MHCC Nursing Program (each term provides screenings), the Elks eye clinic (offers free vision screening & follow-up), Multnomah County Lead program provides onsite exams. Dental3 - the statewide dental collaborative - provides onsite checkups and varnish four times a year.

Family Support Specialists and Family Educator Specialists ensure that all EHS families are enrolled in WIC. A Nutrition Consultant conducts home visits through referrals. Nutrition screening is completed for all families at enrollment, and we offer 2-3 nutrition classes for parents each year.

On the MHCC Gresham campus we have a central kitchen that prepares and delivers meals to all but two locations within our program. We have opened a second production kitchen to support our central kitchen at our Rockwood 181st site. Food supplies are delivered to the kitchen a day in advance; meals are prepared by Food

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Service Aides at each location. Two school districts are contracted to supply meals at their locations (North Powellhurst and Davis). EHS CCP partners also take part in the Child and Adult Care Food Program and early childhood focused workshops for teachers that help provide families with information and expectations around children's nutritional needs.

- i. Family service staff refer families to health care providers and specialists. We follow up in 15, 30, 45 and 60 days to ensure families get connected with care. Health screenings, exams and follow-up are recorded in *ChildPlus*, and family service staff run monthly reports to check progress. Family service staff also receive an automated weekly email with reminders.

Prenatal care in the state of Oregon can be accessed through the Oregon Health Plan. The Family Support Specialist/Family Educator Specialist completes a prenatal services checklist with pregnant women at enrollment. In EHS home based the Expectant Family Home Visit Record is completed at each weekly home visit. All new babies receive a two-week visit from our community health nurse who supplies information related to birth and post-partum topics.

- ii. Mental health services are provided in partnership with Multnomah County Behavioral Health and a local mental health agency, Morrison, who supplies culturally and linguistically proper services. MHCC has 4.35 FTE mental health consultants; two are bilingual in Spanish and there are two culturally specific African American practitioners. EHS CCP contracts with a retired Mental Health Consultant to provide training to staff and providers, develop behavior support

plans, and providing supports to teachers and parents concerning children's social emotional development.

B8. Family and Community Engagement

- a. The Family Services model is based on the principle that to successfully build trusting and respectful relationships with families, we need to understand them from their unique cultural perspective and meet families where they are. This includes intimately understanding the personal, family, and community experience of those we serve. The family workers, family support specialists, and family educator specialists partner closely with families to set goals and provide services that are culturally respectful, flexible, and family-driven.

The Family Services team is staffed with individuals from ethnically, linguistically and culturally diverse backgrounds, so families see and hear themselves in the faces and voices of staff. Cultural and linguistic considerations must include ongoing training to keep cultural humility and using Immigrant Refugee Community Organization (IRCO) for interpretation services when we are unable to supply direct services in the family's home language. Staff also takes into consideration the culture of teen parents who may live with their parents and other diverse family dynamics.

Family Workers in Center Based models all provide a minimum of two home visits a year, covering family partnership agreements, goal setting, health and dental follow up, attendance issues, and referrals and follow up. Many families have more contacts as well. In EHS Home Based model, Family Support Specialists provide weekly visits for up to three years and coordinate up to 22 socializations a year. Through these visits and engagements, staff is building trusting and respectful

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relationships. In our CCP program the family educator specialists and family worker share family service responsibilities that are individualized to meet family needs.

Current Success Story

During the second wave of Covid-19 in 2021, a Head Start child became sick with what staff believed to be Covid-19. The child was enrolled in an in-person classroom. Following protocol, the staff kept sending the child home as symptoms persisted, even though tests kept coming back negative. Staff suggested to mom to follow-up with the doctor on the symptoms as they persisted long enough to not be allergies, cold, flu or COVID-19. Shortly, thereafter, this child was diagnosed with cancer and immediately underwent surgery and a lengthy treatment process. Mom is a single mother who just had her whole life thrown into disarray, but the family worker, teacher, and support staff were able to provide immediate and responsive support, to include wraparound services and meals, while also giving mom the tools needed to address housing and emergency needs, financial and food security, and emotional and personal support, at that immediate time and moving forward.

Fathers are actively encouraged to fully take part in home visits, parent teacher conferences, parent center meetings, and parent activities. Individual sites develop father specific activities following parent interest. If the two parents are no longer together every effort is made to ensure connection with both parents is made where possible. Staff are encouraged to complete separate education home visits and parent teacher conferences when needed.

- b. The program focuses on engagement activities that support child parent relationships, child development, family literacy, and language development by providing ongoing parent education from enrollment through transition. Families are provided materials that discuss the importance of parents engaging in literacy activities with their children, child abuse prevention, language development and any other goals identified by the families. Throughout the year parent center committee

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meetings are held monthly and also offer additional avenues of continuing parent education around these topics.

The three Parent Family Engagement Specialists coordinate to provide workshops program wide and written/online resources for parents, guardians and caregivers on literacy activities, safety and education around domestic violence, child abuse prevention, language and development, and other areas of interest as they are named by families through the parent interest survey.

“Parent Nights (Family Fun Nights)” for families are tailored to the needs of busy parents. Dinner is served and parents and children eat together. After dinner, family workers and parents chat while children play. Educational presentations are provided on a parent-child activity focusing on literacy, language development and relationship building takes place.

In teen parent programs, teens are enrolled in child development classes the assigned Family Educator Specialist regularly takes part in these classes which also serves as the parent center committee meeting for their sites.

MHCC offers a variety of English as a Second Language (ESL) courses throughout our service area. Family service staff supply referrals and help to support families to enroll in these courses. One example is a VESL program that incorporates obtaining a CDA in conjunction with ESL courses offered through our Child Care Resource and Referral.

- c. MHCC currently uses the following parenting curricula: Positive Solutions for Families, Incredible Years® (Brestan & Eyberg, 1998) and Abriendo Puertas/Opening Doors (Moore, Caal, Rojas, & Lawner, 2014) at various times throughout the year.

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This year due to COVID and the wide array of barriers affecting families, we adjusted the parenting curricula to a drop-in parent support group. A small committee of mental health consultants, and family services staff and are offering weekly Parent Café's in English, Spanish, and one that is culturally specific for Black families.

- d. Key program strategies for family partnership services, include:
 - i. Family Service staff engage families in a process of collaborative partnership building to establish mutual trust and to identify family goals, strengths, necessary services, and other supports to track families progress while enrolled in the program. In Center Based, Family Services staff collect quantitative data using the Eco-map that is aligned with the PFCE Framework and is used to identify areas of support, and to promote the well-being of families so that families in turn can help their children be ready for school and a lifetime of academic success. The data collected through the Eco-Map establishes a baseline at the start of the year and is updated throughout the year to measure families' growth and success of the program connecting families to needed resources. Families Progress is documented throughout the year and the quantitative data is tracked in Child Plus to show gains or needs.

EHS CCP has developed a program self-reflection tool for childcare partners based on From Parents to Partners: Building a Family-Centered Early Childhood Program and the PFCE Framework to guide discussion and implementation of inclusive, equitable and intentional family engagement activities within our childcare partner sites.

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- ii. In Home Based, Family Services staff use Life Skills Progression tool (LSP). The LSP is intended to help the Family Services staff to reflect on the family in a way that facilitates an understanding of family needs, strengths, and concerns and results in more effective home visiting services. The Purpose of the LSP is to capture baseline data that shows the family characteristics at intake as well as measuring progress across time. The LSP is completed independently of the family.

The Family Services staff in Center Based also use an interview tool developed internally called Project Impact to capture qualitative family data in the areas of Family Well-being, Positive Parent-Child Relationships, Families as Lifelong Educators, Families as Learners, Families as Advocates and Leaders, and Family Connections to Peers. Family services staff complete approximately 4-5 interviews of families per caseload with families who had received more than a year of services in EHS/HS. Data collected from interviews are used to find themes, trends, and reflect on the impact services have on families. Program management uses data to analyze and examine how well the program and its families are doing in terms of Family Outcomes. This data is used to inform changes in programming to improve outcomes. The qualitative nature of Project Impact focuses on families' stories and self-reflection to allow the program to share data in accurate, appealing, and accessible ways.

- e. MHCC has many partnerships throughout our community. We are partners with SnowCap, a local food pantry where families receive enhanced referrals for food boxes, utility support, and clothing. We also collaborate with Community Warehouse

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to help families access needed furniture and household items. Northwest Children's outreach, now known as Portland East, supplies clothing, diapers, toys, books, shoes, formula, kid's furniture etc. to our families.

Immigration attorneys from several organizations throughout the community offer free consultations to families every week during our evening services program.

Wallace Medical Concern supplies needed medical services for MHCC children and families. Insights Teen Parent Program has agreed to aid CCP teen parents with housing needs.

We serve on the East County Caring Community, which is a network of agencies that support children and families in our community. The program has close partnerships with our local library with their Everybody Reads program, Multnomah County Health Department for health and mental health services, Multnomah Early Childhood Programs (our local LEA), and Department of Human Services in Child Welfare and Self Sufficiency.

MHCC holds a Family Services Advisory Committee meeting (composed of parents, staff, community partners and managers) to offer insight and feedback related to family services. The group uncovers potential opportunities to improve referral processes and partnerships for MHCC families and supporting our community partners.

Recent Success Story

This school year, in collaboration with several of our community partners, the program successfully planned and carried out multiple COVID-19 vaccine clinics at one of our Head Start facilities. The clinics provided an opportunity for our staff, their families, and the children and families enrolled in our program to receive their first, second, or booster COVID-19 vaccine. As of March 2022, approximately 6 vaccine clinics have been held where vaccines were administered to individuals ages 5 and up. Thus far, as a result of these opportunities, approximately 500 vaccines have been administered.

B9. Services for Children with Disabilities

- a. From the time of application, MHCC begins the process of collecting information from families about accommodations or supports a child might need to be successful in our programs. Information requested includes whether the child has an IFSP or is in process of evaluation, and any health, mental health, nutrition, or developmental concerns the family may have. This information is used to plan for the child's full participation in all activities and program services. A strong relationship with Multnomah Early Childhood Program (MECP) supplies disabilities services to children ages birth to five, enabling a seamless system of mutual referrals. MHCC's education inclusion managers access children's Individual Family Service Plans (IFSP) in the MECP database. We use IFSP goals to track progress for children with identified disabilities. Education inclusion managers are responsible for supporting education and family services staff with the specific needs of these children. Education inclusion managers and the family services manager partner together to ensure equitable distribution of children with identified disabilities across individual classrooms and caseloads.

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- b. MECP, our local LEA partners with MHCC to provide individualized services for children experiencing a disability. MECP staff and MHCC staff share training opportunities and meet together at least monthly to jointly plan for the individual needs of the children. MECP staff work in our classrooms alongside of our staff to jointly meet the child's IFSP goals. Program staff attend IFSP meetings with parents and MECP staff.

In collaboration with MECP and University Colorado - Denver, we have two HS classrooms using the LEAP model, where children with Autism Spectrum Disorder are included with their typically developing peers, and teachers receive intense coaching and supports. While we initially planned to have reached fidelity using the LEAP model by the end of 2019-20, due to COVID, this was extended to the 2021-22 school year. As of March 2022, an additional LEAP classroom has been added and we were able to provide all of the LEAP trainings in all 3 LEAP classrooms.

This next program year MHCC, as a member of a county and statewide inclusion team, will continue to implement evidence-based practices designed by the Early Childhood Technical Assistance Center (ECTA). A selected site will pilot the ECTA system of high-quality, individualized services for young children experiencing a disability and their families, by providing comprehensive coaching and support around inclusion to the program and education team. A leadership team was formed this program year to support this initiative and to analyze and implement program-wide changes through policies, procedures, and trainings to support inclusion in all MHCC classrooms.

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B10. Transition

Strategies and practices to support successful transitions include:

- a. When pregnant women are enrolled in EHS home-base, they begin services with a home visitor who continues providing services after the baby's birth. EHS CCP teen programs serve pregnant women in collaboration with social workers at local high schools. They experience a seamless transition from prenatal services to services for the child starting at birth. Transitioning from EHS to HS begins at EHS enrollment and culminates in a plan before the child reaches 30 months. EHS families are surveyed to discern their interest and plans for their child once they turn three.

In 2020-2021, we added 24 EHS slots to serve in an approved LDO model. Children turning two years old by September 1st will be eligible to transition into a two day a week 4-hour class with two home visits a month during the academic year. The model was designed to offer children the opportunity to attend a classroom independently and to experience a group setting. Children learn group norms and routines which better prepares them for larger group experiences. During the summer before transitioning to HS or another preschool, they return to a home-based model with their teacher. All three LDO locations offer HS classrooms for children to visit to smooth the transition into HS.

EHS families are encouraged to visit potential future preschool program locations. If the family is income-eligible &/or have special needs and wishes to attend HS, a seamless transition is made. If not, and they have no special needs, staff help with applications to Preschool Promise, private childcare, MHCC's Parent

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Child Development Services program, our Child Care Resource and Referral, or another community option.

- b. MHCC values the importance of transition planning from HS to kindergarten to meet each child's needs. Transition to kindergarten begins during the first home visit of the child's last year in HS. Teachers and parents discuss the child's growth and development and set goals for the four-year old. Throughout the year, teachers and family workers discuss the transition process and learn about the parent's wishes for their child. Kindergarten transition coordination falls to our HS education inclusion manager, who in collaboration with school district staff, and family workers determines the district and school based on family's address. During a winter home visit, the family gathers documentation for enrolling in kindergarten and scheduling visits to their local elementary school.

During the last Parent-Teacher conference, the teacher and family complete the Transition to Kindergarten form. The teacher assembles a transition packet including a child photo and year-end developmental assessment with summary notes.

Packets are delivered to the appropriate school district schools by MHCC. Teachers and families needing more aid receive more help from the family worker (rides to school visits or a kindergarten round up). We also host events for parents to learn from kindergarten teachers and other parents about what to expect in kindergarten.

- c. If a child is transitioning within MHCC programs, education and family services staff share information for seamless transition. Data stored in ChildPlus and GOLD® allow for easy internal transition. In addition to site visits, whenever possible, children receive a home visit prior to beginning in their new placement. If a child is

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transitioning to a private childcare program, we encourage parents to complete a Release of Information form so that records can be exchanged.

B11. Services to Enrolled Pregnant Women

- a. During the first home visit staff ask families about their prenatal care and if there is a need for access to prenatal care and insurance to cover the visit. EHS staff support families through the process of obtaining coverage and care. The health services manager and contracted nurse serve as resource in this process.
- b. Our curricula include prenatal and postpartum resources and content that staff share with families during regular home visits. The curriculum covers content such as: fetal development, prenatal/postpartum/infant nutrition, and addiction supports. All EHS staff have been trained in Safe Sleep for Oregon's Infants⁴ and use that to ease discussions with families about safe sleep environments, routines, and habits.
- c. Home based education and all family service staff have been trained in "One Key Question" a pregnancy intention screening tool. We have pregnancy planning kits to help provide families education on family planning. Prenatal care in the state of Oregon can be accessed through the Oregon Health Plan. The Family Support Specialist completes a prenatal services checklist with pregnant women at enrollment, and an Expectant Family Home Visit Record at each weekly home visit. All newborn babies receive a two-week visit from a community health nurse who provides parents with information related to birth and post-partum topics.

⁴ <https://oregonearlylearning.com/providers-educators/professional-development/Self>

B12. Transportation

- a. Parents were surveyed in December 2020 on their need for transportation to be able to take part in program services. According to the survey, transportation continues to be a need for some of our families; 28% families indicated they would need transportation to participate, and 72% indicated they did not require transportation to participate. We have also learned that canceling transportation at some sites led to lower attendance, while in other areas there was little change. This led to a revision of the HS application to include transportation questions to help us better support families.
- b. Prior to the pandemic, the program was able to supply limited transportation to families. Transportation was supplied for children by MHCC-owned buses and school district partnerships. Limited transportation was also provided to/from socializations for families receiving home-base services as well as our EHS Locally Designed Option. At the onset of the pandemic, transportation was placed on pause. In response to this pause, the program supplied limited bus tickets to support families in short term crisis. The program continues to do this. In the 2021-2022 school year, staffing challenges have not allowed us to resume transportation. However, as of March 2022, the program managed to secure a Transportation Specialist who has been working on getting the transportation fleet ready. We are also recalling bus drivers and securing the required training for them for when they return.

Sub-Section C: Governance, Organization, and Management Structures

C1: Governance Structure

- a. The Mt Hood Community College Board of Education is composed of seven elected representatives who serve four-year terms. Five of the board members are elected from defined geographic locations and two are at-large members. Board members serve without pay. Because the board members are elected, they do not have to meet the composition requirements of a Head Start Board as stated in Section 642. The Board is able to use the advice of the Chief Financial Officer, legal counsel on retainer to the college and on college faculty for information about child development. The Board appoints a liaison for HS and the liaison receives in depth governance training.
- b. NA
- c. Policy Council (PC) membership is based on physical locations - at least one representative is chosen by parents from each center. Larger centers elect more reps. Centers will have multiple representatives depending on the size and make-up of the center. All enrolled parents are eligible for PC membership. Language interpretation is provided at parent meetings and Policy Council (Spanish simultaneous interpretation). Policy Council representatives are elected at the first parent center committee meeting, every October. Each center also elects alternate(s) who attend PC meetings as a non-voting member (and votes when the primary representative is absent). Policy Council members can serve for up to five years, consecutive or non-consecutive terms. When new programs are added Policy Council and the Board has input and approves a plan for the type of representation.

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Annually, the current PC Executive Committee review membership to establish recruitment goals.

Processes Governing Body

- a. The MHCC Board meets its fiduciary responsibility by staying actively involved in policymaking and strategy, and by appointing one member annually to serve as the liaison for HS programs. The entire Board receives in-depth governance training annually from HS managers and the Exec. Director, in compliance with article 1301.5 of the HSPS.

The Board of Education meets monthly on the 3rd Wednesday. The board receives monthly Director reports and quarterly reports containing program attendance, annual budget with year-to-date expenditures, Visa reports, hiring and separations, and non-federal share. Board members receive an annual report and approve the self-assessment and correction plans, all grants and budgets, SRGs and selection and recruitment plans. Board members serve on an audit committee to select an auditor and approve the annual audit. Managers representing HS and the MHCC Business Office meet monthly to monitor and analyze program expenditures. HS follows all fiscal policies of MHCC.

- b. NA

Policy Council and Policy Committee

- a. At each Policy Council meeting, parents are given packets with the monthly program report, previous month's minutes, financials, and any materials being discussed.

They are emailed seven days in advance. Parents often bring issues/concerns to PC

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from other parents at their sites. Some discussions started by parent reps at PC lead to policy revisions lead to better understanding.

Parent Committees

- a. Currently enrolled parents are automatically members of a Parent Center Committee. Parent leaders and staff at each site jointly plan committee meetings. Family Workers help with logistics, meeting prep and planning. Education Site Managers attend meetings and share updates related to site plans, safety, access to buildings, active supervision of children, new staff, etc. Parent concerns addressed by staff typically include educational needs, illnesses, bus cancellations, playground concerns, communication with staff, behavioral issues, and celebrating holidays in culturally specific ways.
- b. Policy Council parents serve on multiple committees that inform program policies and procedures. For instance: Health Services Advisory, Education Advisory, Family Services Advisory, Safety, and Racial Equity Committees – all of which meet several times a year. At PC meetings we offer a template for note-taking and encourage members to take notes so they can share decisions and information at Parent Center Committee Meetings.

Relationships

- a. Annually, the MHCC Board receives governance training at a regularly scheduled board meeting. Directors are trained on the Head Start Act, HS planning process, Program Performance Standards, and the vital role of Policy Council and the Board in program governance. The Executive Director, along with key staff (Associate

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Directors, Executive Assistant, Fiscal Manager, HR Manager, etc.) and the Policy Council Chair, deliver this training, which is documented in agendas and minutes.

Parents on the outgoing Executive Committee present at orientation in October. Elected PC members receive training about their role and an introduction to the HS planning process. An Executive Committee (five members) plans the PC agenda and does more training in December, delivered by a consultant with expertise in Roberts Rules of Order, HS Policy Council process and program governance. In January, all PC receives training from this consultant.

At each PC meeting, other training and/or information is offered by various managers in different content areas of the program (ERSEA, Education, Health and Nutrition, disabilities, etc.). Staff and two PC Executive Committee members attend the annual Oregon Head Start Association state meetings three times a year.

- b. MHCC directors are bound by Board Policy 9081, which defines and prohibits conflict of interest, as well as state law prohibiting conflict of interest by elected officials. They annually disclose any conflicts and document their disposition. Policy Council members are bound by article 5, section 2 of their by-laws, which define and prohibit conflicts of interest for members.
- c. The governing body regularly receives items submitted by the Policy Council for approval. Policy Council takes part in all phases of program planning through participation on committees such as Safety, Health Services Advisory, Family Services Advisory, Education Advisory, and the Self-Assessment.

C.2 Human Resources Management

- a. See organizational chart on page 50

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- b. Our program has a solid system in place to ensure that criminal background checks are completed for every employee, consultant, and contractor before they start working with our program. We incorporate the background checks into our hiring/onboarding process and ensure that they are completed before we make a job offer or start a partnership. We track each step of the Criminal Background Registry (CBR) enrollment in our hiring status report, to ensure enrollment before an individual begins working with us. We enroll each recommended new staff in the CBR, operated through the Office of Child Care, who conducts state and federal background checks which includes fingerprinting. The background checks are comprehensive and comply with the Performance Standards. Once we receive verification of enrollment in the CBR for each new employee, consultant, or contractor we then continue with the hiring/onboarding process. Additionally, we track the CBR enrollment in our database along with the end date so we can monitor and support staff renewing their background check promptly.
- c. Our orientation and onboarding process ensures that we're meeting all requirements as well as supplying a quality, meaningful introduction for our new employees, consultants, and volunteers. Our goal is to supply a comprehensive introduction and overview of HS/EHS while ensuring our new employees/volunteers feel as prepared as possible to begin their new role. Additionally, it is our hope that a successful onboarding program will improve our retention.

Our onboarding process spans over three days, and, in that time, we have an in-depth orientation and time to job shadow. The orientation involves an introduction to HS/EHS (which includes the history), presentation of our programs and services,

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Community and Self-Assessment, review of the job description, Code of Conduct, policies and procedures, union contract, completion of new hire paperwork, benefits, and required online trainings (Recognizing and Reporting Child Abuse and Neglect, Introduction to Child Care Health and Safety, Prevention is Better Than Treatment, Safe Sleep, FERPA, Blood Borne Pathogens, and Harassment).

After the new employee's one day orientation with HR, they meet with their supervisor for a more in-depth orientation about their specific position and role. The new employee also has 1.5 days of shadowing before they start in their new position. We've found this to be helpful for new employees as they have a longer transition into the program, it alleviates stress and anxiety, and they get to observe other seasoned employees and ask questions.

- d. We offer a variety of training and professional development opportunities throughout the year. This includes an extensive pre-service before the start of the program year, and two full day in-service training days during the school year. Professional development opportunities are also provided to education staff at least once a month throughout the year. Our program has a professional development committee made up of a variety of staff in various positions. They review professional development opportunities in the community, state and nationally and make recommendations on who should attend or who to hire for in-service trainings. This committee develops a staff survey to help guide them as to the professional development needs of the program. Program procedures for requesting professional development funds are developed in partnership with this committee. Staff can request professional development funds for local conferences, books and tuition. These practices lead to

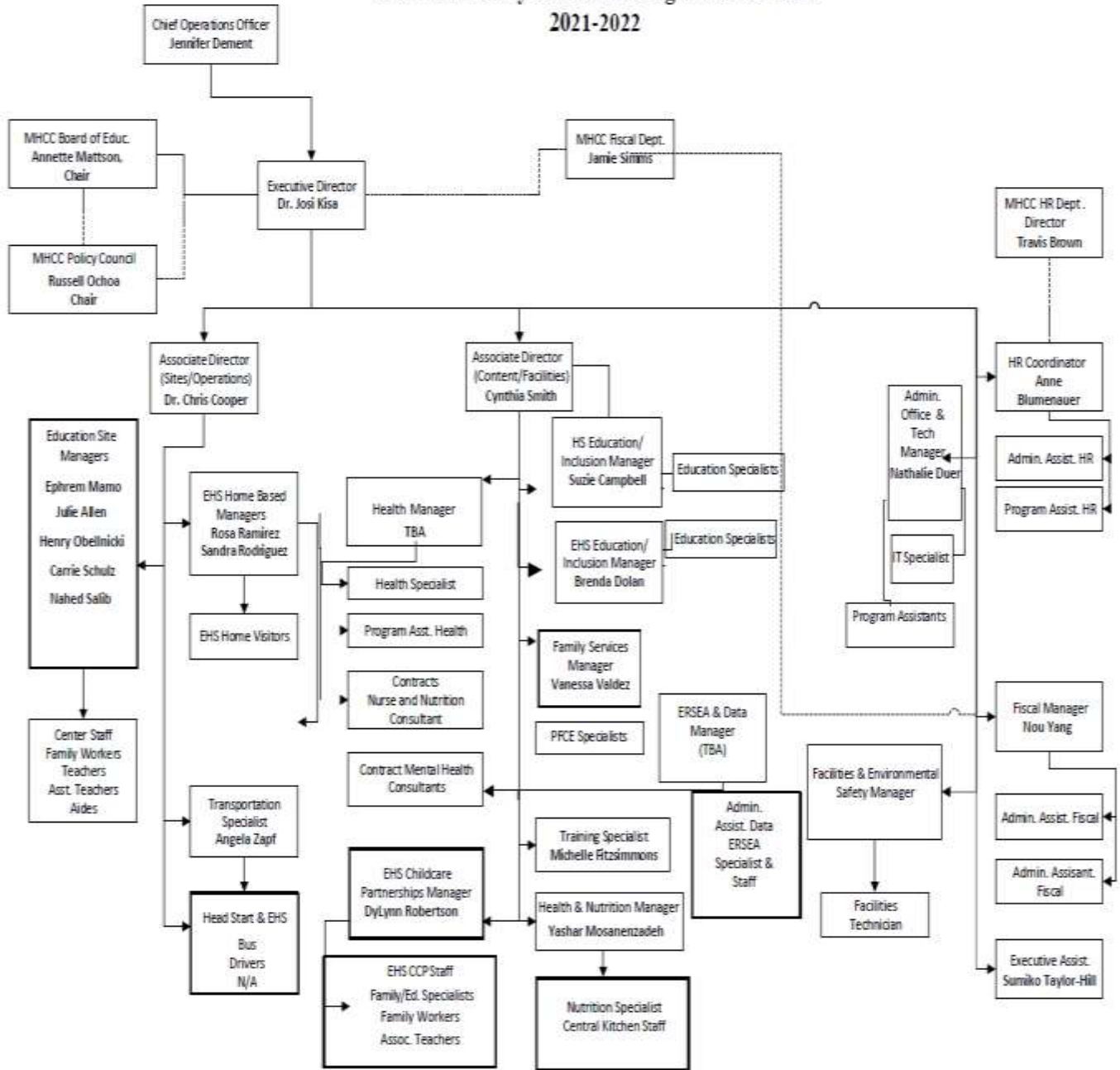
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better outcomes for families because staff's ongoing professional development is supported, helping with retention, and a well-trained workforce along with employee satisfaction.

Four HS education specialists and one EHS education specialist provide practice-based coaching to all education staff. Our three family educator specialists provide practice-based coaching to our partners in our CCP program. Individualized intensive coaching is provided on an individual basis. Referrals for intensive coaching can be self-initiated or from a supervisor. Education specialists work with assigned teams on an ongoing basis throughout the year. Changes from assignments are minimized so that ongoing relationships between coaches and staff can be maintained.

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Mt. Hood Community College Child Development & Family Support Programs
Head Start/Early Head Start Organization Chart
2021-2022



C3. Program Management and Quality Improvement

a. Systems for ongoing oversight, correction, assessment of progress toward goals:

An Administrative Team composed of the Executive Director and Associate Directors meet twice weekly to discuss current issues and make decisions. Program Planning and Evaluation Team is a bi-monthly meeting of Directors, content area managers, EHSCCP Manager, Facility and Environmental Safety Manager, Administrative Office Manager, Data Manager, Human Resources Coordinator, Fiscal Coordinator and MHCC's Director of Finance and Auxiliary Services. This group collects and analyzes data (which includes health, nutrition, attendance, and active supervision monitoring, etc.) and planning for the HS and EHS program. This group develops plans for the annual self-assessment along with Policy Council. A managers meeting consisting of all HS/EHS managers meets monthly. Each site has a monthly site all staff meeting. In addition, there are three annual program wide All Staff meetings throughout the school year.

b. The Program Planning and Evaluation Team (PPE) handles planning and evaluation of plans. This includes following a reporting procedure that outlines a timeline to ensure data is brought to the group to assess how the program is doing in compliance as well as meeting goals. Committees are designed to aid in this work. For example, an Attendance Committee of managers, staff and Policy Council parents met to plan for improvement of systems to support attendance. In another case, the Staff Satisfaction and Wellness Committee was designed with staff and managers to address retention of staff, morale and overall staff wellness. These

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groups generate plans and implement them. The PPE is still the group who provide oversight to the goals and goal attainment.

The PPE Team oversees the annual self-assessment and planning for improvement. Oftentimes, this work intersects with goal attainment.

- c. The PPE Team takes part in grant and budget development and works as a team to identify priorities and needs to ensure all services are represented in the plans.

The Budget and Planning Committee convened by the Director and involving staff, managers, college representatives and Policy Council, works to provide input to budget development including contingency plans to aid with future cuts and/or additions of funds.

Management has worked diligently to ensure education staff have quality planning time for home visits, Parent-Teacher conferences and in-service days. This has not always been equitable with part day/part year, 7.5-8.5-hour classes and 10-hour classes for working parents. This is an area of continued work to ensure equity in available time to conduct the work and ensure time for professional development. For the last several years we have instituted a variety of plans to make this equitable. Last school year we increased the number of class hours in our duration classrooms in order to provide more planning days for staff (one per month).

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Section 2. Budget and Budget Justification Narrative

A budget narrative and justification for Head Start and Early Head Start funding follows, set up in alignment with Section B.6. Object class categories on the SF-424A.

Expense	Description and Justification
Personnel	
a. Full and Part Time Salaries and Wages	Salaries are informed by the wage comparability study of 2019. Salaries shown include a step as required by the Oregon School Employees Association Contract. Union negotiations were completed in Feb 2022. This Contract is awaiting ratification and approval from our Governing Bodies. Personnel costs for the HS program are supported by the HS Federal Grant, ODE State Funds, and a small part of CACFP and DHS reimbursement funds. Personnel costs for the EHS program are supported by the EHS Federal Grant ODE State Funds, MIECHV and the Portland Children’s Levy. Total costs are \$3,933,177. Head Start Ops: \$1,760,420; Head Start TTA: \$28,519; EHS Ops: \$2,118,984; EHS TTA: \$25,254
b. Fringe Benefits	Fringe benefits are based on the contract negotiated in 2022 with the OSEA. This Contract is awaiting ratification and approval from our Governing Bodies. Managers and confidential staff follow the College Management group. Staff receive full family benefits for health, dental and vision. They pay a part of medical benefits. Staff are enrolled in the Public Employee Retirement System (PERS,) life insurance and may access an EAP. Part-time staff receive partial benefits including PERS. Total costs are \$2,473,460. Head Start Ops: \$1,200,208; Head Start TTA: \$1,390; EHS

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	<p>Ops: \$1,262,914; EHS TTA: \$8,948</p> <p>There is not a set fringe rate; it depends on employees' classification and FTE. At MHCC fringe benefits are treated as a direct cost and is made up of Medical/Dental/Vision insurance (48%); Life Insurance (1%); Employer PERS/Early Retirement (39%); and Disability/ Workers Comp/Unemployment/Social Security (12%), totaling 100%.</p>
c. Travel	
Travel Detail	<p>The college pays the federal rate per diem and uses Western States Contracting Alliance (WSCA) which provides for federal (lower) rates for hotels. Corporate Travel Management company is used to book travel.</p> <p>National Black Child Institute; Parents as Teachers National Conference; <i>ChildPlus</i> Scramble; National Association for the Education of Young Children (NAEYC) Natl. Conference; Parent and Family Engagement Conference; Northwest - Positive Behavior Intervention and Support Tacoma; National Head Start Association Conference</p> <p>Travel costs are outlined in the staff development plan (training plan).</p> <p>Total costs are \$36,349. Head Start TTA: \$13,000; EHS TTA: \$23,349</p>
d. Equipment	
Equipment	<p>No equipment over \$5,000 is budgeted. If budgeted, HS or the Procurement Manager obtains quotes from at least three sources, compares cost and quality of quotes and decides which quote to accept.</p> <p>All purchases are approved through an on-line approval process, which includes the HS Director, using a digital system.</p>
e. Supplies	
1. Office Supplies	

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Office Supplies	Office supplies are bought through Office Depot, a state approved contract. Supplies include paper, toner, files, notebooks, pens, pencils, markers, tape, scissors, staples, file cabinets, desk chairs, & miscellaneous office supplies. Total costs are \$7,808. Supplies costs estimated based on 3-year history. Head Start Ops: \$5,250; EHS Ops: \$2,558
Graphic Services	Printing materials for parents and community including annual report, Policy Council Handbook, and Parent Calendar. Total costs are \$9,726. Head Start Ops: \$6,726; EHS Ops: \$3,000
Copies	Per college agreement. Total costs are \$6,953. Head Start Ops: \$4,750; EHS Ops: \$2,203
Postage	Mailings to Policy Council, recruitment mailings, etc. Total costs are \$2,000, based on a 3-year history. Head Start Ops: \$1,350; EHS Ops: \$650
Computers	The college IT department supplies the program with desktop computers. We buy iPads for Teachers to use with GOLD [®] and for home visitors to do PICCOLO and use with families. We buy replacement laptops, LCD projectors and a variety of computer parts. Total costs are \$9,391, based on a three-year history. Head Start Ops: \$6,500; EHS Ops: \$2,891
2. Child and Family Supplies	
Health Supplies	Includes supplies for staff use with children in the classroom and for home visits including toothbrushes, dental supplies for volunteer dentists, OAE replacement, calibration and repair, blood clean up kits, scales and vision screening supplies. We buy fluoride varnish for all children enrolled. Total costs are \$13,875. Child and family supplies estimates are based on a

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	three-year history. Head Start Ops: \$9,750; EHS Ops: \$4,125
Instruction Supplies	Includes classroom and home visit materials including manipulatives, books, carpets, replacement furniture, curricula and supports. Total costs are \$18,322. Head Start Ops: \$12,875; EHS Ops: \$5,447
Inclusion Supplies	Resource materials for staff working with children who are experiencing a disability, resource materials for parents and adaptive materials to meet IFSP goals. Total costs are \$307. Head Start Ops: \$216; EHS Ops: \$91
Site Supplies	Site budgets are computed annually using a formula based on number of children and options. Supplies include classroom supplies to meet curriculum plans, food for cooking experiences, replacement first aid and safety supplies, Parent Center Committee Meeting supplies, diapers, formula, and maintenance supplies. Total costs are \$119,108. Head Start Ops: \$83,700; EHS Ops: \$35,408
Family Services Supplies	Resource materials for staff and families including brochures, books, and other educational materials for families. Includes emergency family needs such as bus tickets, children's rain boots or umbrella to allay poor attendance in bad weather. Total costs are \$8,894. Head Start Ops: \$6,250; EHS Ops: \$2,644
3. Food Service Supplies	
Kitchen Supplies	This includes central kitchen supplies including replacement Cambro containers, serving dishes and utensils, pots and pans, small appliances, chlorine strips, materials for classrooms. Total costs are \$1,800. Head Start Ops: \$1,550; EHS Ops: \$250

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Child Food	Children's snacks and meals for socializations for the EHS Home Base program. Total costs are \$600. EHS Ops: \$600
4. Other Supplies	
Community Event Supplies	Cohost community meetings – Health Services Advisory, Family Services Advisory, etc. Total costs budgeted for 2022-2023 are \$1,363. Head Start Ops: \$941; EHS Ops: \$422
f. Contractual	
Other Contracts	
Family Child Care	Cost rate to cover FCC homes meeting EHS requirements. 16 children. FCC payments = \$1,071 per child per month for 12 months = \$205,614
Courier Service	Contract with Business Courier for regular mail pick-up and delivery across sites & central office. Total costs are \$4,432 based on MHCC department contracts. Head Start Ops: \$2,880; EHS Ops: \$1,552
Translation	Contract with Immigrant & Refugee Community (IRCO) provides translation and interpretation services for languages such as Asian (Burmese, Mandarin, etc.) and African languages. A telephone language bank is also used. Total costs are \$5,978, based on a three-year history. Head Start Ops: \$4,377; EHS Ops: \$1,601
Software systems – Child Plus and GOLD®	Contract for <i>ChildPlus</i> is per child - data system where all child/family data is kept. Contract for child assessment system Teaching Strategies GOLD® is per slot. Total costs are \$11,518. Head Start Ops: \$8,769; EHS Ops: \$2,749
Janitorial	Contract with America Cleaning Solutions. Total costs are \$63,469. Head Start Ops: \$60,015; EHS Ops: \$3,454

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David Douglas School District	Contract is for 25% portion of Teacher, Assistant and Substitutes for Earl Boyles project where 26 HS children are placed and Lincoln Park where five children are placed. Total costs budgeted for 2022-2023 are \$372,000.
Teen Parent	Cost rate covers teen parent programs at high schools meeting EHS requirements. 7 children. Teen payments = \$762 per child per month for 10 months. Total = \$53,353
Child Care Centers	Cost rate covers childcare centers meeting EHS requirements. 52 children. CCC payments = \$1,177 per child per month for 12 months. Total= \$734,566
Quality Improvement Funds	Funds for quality improvements including environments, repairs, furniture, and needs if new partners. \$3,350.
g. Construction	
	NA
h. Other	

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Rent	Lease Annual	Federal	State	EHS	Other	Total
	Cascade	2,093	4,660			6,753
	Crossing					
	Division	7,440	16,560			24,000
	Fairview	5,540	12,332			17,872
	Gateway	13,410	29,847			43,257
	Gethsemane	11,697	26,669		8,422	46,788
	Glisan			3,366	16,434	19,800
	Gresham	11,348	25,258			36,606
	United					
	Hazelwood	1,320	2,940		1,740	6,000
	Kelly Place	4,496	10,007			14,503
	Knott	14,067	31,310		30,251	75,628
	N. Powellhurst	8,775	19,175		4,550	32,500
	Pac Trust	11,964	26,629		3,356	41,949
	Rockwood-181	38,323	85,301			123,624
	Rockwood- Stark	8,990	20,010			29,000
	Russellville	6,720	15,540	19,740		42,000
	Sunrise	31,249	69,555			100,804
	Troutdale Mkt.	20,066	44,662			64,728
	Willow Tree	-	-	11,555		11,555
	Yamhill	-	-	4,656		4,656
		\$197,498	\$440,455	\$39,317	\$64,753	\$742,023
Utilities, Phones, Internet	Site utilities include water, sewer, electricity, garbage, security, and fire monitoring and vary by location and provider. Telephones include administrative office and site desktop telephone service, cell phones for bus drivers, family workers, and home visitors, iPad, 3G service and internet service for sites. Total costs are \$87,334, based on a three-year history. Head Start Ops: \$40,574; EHS Ops: \$46,760					
Child Liability Insurance	Secondary insurance (\$2.75/child) plus cost of policy at \$350 for a total of \$1,927. Head Start Ops: \$974; EHS Ops: \$953					
Building Maintenance	Plumbing, electrical maintenance, repair, replacement appliances for kitchens, bathrooms and laundry facilities, painting, playground repair					

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and Repair	and upkeep, and a variety of minor facilities- related needs at program sites. Total costs are \$34,189, based on three-year history. Head Start Ops: \$20,805; EHS Ops: \$13,384
Staff mileage	Reimbursement for staff travel between program work sites, home visits, and meetings. The federal (IRS) reimbursement rate is used (58.5 cents per mile) \$29,795, budgeted here is based on historical costs. Head Start Ops: \$14,823; EHS Ops: \$14,972
Vehicle Insurance	Bus and van insurance is covered by MHCC
Mechanical	Bus, van and food truck repairs, replacement tires, and annual inspections. Total costs are \$22,684, based on a three-year history. Head Start Ops: \$21,184; EHS Ops: \$1,500
Fuel	Gas for buses and vans. Gas is bought through Associated Petroleum Products. Total costs are \$17,512, based on a three-year history. Head Start Ops: \$14,512; EHS Ops: \$3,000
Job Requirements	Physical exams, licensure and drug/alcohol testing for bus drivers. Staff health appraisals, TB Testing, Central Background Registry, Food Handler's Card and First Aid/CPR. Total costs are \$8,403, based on a three-year history. Head Start Ops: \$6,065; EHS Ops: \$2,338
Multnomah County Nurse	40% Community Health Nurse to consult with program staff to provide two-week newborn visits in EHS and to manage other health concerns. Partially subsidized by Multnomah County. Contract is \$17,000. Total costs for 2022-2023 are \$10,000. Head Start Ops: \$4,623; HS TTA: \$202; EHS

MHCC Head Start & Early Head Start
Non-Competing Continuation Federal Grant Application

	Ops: \$4,099; EHS TTA: \$1,076
Multnomah County Mental Health	4.35 FTE Mental Health Consultants subsidized by Multnomah County largely subsidized by Multnomah County. Contract is \$40,000. Total costs for 2022-2023 are \$20,000. Head Start Ops: \$10,014; HS TTA: \$437; EHS Ops: \$7,217; EHS TTA: \$2,332
Nutrition Consultant	Consultation including menus, technical assistance and training for staff and parents, home visits and parent groups at \$50/hour. Contract is \$10,000. Total costs for 2022-2023 are \$5,500. Head Start Ops: \$2,543; HS TTA: \$111; EHS Ops: \$2,254; EHS TTA: \$592
Supplies Parent Services	Funds for parent activities including parent education groups and workshops, parent events, parent incentives and parent supplies such as translation equipment. This includes funds for Policy Council to use to cover member costs. Total costs are \$9,392, based on a three-year history. Head Start Ops: \$5,713; EHS Ops: \$3,679
Parent Training	Conference registration and travel expenses, workshops, groups, and training supplies. Parent workshops on Racial Equity, <i>I CAN Keep My Child Healthy</i> workshop materials, Cooking Classes, Parenting Classes, Math Skills, Food Handler's Card workshop, Policy Council Leadership and Parent Career Training program. Oregon Head Start Association meetings: November 2022, February 2023, May 2023 in Salem. Total costs are \$3,000, based on a three-year history. Head Start TTA: \$2,500; EHS TTA: \$500
Staff Training	This includes pre-service and in-service workshop speakers. The

MHCC Head Start & Early Head Start
Non-Competing Continuation Federal Grant Application

<p>and Professional Development</p>	<p>professional development committee oversees the process for approving local trainings, books, tuition, etc. for staff to access individualized professional development. The staff development plan outlines costs. Total costs are \$5,094. Head Start TTA: \$2,533; EHS TTA: \$2,561</p>
<p>Assigned Training</p>	<p>This pool of funds covers local training workshops and classes to include CORE classes for Drivers through OPTA, Integrated Pest Management, CLASS reliability, CDA, local Parents as Teachers (PAT) and other local classes, workshops. It also includes the following in-state conferences: Oregon Director’s Meeting- one in Redmond, OR in October 2022 and one in Portland in June 2022; ORAEYC October 2022 in Portland and April 2023; Oregon Head Start Association, November 2022, February and May 2023; Oregon Head Start Association Specialist Conference, April 2023 Redmond, OR;</p>
<p>Assigned Training continued</p>	<p>Additional funds will be used to send staff to other local conferences, which become available and/or pay for classes for staff. The staff development plan outlines costs. Total costs are \$27,256. Head Start TTA: \$14,356; EHS TTA: \$12,900</p>
<p>Fees and Dues</p>	<p>Dues are paid to Oregon Head Start Association, National Head Start Association, and Parents as Teachers. Total costs are \$10,234, based on the number of children in the program. Head Start Ops: \$6,592; EHS Ops: \$3,642</p>
<p>Child Care Licensing &</p>	<p>Payment for sanitation inspection, fire inspection and licensing fees to maintain state licensing. Total costs are \$4,440, based on a three-year</p>

MHCC Head Start & Early Head Start
Non-Competing Continuation Federal Grant Application

Inspections	history. Head Start Ops: \$3,285; EHS Ops: \$1,155
Medical Dental	Medical or dental payment for treatment for a child whose family lacks insurance or other means of payment. Total costs are \$538, based on a three-year history. Head Start Ops: \$538
Marketing/ HR	Advertise for job openings in the paper, Craig's List and other sites and publications including targeted ads in culturally specific papers. Total costs are \$8,217, based on a three-year history. Head Start Ops: \$6,217; EHS Ops: \$2,000
j. Indirect Charges	
	We are not requesting a waiver for administrative costs. Per 45 CFR 75.414(f) Indirect (F&A) costs, MHCC chooses to use our Indirect Cost rate agreement with HHS for this grant. Total costs are \$850,304. Head Start Ops: \$397,170; EHS Ops: \$453,134 See Additional Notes for information on cost allocation systems & plans.
Total Requested	For this Continuation Grant Application, we are requesting a total of \$9,490,047
Non-Federal Share	State of Oregon HS: \$9,602,815 State of Oregon EHS: \$696,000 Portland Children's Levy EHS: \$575,500

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals 2022-2023 and updates for 2021-2022**

Program Goal 1: Improve child and family success NO CHANGE			
Objective	Strategies	Strategies	Strategies
<i>a. Expand the use of L.E.A.P. principles into one site each year. NO CHANGE</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. NO CHANGE	Work with MECP (LEA) to provide training and ongoing teacher coaching to selected LEAP site. Strategies and approaches will focus on child safety and inclusion. NO CHANGE	
21-22 progress report	<p>COVID-19 interrupted these plans, this strategy was put on hold for all of SY 20-21. However, as of November 2021, we began in-person services once again on a limited basis. As of March 2022, we reopened for in-person services for all of our enrolled children.</p> <p>In 21-22 school year we expanded LEAP by one classroom. Additionally, we were able to provide all of the LEAP trainings in all 3 LEAP classrooms.</p>	<p>COVID-19 interrupted these plans, this strategy was put on hold for all of SY 20-21. However, as of November 2021, we began in-person services once again on a limited basis. As of March 2022, we reopened for in-person services for all of our enrolled children.</p> <p>We continued our agreement with MECP to participate in County Inclusion Team meetings as part of partnership with the Early Childhood Technical Assistance Center.</p> <p>In 2021-2022, we conducted two assessments of our program using a strategic assessment tool and from that we have developed action plans in 3 key areas of the inclusion model.</p>	

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals 2022-2023 and updates for 2021-2022**

Objective	Strategies	Strategies	Strategies
<i>b. Implement the Creative Curriculum for EHS and HS classrooms to 90% fidelity. NO CHANGE</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 more than 30 days lapse between expiration and renewal. NO CHANGE	Weekly curriculum plans will be reviewed, approved and documented each week 90% of the time to ensure all required components are completed. NO CHANGE	Creative Curriculum fidelity checklists will be completed twice annually on 90% of all EHS, EHS CCP, and HS classrooms NO CHANGE
2021-2022 progress report	As of March 2022, 89% of teachers in the program have achieved reliability within the allotted timeframe.	In 2021-2022, all of the program shifted from completing lesson plans in Excel to lesson planning in <i>Gold online</i> . Due to COVID-19, inconsistent staffing, 50% turnover of Education Site Managers, and onboarding of new staff, the monitoring of curriculum plan reviews was a challenge. We will continue to work on this strategy in 2022-2023	Due to COVID-19, in the fall of 2021, 80% of our classrooms were virtual. Of the 20% that were in-person, 90% completed the Creative Curriculum fidelity checklist.
Objective	Strategies	Strategies	Strategies
<i>c. Buffer the effects of trauma by building resilience and strengthening protective factors for staff, families, and children. NO CHANGE</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. NO CHANGE	Review and implement changes to program’s documentation, interventions and communication systems with a trauma informed lens. NO CHANGE	Evaluate classrooms and sites with public offices from a trauma informed lens to ensure environments are welcoming, child safe, and appropriate to the needs of the families and communities we serve. NO CHANGE

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals 2022-2023 and updates for 2021-2022**

2021-2022 progress report	Due to COVID-19, this strategy was put on hold. Now that we have returned to in-person services for all of our enrolled children, the Leadership team is currently working on securing ACES trainers for potential staff training before the end of this school year.	Secured training for the program leadership team with a trauma informed care specialist to more formally move towards becoming a trauma informed agency. The training will run from March 2022 through June 2022.	Our admin team completed a job description for a Diversity, Equity, and Inclusion (DEI) Trauma Informed Specialist. The job description is currently being reviewed by the College. Once that is completed, we will post the position to begin the hiring process.
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Program Goal 2: Advance diversity, equity and inclusion NO CHANGE			
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. NO CHANGE</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. NO CHANGE	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. NO CHANGE	Research and develop a standard practice for assessing bi-lingual staff. NO CHANGE
2021-2022 progress report	This year we continued to increase the number of BIPOC staff as well as the number of staff who speak a second language.	Due to COVID-19, inconsistent staffing, 70% turnover of our leadership team, and onboarding of new staff, work on this strategy was a challenge. We will continue to work on this strategy in 2022-2023.	In 2020-2021, a pilot was started in using a company (Alta) to help to standardize assessing bilingual staff. The pilot was successful. Due to COVID-19 the next steps for this strategy were put on hold. We

Mt. Hood Community College Child Development and Family Support Programs
Five year goals 2022-2023 and updates for 2021-2022

Program Goal 2: Advance diversity, equity and inclusion			
NO CHANGE			
Objective	Strategies	Strategies	Strategies
			will continue this strategy in 2022-2023.
	Seek new partnerships in EHS CCP FCC with programs owned/operated by members of BIPOC community in our service area.		
2021-2022 progress report	CCP has continued to seek and add new partners representative of the BICOP 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> NO CHANGE	Assess the need for language specific home base services other than English and Spanish in our service area. NO CHANGE	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. NO CHANGE	Develop partnerships with culturally specific home visiting programs in our service area in order to decrease identified gaps. NO CHANGE
2021-2022 progress report	In response to program and community assessment data, in 2020-2021, we hired an Arabic language specific Family Support Specialist. The program will continue to evaluate language need and adjust accordingly.	Program leadership team continues to work on ensuring that program budget includes funds for language interpretation and translation.	COVID-19 interrupted these plans and this strategy continued to be on hold at the beginning of SY 21-22. As of March 2022, Home-based services continue to be conducted virtually due to home visiting COVID-19 protocols. We will resume working on this strategy as restrictions are changed.

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals 2022-2023 and updates for 2021-2022**

Program Goal 3: Strengthen community engagement NO CHANGE			
Objective	Strategies	Strategies	Strategies
<i>a. By 2025, develop and strengthen community partnerships in each of the seven family outcomes of the PFCE Framework. NO CHANGE</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. NO CHANGE	Identify potential new partners in our community to fill in the above gaps. NO CHANGE	Increase engagement of community members on our Family Services Advisory committee. NO CHANGE
2021-2022 progress report	Continued to review and update current points of contacts for community partners and assessed where we need to strengthen connections, and what is working with our current partnerships. These are the MHCC Community Partners in the 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	MHCC continues to work with community agencies during COVID-19 to offer virtual workshops in literacy, parenting groups, weatherization, STEM, etc. Our program expanded our partnership with a community partner. As a result, in SY 2021-2022, we were able to offer 9 vaccine clinics at one of our sites for families and staff.	In SY 2021-2022, in order to resume and increase community engagement in our advisory committees, the Family Services Advisory committee meetings were held virtually.

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals 2022-2023 and updates for 2021-2022**

Program Goal 3: Strengthen community engagement NO CHANGE			
Objective	Strategies	Strategies	Strategies
	18 Community Partners in Families as Advocates and		
<i>b. By 2025, strengthen connections with our local school districts to support kindergarten transitions. NO CHANGE</i>	Reach out to district curriculum directors and engage them in our process of identifying new School Readiness Goals NO CHANGE	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 NO CHANGE	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 NO CHANGE
2021-2022 progress report	School Readiness Goals were shared with local school districts in June of 2021. They indicated our goals aligned with their Kindergarten expectations.	As P-3 schools began to reopen for in-person services in 2021-2022, we collaborated with them to ensure that the P-3 setting was conducive for children entering Kindergarten who had not had the opportunity to attend preschool in-person due to COVID-19.	Due to COVID-19 protocols put in place, our staff was not able to participate in visits to other classrooms or classrooms in the K-12 setting. We will resume working on this strategy in school year 2022-2023.

Program Goal 4: Increase excellence in operations NO CHANGE			
Objective	Strategies	Strategies	Strategies
<i>a. Research, develop and implement a quality classroom substitute system. NO CHANGE</i>	Connect with other Head Start programs to learn what systems they have in place. NO CHANGE	Develop a substitute training and onboarding process. To include	

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals 2022-2023 and updates for 2021-2022**

Program Goal 4: Increase excellence in operations NO CHANGE			
Objective	Strategies	Strategies	Strategies
		<i>Active Supervision</i> practices in the classroom NO CHANGE	
2021-2022 progress report	In SY 2021-2022, program leadership began regular monthly check-in calls with other area Head Start programs (Portland Public Schools and Albina Head Start)	An onboarding process has been established for substitutes. However, hiring of substitutes has proven to be a challenge due to a severe shortage of applicants.	
Objective	Strategies	Strategies	Strategies
<i>b. Implement a new electronic time and effort (Nova Time) system throughout the whole program. NO CHANGE</i>	Evaluate what technologies would best support full implementation and include in the budget. NO CHANGE	Develop new onboarding processes to ensure Nova Time is ready and accessible for new employees on their first day. STRATEGY COMPLETED 2020-2021	Develop new procedures for implementation to include documentation of staff's presence in the classroom as it pertains to child safety. NO CHANGE
2021-2022 progress report	In SY 2021-2022, new iPads were purchased to replace older ones that were obsolete.	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 was completed in 2020-2021.	Staff continue to utilize classroom specific sign-in and out sheets. NOVAtime has not yet been fully implemented. The team working on NOVAtime implementation meets weekly to discuss various NOVAtime topics. This strategy will resume once NOVAtime is fully implemented. The expected full implementation date is April 16, 2022.

**Mt. Hood Community College Child Development and Family Support Programs
Five year goals 2022-2023 and updates for 2021-2022**

Program Goal 4: Increase excellence in operations NO CHANGE			
Objective	Strategies	Strategies	Strategies
<i>b. Implement a new electronic time and effort (Nova Time) system throughout the whole program. NO CHANGE</i>	Provide staff and manager training on the new system. NO CHANGE	Implement a 3 month dual paper and electronic time sheet as part of implementation process. NO CHANGE	Develop payroll allocation system within Nova Time NO CHANGE
2021-2022 progress report	Individualized one-on-one training opportunities were provided for all program supervisors. Two all staff trainings will be provided again in March of 2022 prior to the full implementation date of April 16, 2022.	A dual paper and electronic time sheet system began in January of 2022 for all staff. This will continue until the full implementation of NOVAtime which is tentatively scheduled for April of 2022.	The NOVAtime administrator in our main HR office is working with NOVAtime to determine whether or not this is possible.
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 NO CHANGE		
2021-2022 progress report	Due to COVID it has been a challenge to recruit families to serve on PC. CCP continues to share minutes from PC with families in the CCP Sway and PCCM		



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.1j

CONTACT PERSON: *Josi Kisa, Executive Director, Child Development & Family Support Programs*

SUBJECT: HEAD START COMMUNITY ASSESSMENT

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

1302.11 Determining Community Strengths, Needs and Resources

(a) Service Area

(i) The service area continues to be the school districts east of Portland Public Schools, with the northern boundary the Columbia River and the southern border the Multnomah County/Clackamas County line.

(b) Community Wide Strategic Planning and Needs Assessment

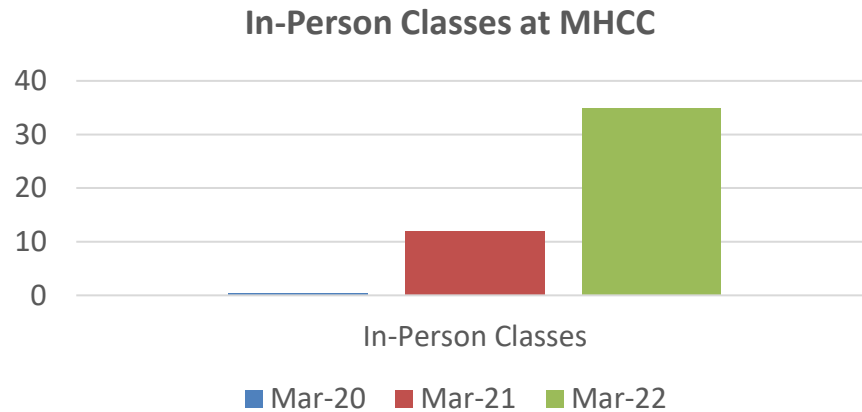
(i) Demographic Makeup of Head Start Eligible Families

This document is the 2022 update to the 2019 Mt Hood Community College (MHCC) Child Development and Family Support (CDFS) program Community Assessment prepared by Portland State Population Research Center. Throughout the past year, COVID-19 continued to be impactful to our families and to our community. Below you will find the most current data available on the makeup of our community.

Some parts of the MHCC CDFS program continued to remain virtual throughout the 2021-2022 school year. From March of 2021-June 2021 six Head Start and six Early Head Start classrooms were open for in-person services. By the end of December 2021, 26 Head Start and 7 Early Head Start classrooms were open for in-person services.

In March 2022, the program offered all families enrolled in virtual center-based instruction the opportunity to return to in-person instruction. Currently, 29 Head Start and 6 Early Head Start classrooms are open for in-person services. For the 2021-2022 school year, the program has served 124 Early Head Start Home Based children virtually.

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update



According to the U.S. Census, the estimated population of Multnomah County in 2022 is 824,204, which is 19.4% of the state’s population; an increase 11.8 % since 2010.

MHCC CDFS							
	Hispanic or Latino	White alone	Black alone	Asian alone	Pacific Islander alone	Native American or Alaska Native alone	Other alone
2018	35.4%	51.8%	23.8%	13.4%	1.9%	3.2%	4.5%
2019	35.4%	54.2%	25.7%	10.6%	2.1%	2.1%	4.4%
2020	37.9%	56.6%	23.3%	11.0%	2.6%	1.9%	4.1%
2021	39.5%	63.4%	16.5%	11.1%	3.0%	2.4%	3.4%

Source: MHCC’s ChildPlus Database

Multnomah County							
	Hispanic or Latino	White alone	Black alone	Asian alone	Pacific Islander alone	Native American or Alaska Native alone	Other alone
2018	15.9	61.5%	7.6%	8.5%	1.2%	.6%	5.1%
2019	16.5%	59.6%	7.9%	8.8%	1.5%	.5%	5.2%
2020	16.6%	59.7%	8.0%	8.2%	1.2%	.5%	5.7%
Dec 2020	12.7%	68.2%	5.6%	7.6%	.7%	1.2%	5.9%

Source: Oregon Health Authority Vital Statistics & US Census

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

Projected Demographics for Multnomah County 2022

Race	Population ▼	Percentage
White	560,762	69.69%
Asian	59,127	7.35%
Black or African American	42,693	5.31%
Two or More Races	36,412	4.53%
American Indian and Alaska Native	5,525	0.69%
Native Hawaiian and Other Pacific Islander	4,909	0.61%
Some Other Race	1,902	0.24%

As the data from the Oregon Health Authority Vital Statistics and US Census shows, as well as the projected demographics for Multnomah County for 2022, during the pandemic there has been a significant decrease in most communities of color throughout Multnomah County. Communities that showed steady increases before the pandemic saw dramatic drops during pandemic. One factor in Multnomah County for the decrease is the disproportionate burden communities of color have faced in becoming ill from COVID-19 and the inequitable access to testing and health care. According to Aileen Alfonso Duldulao, Ph.D, a research scientist and senior epidemiologist in the Multnomah County Health Department, Black, indigenous and other people of color are more likely to do public-facing work, which increases the possibility of contracting the virus. She also stated, “because of unequal access to health care and higher rates of chronic disease, — stemming from centuries of inequitable access to health, jobs, homes and lifestyles — Black, indigenous and other people of color are more likely to die from COVID-19.” The pandemic continues to highlight the social and racial injustices and inequities not only

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

with our public health system, but also with all systems throughout our county, state and country.

As stated in last year’s Community Assessment Update, the Native American population in Multnomah County is underserved, and this continues to be the case. The Native American population throughout the county saw a .7% increase from .5% of the county population to 1.2%. This is also reflected in the MHCC CDFS program. The program served .5% more Native American families during the 2020-2021 school year. Even though this increase is proportionate, the need for a culturally specific program is still needed at MHCC CDFS.

McKinney-Vento Houseless Rates

2019 2020 Pre K 12 th McKinney Vento Data by MHCC Service Area School Districts					
District	Shelter	Doubled Up	Unsheltered	Motel/Hotel	Unaccompanied
Parkrose SD 3	23	134	0	10	30
Reynolds SD 7	46	535	6	22	54
Gresham-Barlow SD 10J	10	256	15	21	63
Centennial SD 28J	29	154	*	7	28
David Douglas SD 40	94	351	17	11	104

2018-2019 Pre-K-12 McKinney-Vento Data by MHCC Service Area School Districts					
District	Shelter	Doubled-Up	Motel/Hotel	Unsheltered	Unaccompanied
Parkrose SD 3	15	140	12	9	24
Centennial SD 28J	33	187	14	12	36
Gresham-Barlow SD 10J	17	323	15	7	116
David Douglas SD 40	31	356	23	18	118
Reynolds SD 7	76	739	28	19	46

In January 2022, Multnomah County’s Point-in-time count began for the first time since 2019. The point-in-time count determines how many homeless people are living in

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

Multnomah County. The count continued until February 1, 2021. As of the writing of this update, the numbers have not been released.

As of February 28, 2022, for the 2021-2022 school year MHCC CDFS served 158 children and families experiencing houselessness. For the current program year, that is 17.8% a 5.8% increase from the year before.

Children in Foster care

During the 2021-2022 school year, there were 48 children in foster care enrolled in the MHCC CDFS program, which is 5.4% of all children enrolled. That is a .5% decrease from the previous year.

Children with Disabilities

According to Multnomah Early Childhood Programs (MECP), which administers disabilities services throughout the county, including eight school districts, during the 2021-2022 school year 803 children were enrolled in Early Intervention (EI) and 2,273 children, were enrolled in Early Childhood Special Education (ECSE). During the 2021-2022 school year, 196 EI and 542 ECSE were served by MHCC CDFS. Of all the children enrolled from September 2021 to March 2022, 23% of children received services from MECP. Of those 23%, 48.9% were classified with a developmental delay, 37.6% with a communication disorder, 10.7% with autism, 1.7% with a health impairment, and .6% for both hearing impairment and specified learning disability. Providing classroom staff with needed resources and strategies to help children who need more support is a priority the funders of the Oregon Pre-kindergarten Program. Of the program's 29 Head Start and 6 Early Head Start classrooms currently offering in-person instruction 15 are operating with 30% or more children who require additional supports in the classroom, and six classrooms are operating with 29%.

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

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

During the 2021-2022 school year, data was collected to assess family needs at enrollment. At enrollment, 27.4% of families indicated a need for food. Throughout the 2021-2022 school year, the MHCC program put together and distributed to families 1,240 emergency food boxes.

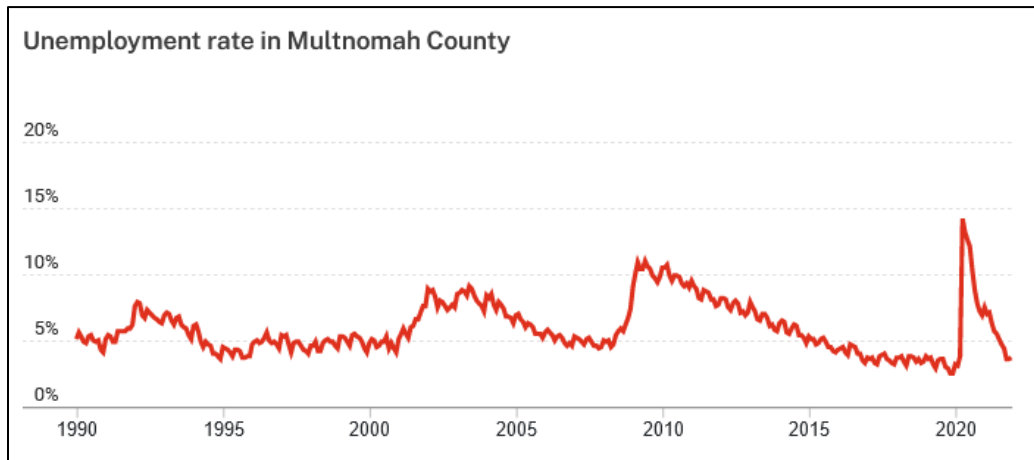
Affordable housing continues to be a barrier for the community. According a Koin News article published in February 2022, titled “Through the Roof: Portland Rent Hike Fastest Among U.S. Metro Areas,” out of all metro areas across the United States, Portland has seen the highest percentage increase. The article stated a study, conducted by Redfin, “rent prices in Portland have skyrocketed by 39% from the previous year-more than double the national average.” According to Bob Whelan, a senior economist with EcoNorthwest, there are not enough apartments to fill the demand, which has caused rent prices to climb quickly. Support for rental and housing assistance continues to be a need for the program. At enrollment this year, 28.4% of MHCC families indicated a need for housing and utility assistance.

At enrollment, 14.1% of families indicated transportation was a need to be able to access the program. Due to COVID-19 and challenges with staffing, the program was not able to offer transportation for the 2021-2022 school year. Limited transportation continues to be a need for some of our families.

(iii) Typical work school and training schedules of parents

Throughout 2021, unemployment rates began to lower throughout the county. After reaching an unemployment rate of 14.2% in April of 2020, one year later the rate decreased to 5.7% for April 2021. In December of 2021, the unemployment rate had lowered to 3.4%. For families attending MHCC classes, over the past year, more in-person college classes have

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update



(iv) Childcare costs and availability

Childcare cost throughout the county remain high, especially for low-income Oregon residents. The Employment Related Day Care (ERDC) program provides relief and assistance with childcare cost for those who qualify. For families who are eligible for ERDC, they receive subsidy to help cover the cost of childcare while families are working. MHCC CDFS has a contract with DHS for 100 ERDC slots in the Full Working Day program.

Number in ERDC Group	Gross Income Limit
2	\$2,686
3	\$3,386
4	\$4,086
5	\$4,786
6	\$5,486
7	\$6,186
8 or more	\$6,886
Source: Oregon Department of Health and Human Services	

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

Max amount Oregon will pay an ERDC certified provider, as of November 2021

	Registered Family Rate			Certified Family Rate			Certified Center Rate		
	1-62	63-135	136-215	1-62	63-135	136-215	1-62	63-135	136-215
	Hourly	Part-time	Monthly	Hourly	Part-time	Monthly	Hourly	Part-time	Monthly
Infant	\$4.0	\$600.0	\$800.0	\$6.0	\$941.0	\$1,254	\$12.0	\$1,061	\$1,415
Toddler	\$4.0	\$563.0	\$750.0	\$6.0	\$855.0	\$1,140	\$7.0	\$1,053	\$1,404
Preschool	\$3.7	\$548.0	\$730.0	\$5.1	\$750.0	\$1,000	\$6.8	\$795.0	\$1,060
School	\$3.7	\$458.0	\$610.0	\$4.7	\$563.0	\$750.0	\$6.0	\$641.0	\$855.0
Special Needs	\$4.0	\$600.0	\$800.0	\$6.0	\$941.0	\$1,254	\$12.0	\$1,061	\$1,415

Source: Oregon Department of Health and Human Services

Not only does childcare and early education play a vital role in a family’s ability to work, it is also an integral part of a child’s development. Across the state of Oregon, the availability of childcare slots can differ among places and by age.

According to a report published by Portland State University, “in 2020, almost 23% of children under five years in Oregon had potential access to a regulated childcare slot (14% of 0-2 years and 32% of 3-5 years). For infants and toddlers (0-2 years), twenty counties were severe child care deserts (Having a slot for 0-10% of the county's children)...and sixteen counties were child care desert (Having a slot for 10-33% of the county's children)- For example; Multnomah County (20%). For the preschool-age children (3-5 years), although there were no counties with child care server deserts, twenty-five counties were child care deserts.”

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

	0-2 years		3-5 years		0-5 years	
	N	%	N	%	N	%
Severe Desert (0 - 10%)	20	56	0	0	2	6
Desert (10 - 33%)	16	44	25	69	31	86
Not a Desert (34 - 50%)	0	0	9	25	3	8
Not a Desert (>50%)	0	0	2	6	0	0
Total	36		36		36	0
Desert	36	100	25	69	33	92
Non-Desert	0	0	11	31	3	8

Source: Oregon's Child Care Deserts 2020: Mapping Supply by Age Group and Percentage of Publicly Funded Slots. Oregon State University, College of Public Health and Human Sciences. April 2021.

High childcare costs is not the only barrier for families. For some families, access to childcare plays a vital role in the family's ability to obtain and sustain employment. For other families, returning to in-person instruction, or for some, enrolling their child for the first time, during a pandemic is causing fear and anxiety. During the August 2021 Policy Council Meeting, Parent Representative Cheri Shrake said, "I have mixed feelings about sending my child back to school. I work in health care at OHSU, and we are near the levels of COVID-19 cases as we were back in the November 2020 freeze. I would feel more comfortable if the CDC would come out with recommendation for little ones to get vaccinated."

As stated earlier, MHCC CDFS has been offering some in-person instruction throughout the 2021-2022 school year, with a larger return in March. For some children and families who returned to in-person instruction, the changes to the classroom, such as the implementation of masks, and the changes in the routine, like outside drop-off, has been an adjustment and made things look and feel different. Russell Ochoa, MHCC CDPF's Policy Council Chair shared that dropping off outside of the classroom has been a challenge. "It is hard not being able to go into the classroom during drop off, especially during the first few weeks." Russell also

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

shared how much he enjoyed being a part of the drop off experience. “I look forward to those moments with my daughter.”

Community Resources

Head Start

Five Head Start programs operate in Multnomah County, including Albina Head Start, Mt Hood Community College Head Start, Neighborhood House Head Start, Portland Public Schools Head Start, and the Oregon Child Development Coalition’s Migrant Head Start.

Oregon Pre-Kindergarten

Oregon Pre-Kindergarten (OPK) is an early childhood education program for three- and four year-olds in Multnomah County. OPK is free to families who meet income and eligibility requirements. The program includes preschool education, child health and mental health and nutrition, and parent education and family support.

Maternal, Infant, and Early Childhood Home Visiting

The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program is designed to pregnant women and families with young children who live in communities that face greater risks and barriers to achieving positive maternal and child health outcomes. The program offers home visiting programs, and partners with health, social service, and child development professionals to help families set and achieve goals to help improve their health and well-being. To qualify, families must be at or below 100 percent of the federal poverty level and include an infant, toddler, or pregnant woman.

Portland Children’s Levy

The Portland Children’s Levy (PCL) is also a resource for the Portland community. PCL funds 91 programs throughout the city for children age birth through 24 years-old. PCL

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

primary focus is on providing supports for positive early development, school engagement and academic achievement, high school graduation, and family safety and stability. According to the PCL website, their community partners provide a range of services including “high quality preschool, enriching after school programs, caring adult mentors, therapeutic supports in times of trauma and crisis, and daily access to nutritious food. Programs receive funding through a competitive application process.”

Preschool for All

In November 2020, voters in Multnomah County voted to support “Preschool for All,” with 64% of voters approving the measure, which would extend early childhood education across the County. Preschool for All will provide three and four year olds in Multnomah County access to free, culturally responsive, inclusive preschool experiences. Starting in the fall of 2022, Preschool for All is scheduled to start Fall 2022. MHCC CDFS has applied to participate in the pilot program, and asked for 10-20 slots, and would like to use those slots to offer a culturally specific Native American Preschool classroom at MHCC.

(v) Strengths of the community

To limit the spread of COVID-19, access to testing plays a key role. Over the past year, access to those tests has been a struggle, beginning in February of 2022, the county has seen increased availability in testing in Multnomah County, and free in-home COVID-19 were made available by federal and state agencies. Other resources such as food, clothing, rent and/or utility resources, and masks have also been available to the community. Other information may need to added at a later date, to insure all parent input and feedback in represented in this update.

Mt Hood Community College Child Development and Family Support Programs 2022 Community Assessment Update

Trends and Implications

- **A need for anti-biased training for staff, parent education and curriculum**
- **Preschool for All pilot: Need for a culturally specific program for Native American and indigenous families**
- **Increased percentage of higher needs classrooms**
- **A continued need for transportation in some of our service area**
- **Food, rent and utility support continue to be high need of the community and our families.**



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.2

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

SUBJECT: FACULTY TENURE RECOMMENDATIONS



To: Board of Education

Date: January 26, 2022

From: Dr. Lisa Skari, President

Cc: **Tenure-Track Faculty:** Kenny Burns, Valorie Gilbert, Katrinia McNeal, Todd Saunders, Jeff Sperley, Pam Wiese, Lori Wamsley, Kaisa Larson, Jean Anne Parker, Don Anderson, Josh Herrington, John Hasegawa, Edie Overturf, Catherine Creech, Pualani Derman

Faculty Association President: Jeanna Hunt

Administrators: Dean Megan Dugan, Dean Dr. Kristin Lima, Dean Dr. Laura Nash, Dean Dr. Conrad Woolsey, Dean Sara Rivara, Dean Dr. Peter Szucs

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
Kenny Burns	Ford ASSET
Valorie Gilbert	Welding
Katrinia McNeal	Business and Information Systems
Todd Saunders	Mechatronics
Jeff Sperley	Business and Information Systems
Pam Wiese	Business and Information Systems
Lori Wamsley	Library
Kaisa Larson	Medical Office
Jean Anne Parker	Medical Assisting
Don Anderson	English
Josh Herrington	Psychology
John Hasegawa	Visual Arts
Edie Overturf	Visual Arts
Catherine Creech	Biology
Pualani Derman	Natural Resources

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

Kenny Burns

Automotive Instructor

Career Objective

Continue to grow in the position as a Ford ASSET Instructor at Mt. Hood Community College.

Industry Experience

Mt. Hood Community College - **Ford ASSET Instructor** **March 2018 - Present**

-Recruit, Instruct, and Certify students in automotive technology and safety with an emphasis on Ford Motor Company vehicles. This position has taught me how to work with students of all ages and backgrounds as well as recruit and manage relationships with industry partners.

Necessary Skillset

Dedication to continuing personal education in order to keep up with industry advancements. Communication and relationship building with faculty, high schools, veteran groups, and industry partners to continue growth of the program. Extreme problem solving skills are necessary to thrive in the fast changing environment of education in the area of automotive .

David Douglas High School - **Head Automotive Instructor** **August 2013 - Present**

-Instruct and assess students on automotive technology, safety and auto shop practices. This position taught me how to properly manage classroom behaviour, as well as proper communication with parents, administration, and other faculty members.

Necessary Skillset

Communication, leadership, and compassion have been key components to my success in building the attendance rate and student success rate in the classroom. It has shown me that people in general including young students come from all walks of life, and flexible communication is necessary in conveying lesson plans and instructions to the various students. i.e language barriers, physical ability et. all.

Gresham Ford- **Master Technician** **October 2006 - August 2013**

-Diagnose, report and repair a multitude of vehicles with a large number of potential problems. It was crucial to rely on my critical thinking skills and prior education and training to properly and efficiently repair vehicles for the customers satisfaction. As a flat rate employee in order to succeed I needed to be efficient and self motivated in order to repair vehicles with given time constraints.

Necessary Skillset

Self motivation, extensive automotive knowledge, and proper communication were required in completing each job as a master technician. This job required the maintenance and diagnosis of vehicles with any number of possible problems and disrepair. Advanced understanding of vehicle drivetrains, gas and diesel engine drivability, warrant and recall repairs and the ability to operate the machinery and tools required to resolve any problems.

(503) 381-4441
Kenny_Burns@mhcc.edu
Portland, OR 97230

Certifications

- CTE II Teaching License
- Ford Master Certification Chassis Repair 2012
- Ford Master Certification Engine Repair 2012
- Ford Hybrid Certification
- Ford Diesel Certification

Technical Skills

Advanced Diagnostics
Advanced Heavy Line Repair
Curriculum Development
Curriculum Implementation

References

BessWills

Gresham Ford Owner
503.969.2708

Greg Carradine

DDHS Principal
(Past DDHS Auto Instructor)
503.869.4550

Brandon Riggins

Ford Senior Master Technician
360.608.8689

Valorie L. Gilbert

Objective

To use industry standard equipment in the Mt Hood Community College welding lab to teach students how to join pieces of metal for construction, manufacturing and fabrication purposes.

Work Experience

09/2018 – Present	Full-time Instructor	Welding Technology	Mt. Hood Community College Gresham, OR
	-Introduce welding lab safety -Teach welding skills to students -Facilitate industry certification testing per American Welding Society standards		
01/2018 – 09/2018	Teaching Assistant	Welding Lab	Clackamas Community College Oregon City, OR
	-Substitute Instructor		
12/2015 – 09/2018	Welder	Pacific Trail Mfg,	Portland, OR
03/2015 – 09/2018	Part-time Instructor	Welding Technology	Mt. Hood Community College Gresham, OR
10/1994 - 07/2015	Cabinet Face Framer	Edgewater Cabinets	Boring, OR

Education

09/2016 - 03/2018	Welding Technology, AAS degree GPA. 3.82	Clackamas Community College Oregon City, OR
09/2010 - 06/2016	Integrated Metals, AAS degree GPA. 3.68	Mt. Hood Community College Gresham, OR

Training

02/10/2016	Fire Extinguisher Training
03/09/2016	10-hour General Industry Safety and Health Training

Certifications

06/06/2012	FCAW-G	E71T-1/9	1/8"-ULTD	All positions
06/03/2013	SMAW	E7018	1/8"-ULTD	All positions
06/02/2014	FCAW-S	E71T-8	1/8"-ULTD	1,2,3G and 1,2,3F
03/23/2017	GTAW	Class 308	1/16"-1/8"	1,2,3G and 1,2,3F
10/01/2020	SMAW	E6010/E7018	Pipe	6G

KATRINIA McNeal

Instructor

CONTACT

Katrinia.McNeal@gmail.com

TECHNICAL SKILLS

- Various web programming/scripting languages (PHP, HTML, JavaScript, XML) – (intermediate to proficient)
- Microsoft Office Suite - (advanced)
- Adobe Suite - (proficient)
- Database creation and maintenance (MySQL, SQL, Access, Cognos, Jenzabar) - (proficient)
- Degree Audit System – (proficient)

CRITICAL THINKING SKILLS

Recognize and analyze a problem or situation, evaluate options, generate a viable solution, and implement it

ACTIVITIES

- Chair of the Something Wonderful Project
- Rho Theta Faculty Advisor
- Scottish Highland Games Athlete
- Member of several continuous improvement committees MHCC

ACCOMPLISHMENTS

- CISCO IT Essentials (training)
- CISCO CCNAv7: Introduction to Networks (training)
- CompTIA Security + (certification)
- QM-Certified Higher Educations Peer Reviewer
- QM-Certified Applying the QM Rubric Online Facilitator
- Rho Theta (Phi Theta Kappa) – national honor society
- Xi Beta (Alpha Sigma Lambda) – honor society for adult students in higher education
- Outstanding Student Employee (2000)
- MHCC Outstanding Support Staff (2010)

PROFILE

Dedicated educator with several years of experience serving students, faculty, and staff at Mt. Hood Community College. Looking to share my knowledge and experience with students pursuing careers in the fields Computer Information Systems and Cybersecurity.

EXPERIENCE

SEPTEMBER 2018—PRESENT

Full-time Instructor • Mt. Hood Community College • Gresham, Oregon
Provide high quality instruction to ensure each student meets the learning outcomes of courses in business technology, information systems, and cybersecurity. Provide advising and mentorship to students within Administrative Office Professional, Computer Information Systems, and Cybersecurity programs.

SEPTEMBER 2017—MARCH 2018

Part-time Instructor • Mt. Hood Community College • Gresham, Oregon
Provided high quality instruction to ensure that each student was able to meet the learning outcomes of CIS276 (SQL) and CIS277 (PL/SQL). Managed students enrolled in WE280CAD (Co-op Internship) and kept in contact with them on a weekly basis to discuss their progress in the internships.

SEPTEMBER 2006—SEPTEMBER 2018

Instructional Administrative Coordinator • Mt. Hood Community College • Gresham, Oregon
Provided excellent customer service over phone and in person. Served as the first point of contact for students, staff, faculty, and external partners. Provided direct support for dean, faculty and division staff. Directed the workflow for part-time assistants and work-study students. Created and maintained databases and spreadsheets for division use (schedules, workloads, student tracking, etc.). Maintained and monitored departmental budgets. Served on several continuous improvement committees that review current processes to make them more functional. Coordinated and scheduled division events. Served as a liaison support to Office of Instruction and curriculum committee.

EDUCATION

MT. HOOD COMMUNITY COLLEGE • GRESHAM, OREGON

- Associates of Applied Science: Database Development – June 2015
- Associates of Applied Science: Webmaster/Web Management – June 2015
- Certificate: Webmaster/Web Management – June 2015
- Certificate: Database Development – June 2015

CHAMPLAIN COLLEGE • BURLINGTON, VERMONT

- Certificate: PHP Programming – May 2017
- Certificate: Web Programming – May 2017
- Bachelors: Web Design and Development – December 2017
- Master of Science: Information Security Operations – August 2020

TODD SAUNDERS

Applied Technology Department – Mechatronics | todd.saunders@mhcc.edu

EDUCATION

Utah State University

Bachelors of Science

Dec. 2003

Major: Mechanical Engineering

Minor: Portuguese

Univeristy of Utah

Masters of Engineering

Dec. 2012

AWARDS & CERTIFICATIONS

FANUC HandlingTool & iRVision Instructional Certification

2019

Black Belt Certification (IMPAQ Program)

2004

TEACHING & RELATED EXPERIENCE

MHCC

Mechatronics Instructor

Aug. 2018 – Present

Fulltime instructor for the Mechatronics program at MHCC.

Leatherman Tool Group

Senior Manufacturing Engineer

Nov. 2012 – Aug.

2018

Capital projects, automation support, quality improvements, new product/process support

Fresenius Medical Group

Process Engineer

July 2006 – Nov. 2012

Production support, capital projects. Lean-Six Sigma Green Belt project mentoring

Ram Company

Project Engineer

Jan. 2004 – July 2006

Product design, manufacturing instructions and support, quality support

MEMBERSHIPS

Member of Society of Manufacturing Engineers

Jeff Sperley



SUMMARY

More than (12) years' experience providing customer support and hands-on training in academic and military environments

EXPERIENCE

Instructor, Full-time Faculty 8/2018 – Present

Mt. Hood Community College

- Cross-department instructor
 - Computer Information Systems (*Computer networking courses: CIS151, CIS152, and CIS153*)
 - Information Systems and Technology Management (*Computer systems: ISTM183A, ISTM183B; Wireless Security: ISTM189 and Firewall systems: ISTM283B*).
-

EDUCATION

Warner Pacific College 8/2009 – 1/2011

Portland, OR

34 semester hours

- MS, Management & Organizational Leadership
-

CERTIFICATIONS / BADGES

Amazon Web Services 3/2021

AWS Academy Cloud Foundations

Cisco Systems, Inc. 1/2019 – current

Cisco Certified Network Administrator (CCNA)

CompTIA 8/2020 – current

Security+

Palo Alto Networks 12/2018

Cybersecurity Essentials, Cybersecurity Infrastructure Configuration and Cybersecurity Prevention & Countermeasures

PAMELA WIESE

Office: AC 2783 | 503-491-7198 | pamela.wiese@mhcc.edu

EDUCATION

Portland State University
Northcentral University
Georgia Institute of Technology
Graduate courses in Computer Science 2018 - present

The Ohio State University
Master of Arts - Music History and Literature 1980

Willamette University
Bachelor of Arts - Music 1976
Minor: Spanish

TEACHING EXPERIENCE

Mt. Hood Community College Gresham, OR
Instructor - Computer and Information Systems/Computer Science 2017 - present

Hartnell College Salinas, CA
Instructor - Computer Science 1996 - 2016

The Ohio State University Columbus, OH
Instructor - Music History and Literature 1980 - 1982

The Ohio State University Columbus, OH
Academic Advisor, University College 1977 - 1980

RELATED WORK EXPERIENCE

MHD Czech, s.r.o Prague, Czech Republic
Database Developer 2017 - 2020

Incecom San Jose, Costa Rica
Instructor 2010 - 2017

PROFESSIONAL ACTIVITIES

IUrban Teen - curriculum development and training
Presenter and panel participant at international conferences for computer science educators
ACM Technical Symposium for the SIGroup, CS Education Organizing Committee
UNESCO Gender Equality in Education - Ecuador Project consultant

MEMBERSHIPS

Oregon Council of Computer Chairs Institute of Electrical and Electronics Engineers
Association for Computing Machinery UNESCO Gender Equality in Education
Anita Borg Institute

Lori H. Wamsley

Professional Summary

- Effective leader and educator with appreciative inquiry and relationship-building skills
- Thoughtful problem solver focused on inclusive, creative, and strengths-based solutions
- Knowledgeable and equity-minded advocate of libraries and community colleges
- Excellent communication, collaboration, budget, and project management skills

Work History

Current **Faculty Librarian**, Mt. Hood Community College, Gresham, Oregon

Prior **Library Director**, Lane Community College, Eugene, Oregon
Faculty, Education Department, Portland Community College, Portland, Oregon
Reference & Instruction Librarian, Clark College, Vancouver, Washington
National Faculty, Emporia State University, Emporia, Kansas

Education

Doctor of Philosophy, Education

Oregon State University, Corvallis, Oregon

Master of Science, Instructional Design and Technology

Emporia State University, Emporia, Kansas

Master of Library Science

Emporia State University, Emporia, Kansas

Bachelor of Business Administration

University of Portland, Portland, Oregon

Professional Activities

American Association of Women in Community Colleges, President-Elect

Northwest Commission of Colleges and Universities, Peer Evaluator

Oregon Library Association Board, Past Treasurer

Oregon State Library Board, Governor-Appointed Board Member

Professional Associations

American Association of Women in Community Colleges

Association for the Assessment of Learning in Higher Education

Beta Phi Mu

Oregon Library Association

K A I S A L A R S O N

EDUCATION

2016–2018	University of Alabama Masters of Arts: Health Education	Tuscaloosa, AL
2013–2015	University of South Dakota Bachelors of Science: Health Science	Vermillion, SD
2005 – 2007	Lower Columbia College Associate in Applied Science– Medical Assisting	Longview, WA

RELEVANT WORK EXPERIENCE

Sept18–Current **Mt. Hood Community College**
Gresham, OR

- Medical Office Programs Director, Faculty Member

Sept15 – Aug18 **Clatsop Community College**
Astoria, OR

- In class Medical/Office Assistant Instructor
Supervisor- Allison Sansom

June07 – Sept15 **Peace Health Medical Group**

- Medical Assistant
Supervisor – Amy Kleine

SKILLS

I possess skills in leading, teaching, and coaching. I have excellent cultural awareness, communication, and motivational skills. Extensive experience with computers and electronic devices. Extensive experience with online classes and communicating via distance learning. I also possess an ability to lead fellow co-workers and enjoy a challenge.

VOLUNTEER EXPERIENCE

Lower Columbia College– Assistant teaching –Fall 2013
Clatskanie Senior Center– Volunteer Miscellaneous Duties– Fall 2013/Winter 2014
Breast Cancer Awareness Benefits– Fall 2013

PROFESSIONAL REFERENCES:

Jennifer Opferman PA-C	Phone 360-747-5823
Mandy Weeks RN	Phone-360-957-7825

Jean Anne Griffin-Parker

LPN, CMA (AAMA), ASHS

Jean.Parker@mhcc.edu

SUMMARY

Established record of reliability and creating positive rapport with students, patients, and their families. Fifteen years' involvement in the medical field within inpatient and outpatient services. Over seven years of post-secondary instructional experience and leadership.

EDUCATION

Associate of Science-Health Studies, DeVry University

Diploma-Practical Nursing, Carrington College

Certificate- Medical Assistant, Apollo College

LICENSING

Practical Nurse License- Oregon State Board of Nursing

CERTIFICATES

National Medical Assistant Certificate- American Association of Medical Assistants

Wound Care & Ostomy Certificate

American Heart Association, BLS for healthcare provider's certification

Intravenous (IV) certification

EXPERIENCE

Program Director-Full Time

Mt. Hood Community College, 26000 SE Stark Street Gresham, Oregon 97030 503-491-7175
December 2017-Current

Licensed Practical Nurse-Part Time

Private in-home care, Eileen Hattan 503-545-6531
June 2016 - April 2018

Instructor-Part Time

Mt. Hood Community College, 26000 SE Stark Street Gresham, Oregon 97030 503-491-7175
Mar 2015 - December 2017

Licensed Practical Nurse-Full time

Legacy Health Systems, Good Samaritan Hospital, 1015 NW 22nd Ave, Portland, OR 97210 503-413-8090
October 2015 - June 2016

Licensed Practical Nurse-Full Time

Pediatric Associates of Gresham, 2600 NE Division St, Gresham, Oregon 503-661-4200
Jun 2013 - September 2015

Medical Office Administrator- Full Time

Monterey Health Center, 6975 SE Lake Rd, Milwaukie, OR 97267 503-905-2526
Jun 2010 - Dec 2011

Dr. Donald Leonard Anderson

Vita

Mt. Hood Community College
don.anderson@mhcc.edu

Education

University of Washington – PhD English, 2011

Dissertation: *Power and Indeterminacy: The Noisy Networks of Foucault, Cage, Burroughs, and Delany*

Western Washington University – MA English, 2005

Thesis: *Absorbing Death: Affect, Becoming, and the Process of Cinematization*

Washington State University, Vancouver – BA English, Summa Cum Laude, Honors, 2002

Senior Honors Thesis: *Georges Bataille: The Globular and Cross-Gender Identification in the Horror Film*

Recent Scholarly Articles & Book Chapters

“*Death Laid an Egg: A Giallo Out of Far-Left Field.*” In *Bloodstained Narratives: The Giallo Film in National Context and Abroad*, edited by Fernando Gabriel Pagnoni Berns and Matthew Edwards. University of Mississippi Press, (Forthcoming 2022).

“The Promise of Prose: Richard Stanley’s *The Color out of Space* and Film Absorption.” *Studies in the Fantastic* No. 9, pp. 162-166 (Summer 2020).

“There is No Return: The Horror of Desire in *Twin Peaks – The Return.*” In *Make America Hate Again: Trump-Era Horror & the Politics of Fear*, edited by Victoria McCollum. Routledge, 2019, pp. 177-194.

Academic Employment for the Last Five Years

Mt. Hood Community College, English Department, Tenure-Track, Fall 2018 – present

Pacific Northwest College of the Arts, Critical Studies Department, Part-Time MA Mentor, Fall 2018 – Spring 2019

Clark College: Adjunct Faculty, English Department, Fall 2011 – 2014, Fall 2017 – Winter 2018

Washington State University, Vancouver: Adjunct Faculty, English Department, Fall 2017 – Spring 2018

SUNY Westchester Community College: Tenure-Track English Instructor, Fall 2014 – Summer 2017

SUNY Westchester Community College: Adjunct Film Instructor, Spring 2016 – Summer 2017

Recent Academic Service

Developer and Facilitator for *Mt. Hood Reads!* Mt. Hood Community College English Department Reading Group, Fall 2020 – Present

Member of The Learning Center Advisory Committee, Mt. Hood Community College Fall 2021 – present

Member of Access and Diversity Council, Mt. Hood Community College, Fall 2020 – Winter 2022

Faculty Senator, Mt. Hood Community College, Fall 2018 – Fall 2020

Recent Awards

Nominated for Distinguished Teaching Award, Mt. Hood Community College, Spring 2019

Outstanding Faculty/Staff TRIO Supporter, Mt. Hood Community College, Spring 2019

Note: this is a condensed CV prepared for the board packet. A complete CV may be supplied upon request.

CURRICULUM VITAE

Joshua A. Herrington, Ph.D.

Mt Hood Community College
AC 2678
26000 SE Stark St.
Gresham, OR 97030

Phone: (540) 449-4410
Email: Josh.Herrington@mhcc.edu

EDUCATION

University of California Davis 2015-2017
Davis, CA
*Postdoctoral Fellow, Psychobiology, at the
UC Davis California National Primate Research Center*
Advisor: Dr. John Capitanio

Florida International University 2012-2014
Miami, FL
Ph.D., Lifespan Developmental Psychology
Advisor: Dr. Robert Lickliter

Florida International University 2009-2012
Miami, FL
M.S., Psychology
Advisor: Dr. Robert Lickliter

Virginia Polytechnic Institute & State University 2003-2007
Blacksburg, VA
B.S., Psychology

ACADEMIC EMPLOYMENT EXPERIENCE

Instructor
Mt Hood Community College 2018-

Affiliate Scientist
Reed College 2020-

Lecturer
University of California Davis 2014-2018

Instructor of Psychology
Doral College, Doral Florida 2013-2014
Sierra College 2017-2018
California State University, Sacramento 2015

Research Associate
DePaul University, Center for Community Research 2008-2009



John Hasegawa

Education

M.F.A.	2000	Ceramics	University of Oregon
B.A.	1996	Art	University of Puget Sound
B.A.	1992	Philosophy/Mathematics	University of Puget Sound

Professional Experience

- 2018 – Present - Instructor of Ceramics, Mt. Hood Community College, Gresham, OR.
- 2008 – 2018 - Associate Professor of Ceramics, West Kentucky Community and Technical College, Paducah, KY.
- 2006 – 2008 - Full-time Instructor Ceramics and 3-D Design, Dept. of Art, Emporia State University, Emporia, KS
- 2005 – 2006 - Studio Manager and Ceramics Instructor, University Massachusetts Dartmouth, New Bedford, MA.
- 2004 – 2005 - Artist-in-Residence/Ceramics Instructor, Worcester Center for the Crafts, Worcester MA.

Selected Honors

- 2021 - *Custom Stamps for Surface Design*, workshop presenter, Morning Ceramics Studio, Portland, OR
- 2019 - *Form to Surface - Creating Expressive Pottery*, workshop presenter, Series Summer Art School, Red Deere College, Red Deer, Alberta, Canada.
- 2018 - Juror, Annual OMAS Juried Student Exhibition, Murray State University, Murray, KY.
- Juror, Lowertown Art and Music Festival, Paducah, KY.

Exhibition Record

- 2021
 - OPA Exhibition for the Governor's Mansion, Salem, OR
- 2018
 - Paducah School of Art Faculty Exhibition, Bill Ford Gallery, Paducah, KY.
 - Two-Artist Exhibition with *Tanya Neitzke*, Mary Ed Mecoy Hall Gallery, Murray, KY.
 - Made in Paducah, Two-Artist Exhibition with *Lily Liu*, 5th Street Gallery, Paducah, KY.
- 2017
 - Paducah School of Art Faculty Exhibition, Bill Ford Gallery, Paducah, KY.
- 2016
 - Paducah School of Art Faculty Exhibition, Bill Ford Gallery, Paducah, KY.
 - America's Clay Fest IV Open Division, Blue Line Arts Coker Family Gallery, Roseville, CA, Jurors: *Sergei Isupov and Leslie Ferrin*.
- 2015
 - Gallery of Internationally Shown Artists: A Ceramic Triad, Gallery Solaro, Quincy, IL.
 - Cedarhurst Creative Cup Challenge, Cedarhurst Center for the Arts, Mount Vernon, IL.
 - Looking Back, The Krikorian Gallery, Worcester, MA.

Education

- 2003-2006 Masters of fine Art with distinction, California State University, Chico
2004 Study Abroad-Johannes Gutenberg Universitat, Mainz, Germany
1998-2003 Bachelors of Fine Arts, Magna Cum Laude, Southern Illinois University, Carbondale

Professional Experience

- 2018-Present Mt. Hood Community College, Instructor of Printmaking, Drawing and Visual Storytelling, Gresham (OR)
2014 -2018 Visiting Assistant Professor Printmaking and Drawing, University of Minnesota, Twin Cities, Minneapolis, (MN)
2012- 2014 Adjunct Instructor, University of Minnesota, Twin Cities, Minneapolis (MN)
2011-2015 Leg Up Studio, Co-Founder, Education Programming Director, Intaglio studio technician, LegUp Studio, Minneapolis,(MN)

Awards and Grants

- 2023 Waddell Printmaker of the Year award, Whitney Arts Center, Sheridan College WY.
2021 Larry Sommers Fellowship- Seattle Print Arts, Seattle WA.
2018 Imagine Fund Grant, College of Liberal Arts, University of Minnesota.
2016 Academic Innovation Grant, Liberal Arts Technologies and Innovation Services, University of Minnesota
2016 Jerome Emerging Artist Fellowship, Jerome Foundation and Minneapolis College of Art and Design
2016 Academic Innovation Grant, Liberal Arts Technologies and Innovation Services, University of Minnesota
2016 Artist Initiative Grant, Minnesota State Arts Board (MSAB)
2014 Artist Initiative Grant, Minnesota State Arts Board (MSAB)

Gallery Affiliation

- 2021- present Zinc Contemporary, Gallery representation, Seattle (WA)
2020-present Passages Bookshop, representing book work, Portland (OR)
2019-2021 Blackfish Gallery- collective gallery, Portland (OR)

Publications

- *Twenty Concepts in Woodcut*, Feature in *Lettering* chapter, Crowood Press, 2023
- *Pressing Matters*, Issue 10, Feature article, 2020
- *The Hand Magazine*, Issue #26, Cover feature and 2 page spread, 2019
- *Contemporary American Print Makers*, compiled and edited by Stephanie Standish, release by Schiffer Publishing January 2015
- *Riveter Magazine* "These are the Women in Visual Arts" Summer 2014, Volume 2, Issue 2.
- *Chico/Mainz*, Catalogue of artwork of exchange students between CSU Chico and - Akademie für Bildende Kunst in Mainz. 2007

Professional Activities (select)

- 2022-2023
- Co-curating "Wordplay" exhibition with Kevin Haas. This exhibition will be featured at both Mt Hood Community College and Washington State University in Pullman.
 - Juror for Portland Open Studio 2022
- 2020-2022
- Co-organizer of "I Know What You Mean" Demo/event at MidAmerica Printmaking Council Conference
 - MHCC Full-time Faculty Association Executive team- Political Action Coordinator and Secretary
 - Member of Incorporation team for Radical Intersectional Printmakers Guild
 - Co-host and co-creator of the NewsPrint Podcast- a podcast and website focusing on printmaking news
 - MHCC Access and Diversity Council Historian and member

Catherine Creech

Portland OR | 650-722-7648 | Catherine.creech@mhcc.edu

Objective

To provide student-centered evidence-based learning experiences, with an emphasis on equity and diversity, in the undergraduate biology classroom.

Education

- M.S. Biology: Ecology, Evolution, and Conservation Biology (Mycology) | Degree earned 2014 | San Francisco State University
- B.S. Biology: Botany | Degree earned 2011 | San Francisco State University

Teaching Experience

- Tenure track faculty | Mt. Hood Community College | Fall 2018 – present
- Adjunct faculty | Portland State University | Fall 2020 – Spring 2021
- Adjunct faculty | Portland Community College | Fall 2015 – Summer 2018
- Adjunct faculty | San Jose City College | Spring 2015
- Adjunct faculty | College of San Mateo | Fall 2014 – Spring 2015
- Graduate Teaching Assistant | San Francisco State University | Summer 2011 – Spring 2014

Publications

- Context Matters: Social Psychological Factors That Underlie Academic Performance across Seven Institutions. (2021). *CBE-Life Sciences Education*. <https://doi.org/10.1187/cbe.21-01-0012>
- Meta-analysis of Gender Performance Gaps in Undergraduate Natural Science Courses. (2021). *CBE-Life Sciences Education*. <https://doi.org/10.1187/cbe.20-11-0260>
- Teaching During COVID-19 Times: A Community College Perspective. (2021). *Journal of Microbiology and Biology Education*. <https://doi.org/10.1128/jmbe.v22i1.2459>
- DIY Ecology Class: Transitioning Field Activities to an Online Format. (2020). *Ecology and Evolution*. <https://doi.org/10.1002/ece3.6656>
- A Call for Data-driven Networks to Address Equity in the Context of Undergraduate Biology. (2020). *CBE-Life Sciences Education*. <https://doi.org/10.1187/cbe.20-05-0085>
- Investigating Instructor Talk at Large Scale: Widespread Use, Unexpected Categories, and an Emergent Sampling Strategy. (2019). *CBE-Life Sciences Education*. <https://doi.org/10.1187/cbe.20-05-0085>
- Classroom Sound Can Be Used To Classify Teaching Practices in College Science Courses. (2017). *Proceedings of the National Academy of Sciences*. <https://doi.org/10.1073/pnas.1618693114>
- Fungal Biodiversity Program in Thailand. (2012). *Inoculum*. <https://msafungi.org/inoculum/>

Affiliations

- Institutional leader for Equity and Diversity in Undergraduate STEM ([EDU-STEM](#)) Network
- Member of the [Oregon Mycological Society](#)
- Member of the Community College Biology Instructor Network to support Inquiry into Teaching and Education Scholarship ([CC Bio INSITES](#))
- Member of the Society for the Advancement of Biology Education Research ([SABER](#))
- Alumni of the Science Education Partnership and Assessment Laboratory ([SEPAL](#))
- Alumni of the Community College Biology Faculty Enhancement through Scientific Teaching ([CCB FEST](#))

Pualani Derman

541-550-6214; Pualani.Derman@mhcc.edu

Education/Licensure

- M.A.T. Humanities, Secondary, ESOL Emphasis, Oregon State University, September 2011
- B.S. Natural Resources Management and Policy, Magna cum Laude, June 2007
Distinguished Scholar in Natural Resources, Oregon State University
- National Association of Interpretation (NAI) Certified Interpretive Trainer (CIT), August 2011
- State of Oregon Initial I Teaching License (Middle and High School Authorization), June 2011-2014

Courses Taught

F111 Introduction to Natural Resources F141 Tree and Shrub Identification BIO103D General Biology: Northwest Forest Ecology F240 Natural Resources Ecology NR180 Career Development in Natural Resources NR242 Watershed Processes NR244 Applied Silviculture I: Reforestation NR246 Applied Silviculture II: Forest Stand Dynamics NR140 Introduction to Soil Science NR144 Forest Insects and Disease	NR260 Field Projects FOR 241A Field Dendrology FOR 241B Classroom Dendrology FW 251 Wildlife Conservation FOR 255 Resource Interpretation FOR 240A Forest Ecology FOR 127 Plants of the Pacific Northwest FOR 256 Recreational Resource Management FOR 251 Supervision and Leadership FOR 126 Field Studies of the Pacific Northwest
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Guest Lecturer: FOR 272 Forest Entomology/Pathology, FOR 208 Soils: Sustainable Ecosystems, GEO 265 Volcanoes of the Pacific Northwest, FW 212 Survey of Northwest Birds

Professional Experience

Instructor, Natural Resources Technology/Science, Mt. Hood Community College	2018-Present
Instructor, Forest Resources Technology, Central Oregon Community College (COCC), Bend, OR	2011-2018
Digital Production Assistant III/Scriptwriter, Media, COCC, Bend, OR	2008-2018
Information Office Coordinator, College Relations, COCC, Bend, Oregon	2005-2009
Forestry, Math, German and Civics Tutor, COCC, Bend, Oregon	2008-2011
Coach, Redmond High School Equestrian Team- Dressage, Redmond, Oregon	2006-2007
Research Assistant, Environmental Policy, Bulgaria, U.S.-Bulgaria INTREU, Oregon State University	2005
AmeriCorps Volunteer, Outreach and Conservation Education Coordinator, Interpretive Services, US Forest Service, Bend-Ft. Rock Ranger District, Bend, Oregon	2004-2005
Adult Basic Education Workforce Skills Monitor, COCC, Bend, OR	2001-2004
Information Assistant/ Naturalist, US Forest Service, Bend-Fort Rock Ranger Dist., Bend, OR	2003-2004
Interpretive Snowshoe Guide, US Forest Service, Bend-Fort Rock Ranger District	2002-2003
English Language Teacher, ADRA, Almaty, Kazakhstan	1997-2000

Committees	Professional Associations/Affiliations
<ul style="list-style-type: none">• Oregon Forest Literacy Plan Advisory Committee, 2021-Present• Assessment Action Team, 2019-Present• Unit Planning Team 2019-Present• Faculty Senate 2020-Present• Beaver Creek Partnership 2019-Present	<ul style="list-style-type: none">• Society of American Foresters (SAF)• The Wildlife Society (TWS)• National Association for Interpretation (NAI)• Honor Society of Phi Kappa Phi• Golden Key International Honor Society• Honor Society of Agriculture, Gamma Sigma Delta

Skills and Career Highlights

- 20+ years of experience teaching, tutoring, and mentoring in academia
 - Excel at providing academic support/mentorship for low-income, first-generation college students, veterans, and underserved populations
 - Highly familiar with the skills essential to college preparedness and success
- Strong recruitment skills- recruited, trained, supervised, and retained 50+ volunteers for the USDA Forest Service
- Professional scriptwriter, videographer and photographer (creating documentaries and educational media)
- Strong interpersonal skills, including communicating and collaborating with people across diverse cultures and perspectives, as well as fostering partnerships with organizations local and global
- Fluent in English (native), German (intermediate), Russian & French (early intermediate), Bulgarian (basic)
- Passionate about teaching and learning, and strongly committed to service as a way of life.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.3

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

SUBJECT: FACULTY SABBATICAL REQUESTS 2022 – 2023

RECOMMENDATION:

The President recommends the Board approve the 2022-23 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 _____
Annette Mattson



DATE: March 16, 2022
TO: Dr. Lisa Skari
FROM: Josh Stratman, FRDB Chair
SUBJECT: 2022-23 FRDB Sabbatical Requests for Approval

The following individuals have applied for sabbaticals during the 2022-23 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
Ilya Babiy Health Professions	F 2022 W 2023 S 2023	As a Fulbright Scholar at a host institution abroad: to advise students, teach courses, and advise faculty on the development of curricula and new academic programs, and to share innovative pedagogy. I expect this exchange to provide a wealth of information that I can take back to our DH program at MHCC. I look forward to sharing my sabbatical report at our TLC, as well as at conferences. I am certain this collaboration will strengthen our common goals of equipping dental hygiene students to make a positive impact on dental care for our communities and the world.
Peter Cunningham Humanities and Social Science	S 2023	I am proposing a sabbatical for Spring 2023 to develop and create a new course at MHCC: Seminar in International Trade for online and face-to-face classes starting in summer of 2023. 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.



Name and Division	Terms	Sabbatical Goals
Mark Thomas Applied Technology	S 2023	I will use the time requested to build an online format lab manual for the second year of the Machine Tool Technology program. This manual would consist of both printable and digital copy and would include extensive use of QR code links to instructional videos to assist students in their machine shop labs. This project would also include the completion of at least 20 videos, which illustrate essential machining skills that students in our program must learn.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.4

CONTACT PERSON: *Jennifer DeMent, Vice President, Finance and Administration*

SUBJECT: CONSIDERATION OF TUITION AND FEE ADJUSTMENTS FOR 2022-2023

Tuition Adjustments

The administration recommends a \$2 per credit hour tuition increase, effective Summer Term 2022. Upon board approval, tuition for the 2022/23 academic year will be adjusted as follows:

In-district and out-of-district tuition will be increased by 1.7% or \$2 per credit hour. This category represents the majority of tuition assessed and includes students living in Oregon or in states with reciprocity.

Out-of-state tuition will also be increased by 1.7% or \$4 per credit hour. Out-of-state tuition revenue represents less than 1% of total tuition revenue. Due to reciprocity agreements, students from Washington, California, Idaho, or Nevada may pay in-state tuition. Reciprocal tuition represents about 5% of total tuition revenue.

International tuition will be increased by 1.7% or \$4.50 per credit hour. International tuition revenue represents about 2% of total tuition revenue. This increase is aligned with rates charged by other similarly sized Oregon community colleges.

Type:	In-District/ Out-of-District	Out-of-State	International
Tuition, per credit 1-18 credits	\$120	\$243	\$261
Tuition, per credit over 18 credits	\$60	\$243	\$261

Table 1. Proposed Tuition by Type

The following chart displays a history of tuition and fee increases over the past ten years. Each tuition increase has been weighed thoughtfully by the board in a struggle to remain accessible and affordable to students and balance revenue requirements in an environment of declining state support.



Fiscal Year	Tuition	Tuition Increase Amount	Tuition % Increase
2022-23 Proposed	\$120.00	\$2.00	1.7%
2021-22	\$118.00	\$3.00	2.8%
2020-21	\$118.00	\$3.00	3.0%
2019-20	\$115.00	\$8.00	8.3%
2018-19	\$107.00	\$7.00	7.3%
2017-18	\$100.00	\$4.00	4.2%
2016-17	\$96.00	\$2.00	2.1%
2015-16 Adjusted Fall 2015	\$94.00	-\$1.50	2.2%
2015-16 Approved (Summer Term only)	\$95.50	\$3.50	3.8%
2014-2015	\$92.00	\$3.00	3.4%
2013-2014	\$89.00	\$0.00	0.0%

Table 2. Ten-year History of Tuition

Fee Adjustments

Pursuant to Board Policy, the administration proposes the fee changes listed on the following spreadsheet. Guidelines for fee adjustment include the following considerations:

1. Any fee that supports the student population will be weighed against the need to increase tuition.
2. Fees will be benchmarked against other Oregon Community Colleges.
3. Course fees cover the costs of unusual services, equipment, software, and/or materials.
4. Administrative fees cover the cost of transactions and are reasonable compared to revenue generation.
5. Other fees may be assessed to cover costs for special services and/or processing and materials furnished, i.e. testing, library fines, printing, etc.



Name of Fee or Course	Current Fee 2021-22	Proposed Fee 2022-23	\$ Change	% Change	Rational & Associated Criteria for Proposed Change
Administrative Fees					
Safety and Security Access Fee (Formerly Access Fee)	3.50	no change	-	0%	Per credit hour. Provides support for the safety and security of all College properties.
Student Activity	4.25	no change	-	0%	Per credit hour. This funds the Associated Student Government; both co-curricular and athletics needs.
Student Technology Fee	6.50	6.75	0.25	4%	Per credit hour; up to 15 credits per term. The need for technology continues to increase; maintenance costs increase every year; security risk continues to increase requiring tools, services and annual maintenance. Last fee increase was in 20/21
College Services Fee	3.50	no change	-	0%	Per credit hour. Provides for processing and service costs for general admission applications, graduation processing, duplicate certificates/degrees, official transcripts, college placement testing and tutoring services
Instructional Access and Support Fee (Formerly Distance Learning)	3.50	no change	-	0%	Per credit hour. Provides for the costs of distance learning infrastructure, personnel, help desk, testing, technology, and faculty training.
Solomon Fee	0.10	no change	-	0%	Per name. Processing fee for providing list of names to military recruiters.
International Student Fee	120.00	no change	-	0%	Per term. Fee specific to services provided as international enrollment grows
Application Fees					
International Student	50.00	no change	-	0%	One-time fee. Cost of processing



International Student I-20 Reissue Fee	50.00	no change	-	0%	In the case where a student defers their attendance or provides incorrect information, a new acceptance letter and I-20 must be re-mailed to them. (Federal regulations prohibit scanning or faxing I-20 documents)
Restricted-entry (except Nursing AAS) (in addition to first-time applicant)	35.00	no change	-	0%	Consistent admission fee that is equitable among programs. One-time fee. Cost of processing
Nursing AAS Restricted-entry (in addition to first-time applicant)	35.00	no change	-	0%	Consistent admission fee that is equitable among programs. One-time fee. Cost of processing
Late Registration Fee	25.00	no change	-	0%	Learner Success committee is reviewing late add policy
Alternative Credit					
Challenge (of current tuition)	35%	no change	-	0%	Cost of processing
Portfolio (of current tuition)	35%	no change	-	0%	Cost of processing
Assessment					
Myers-Briggs Type Indicator - students	17.00	no change	-	0%	For consistency with HD course fee costs with this assessment.
-non-students	37.00	no change	-	0%	Cost of materials & staff for score interpretations.
Strong Interest Inventory - students	17.00	no change	-	0%	For consistency with HD course fee costs with this assessment.
- non-students	37.00	no change	-	0%	Cost of materials & staff for score interpretations.
Other Assessment Charges					
Assessment Cost					
\$0.00 - \$3.00	3.00	no change	-	0%	
\$3.01 - \$5.00	5.00	no change	-	0%	
\$5.01 - \$10.00	10.00	no change	-	0%	



\$10.01 - \$15.00	15.00	no change	-	0%	
\$15.00 - \$20.00	20.00	no change	-	0%	
Testing					
CLEP	25.00	no change	-	0%	CLEP Recommendation
Proctoring fee (for non-MHCC & non-co-enrolled students)	25.00	no change	-	0%	Per exam. Standard across Colleges
Millwright Certification	25.00	no change	-	0%	Cost of certification
Multnomah County - Adult Care Home exam	10.00	no change	-	0%	Cost of exam, administrative fees for proctoring and processing
Library					
Learning Commons					
Material replacement fee for Orbis materials	90.00	no change	-	0%	Orbis' fee is part of consortium contract
Material replacement fee for MHCC books	75.00	no change	-	0%	MHCC's fee to ensure return
Material replacement fee for – MHCC Video	75.00	no change	-	0%	MHCC's fee to ensure return
Material replacement fee for – MHCC Laptop	950.00	no change	-	0%	Incorporates replacement cost, plus shipping/handling.
Miscellaneous					
High School Recovery (DE5)	85.00	no change	-	0%	Per .5 credit hour; instruction & materials cost
Adult HS Diploma Students (AHS7)	65.00	no change	-	0%	Per .5 credit hour; instruction & materials cost
Adult HS Diploma – Physical Education (AHS7)	65.00	no change	-	0%	Per .5 credit hour; instruction & materials cost
Adult HS Diploma – Work Experience (AHS7)	65.00	no change	-	0%	Per .5 credit hour; instruction & materials cost
Returned Check	20.00	no change	-	0%	Per item



Late Payment on Student Account	20.00	no change	-	0%	Per month. \$60 max per term.
Aquatic Center					
Lap/Open Rec Fees					
Daily Lap Swim - Adult one-time	5.50	7.00	1.50	27%	Costs of Aquatic Center operation/minimum wage increases
Daily Lap Swim – Child/Senior/Veteran one-time	4.50	6.00	1.50	33%	Costs of Aquatic Center operation/minimum wage increases
10-punch Card - Adult	50.00	60.00	10.00	20%	Costs of Aquatic Center operation/minimum wage increases
10-punch Card – Child/Senior/Veteran	40.00	50.00	10.00	25%	Costs of Aquatic Center operation/minimum wage increases
20-punch Card - Adult	90.00	110.00	20.00	22%	Costs of Aquatic Center operation/minimum wage increases
20-punch Card - Child/Senior/Veteran	72.00	90.00	18.00	25%	Costs of Aquatic Center operation/minimum wage increases
Obstacle Course Usage Fee	3.00	4.00	1.00	33%	Costs of Aquatic Center operation/minimum wage increases
Obstacle Course 20-Punch	55.00	70.00	15.00	27%	Costs of Aquatic Center operation/minimum wage increases
Lap/Open Rec Membership					
School Year – Adult Individual	240.00	250.00	10.00	4%	Costs of Aquatic Center operation/minimum wage increases
School Year – Senior/Veteran Individual	200.00	210.00	10.00	5%	Costs of Aquatic Center operation/minimum wage increases
School Year - Family	400.00	no change	-	0%	Current market price
School Year - Family - each additional member	40.00	no change	-	0%	Current market price
Summer - Adult	130.00	150.00	20.00	15%	Costs of Aquatic Center operation/minimum wage increases
Summer – Child/Senior/Veteran Individual	99.00	120.00	21.00	21%	Costs of Aquatic Center operation/minimum wage increases
Summer - Family	375.00	400.00	25.00	7%	Standardize with school year fee
Summer - Family - each additional member	40.00	no change	-	0%	Current market price



Lesson and Class Fees					
Children's lessons – Pre-school (7 classes)	44.00	49.00	5.00	11%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$7 per class
Children's lessons – Pre-school (8 classes)	50.00	56.00	6.00	12%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$7 per class
Children's lessons – Pre-school (9 classes)	56.00	63.00	7.00	13%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$7 per class
Children's lessons – Pre-school (10 classes)	62.00	70.00	8.00	13%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$7 per class
Children's lessons – School age (7 classes)	51.00	56.00	5.00	10%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$8 per class
Children's lessons – School age (8 classes)	58.00	64.00	6.00	10%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$8 per class
Children's lessons – School age (9 classes)	65.00	72.00	7.00	11%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$8 per class
Children's lessons – School age (10 classes)	72.00	80.00	8.00	11%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$8 per class
Adult Lessons – 7 classes	49.00	56.00	7.00	14%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$8 per class
Adult Lessons – 8 classes	54.00	64.00	10.00	19%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$8 per class
Adult Lessons – 9 classes	59.00	72.00	13.00	22%	Costs of Aquatic Center operation/minimum wage



					increases/Standardize at \$8 per class
Adult Lessons – 10 classes	63.00	80.00	17.00	27%	Costs of Aquatic Center operation/minimum wage increases/Standardize at \$8 per class
10-punch Water Exercise card - Adult	80.00	90.00	10.00	13%	Costs of Aquatic Center operation/minimum wage increases
10-punch Water Exercise card- Senior/Veteran	60.00	70.00	10.00	17%	Costs of Aquatic Center operation/minimum wage increases
20-punch Water Exercise card - Adult	144.00	170.00	26.00	18%	Costs of Aquatic Center operation/minimum wage increases
20-punch Water Exercise card- Senior/Veteran	108.00	130.00	22.00	20%	Costs of Aquatic Center operation/minimum wage increases
Drop-in Water Exercise - Adult	8.50	10.00	1.50	18%	Costs of Aquatic Center operation/minimum wage increases
Drop-in Water Exercise - Senior/Veteran	6.50	8.00	1.50	23%	Costs of Aquatic Center operation/minimum wage increases
Summer Term Water Exercise class – Adult Individual	130.00	150.00	20.00	15%	Costs of Aquatic Center operation/minimum wage increases
Summer Term Water Exercise Class – Senior/Veteran Individual	95.00	120.00	25.00	26%	Costs of Aquatic Center operation/minimum wage increases
Rock Wall					
Rock Wall – Community Members	7.00	8.00	1.00	14%	Cost of Rock Wall operation and price of equipment
Rock Wall – MHCC Students	5.00	6.00	1.00	20%	Cost of Rock Wall operation and price of equipment
10-Punch Card - Adult	63.00	72.00	9.00	14%	Cost of Rock Wall operation and price of equipment
10-Punch Card – MHCC	40.00	50.00	10.00	25%	Cost of Rock Wall operation and price of equipment
Rockwall Birthday Party - 1-6 people	89.00	95.00	6.00	7%	Cost of Rock Wall operation and price of equipment
Rockwall Birthday Party - 7-12 people	152.50	162.00	9.50	6%	Cost of Rock Wall operation and price of equipment



Rockwall Birthday Party - 13-18 people	216.25	225.00	8.75	4%	Cost of Rock Wall operation and price of equipment
Rockwall BP– add on (to original booking) 1-6	64.00	70.00	6.00	9%	Cost of Rock Wall operation and price of equipment
Rockwall BP– add on (to original booking) 7-12	127.50	137.00	9.50	7%	Cost of Rock Wall operation and price of equipment
Rockwall BP – add on (to original booking) 13-18	191.25	200.00	8.75	5%	Cost of Rock Wall operation and price of equipment
Course Fees by Division					
Adult Basic Skills					
Adult Basic Education (DE_GED)					
DE4GED	20.00	no change	-	0%	Supply costs – in alignment with all Dev Ed courses
Adult Basic Skills (ABS)					
ABS8RD, ABS8WR, ABS9RD, ABS9WR, ABS10RD, ABS10WR, ABS11RD, ABS11WR	15.00	no change	-	0%	Supply costs – in alignment with all Dev Ed courses
ABS8MTH, ABS9MTH, ABS10MTH, ABS11MTH	30.00	no change	-	0%	Supply costs
English Second Language (ESL)					
ESL85A/B/C/D/E	60.00	no change	-	0%	Supply costs – in alignment with all Dev Ed courses
Allied Health & Nursing					
Allied Health (AH)					
AHX20	100.00	no change	-	0%	Supply cost
Dental Hygiene (DH)					
DH219	300.00	no change	-	0%	Supply cost
DH112, 122, 124, 132, 134, 212, 213,	600.00	no change	-	0%	Supply cost and clinical cost



217, 222, 225,232, 235					
DH 213, 217, 218	600.00	no change	-	0%	Supply cost
DHX222	1,750.00	no change	-	0%	Remediation clinic transition
Funeral Service Education (FSE)					
FSE211, 212, 213	600.00	no change	-	0%	Supply, testing (MATS), and lab instructor cost
Medical Assistant (MA)					
MA210L	500.00	no change	-	0%	Lab fees, specific equipment needs, diagnostic testing materials, AHA certification and training
MA110L	300.00	no change	-	0%	Supplies specialized equipment needed for electronic records; group licensing for system
Medical Office (MO)					
MO110	15.00	no change	-	0%	Standardized test
MO230, 231, 232, 240, 241	35.00	no change	-	0%	Hybrid or specialized laboratory fee, equipment
MO242	25.00	no change	-	0%	Special software and hybrid course
Nursing (NRS)					
NRS110A, 111A, 112A, 221A, 222A	175.00	335.00	160.00	91%	Incorporate Next Generation NCLEX resources and testing methods into each course in the curriculum to prepare students for the upcoming changes to the nursing licensure examination. Cost: ATI student software \$2550/student, projected enrollment 72 students = \$183,600. Increase in course fees proposed to 16 courses in Nursing Program of \$160/course. Previously, students were making payments each term to ATI and based on student feedback, this was confusing and time consuming and led to delays in access software due to missed payments. This will be assessed to



					student account so financial aid funds can be utilized for the cost.
NRS110B	550.00	787.00	237.00	43%	
NRS111B	550.00	864.00	314.00	57%	In addition to ATI, 111B is a clinical course. At this time with COVID and severe staffing shortages in all healthcare settings, we need to use virtual simulation to replace clinical hours that we can't get in person at the healthcare sites. Shadow Health is a virtual clinical software that provides clinical content to meet the course objectives and student learning outcomes for the clinical portion of NRS110B.
NRS112B, 221B, 222B	550.00	710.00	160.00	29%	
NRS221BL, 222BL	250.00	no change	-	0%	
NRS221BC, 222BC	300.00	no change	-	0%	
NRS224A	-	160.00	160.00	100%	224A should have course fees associated for capstone and predictive testing for NCLEX-RN. ATI fees of \$2550/student include a 3-day live capstone course that is used in 224A as well as predictive and a final comprehensive exam for determining readiness to sit for the nursing licensure exam. Previously, students have been making payments directly to ATI for this. Adding the student fee will allow this charge to be assessed to the student account and financial aid can be used.
NRS224B	650.00	810.00	160.00	25%	



NRS230, 231, 232, 233	60.00	220.00	160.00	267%	
Practical Nursing (PN)					
PN100	15.00	no change	-	0%	Equipment, students pay for testing via web.
PN100L, 101L, 102L	500.00	no change	-	0%	Supply, testing and clinical cost
PN103L	600.00	no change	-	0%	Supply, testing and clinical cost
Physical Therapy (PTA)					
PTA101L, 102L, 103L, 121, 122, 123, 201L, 202L, 203L	50.00	no change	-	0%	Supply and lab fee
PTA258	100.00	no change	-	0%	Cover costs of mock National Board exams
PTA261, 262	150.00	no change	-	0%	supply & equipment costs, clinical site supervision costs; fee now includes testing for students
PTA263	50.00	no change	-	0%	supply & equipment costs, clinical site supervision costs; fee now includes testing for students
Registered Nurse (RN)					
RNX27	200.00	no change	-	0%	supply & equipment costs, clinical site supervision costs
Nursing Assistant (NAX)					
NAX10	1,595.00	no change	-	0%	Job Corp will be paying the same amount as other students. supply & equipment costs, consistent with other student fees
Respiratory Therapy (RT)					
RT121	25.00	no change	-	0%	Dedicated multimedia room
RT122, 220	25.00	no change	-	0%	Supply cost
RT141, 142	200.00	no change	-	0%	Equipment rental



RT150	100.00	no change	-	0%	Clinical cost
RT231	200.00	no change	-	0%	Demo equip cost
RT232	45.00	no change	-	0%	NBRC testing fee
RT251, 252, 253	400.00	no change	-	0%	Clinical cost
Surgical Technology (ST)					
ST111, 112	175.00	no change	-	0%	supply & equipment costs
ST155	175.00	no change	-	0%	supply & equipment costs
ST221	350.00	no change	-	0%	clinical and travel costs evenly spread across second year
ST222	350.00	no change	-	0%	clinical and travel costs evenly spread across second year
ST223	350.00	no change	-	0%	clinical and travel costs evenly spread across second year, National Board testing
Business /Computer Information					
Business (BA)					
BUS286	30.00	no change	-	0%	Administrative support and software
WE280BUA – L	10.00	no change	-	0%	Transportation costs
Business Technology (BT)					
BT116, 125, 126,	25.00	no change	-	0%	Specialty software and hardware
BT210s (generic)	25.00	no change	-	0%	Specialty software and hardware
WE280OPA – L	10.00	no change	-	0%	Transportation costs
Hospitality & Tourism (HT/HTX)					
HT112	40.00	no change	-	0%	Supplies
Information Systems					



Computer Information Systems (CIS)					
CIS122, 125GA, 145A/B/C, 197WAG, 197XML, 225, 276, 279A, 284NS, 288, 295CMS	65.00	no change	-	0%	Specialty software and hardware
CIS135, 235	65.00	no change	-	0%	Specialty software and hardware
CIS135GRA	35.00	no change	-	0%	Specialty software and hardware
CIS151	35.00	no change	-	0%	Specialty software and hardware
CIS152, 153	35.00	no change	-	0%	Specialty software and hardware
CIS235UNA, 235UNB	55.00	no change	-	0%	Specialty software and hardware
CIS135GMA, 135GMB, 135GMC, 135GRB, 135XTP, CIS235ANM, 235CPX, 235DD, 235RIG, 235ST, 235TLC	65.00	no change	-	0%	Specialty software and hardware
WE280CAA – L	10.00	no change	-	0%	Transportation costs
Information Systems and Technology Management (ISTM)					
ISTM183C, 189	35.00	no change	-	0%	Technology unique to this program
ISTM, 284E, 297	35.00	no change	-	0%	Technology unique to this program
ISTM140L, 283CO1, 283CO2, 285W	35.00	no change	-	0%	Technology unique to this program
ISTM235MA, 235MB	20.00	no change	-	0%	Maintenance/replacement of equipment
ISTM283CC	60.00	no change	-	0%	Technology unique to this program/end of term competition costs
ISTM283B, ISTM283F	35.00	no change	-	0%	Software



ISTM285EE	75.00	no change	-	0%	Technology unique to this program
HPEAAR					
Health Education (HE)					
HE251	56.00	51.00	(5.00)	-9%	Wilderness First Aid certification
HE252	32.00	no change	-	0%	Amer. Red Cross certification fee
HE261	27.00	no change	-	0%	Certification fee
HE289	332.00	433.00	101.00	30%	Increase in certification fee
HE289L	-	153.00	153.00	100%	
HE299	100.00	no change	-	0%	
HE299L	40.00	no change	-	0%	
Health & Physical Education (HPE)					
HPE110	56.00	62.00	6.00	11%	
HPE120	-	23.00	23.00	100%	
HPE174	360.00	549.00	189.00	53%	NASM testing for certification - Change in fees from certifying institution
HPE285OL	61.00	no change	-	0%	Certification fee
HPE291	32.00	no change	-	0%	Certification fee
HPE295	25.00	no change	-	0%	No additional fee for online class.
Physical Education (PE)					
ORLX30	40.00	no change	-	0%	Certification and transportation costs
PE Courses: All 185 (PE courses with a higher fee excluded)	5.00	no change	-	0%	Equipment repair and replacement
PE185BK	5.00	138.00	133.00	2660%	Equipment repair and replacement
PE185CG, PE185CS, PE185PF	25.00	no change	-	0%	Equipment repair and replacement
PE185CSW	10.00	no change	-	0%	Assist with cost of lifeguard
PE185GC	58.00	71.00	13.00	22%	For monitor; access to climbing gym; equipment

PE185KY	137.00	no change	-	0%	Transportation and rental costs
PE185KYI	137.00	no change	-	0%	Transportation and equipment costs
PE185OJ	152.00	no change	-	0%	Transportation and equipment costs
PE185OT	167.00	no change	-	0%	Transportation and equipment costs
PE185OB	50.00	83.00	33.00	66%	Transportation and equipment costs
PE185RK	87.00	no change	-	0%	Transportation and equipment costs
PE185RKI	116.00	no change	-	0%	Transportation and equipment costs
PE185RS	28.00	no change	-	0%	Transportation and equipment costs
PE185RT	81.00	97.00	16.00	20%	Transportation and equipment costs
PE185RTI	81.00	97.00	16.00	20%	Transportation and equipment costs
PE185SB (section 1)	18.00	no change	-	0%	equipment costs; without transportation
PE185SB (section 2)	56.00	no change	-	0%	equipment costs; Includes transportation
PE185SS	121.00	83.00	(38.00)	-31%	Transportation and equipment costs
PE185WBT	149.00	no change	-	0%	Transportation and equipment costs
PE185WTA	17.00	no change	-	0%	Transportation and equipment costs
REC5PFI	30.00	no change	-	0%	Market value; Equipment costs
Human Development					
Human Development (HD)					
HD110	\$17.00	no change	-	0%	To match general student fee for assessment
HD105	10.00	-	-	100%	Remove fee - Field trip no longer offered in the course
HD199S	10.00	no change	-	0%	
HD130	5.00	no change	-	0%	
HD208	\$208.00	no change	-	0%	Assessment fee
Humanities					



American Sign Language (ASL)					
ASL101, 102, 103, 201, 202, 203	10.00	no change	-	0%	Software for tutoring
French (FR)					
FR101, 102, 103, 201, 202, 203	10.00	no change	-	0%	Software for tutoring
German (GER)					
GER101, 102, 103, 201, 202, 203	10.00	no change	-	0%	Software for tutoring
Italian (ITAL)					
ITAL101, 102, 103, 201, 202, 203	10.00	no change	-	0%	Software for tutoring
Japanese (JPN)					
JPN101, 102, 103, 201, 202, 203,	10.00	no change	-	0%	Software for tutoring
Spanish (SPAN)					
SPAN101, 102, 103, 201, 202, 203	10.00	no change	-	0%	Software for tutoring
Writing (WR)					
WR240, 241, 242, 244	10.00	no change	-	0%	Course materials.
Industrial Technology					
Automotive (AM)					
AM103	\$55.00	no change	-	0%	Supplies usage; combined lab/lecture costs
AM105, 112, 114, 140, 142, 154, 158, 224, 228, 232, 238, 242, 244, 246	\$5.00	no change	-	0%	Supplies usage lecture costs
AM104, 106, 113, 115, 117, 123, 141, 151, 155, 159, 161, 225, 227, 233, 237, 241, 243, 245	35.00	no change	-	0%	Supplies usage lab costs
AM281, 281B, 282, 283, 284	\$10.00	no change	-	0%	Instructor travel costs
Light Repair & Maintenance					
AMD111, 119, 120, 133, 137, 157, 217, 254, 257	35.00	no change	-	0%	Supplies usage; combined lab/lecture costs



Automotive-Ford (AMF)					
AMF101, 102, 111, 117, 119, 133, 135, 137, 153, 157, 217, 252, 254, 257, 259,	35.00	no change	-	0%	Supplies usage; combined lab/lecture costs
AMF110, 116, 118, 132, 134, 136, 152, 156, 216, 251, 253, 256, 258	5.00	no change	-	0%	Course materials.
AMF116, 134	5.00	no change	-	0%	Course materials.
AMF171, 172, 173, 174	50.00	no change	-	0%	Supplies usage; combined lab/lecture costs
AMF271, 272, 273, 274	50.00	no change	-	0%	Supplies usage; combined lab/lecture costs
AMF281, 282, 283, 284	10.00	no change	-	0%	Co-op fee to cover instructor travel costs.
Integrated Metals (IMTL)					
IMTL110, 114, 118, 24, 130, 130B, 134, 150, 154, 236	5.00	no change	-	0%	Course materials
IMTL111, 131, 131B, 151	80.00	no change	-	0%	Supplies usage/costs
IMTL116, 116B, 143, 160, 215,	25.00	no change	-	0%	Equipment and supplies
IMTL120, 140, 152	10.00	no change	-	0%	Equipment and supplies
IMTL121, 141, 161, 163	90.00	no change	-	0%	Equipment and supplies
IMTL129	40.00	no change	-	0%	Equipment and supplies
IMTL135, 136	15.00	no change	-	0%	Supplies and materials
IMTL257	20.00	no change	-	0%	Equipment and supplies
IMTL153	65.00	no change	-	0%	
IMTL156	60.00	no change	-	0%	Equipment and supplies
IMTL157	20.00	no change	-	0%	Computer lab fee to support instructional costs



IMTL171, 172, 173	30.00	no change	-	0%	Equipment and supplies
Machine Tool Technology (MFG/X)					
MFG212	75.00	no change	-	0%	Materials cost, equipment replacement
MFG213	5.00	no change	-	0%	Course materials
MFG216	15.00	no change	-	0%	
MFG214, 232, 251	80.00	no change	-	0%	Materials cost, equipment replacement
MFG217, 234, 254	5.00	no change	-	0%	Supplies
Engineering Transfer (ENGR)					
ENGR201, 248	25.00	no change	-	0%	In alignment with CIS
GE101, 102, 115	25.00	no change	-	0%	In alignment with CIS
Engineering Technology (ET/ETX)					
ET122, 150, 235, 240, 250, 261, 263, 265	25.00	no change	-	0%	In alignment with CIS
ET249	25.00	no change	-	0%	In alignment with CIS
ET266	25.00	no change	-	0%	In alignment with CIS
Mechatronics (MEC)					
MEC101, 134	45.00	no change	-	0%	Equipment and supplies
MEC110, 121, 122, 123, 131, 132, 133, 141, 142	80.00	no change	-	0%	Equipment and supplies
MEC112	80.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.
MEC113, 115	45.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.



MEC243, 250	15.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.
MEC160, 270	80.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.
MEC231, 232	150.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.
MEC211	45.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.
MEC251, 252	85.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.
MEC241	80.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.
MEC242	25.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.
MEC290, 291	105.00	no change	-	0%	Supplies/consumables and the software licenses for the different courses.
Welding Technology (WLD/WLDX)					
WLD116	55.00	no change	-	0%	Costs for supplies, equipment
WLDX11	55.00	no change	-	0%	Costs for supplies, equipment
WLDX13	52.00	no change	-	0%	
WLDX19A-D	A = \$45				Lab fees associated with regular (not X) classes
	B = \$60				Costs for supplies, equipment
	D = \$90	no change	-	0%	
Performing Arts, Visual Arts and Integrated Media					
Art (ART)					
ART115	20.00	40.00	20.00	100%	Because of the closing of the bookstore, students can no longer
ART116	20.00	40.00	20.00	100%	



ART117	20.00	60.00	40.00	200%	use scholarships or financial aid to purchase materials for art courses. To resolve this, we will raise course fees, purchase materials in bulk, and create kits of art supplies. This solution provides equity, streamlines operations, improves retention, and increases the capacity for teaching and learning.
ART 198A	50.00	55.00	5.00	10%	
ART294, 296, 297	20.00	40.00	20.00	100%	
ART231, 232, 233, 234, 235, 236	20.00	35.00	15.00	75%	
ART219A, 219B, 219C	20.00	25.00	5.00	25%	
ART225, 226, 227	20.00	40.00	20.00	100%	Specialty software
ART215P	10.00	no change	-	0%	Supply costs
ART240, 241	20.00	25.00	5.00	25%	Supply costs
ART244	20.00	30.00	10.00	50%	Supply costs
ART254, 255, 256, 291, 292, 293	50.00	55.00	5.00	10%	Supply costs and to fund repairs and small equipment.
ART257, 258, 259	60.00	75.00	15.00	25%	Supply costs and to fund repairs and small equipment.
ART260, 261, 262	60.00	65.00	5.00	8%	Supply costs
ART271, 272, 273	50.00	no change	-	0%	Supply costs
ART281, 282, 283	30.00	40.00	10.00	33%	Supply costs
ART291, 292, 293	50.00	60.00	10.00	20%	Supply costs
Music –Band-Jazz-Vocal (MUP)					
MUP101, 201, 205	10.00	no change	-	0%	Costs for sheet music, tuning, repair and replacement of instruments.
MUP105, 146, 205	10.00	no change	-	0%	Supply costs
MUP114, 214	10.00	no change	-	0%	Sheet music and college-owned instrument repairs
MUP115, 121, 215, 221	10.00	no change	-	0%	Sheet music
MUP171A-192A.01, MUP271A-292A.01	330.00	no change	-	0%	1 credit Individual music classes; fee structure to cover wages plus fringe benefits
MUP171B-192B.01, MUP271B-292B.01	660.00	no change	-	0%	2 credit Individual music classes; fee structure to cover wages plus fringe benefits
MUP246	10.00	no change	-	0%	Supply costs



Music (MUS)					
MUS101	10.00	no change	-	0%	Sheet music, tuning, repair and replacement of instruments.
MUS105	10.00	no change	-	0%	Sheet music, piano tuning, music licensing fees
MUS117, 118, 119	25.00	no change	-	0%	Software, hardware and upgrades for computer-based class.
MUS121, 122, 123, 137, 211, 212, 213, 221, 222, 223	10.00	no change	-	0%	Costs of sheet music, piano tuning, music licensing fees
MUS131, 132, 133, 161, 162, 231, 232	10.00	no change	-	0%	Sheet music, tuning, repair and replacement of instruments.
MUS198A/B/C	10.00	no change	-	0%	Sheet music, piano tuning, music licensing fees
Theater (TA)					
TA211, 213, 227	20.00	no change	-	0%	Supply costs
TA121	20.00	no change	-	0%	Supply costs
TA134A/B/C	10.00	no change	-	0%	Supply costs
TA135A/B/C	10.00	no change	-	0%	Supply costs
TA136A/B/C	10.00	no change	-	0%	Supply costs
TA153A/B/C/D, TA253A/B/C/D	10.00	no change	-	0%	Supply costs
TA198A/B/C	10.00	no change	-	0%	Supply costs
TA211	20.00	no change	-	0%	Supply costs
TA234A/B/C	10.00	no change	-	0%	Supply costs
Integrated Media					
Digital Photography (DP)					
DP152, 153, 249, 250, 252	50.00	no change	-	0%	Specialty software and hardware
DP165	75.00	no change	-	0%	Specialty software and hardware
DP249, 250, 252	50.00	no change	-	0%	Specialty software and hardware
Graphic Design (GD)					



GD 150, 151, 152, 160, 165, 250, 251, 252	50.00	no change	-	0%	Specialty software and hardware
Integrated Media (IM)					
IM120, 121, 122, 123, 124, 125	10.00	no change	-	0%	Specialty software and hardware
IM150, 152, 185, 190, 270, 272	50.00	no change	-	0%	Specialty software and hardware
IM165, 178	40.00	no change	-	0%	Specialty software and hardware
IM260	40.00	no change	-	0%	Specialty software and hardware
IM290	75.00	no change	-	0%	Specialty software and hardware
IM271 (was IM195)	40.00	no change	-	0%	Specialty software and hardware
IM282GA, GB, VA, VB	20.00	no change	-	0%	Specialty software and hardware
Radio Broadcasting (RB)					
RB150, 151, 152, 160, 165, 248 (formerly RB250), 251, 253	50.00	no change	-	0%	Specialty software and hardware
Television –Video – Film (TV)					
TV150, 151, 152, 160, 165, 250, 251, 253	50.00	no change	-	0%	Specialty software and hardware
Mathematics					
Mathematics (MTH)					
MTH10, 20, 58, 60, 65, 84, 95, 98, 105, 111, 112, 211, 212, 213, 241, 243, 244, 251, 252, 253, 254, 256, 261, 299	6.00	no change	-	0%	No fee for online only sections. Cost of copies. Students are using less paper as more of them bring tablets, laptops, etc. to classes and do their work electronically.
Science					
Biology (BI)					
BI100, 101C	25.00	no change	-	0%	Equipment repair and replacement; lab supply costs



BI102, 102A, 103, 103A, 103B, 103D, 112	20.00	no change	-	0%	Lab Supplies
BI121, 122	25.00	no change	-	0%	Lab Supplies
BI101, 101A, 211, 212, 213	20.00	no change	-	0%	Lab Supplies (BI213 Field Trip)
BI231, 232, 233	25.00	no change	-	0%	Equipment repair and replacement; lab supply costs
BI234	35.00	no change	-	0%	Equipment repair and replacement; lab supply costs
Chemistry (CH)					
CH170	25.00	no change	-	0%	Lab Supplies and increased Material & Disposal Costs
CH104, 105, 106, 151,221, 222, 223, 241, 242, 243	25.00	no change	-	0%	Lab Supplies
Environmental Science (ESR)					
ESR271	35.00	no change	-	0%	Lab supply costs
Natural Resources- Forest (F)					
F141	25.00	no change	-	0%	Lab supply & field trip costs
F200	25.00	no change	-	0%	Lab supply & field trip costs
F240	25.00	no change	-	0%	Lab supply & field trip costs
Fish Biology (FI)					
FI101, 102, 103, 111, 112, 113, 201, 202, 203, 221, 222, 241	30.00	no change	-	0%	Lab supply & field trip costs
FI223	25.00	no change	-	0%	
Forest Measurement (FT/X)					
FT122, 222	25.00	no change	-	0%	Lab supply & field trip costs
FT221	25.00	no change	-	0%	Instructional Supplies and transportation for field labs
FT228	25.00	no change	-	0%	Lab supply & field trip costs



FT235	25.00	no change	-	0%	Field Trips
Wildlife (FW)					
FW252, 253, 254	25.00	no change	-	0%	Lab supply & field trip costs
Geology (G)					
G148C, 201, 202, 203	30.00	no change	-	0%	lab supply & field trip costs
G165	60.00	no change	-	0%	lab supply & field trip costs
General (Physical) Science (GS)					
GS104	25.00	no change	-	0%	Lab supply costs
GS105, GS105A, GS105B	25.00	no change	-	0%	Lab Supplies
GS106	30.00	no change	-	0%	Lab supply & field trip costs
Natural Resources (NR)					
NR144, 160, 230, 238, 242, 244, 246	25.00	no change	-	0%	Lab supply & field trip costs
NR140	25.00	no change	-	0%	Field Equipment and Field Trips
Astronomy/Physics (PH)					
PH104	25.00	no change	-	0%	Supply costs
PH109C	25.00	no change	-	0%	Field Trips
PH121, 122, 123	25.00	no change	-	0%	Supply costs
PH201, 202, 203, 211, 212, 213	25.00	no change	-	0%	Lab supply costs
Social Sciences					
Criminal Justice (CJA)					
CJA214	15.00	no change	-	0%	Special software for criminal investigation.
Early Childhood Education (ECE)					



ECE158, 173, 258	20.00	no change	-	0%	Supply costs
ECE256	10.00	no change	-	0%	Materials/consumable supplies
Geography (GEOG)					
GEOG265	15.00	no change	-	0%	Geographic Information Systems (GIS) software.

Table 3. Administrative and Course Fees for 2022-23



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION


DATE: *March 16, 2022*

ITEM TITLE: 6.5

CONTACT PERSON: *Ross Hume, Interim Associate Vice President, Human Resources*

SUBJECT: OREGON SCHOOL EMPLOYEE ASSOCIATION (OSEA) CONTRACT RATIFICATION

Tentative Agreement:


Dani McFarland Chapter 603 President 2/28/22
Date

Gabriel Hargrove
Gabe Hargrove Chapter 603 Field Rep. 3/1/2022
Date

**COLLECTIVE BARGAINING
AGREEMENT BETWEEN
MT. HOOD COMMUNITY COLLEGE
HEAD START
AND
OREGON SCHOOL EMPLOYEES
ASSOCIATION**

July 1, 2021 – June 30, 2024

MT. HOOD COMMUNITY COLLEGE HEAD START AND
OREGON SCHOOL EMPLOYEES ASSOCIATION AGREEMENT

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ARTICLE 1

RECOGNITION

- 1.1 The Board recognizes the Oregon School Employees Association (“Union”) as the sole and exclusive bargaining representative of all full time, part time, limited duration and substitute employees who have worked in excess of 90 consecutive calendar days at Mt. Hood Community College Head Start and Early Head Start programs including Parents as Teachers (PAT) employees, excluding supervisory employees, confidential employees, contracted employees and substitutes who have not yet worked 90 consecutive calendar days as employees with regard to wages, hours, and conditions of employment.
- 1.2 A full time employee is an employee working a regular schedule of 1040 hours or greater in a fiscal year (excluding substitutes).
- 1.3 A part time employee is an employee working a regular schedule less than 1040 hours in a fiscal year.
- 1.4 A substitute employee’s period of employment ends June 30 each year. Substitute employees may be re-called for the following fiscal year upon notice from the employer. Substitute employees not re-called to work have no further rights under the terms of this agreement. A substitute employee has no regular assigned schedule and is utilized on an as needed basis.
- 1.5 A limited duration position shall be hired for defined projects or tasks for a clearly defined length of time not to last longer than one fiscal year.
- 1.6 Positions are based on 1.0 FTE or approximately 2080 hours in a fiscal year. An employee working less than 1.0 FTE is a reduced FTE. For example, an employee working .75 FTE is working approximately 1560 hours per fiscal year.

ARTICLE 2

UNION SECURITY, MEMBERSHIP, DUES AND PAYROLL DEDUCTIONS

2.1 Union Security

- A. Any member of the bargaining unit may authorize, in writing to the Union, the Employer to deduct from their pay the amount of dues, fees, and/or assessments charged by the union.
1. The written dues deduction authorization must be forwarded to the Payroll Office at the Gresham campus as soon as possible in order to effectuate such deduction.
 2. Upon receipt of a payroll deduction authorization from the employee, the Employer will make Union dues deductions from each of the employee's pay checks effective the date of the signed authorization.
 3. The amounts deducted by the Employer shall be remitted, together with an itemized statement, to the Union no later than the second week of the month following such deduction.
 4. Authorizations for payroll deduction under this Article shall remain valid until revoked by the employee in writing to the Union.
 5. Any such revocations must be forwarded to the Employer by the Union so that changes can be effectuated at the earliest possible time, but no later than by the due date for the next payroll.
- B. New Hire and Employee Information

The Employer shall provide the Chapter President and OSEA's Director of Fiscal Operations at classified@osea.org an editable Excel spreadsheet, or other editable digital format, containing the following information for each employee in the bargaining unit:

1. The employee's name and date of hire;
2. Contact information including:
 - i. cellular, home and work telephone numbers, and
 - ii. personal and work electronic mail addresses, and
 - iii. home or personal mailing address.
3. Employment information including the employee's job title, salary and worksite location.

The Employer shall provide the information within ten (10) calendar days from the date of hire for newly hired employees and every one hundred twenty (120) calendar days for employees in the bargaining unit who are not newly hired.

- C. The Employer will advise all newly employed personnel at the time of their employment that the Union is their exclusive bargaining representative.
 - D. The Union will notify the Employer's agent, in writing, of the exact amount of regular membership dues to be deducted and the exact names of the members from whom such deductions are to be made each month.
- 2.2 The Union agrees to hold the Employer harmless against any and all claims, suits, orders or judgments brought against the Employer as a result of the deduction of dues in accord with section 2.1 above.
- 2.3 Union Information Updates
- A. The Union Executive Board members will have up to a total of ten (10) minutes to share OSEA Chapter 603 news and updates during the regularly scheduled All Staff meetings.

ARTICLE 3

UNION RIGHTS

- 3.1 The Employer agrees to provide suitable space on bulletin boards and work site notebooks for the Union's use in communicating with members. Union communications shall include a statement that its source is the Union and shall only be of business matters of interest to its members. There shall be no derogatory, obscene, inappropriate or defamatory material posted.
- 3.2 Duly authorized representatives of the Union may transact official Union business during times when employees are on their meal period, break and/or before or after work hours. These meetings shall occur in non-work areas. Authorized association representatives must notify site management of their arrival during work hours. The representative may leave a message for the employee.
- 3.3 The Employer shall allow the Union to use its interoffice mail and email system for union business communication purposes. Communications or other materials dealing with Union business must be prepared during non-work times. The Union agrees to adhere to the Employer's "Acceptable Use Regulation" policy AR-2060-B. Violations of the policy may result in suspension of Union's usage.
- 3.4 Access to Employer Facilities and Equipment
- A. Employee Orientations. At new employee orientations, the Employer shall provide the union with up to 60 minutes to make a presentation to all newly hired bargaining unit employees without undue interference. The union shall also be permitted to set up a table at the orientation to meet directly with newly hired employees before, after, and during breaks at the orientation. No newly hired employee shall suffer a loss in compensation or benefits as a result of participating in or attending the union's presentation.
 - B. When the Employer does not conduct an orientation, the union shall be permitted to meet with newly hired bargaining unit employees for up to thirty (30) minutes during work hours without loss in compensation or benefits for the newly hired employee or for designated representatives attending the meeting. Unless otherwise agreed, meetings with newly hired employees shall take place at the newly hired employee's regular work location, within thirty (30) calendar days from the date of hire.
 - C. The union shall be permitted reasonable access to meet with employees during regular work hours at their regular work location to discuss grievances, complaints, and other workplace related matters, without loss of compensation or benefits. These meetings may take place at the Employer's facilities. These meetings may take place at a time and place set by the union, provided that they do not interfere with the Employer's operations.
- 3.5 Performance of Defined Union Activities

The Employer shall allow designated union representatives reasonable time to engage in the following activities during work hours and at the Employer's facilities, without loss of compensation or benefits:

- A. Investigate and process grievances and other workplace-related complaints;
 - B. Attend investigatory meetings, hearings, and other due process proceedings;
 - C. Participate in, or prepare for, proceedings that arise from a dispute involving the collective bargaining agreement, including arbitration proceedings, administrative hearings and other proceedings before the Employment Relations Board;
 - D. Engage in collective bargaining;
 - E. Attend labor-management meetings, safety committee meetings and any other meetings between representatives of MHCC CDFS and OSEA to discuss employment relations;
 - F. Provide information regarding the collective bargaining agreement to newly hired bargaining unit employees at employee orientations or at any other meetings that may be arranged for new employees;
 - G. Testify in a legal proceeding in which the designated union representative has been subpoenaed as a witness.
- 3.6 For purposes of this Article, “designated union representatives” shall include chapter executive board officers and union stewards.
- 3.7 Designated union representatives who require such accommodations or coverage must first notify their immediate supervisor to make any necessary arrangements.
- 3.8 The Employer shall not reduce a designated union representative’s work hours to accommodate the designated union representative’s performance of the activities listed above except to prevent an employee from working unauthorized overtime.
- 3.9 The Employer may grant members of the Union unpaid leave for attending conferences and other Union sponsored programs. Requests for time away from work for Union business must be submitted to the supervisor no less than two (2) weeks in advance of the requested time off. These leaves must be approved in advance by management and the Union will reimburse the Employer for its costs associated with granting this leave. All leaves of absence under Article 3.5 must be approved by the Director or designee.

ARTICLE 4

POSITION VACANCIES AND EMPLOYEE PROBATION PERIOD

- 4.1 Position vacancies will be posted, internally and/or externally, via email, bulletin boards or site notebooks for a minimum of five (5) days.
- 4.2 It is the practice of the Employer to promote existing employees. When existing employees apply for a vacant posting and meet minimum qualifications, the top three most qualified internal candidates as determined by the hiring manager and/or program management will be offered an interview.
- 4.3 The Head Start Director has final approval for all applicants recommended by the Hiring Committee.
- 4.4 An internal candidate hired into a higher level position will be placed at the step in the new classification that provides an increase of one step from their current wage amount or the first step of the new salary range, whichever is higher. No employee shall be paid at a rate higher than the last step of the pay level.
- 4.5 Probationary employees
- A. Probationary periods apply to the following employees:
1. All new full time employees,
 2. All new part time employees,
 3. All limited duration employees,
 4. All substitute employees,
 5. All employees new to a position excluding lateral transfers, and
 6. All employees returning to work after a break in service excluding employees recalled from a layoff.
- B. Probationary employees are subject to a probationary period of 130 working days. Probationary employees are not subject to the discipline language contained in this agreement and may be terminated or demoted during the probationary period for any reason deemed sufficient by the employer.
- C. Probationary employees will be evaluated during the probationary period. With Employer, employee and Union agreement, the probationary period may be extended in an effort to provide the new employee with full opportunity for success.
- 4.6 Every site will be staffed with at least one employee who is First Aid and CPR certified. The program's intention is that every classroom will be staffed with employees who have active First Aid and CPR certifications, however, there are instances in which this may be impossible and the implementation of this may take time as this intent is more restrictive than regulations. ESM's shall make every effort to provide coverage if the First Aid and CPR trained employee is absent.

ARTICLE 5

GRIEVANCE PROCEDURE

5.1 The parties will strive to resolve grievances at the lowest possible level.

5.2 Definitions:

- A. Grievance: an alleged violation of the terms of this agreement.
- B. Grievant: the person or persons making the claim.
- C. Parties directly involved: refers to the grievant, the administrator who made the decision or took the action that is being grieved, and any administrator who has given a decision in the grievance procedure.
- D. Days: refers to work days
- E. Representative: a Union member the grievant may choose to accompany and advise or assist them during meetings with management.

5.3 Time Limit for Filing:

The grievance process must be initiated as described below within twenty (20) days of the time when the grievant knew or should have known the alleged violation.

5.4 Steps:

A. Informal Step

The subject of a potential grievance will first be communicated with the immediate supervisor. The employee will describe the alleged violation of the agreement with their supervisor, identify the specific term(s) of the agreement that have allegedly been violated and specify the relief or remedy that will resolve the issue. If a meeting is needed, a Union representative may be present if requested by the employee for the purpose of assuring that resolution to the grievance is consistent with the terms of the agreement. Any final resolution involving contractual interpretation will be reached in consultation with Human Resources. Every effort will be made by all parties to resolve issues in the Informal Step. If no mutually agreed upon resolution is reached within ten (10) days of the communication, the grievance may be moved to the next step.

B. Formal Step

If the grievance is not resolved as a result of the Informal Step discussion with the immediate supervisor, a formal written grievance must be presented to the Head Start Director (or designee) within ten (10) days of the Informal Step communication. The written grievance will set forth the specific terms of the agreement that have allegedly been violated, specify a specific remedy that is being sought, and the reasons why the Informal Step conversation is being rejected as a means to resolve the dispute. The Head Start Director (or designee) shall

meet with the grievant to discuss the alleged violation within ten (10) days of receipt of the written grievance. The Head Start Director (or designee) will provide a written decision to the grievant within ten (10) days of the Formal Step meeting, unless this timeline is extended via mutual consent.

C. Arbitration

If the grievant is not satisfied with the Formal Step decision, the Union may submit the matter to arbitration. The Union must notify the Employer in writing of its desire to arbitrate within ten (10) days of receipt of the Formal Step decision.

The parties (or their representatives) shall attempt to mutually select an arbitrator. If they are unable, the parties will request a list of arbitrators from the Employment Relations Board. The parties will attempt to select a name from the provided list. If they are unable, the parties will alternately strike names from the list until one (1) name remains. The parties shall flip a coin to decide who will strike first.

In the conduct of the hearing, the parties shall be bound by the rules of the American Arbitration Association. The arbitrator shall also be bound by the rules of the American Arbitration Association in conducting the hearing and rendering his/her decision, provided that he/she will not have the power or authority to amend, modify, alter, add to or subtract from this agreement.

The arbitrator's decision shall be in writing and shall set forth the findings of fact, reasoning and conclusions on the issues submitted. A lawful decision of the arbitrator within his/her authority shall be binding upon the parties.

The arbitrator's fees shall be borne equally by the parties.

5.5 A settlement of any grievance under the grievance procedure above will be final and binding on the Employer, Union and the employee(s) involved. The time period specified in this article may be extended or modified by written mutual consent.

5.6 Contract Maintenance Committee

The Employer and the Union agree that the problem solving of issues at the lowest levels is in the interest of all parties.

In an effort to allow this, the parties agree to create a Contract Maintenance Committee ("CMC"). The Contract Maintenance Committee (CMC) will serve the purpose of clarifying and interpreting contract language and application of that language, but will not conduct bargaining. Procedures for accomplishing the task of interpreting contract language and application will be established through mutual agreement of the CMC membership.

The work of this committee is considered advisory and will not replace the grievance process as outlined above.

The CMC will operate with the following expectations:

- A. The President of the College and the President of the Union, or their designees, will each identify up to five (5) representatives that will comprise the CMC.
- B. The CMC shall meet monthly on paid time during normal working hours at a mutually agreed upon time and place.
- C. Meetings will not be scheduled more often than monthly without the consent of both parties.
- D. Either parties may submit agenda items. Agenda items should be submitted one week before the scheduled meeting, if possible. This is to allow parties to properly prepare and have productive meetings.
- E. Resource person(s) may be called in by mutual consent of the parties, upon request.
- F. If any change to contract language is achieved, it will be documented in a Memorandum of Understanding (MOU). The final MOU will be approved by the Union and the College. Agreed-upon MOUs may be temporary with a specified sunset date or will become part of the language of the contract for the remaining contract period. The parties may mutually agree to include language of the MOU in the next bargained agreement.

ARTICLE 6

DISCIPLINE AND DISCHARGE

- 6.1 No employee shall be disciplined without just cause.
- 6.2 Employees shall have the right to request a Union representative in any meeting with the employer that the employee determines may lead to disciplinary action.
- 6.3 The principles of progressive discipline shall be utilized when appropriate but any level of discipline, up to and including discharge, may be implemented as determined appropriate by the Employer. The levels of discipline are not necessarily sequential. Discipline may include, but not be limited to, one or more of the following: written reprimands; suspension with or without pay; demotion, or discharge.
- 6.4 Verbal counseling, documentation of verbal counseling, coaching, performance coaching, written plans for improvement, work directives, statements of job or performance expectations, plan of assistance, and performance evaluations are not considered disciplinary and are not subject to any of the provisions of this article or Article 5: Grievance Procedure.

ARTICLE 7

LAYOFF AND RECALL

No provisions of this article apply to substitutes

- 7.1 In the event of a need for a reduction in force, an elimination of positions, or any reorganization of the Head Start program resulting in the elimination of positions covered by this agreement, employees will be laid off within each position by inverse order of seniority, except for a defined operational need or requirement necessary to achieve or maintain Head Start regulations. In the event of hire on the same date, names will be drawn to determine seniority.
- 7.2 Seniority for full time and part time employees is defined as the length of continuous employment with Head Start in a full time or part time position covered by the terms of this agreement. Continuous service is determined by the date the employee began work in a full time or part time position covered by this agreement, provided such service has not been interrupted by any of the following:
1. Termination of employment, if not rehired within one (1) year;
 2. Layoff extending beyond two (2) years will be excluded from the continuous service calculation.
- 7.3 Head Start will provide impacted employees with as much notice as possible but at least one (1) calendar month notice of lay off. The Association should be notified as soon as practical of the possibility of impending layoffs.
- 7.4 Full time employees may bump either full or part time employees. Part time employees may only bump other part time employees or assume a vacant part time position, if qualified for the position. An employee who has received notice of layoff may notify the Head Start Director (or designee) within five (5) working days of receiving the layoff notice of a desire to bump. An exception may be made for operational need or requirement necessary. The bumping sequence is defined below:
- A. A vacant, available position at the same level or lower within the same job family as specified in Appendix A, for which they are fully qualified without additional training;
 - B. The least senior employee in an equivalent or lower level position within the same job family as specified in Appendix A for which they are fully qualified without additional training;
 - C. The least senior employee in the same or lower level position they have previously held with MHCC's Head Start or Early Head Start for which they are fully qualified without additional training.
- Exceptions to the parameters outlined above may be granted at the discretion of the Head Start Director or designee for a defined operational need or requirement necessary to achieve or maintain Head Start regulations.
- 7.5 Laid off employees shall be placed on a twenty four (24) month recall list. Employees are responsible for ensuring that the employer has updated contact information on file throughout

the recall period. Employees will be recalled by position. Full time employees may be recalled into full time or part time positions. Part time employees may only be recalled into part time positions.

No new employees shall be hired into a classification which has experienced a layoff and continues to have employees on a recall list who meet all current qualifications without further training.

- 7.6 Employees who decline recall to an equivalent position or who do not respond to an offer of recall within seven (7) calendar days shall be removed from the recall list. Failure to respond to or accept the position will be considered a voluntary resignation. However, as an exception, employees on recall may decline one (1) offer of employment which does not provide 80% of the employee's former compensation. Under these circumstances, an employee will not forfeit his/her recall rights.
- 7.7 Full time employees recalled into a part time position retain recall rights to full time positions as they become available throughout the entire twenty four (24) month recall period.
- 7.8 An employee may be removed from the recall list upon written request.

ARTICLE 8

PERSONNEL RECORDS

- 8.1 An employee's personnel file will be maintained by Human Resources and shall not contain any written disciplinary action that does not bear the employee's signature or initials indicating that the employee has been shown the material or a statement by a supervisor that the employee has been shown the material and that the employee has refused to sign. An employee shall have the right to attach a written response to any disciplinary material contained in their file within thirty (30) calendar days of their knowledge of such material.
- 8.2 An employee may request to have detrimental material expunged after it has existed in the file for three (3) years, except:
- A. Material which is presently involved in disciplinary hearings or pending litigation
 - B. Material that is otherwise required by law to be maintained
 - C. When the personnel file contains documentation related to a subsequent incident of the same type
 - D. Performance evaluations
- 8.3 Upon reasonable notice, a Union representative shall be able to examine an employee's personnel file if written permission from the employee is provided.
- 8.4 Upon reasonable notice, an employee may examine their personnel file upon submission of a written request to the Human Resources office. The inspection shall take place in a private location provided by the employer during normal business hours. No portion of the file may be removed by the employee but the employee may request copies of material contained in the file. The employer may require the inspection take place in the presence of an employer designated agent.

ARTICLE 9

HOURS OF WORK/WORK WEEK/BREAKS/MEAL PERIODS/COMPENSATION

9.1 Work Schedules

- A. The work week begins at 12:00 AM on Saturday and ends at 11:59 PM on Friday.
- B. By May 31st of each year, the Head Start Director (or designee) will provide all employees with a copy of program calendars, the program intended start date, and the employee anticipated start date.
- C. The Employer will provide position calendars by June 1st. It is understood that program changes and grant funding can affect working calendars and updated calendars may be necessary.
- D. Until the implementation of a new time management software, which would eliminate the need for individual service calendars, by July 31st of each year the Head Start Director (or designee) will provide each full-time employee with their service calendars.

9.2 Overtime, including compensatory time and time worked beyond the employee's assigned schedule, must be approved in advance by the employee's supervisor. Compensatory time shall be utilized within the same pay period as earned. Any compensatory time not utilized within the same pay period will be paid in that pay period's payroll.

9.3 Non-exempt employees who are required to work beyond a forty (40) hour work week in any 168 hour period beginning Saturday at 12:00 AM, will receive overtime compensation for such time worked in excess of forty (40) hours at the overtime rate of time and one-half (1 ½) their hourly base rate or, at the employee's written request, will be granted compensatory time off at the rate of one and one-half (1 ½) times the amount of time worked in excess of forty (40) hours. No leaves shall apply in the calculation of overtime.

9.4 Each non-exempt employee shall receive a paid rest period of fifteen (15) minutes for each period of consecutive service exceeding two (2) hours and up to four (4) hours. Such rest period should occur near the midpoint of the work segment if possible. Rest periods may not be added to the beginning or end of a meal period or be deducted from the beginning or end of a work shift in order to reduce the length of a work period.

Each non-exempt employee who is scheduled to work six (6) hours per day or more shall receive an uninterrupted, unpaid meal period of one half (1/2) hour. Such time will be scheduled by the employee's supervisor and should occur near the midpoint of the shift.

Length of Work Period	# of Rest Periods	# of Meal Periods
2 hours or less	0	0
2 hours 1 min – 5-hours 59 min	1	0
6 hours	1	1
6 hours 1 min – 10 hours	2	1
10 hours 1 min – 13 hours 59 min	3	1

Exempt employees' work schedules shall be flexible in order to meet program needs. Exempt employees shall coordinate their rest breaks and lunch break schedules with their coworkers' schedules and program needs in mind.

9.5 Workload Prioritization

An employee may submit a written request, to their supervisor for assistance in establishing or adjusting priorities to carry out work assignments. The supervisor will respond to the request within five (5) working days. The employee may request a written response from the supervisor.

Other duties assigned shall be tasks that are not described in your job description and shall be defined as infrequent and at irregular intervals.

9.6 Salary Schedule

- A. The salary schedule shall include step increases of 1.35% between each step. If an employee's current rate is higher than the top of the range for their classification, they will be red-circled at that rate and will not receive a COLA increase.
- B. Any minimum wage or other legally required adjustments to the salary schedule will be applied by the College.
- C. The wages negotiated in the salary schedule may be increased by the College.
- D. For the 2021-22 fiscal year all eligible staff not red-circled in their salary range will receive a 1.22% COLA increase. In each subsequent year of this contract both parties agree to meet annually, no later than 45 days before the COLA grant application is due, to work collaboratively with the union allowing for input and consideration regarding how any Federal COLA (if applicable) could be applied according to Federal COLA requirements. If a mutual agreement cannot be reached, then any Federal COLA (if applicable) will be applied to the salary schedule effective July 1 of each year of the agreement. Both parties recognize that the Agency is restricted by specific Federal requirements as to how certain monies may be allocated.

9.7 Step Increase

- A. Effective July 1, 2021 eligible employees will receive a step increase (1) on July 1 of each year of this contract unless they are at the top of the salary schedule. However, an employee who is hired between February 1 and June 30 will not be eligible for the step increase in July.
- B. No employees wage shall be reduced by the new Salary Schedule found in Appendix B. Employees with a base wage above the top step shall remain frozen at their current wage until the salary step scale rises above their current wage.
- C. At the time of the hiring of an employee, the Agency shall designate the proper placement of the individual on the appropriate salary/wage schedule on the basis of the employee's experience, education and qualifications.

9.8 Longevity Pay

- A. All regular part-time or full-time employees will qualify for a longevity pay at the completion of ten (10) years of continuous employment with the employer. Longevity pay will be calculated as of the last pay period of the calendar year. Longevity pay will be an annual payment as follows:

	10-14 years Continuous Service	15-19 years Continuous Service	20+ years Continuous Service
Last pay period of the calendar year	\$200	\$250	\$300

- B. "Continuous Employment" is determined by the date the employee began work in a full time or part time position covered by this agreement, provided such service has not been interrupted, except for any of the following:
1. When there has been a layoff, and the employee returns within one (1) year, the employee will receive credit during the break in calculating eligibility for longevity pay.
 2. Layoff extending beyond one (1) year but lasting no more than two (2) years will receive credit for service before and after the break, but not during the break in calculating eligibility for longevity pay.
 3. Employees rehired within one (1) year of separation.
- C. Substitute employees will not be considered regular employees, as defined in 9.8.A for the purposes of calculating "Continuous Employment" and will not qualify for longevity pay.

9.9 Work performed at home must be approved in advance by the supervisor. To the extent that the employee is able to perform any or all of the employee's regular duties from the employee's residence, the employer may authorize an employee to telecommute from home, but only to such extent as the employee's access to work materials and equipment allows and only during the employee's regularly scheduled workday and work hours. Written confirmation of any telecommuting arrangement shall be provided to the employee who is authorized to perform work remotely. Approval or disapproval of any telecommuting arrangement is at the Employer's sole discretion and is not subject to the grievance process. The reasons for any denial will be provided to the employee in writing at the time of the denial.

9.10 Bilingual/Multilingual Pay Premium Incentive

Employees who are hired, promoted, or voluntarily transfer into a position which requires the use of bilingual skills shall be paid a premium incentive of 5% of base hourly wage for all hours worked. Bilingual skills shall mean fluency in written and spoken communications, or fluency in ASL for the translation to and from English, the interpretation of another language or the use of sign language. If the employee is fluent in more than one language other than English they may fill out an additional Bilingual Pay Form for each language. If it is determined by the Employer that

there is a business need for an employee to speak this language, the Employee may be approved by program management to provide bilingual skills for that additional language. The employee will receive an additional premium incentive of two percent (2%) of base salary wage for all hours worked for each additional language approved by program management.

With the approval of the supervisor, employees may volunteer themselves as bilingual employees by filling out an Application for Bilingual Pay form. These employees shall receive the incentive as per the above, retroactive to the date of the application for the premium incentive.

This incentive will end June 30 each year. Every year, the need for the bilingual skills will be reassessed. If an employee is reapproved for the incentive, it shall be retroactive to the time the Employee would have been entitled to the incentive (i.e., when the child in need of bilingual services was placed in the classroom). However, at no time will the retroactivity of the Premium Incentive extend into the previous fiscal year. Nothing shall prevent the employer from ending the bilingual pay incentive with 30 days' notice to the employee.

9.11 Working out of classification.

When an employee is temporarily assigned duties in a higher classification for a period of longer than five (5) consecutive working days, they shall be compensated at the rate of 105% of their current rate or the equivalent of the first step in the higher pay range, whichever is higher, for the entire duration of the assignment. Out of classification pay is only for the time spent performing duties of the higher classification. If it is determined that the assignment will extend beyond five (5) working days, the employee will receive written notice of the assignment which will include the anticipated duration of the assignment and the expected rate of pay.

9.12 Employees who are designated FLSA exempt employees will be required to work an assigned schedule but this schedule may vary and will be determined by the supervisor. The work schedule may be flexible in order to meet the needs of the program. Generally, an exempt employee will be required to maintain the overall forty (40) hour week (or pro-rated FTE portion thereof).

9.13 When an enrolled child or children requires assistance from a staff member to administer prescribed medications or advanced medical procedures of care on a regular basis that require additional individualized medical training from the Head Start nurse and a written medical plan, an employee may be assigned in writing the duty to assist and perform such administration. These procedures include, but are not limited to, insulin injections, and feeding tubes. A maximum of two (2) designated staff will each receive a monthly stipend of fifty dollars (\$50) for the duration of the assignment.

9.14 Lead Teacher Premium Incentive

Employees who are assigned Lead Teacher duties, shall be paid a premium incentive of 5% of base hourly wage for all hours worked. Lead Teacher duties will be assigned in writing, and will only continue for the time period specified in the offer letter for these duties.

9.15 Home visits shall end at 7:00 PM or later at the discretion of the employee in consultation with their manager.

9.16 Mileage Reimbursement

All employees who are required, in the course of their work, to drive personal vehicles to conduct authorized Agency business shall be paid mileage at the current IRS reimbursement rate. Employees shall receive email confirmation within five (5) business days of submitting a mileage reimbursement form. Employees shall be reimbursed within 30 days of properly submitting their mileage reimbursement forms.

ARTICLE 10

PAYROLL

- 10.1 All employees will be paid once per month, at a minimum. Employees have the option to have their check direct deposited into a bank account of their choice or to have a payroll check issued. For employees who elect to have a payroll check issued, the Employer will mail payroll checks by 3:00 PM on payday to the employee's home address on file.
- 10.2 Time and Attendance System
- A. Currently, a full-time employee's monthly gross pay is calculated by taking their total fiscal year salary and dividing it into equal payments based on the employee's work schedule and payment option. Full time employees working less than twelve (12) months may request that their annual salary be divided and paid in twelve (12) equal checks. Employees working less than fifty (50) percent of the possible scheduled hours in their first month of employment or the first month of the fiscal year will be paid for actual time worked for that month. Equal monthly payments will begin the following monthly payroll.
- 10.3 When the Employer implements a semi-monthly payroll the parties agree to the following:
- A. Full-time non-exempt employees shall be paid based on hours worked and paid leave used during the previous pay period.
- B. Exempt employees
1. Full year exempt employees shall be paid based on the total fiscal year salary divided into equal payments
 2. Part year exempt employees shall choose to have the total fiscal year salary divided by the pay periods within the work year, or divided by the pay periods within the work year plus the months of July and August.
 3. Employees whose start date does not coincide with the first date of a pay period will be paid based on actual time worked and paid leave used during the pay period. Equal payments will begin the following payroll.
- C. The Employer agrees to provide opportunities to learn how to work with the new time and attendance system and related expectations to be scheduled when the time and attendance system is fully implemented or until at least six months after the system is implemented, whichever is later.
- 10.4 Pay for employees working less than full time per the definition in article 1.3 shall be paid based on actual hours worked in the previous pay period.
- 10.5 Over Payment and Under Payment
- A. In the event an employee receives wages or benefits from the Employer to which the employee is not entitled, the Employer will notify the employee and an OSEA Field

Representative in writing of the overpayment which will include information supporting that an overpayment exists, the amount of wages and/or benefits to be repaid, and the rights of the employee under the terms of this Agreement.

- B. For the purposes of recovering overpayments, the following shall apply:
1. The employee and the Employer will meet to attempt to reach a mutual agreement on a repayment schedule within 10 working days from the date of notice as described in 10.5.A. No deduction will be made until after this meeting takes place and a mutual agreement has been reached, or the 10 working days expire without mutual agreement.
 2. Repayment may be made by wage deduction, cash or check only by mutual agreement.
 3. The following criteria will be utilized for handling overpayments and repayments as referenced above; If no mutual agreement is reached, or the employee refuses to meet within 10 working days of the date of notice of an overpayment was given, the Employer will implement the repayment schedule via payroll deduction as follows:
 - i. If an overpayment is equal to or less than seven and one-half percent (7.5%) of the employee's base salary for the pay period, the overpayment will be recovered in a lump-sum deduction from the employees next paycheck, or
 - ii. If an overpayment is greater than seven and one-half percent (7.5%) but less than 50% of the employee's base salary for the pay period, the entire balance of the overpayment will be recovered in equal amounts over 12 months, or
 - iii. If an overpayment is more than 50% of the employee's base salary for the pay period, the entire balance of the overpayment will be recovered in equal amounts over 24 months.
 - iv. If the repayment amount is under \$10,000, the parties agree there will be no attempt to recuperate funds from any overpayment made by the employer more than six (6) months preceding the notice of overpayment.
 4. If an employee leaves the Employer before the Employer fully recovers the overpayment, the remaining amount will be deducted from the employee's final check. If the overpayment exceeds the amount of the employee's final paycheck, the employee will be invoiced for the balance.
 5. Any dispute concerning the occurrence or amount of the overpayment will be resolved through the grievance procedure in this Agreement.

- C. For the purposes of underpayment the following shall apply:
1. If an employee does not receive the wages or benefits to which the College agreed the employee was entitled, the College shall notify the employee in writing of the underpayment within seven (7) business days. This notification will include information showing that an underpayment exists and the amount of wages or benefits to be paid.
 2. When an employee discovers an underpayment error, the employee shall notify Human Resources in writing. This notification will include information showing that an underpayment exists.
 3. When the undisputed underpayment represents less than five percent of an employee's gross wages, the amount will be paid on the next regular payday. If the underpayment represents more than five percent of an employee's gross wages, the amount must be paid within three (3) business days from when the Employer received notice of the underpayment.

ARTICLE 11

CLOSURE, CANCELLATION, AND DELAYED OPENINGS

- 11.1 Inclement weather and / or other emergent situations may result in one of the following for the Head Start program or specific worksites:
- A. Closure: no students and no staff
 - B. Cancellation: no students, full time staff report
 - C. Delayed opening, morning classes canceled, all full time staff report at the designated time.
 - D. Early release
- 11.2 If the agency is closed for up to one full day, full time staff will be paid for their regularly scheduled hours. Closures extending beyond one full day may be unpaid, paid or may be made up at a later date in the same school year at the discretion of the Head Start Director.
- 11.3 During a cancellation or delayed opening, full time staff members are to report to work at the designated time. If a full time employee is unable to report to work at the designated time, they must contact the supervisor as early as possible. Time loss for hours missed due to being unable to report at the designated time will not be paid but may be covered by accrued paid vacation.
- 11.4 If the agency determines it is necessary to close programs or worksites early, staff may not be released early as determined by the Head Start Director or designee. Full time staff released early will be paid for the full number of hours of their regular schedule for that day.

ARTICLE 12

EARLY RETIREMENT BENEFITS

- 12.1 Full time employees who retire shall have only those early retirement benefits stated in the collective bargaining agreement in effect on their retirement. The parties understand and acknowledge that benefit levels, benefits eligibility, and the length of time the retiree receives benefits under this provision may change after the employee retires in accordance with the terms contained in successor agreements. The retiree will be subject to those changes.
- 12.2 Full time employees of age 55 years or older, who have served the College/Head Start for a minimum of ten (10) years of continuous service immediately prior to retirement and provide evidence they will begin receiving PERS retiree benefits immediately upon leaving employment shall be eligible for the following:
- A. Tuition waivers and swim passes as specified in Article 15.
 - B. To continue to participate in the College's medical, dental, vision and life insurance plans. The College shall contribute toward premium costs a monthly amount of up to \$800.00. This amount may be utilized for any coverage(s) selected by the retiree, including coverage for self, spouse, IRS dependents, and/or domestic partner, provided they meet eligibility standards. Retiree will be responsible for any remaining monthly premium cost in excess of the College contribution for all levels of coverages selected.
 - C. The Employer contribution toward premium costs terminates when the employee reaches age 65 or becomes Medicare eligible, whichever comes first. The retiree, spouse, IRS dependents, and/or domestic partner may then choose to continue on the Employer's retiree policy on a fully self-pay basis.
- 12.3 It is the employee's obligation to ensure they meet the eligibility requirements. If requirements are not met, the employee forfeits rights of coverage.
- 12.4 Employees are expected to provide at least 90 calendar days' notice of retirement, if possible.

ARTICLE 13

HEALTH INSURANCE

13.1 The Employer will make available to full time employees medical, pharmacy, vision and dental benefit plans. The Employer retains the right to add, delete or modify any or all of the benefit plans available under this article at its discretion. Prior to any change, the College will meet and work collaboratively with the union allowing for input and consideration from the union prior to implementation.

For the term of this agreement the employer will contribute the amounts shown below toward the premium costs of selected coverages. The employee shall pay the difference between the employer’s annual contribution and the total annual premium cost of the coverage at the tier selected by the employee from their paychecks in the benefit payment plan year.

If the employer’s contribution exceeds the premium cost for the tier selected the employer will pay only the actual cost of the premium.

Employees who choose to “opt out” of available insurance coverage shall not receive any portion of the premium contribution in lieu of participation.

Dental

The employer’s maximum annual contribution to Dental coverage is as follows:

Employee Only	\$ 574.92
Employee Only + Child(ren)	\$ 1,282.32
Employee + Spouse/Domestic Partner	\$ 1,138.44
Family	\$ 1,891.20

Vision

The College will contribute 100% of the costs toward the monthly premiums of any of the vision plans offered.

Medical

The employer’s maximum annual contribution to the medical coverage premium is as follows:

Employee Only	\$ 6,360
Employee Only + Child(ren)	\$ 11,820
Employee + Spouse/Domestic Partner	\$ 13,620
Family	\$ 19,080

- 13.2 This section applies only to employees who choose an HSA compliant plan: The College will contribute the following annual amounts:

Employee Only	\$ 5,940
Employee Only + Child(ren)	\$ 11,028
Employee + Spouse/Domestic Partner	\$ 12,732
Family	\$ 17,808

Additionally, the employer will contribute any premium savings between the premium cost for the HSA plan and the stated amounts above to a health savings account (HSA) up to the maximum allowed by federal law, excluding the “catch-up” for employees over the age of 55.

- 13.3 The employer will only pay the premium portion for medical, dental and vision coverage for a spouse/domestic partner and/or eligible dependents if they are not covered under another policy. If employees elect to have double coverage for a spouse/domestic partner or eligible dependent, they will be required to have the total additional premium associated with the double coverage deducted from their payroll check each month.
- 13.4 The employer will pay for and maintain life insurance (\$50,000), Accidental death and Dismemberment (AD&D), and Long Term Disability (LTD) insurance for all full-time employees. Long term disability claim payments begin after a 90 day elimination period. The maximum income replacement amount is 66 2/3 % of monthly salary; the benefit may be adjusted based on other income received by retirement benefits.

ARTICLE 14

PERS

- 14.1 The College will pay the employee contribution for the Oregon Public Employees Retirement System (PERS) for each eligible employee.

ARTICLE 15

ADDITIONAL BENEFITS

- 15.1 Full time employees, their spouses, domestic partners and children through the age of 23 who qualify as legal dependents will be entitled to tuition-free enrollment in MHCC courses. All fees are the responsibility of the employee.

The employer will pay the following fees for hiring requirements and renewals: health appraisal, First Aid/CPR, Recognizing Reporting Child Abuse & Neglect, CDL, School Bus License, CDA application fees and Food Handler's Card, as authorized through designated provider. The employer will pay for the initial enrollment and the cost of renewal in the Criminal Background Registry for all eligible employees.

- 15.2 Full time employees and dependents have free access to the MHCC swimming pool during open recreation sessions. Swimming classes through the American Red Cross Learn-to-Swim program are not free under the tuition waiver plan or the swim pass. Employees are responsible to pay for the classes.
- 15.3 The employer provides full-time employee's access to a designated Employee Assistance Program.
- 15.4 Part-time hourly employees who worked a minimum of four hundred (400) hours in the immediate past fiscal year (July-June), and who reasonably expect to continue at that same level of employment, are eligible for a three (3) credit waiver during each term of employment.
- 15.5 Part-time hourly employees (non-substitute employees) may apply for optional training through the employer's Child Care Resource and Referral program. If approved, up to two (2) classes will be made available per year at no cost to the employee. These training programs are on non-paid time.
- 15.6 Substitute employees who have completed fifty (50) hours of work in a fiscal year may apply for one (1) optional training class per year through Child Care Resource and Referral program at no cost to the employee. This training program is on non-paid time.

ARTICLE 16

LEAVES

All leaves below apply only to full time employees unless designated by law or otherwise specified.

16.1 **Bereavement Leave.** All employees who are eligible for bereavement leave under the Oregon Family Leave Act, are eligible for up to ten (10) days of leave for bereavement as per the Oregon Family Leave Act regulations. The Employer will grant the first three (3) days as paid bereavement leave. Upon approval employees may take the additional seven (7) days as either leave without pay or using accrued vacation or sick leave.

16.2 **Personal Leave.** All full time employees are entitled to the equivalence of two (2) work days of personal leave per fiscal year, which may not accrue from year to year. These hours have no compensable value upon separation from employment.

Requests for personal leave must be made, in writing, through the immediate supervisor at least one week in advance of the day or days requested, if possible.

16.3 **Civil Duty Leave.** Any employee serving on jury duty will give to the College any compensation for this service (excluding mileage) but will receive a regular paycheck provided the following criteria are met:

- A. The employee must present a copy of the call to jury duty notice.
- B. The Employer reserves the right to petition for removal from jury duty if, in the Employer's judgment, the operating requirements for the program would be hampered.
- C. Pay for time missed must be for scheduled time actually missed due to jury duty. Documentation must be provided.
- D. Employees are to report to work/contact a supervisor upon early release from jury duty each day to determine if return to work is needed.

16.4 **Unpaid Leave.** All cases not covered by other types of leave and which involve hardship shall be given individual consideration. The Director of Head Start may approve unpaid leaves not exceeding ten (10) business days. Any requests for leaves longer than ten (10) business days requires College President (or designee) approval. This is not subject to the grievance procedure.

16.5 **Family Medical Leave.**

- A. All employees who are eligible for Family Medical Leave may take leave in accordance with the Federal Family and Medical Leave Act (FMLA) and/or the Oregon Family Leave Act (OFLA).
- B. Employees must exhaust accrued sick leave, vacation and compensatory time for approved FMLA/OFLA leave. Leave without pay will only be granted for approved FMLA/OFLA qualified absences after all leave is exhausted, except for forty (40) hours of vacation which may be reserved at the employees written request.

16.6 **Holiday Leave.** Employees shall be paid eight (8) hours for each of the following holidays which fall within their service calendar: Independence Day, Labor Day, Veteran’s Day, Thanksgiving Day, the day after Thanksgiving, Christmas Day, New Year’s Day, Martin Luther King, Jr. Day, President’s Day, Memorial Day, and Juneteenth (June 19th). If a holiday falls on a Saturday, Friday will be the observed holiday. If a holiday falls on a Sunday, Monday will be the observed holiday.

An employee will forfeit holiday pay under the following conditions:

- A. Failure to report to work or to give appropriate notice of absence for the shift before and after the holiday.
- B. When an employee has given notice of employment separation that does not provide for at least one actual working day after the holiday.
- C. During a period when an employee is suspended without pay due to disciplinary action.
- D. During leave without pay.
- E. During scheduled recess periods on service calendar. For example, an employee whose annual work schedule does not begin until the day after Labor Day will not receive holiday pay for Labor Day.

16.7 **Military Leave.** Such leave will be granted in accordance with Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) and ORS 408.290.

Benefit for public employees on temporary active duty: The employer shall honor ORS 408.290 when employees take leave to participate in qualifying active duty trainings and for all periods of annual active duty for training as a member of the National Guard, National Guard Reserve, or of any reserve component of the Armed Forces of the United States or the United States Public Health Service, any officer or employee of the state, or of any county, municipality or other subdivision of the state, is entitled, upon application therefore, to a leave of absence from duties for a period not exceeding 15 days in any one training year, without loss of time, pay or regular leave and without impairment of efficiency rating or other rights or benefits to which the officer or employee is entitled.

16.8 Workplace protections for any employee who is the victim of domestic violence, sexual assault, or stalking will be provided as required by law. Employer will provide reasonable safety accommodations to employees who are victims of domestic violence, sexual assault, or stalking (DVSAS).

16.9 **Sick Leave.** Full time employees working 1.0 FTE will accrue sick leave at the rate of eight (8) hours per month. Full time employees who work less than 1.0 FTE but more than .50 FTE will accrue leave on a prorated basis. For example, an employee working 0.75 FTE receives six (6) hours per month (8 hours x 0.75 FTE= 6 hours).

New full-time employees will receive 80 hours of sick leave upon hire to the College. All other employees working less than .50 FTE will earn sick leave consistent with Oregon law (currently 1 hour for every 30 hours worked up to 40 hours per year).

Employees begin to earn sick leave upon hire. Sick leave may be utilized upon accrual.

Employees who demonstrate patterns of sick leave use not supported by medical need and suggesting abuse of leave may be subject to investigation and disciplinary action.

If possible, at least two (2) hours prior to the beginning of each shift, an employee must notify the supervisor of any absence due to illness. If the employee has reasonable cause to believe that they will be ill for several days, they should inform the supervisor.

To ensure the proper use of sick leave,

- A. An employee may be required to furnish a medical providers certificate of proof of illness for recurring or frequent absences of five (5) or more days. Upon request, the employer will reimburse employees for copays associated with management's request for doctor's return to work certification.
- B. An employee may elect to use their accrued vacation days to cover absences in excess of their accrued sick leave.
- C. Absences due to illness not covered by sick leave, vacation, or approved leaves will be considered unauthorized absences and may result in disciplinary action.
- D. Accrued sick leave may be used for any absence from employment that is due the employee's mental or physical illness, injury or health condition, necessity for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition, or need for preventive medical care, or any other instance covered by state or federal law.

16.10 An employee may elect to use vacation days to cover absences in excess of accrued sick leave.

16.11 If possible, at least two (2) hours prior to the beginning of each shift, an employee must notify the supervisor of any absence. Absences that are not covered by sick leave, vacation, or pre-approved paid or unpaid leave may be considered unauthorized and result in disciplinary action up to, and including, dismissal.

16.12 An injured worker receiving Workers' Compensation time loss benefits may choose to supplement such benefits on a prorated basis with accrued sick leave, not to exceed one hundred (100) percent of regular gross salary.

ARTICLE 17

VACATION

- 17.1 Full time Head Start employees will accrue paid vacation on a monthly basis. Employees hired at less than 1.0 FTE but more than 0.50 FTE will accrue paid vacation on a prorated basis for that position. If an employee does not pass the probationary period and is not given regular status, any unused vacation time will not be paid out at termination.

The vacation accrual rates are as follows for full-time 1.0 FTE employees:

<u>Months employed</u>	<u>Annual Accrual</u>
0 – 23 Months	15 Days
24 – 47 Months	16 Days
48 – 71 Months	17 Days
72 – 95 Months	18 Days
96 Months +	20 Days

An increase in the accrual amount will begin on the first day worked of the year in the chart. For example, once an employee works 24 months (2 years) the next month they will begin accruing at a rate of 16 days per year.

- 17.2 Vacation may be utilized after completion of the probationary period with approval of the supervisor.
- 17.3 Maximum carry over each July 1 is the greater of 120 hours or the equivalent of one (1) year's accrual. There is no annual payout option for year round employees.
- 17.4 Each school year, for those employees working less than twelve (12) months, accrued unused vacation hours as of May 30 may be either paid as wages in the last regular June payroll or carried over to the following year.
- 17.5 All requests for vacation that are not included in the annual service calendar (i.e., assigned vacation periods) must be submitted to the supervisor no less than three (3) weeks in advance for approval if the request is for three (3) days or more. Requests for two (2) or fewer days must be submitted not less than one (1) week in advance of the date requested. Vacation requests during pre-service, in-service, and at the beginning of the school year may not be granted.
- 17.6 All accrued, unused vacation will be paid in an employee's final paycheck.
- 17.7 If a paid holiday occurs during an employee's vacation period, that day will not be considered a vacation day.

ARTICLE 18

EMPLOYER PREROGATIVES

- 18.1 It is the intention hereof that all the rights, powers, prerogatives, and authorities that the Employer had prior to the signing of this Agreement are retained by the Employer except those delegated, granted, or modified by this Agreement, and only to the extent that they are specifically abridged.
- 18.2 It is understood and agreed that the Employer has all the customary and usual rights, powers, functions, and authority of management, unless expressly limited by this Agreement.
- 18.3 The Employer has the sole right, at its own discretion, unless otherwise expressly provided by the terms and conditions of this Agreement, including the following:
- A. To determine the number of employees to be employed in each department or division, operation, or shift, and in the Employer as a whole.
 - B. To establish, change, or modify Board Policies and/or Employer Regulations.
 - C. To increase or diminish, change or discontinue operations, programs, jobs, and personnel, in whole or in part.
 - D. To hire, suspend, discharge, promote, demote, transfer, and discipline employees.
 - E. To determine and direct employees in their duties.
 - F. To discharge any employees at any time for cause in accordance with the provisions set forth in Board Policies and Employer Regulations, or as stated in this Agreement.
 - G. To lay off employees at any time for financial, regulatory, or other legally required reasons.
 - H. To authorize temporary work or part-time help for a designated period of time not connected with the regular operation of the Employer, to be performed by any outside person, firm, or corporation whatsoever, selected by the Employer.
 - I. To judge the efficiency and competency of all employees in the performance of their assigned work.
 - J. To increase or change the content or substance of any assignment, which is not limited by any other provision(s) of this Agreement, provided such change does not thereby make the assignment more than a reasonable full-time assignment. The Union has the right under the grievance procedure to question whether any such change or increased job (assignment) has become more than a reasonable full-time job.
 - K. To determine the financial policies of the Employer, including the general accounting procedures, inventory of supplies and equipment procedures, and public relations.
 - L. To determine the management, supervisory, or administrative organization of each program or facility in the system and the selection of employees for promotion to supervisory,

management, or administrative positions.

M. To maintain discipline and control and use of the employer's system, property, and facilities.

N. To determine rules or measures for safety, health, and property protection when legal responsibility of the Employer or other government unit is involved.

18.4 Except for state law, including the Public Employees Collective Bargaining Act, nothing in this Agreement limits in any way the Employer's contracting or subcontracting of work or requires the Employer to continue in existence any of its present programs in their present forms and/or location or on any other basis.

Before the Employer contracts or subcontracts out work that displaces or reduces the hours of existing positions covered by this agreement, the Union will be advised in writing thirty (30) days in advance. The Union will have the opportunity through its representative to present its views on the proposal to the Head Start Director before a final decision is reached.

18.5 The foregoing enumeration of the functions of the Employer are not to be considered to exclude other functions of the Employer not specifically set forth; the Employer retains all functions and rights to act not specifically nullified by this Agreement.

18.6 During each fiscal year, MHCC will invite the Union Field Representative and President to meet to work collaboratively with the Union allowing for input and consideration for grant applications exceeding \$250,000 for Head Start and Oregon Pre-Kindergarten.

ARTICLE 19

FUNDING

All positions covered by this agreement and all associated wages and benefits are funded under contracts or grant(s) and are contingent upon continuing receipt of funding.

The Program's staffing levels, employment obligations and all positions covered by the agreement are subject to elimination or reduction at any time that the funding for the program or grant(s) is terminated or reduced without review and without recourse to any provisions of this agreement, except those specifically enumerated in Article 7 Layoff and Recall.

ARTICLE 20

NO STRIKE – NO LOCKOUT

Both parties agree to abide faithfully by the provisions of this Agreement and the Board Policies, College Regulations and Program Policies. The Union agrees not to engage in a strike during the term of this Agreement. The Employer agrees not to engage in a lockout during the term of this agreement.

ARTICLE 21

SICK LEAVE BANK

The College will permit full time employees to transfer accrued but unused sick leave hours to the Union's Sick Leave Bank. Part time employees are ineligible to transfer accrued but unused sick leave nor are they eligible to use Sick Leave Bank donated time. The Sick Leave Bank will be administered by the Union.

- 21.1 An employee may request a donation from the Sick Leave Bank when they have exhausted their own accrued sick, vacation leave and compensatory time and have been approved for a FMLA and/or OFLA qualified medical leave, for their own serious health condition. The Union will notify the employee of the number of Sick Leave Bank hours to be transferred from the Sick Leave Bank. Sick Leave Bank hours will be allocated on a first-come first-awarded basis.
- 21.2 The Employee Sick Leave Donation Form, provided by the Union, must be submitted to Human Resources and must contain the name and signature of the employee wishing to donate sick leave hours as well as the number of hours being donated to the Sick Leave Bank.
- 21.3 The Union's Sick Leave Bank Chairperson prior to the 15th of each month will provide Human Resources with a list of each individual receiving sick time and the specific number of hours to be awarded to each individual.
- 21.4 No more than forty (40) hours may be donated by any one employee per fiscal year.
- 21.5 A running sick bank total amount will be kept in a spread sheet accessible to both the union and the employer. After the hours are transferred from the Sick Leave Bank to an employee, any hours used will be paid at the receiving employee's hourly wage at the time of the use of such hours.
- 21.6 No employee may receive more than four hundred eighty (480) hours during his or her employment. In addition, no employee may receive more hours than needed for the absences caused by the employee's serious health condition covered by an approved FMLA and/or OFLA qualified leave.
- 21.7 At the conclusion of the FMLA and/or OFLA period, any unused hours will be returned to the Sick Leave Bank. This process will be managed by the Union's Sick Leave Bank Chairperson. The Union Sick Leave Bank Chairperson shall be responsible for reconciling the Sick Leave Bank total.
- 21.8 The Union's Sick Bank Chairperson and the Human Resource office shall work collaboratively to manage the total hours used and returned by each employee.
- 21.9 The College shall not assume any tax liabilities that would otherwise accrue to the employee. Any sick leave bank decisions made by the Union are not subject to the grievance process in this Agreement.

ARTICLE 22

HEALTH AND SAFETY

- 22.1 The Mt. Hood Community College Head Start Programs (MHCC HS) shall maintain a safe work environment and safety committees in accordance with its obligation under ORS Chapter 654, Occupational Safety and Health and ORS 437, Oregon Occupational and Safety and Health Division.
- 22.2 The college will, at least annually, advise employees of the name and telephone number of the employer's Safety Representative.
- 22.3 Safety Devices - Proper safety devices shall be provided by the Employer for all employees engaged in work where such devices are necessary to meet the requirements of the Occupational Safety and Health Administration and state law.

The Employer will ensure that workplaces, at a minimum, meet legal standards for health and safety in accordance with state law.

- A. If proper safety devices are not functioning, the employee shall immediately notify their supervisor or the appropriate Associate Director in writing to enable the Employer an opportunity to remedy the situation.
- B. If no safety equipment is available or the safety equipment is non-functional and/or the employee or employees have not received instruction on how to use the safety equipment, the employee(s) shall not be required to perform said duties and will not be reprimanded for their refusal.
- 22.4 In accordance with Oregon law, all new employees will be offered proper training for such duties and/or situations required for their specific position, including child guidance and de-escalation strategies training.
- 22.5 MHCC HS shall provide a safe workplace for all employees. The following guidelines shall be followed in any such situation which is found to be unsafe or may unduly endanger the health of the employee and/or the children:
- A. Classroom Safety – when the classroom staff identifies a child with documented unsafe behaviors, or an assigned job duty or workplace environment that is unsafe or might unduly endanger their health, they will notify their supervisor with specific reason(s) and/or a description of the unsafe condition as soon as possible so that the situation can be properly addressed as follows:
1. In accordance with the Action Plan Procedure, the supervisor will call an action plan meeting within five (5) working days. The supervisor can request assistance by the Associate Director or Director of Head Start, if needed, to address immediate safety needs, such as interim safety measures.
 2. Time lost by the employee as a result of any refusal to perform work on the grounds that is unsafe or might unduly endanger his/her health shall not be paid by the college unless the employee's claim is upheld through an investigation.

3. If no mutually agreeable safety plan is created during this process, the Head Start Director will be consulted and a final determination will be made.
- B. Home Visit Safety - Home visits will occur in compliance with the Home Visiting Procedure which addresses safety concerns by the staff. Home visit staff shall have the option of checking out a cellular phone for use by the staff member.
1. The Employer will ensure that a supervisor is available by phone until all home visits are completed. Employees will maintain a current and updated MHCC Outlook calendar of all home visit appointments to ensure that supervisors are aware of their location during home visits.
 2. Staff that perform home visits will be allowed to coordinate their home visit schedule so that they shall be able to minimize safety risks during home visits.

22.6 Environmental Safety Committee –

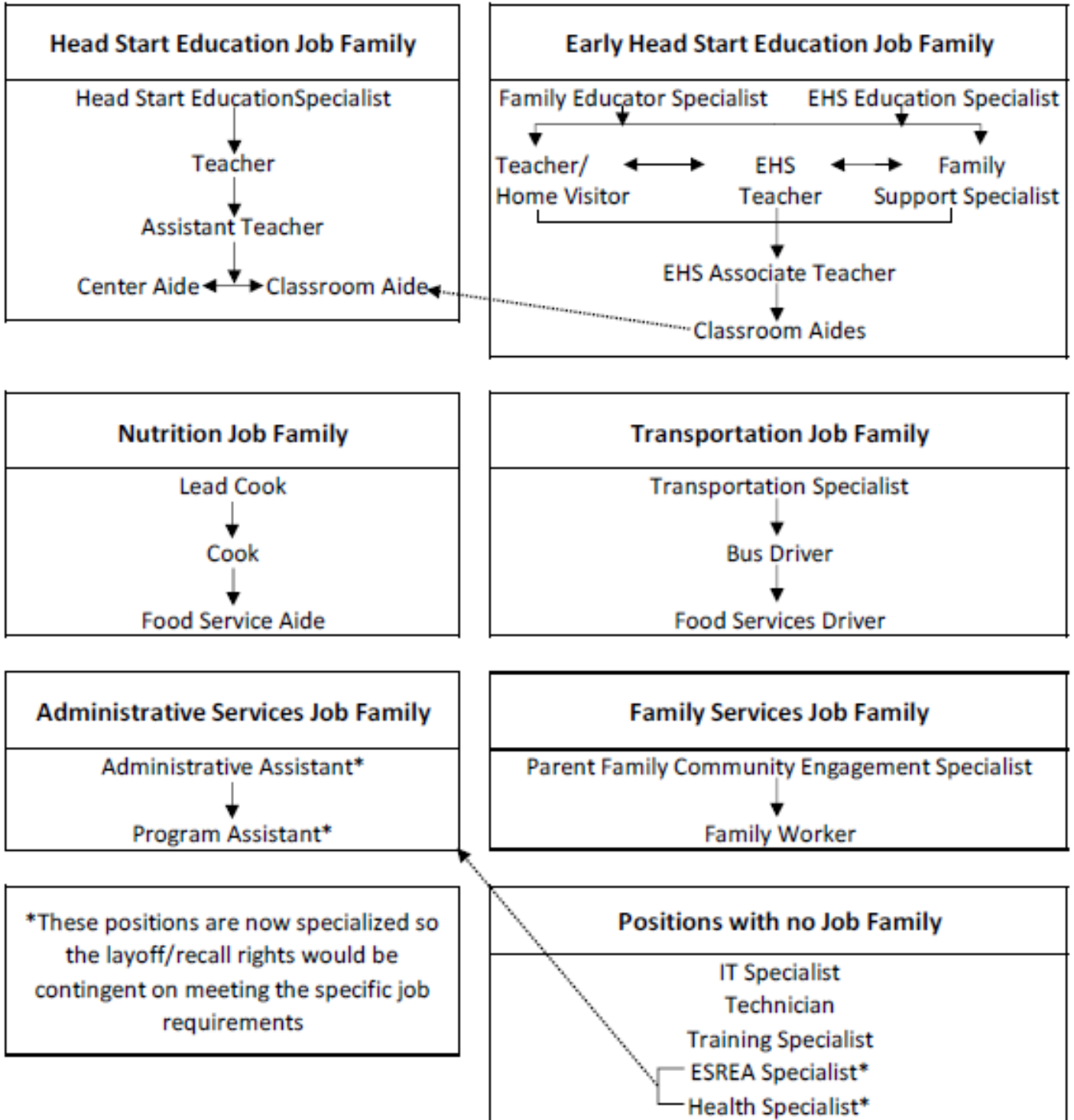
- A. To assist with the monitoring of rules and possible application of safety standards, a safety committee will be formed. This committee will provide recommendations to the Director of Head Start, or designee, as needed.
- B. The Environmental Safety Committee shall be comprised of at least:
1. a representative from each Head Start site, and
 2. the Safety Representative
- C. A representative from each Head Start site will be identified by allowing the employees of each worksite to nominate a representative. The supervisor will notify the employee that is chosen to serve on this committee in writing.
- D. Each committee member will serve in this role for the duration of the school year.
- E. Any administrative changes to Health and Safety policy or procedures, made because of the recommendations of the committee, will be communicated to the Environmental Safety Committee. Each committee member has the responsibility of communicating these changes to their respective sites.

ARTICLE 23

SAVINGS CLAUSE

Should any Article, Section or portion thereof of this Agreement be held unlawful and unenforceable by any court of competent jurisdiction, the specific Article, Section or portion thereof will become inoperative and the remaining parts or portions of this Agreement shall remain in full force and effect for the term of this Agreement. Upon the issuance of any such decision, either party may request to negotiate substitute language, if possible, under the expedited bargaining process (ORS 243.698).

APPENDIX A
HEAD START JOB FAMILIES
 09/29/2021



APPENDIX B

MHCC Head Start 2021-22 Salary Schedule							
Range	Classification	Minimum Qualification for Range (if applicable)	A	B	C	D	E
1			\$14.17	\$14.36	\$14.55	\$14.75	\$14.95
	Classroom Aide I						
	Food Service Aide						
2			\$14.53	\$14.73	\$14.93	\$15.13	\$15.33
3			\$14.89	\$15.09	\$15.29	\$15.50	\$15.71
	Classroom Aide II	CDA					
4			\$15.26	\$15.47	\$15.68	\$15.89	\$16.10
	Program Assistant I						
5			\$15.65	\$15.86	\$16.07	\$16.29	\$16.51
6			\$16.04	\$16.26	\$16.48	\$16.70	\$16.93
	Assistant Teacher II	CDA*					
	Cook I						
	Program Assistant II	Associates Degree					
7			\$16.45	\$16.67	\$16.90	\$17.13	\$17.36
	Food Service Driver						
8			\$16.86	\$17.09	\$17.32	\$17.55	\$17.79
	Assistant Teacher III	Associates Degree					
	Associate Teacher I	Infant/Toddler CDA					
9			\$17.29	\$17.52	\$17.76	\$18.00	\$18.24
10			\$17.72	\$17.96	\$18.20	\$18.45	\$18.70
	Cook II						
	Technician (Facilities)						
	Associate Teacher II						
11			\$18.17	\$18.42	\$18.67	\$18.92	\$19.18
	Bus Driver	CDL/School Bus License*					
	Family Worker I	Family Service Credential					
12			\$18.62	\$18.87	\$19.12	\$19.38	\$19.64

MHCC Head Start 2021-22 Salary Schedule

Range	Classification	Minimum Qualification for Range (if applicable)	A	B	C	D	E
13			\$19.09	\$19.35	\$19.61	\$19.87	\$20.14
	Administrative Assistant I	Associates Degree					
	Home Visitor I	Associates Degree					
	Family Worker II	Associates Degree					
	Family Support Specialist I	Associates Degree					
14			\$19.57	\$19.83	\$20.10	\$20.37	\$20.64
15			\$20.05	\$20.32	\$20.59	\$20.87	\$21.15
	Teacher/Home Visitor I	Associates Degree					
16			\$20.56	\$20.84	\$21.12	\$21.41	\$21.70
17			\$21.07	\$21.35	\$21.64	\$21.93	\$22.23
	Administrative Assistant II	Bachelor's Degree					
18			\$21.60	\$21.89	\$22.19	\$22.49	\$22.79
	Family Support Specialist						
19			\$22.14	\$22.44	\$22.74	\$23.05	\$23.36
	Home Visitor II	Bachelor's Degree					
	Family Support Specialist II	Bachelor's Degree					
	Family Worker III	Bachelor's Degree					
	Teacher I	Associates Degree					
20			\$22.69	\$23.00	\$23.31	\$23.62	\$23.94
21			\$23.26	\$23.57	\$23.89	\$24.21	\$24.54
	Teacher/Home Visitor II	Bachelor's Degree					
22			\$23.84	\$24.16	\$24.49	\$24.82	\$25.16
23			\$24.43	\$24.76	\$25.09	\$25.43	\$25.77
24			\$25.04	\$25.38	\$25.72	\$26.07	\$26.42
	Teacher II	Bachelor's Degree					
25			\$25.67	\$26.02	\$26.37	\$26.73	\$27.09
	Teacher III	Master's Degree					
26			\$26.31	\$26.67	\$27.03	\$27.39	\$27.76
	Program Specialist						

*	In-training rates will be paid at 95% of Step 1
Substitutes	Minimum Wage
Interpreters	Minimum Wage plus \$0.75

APPENDIX C
ONE-TIME RETENTION INCENTIVE
2021-2022

Staff will receive a one-time Retention Incentive for Fiscal Year 2021-2022. This incentive expires on May 31, 2022. Eligibility is based on years of continuous service for active employees upon the date of ratification of this Collective Bargaining Agreement. This Retention Incentive will be paid in two installments, ½ upon ratification of this CBA by both parties and ½ on May 31, 2022. Employees who end employment prior to May 31, 2022 do not qualify for final payment. Substitute employees do not qualify for the Retention Incentive. The payments will be paid out based on the following:

Full time employees:

Continuous Employment	Total Retention Incentive Amount
5 years or more	\$1,250
3 to 5 years	\$1,050
6 months to 3 years	\$800

Part time employees:

Continuous Employment	Total Retention Incentive Amount
5 years or more	\$625
3 to 5 years	\$525
6 months to 3 years	\$400



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.6

CONTACT PERSON: *Ross Hume, Interim Associate Vice President, Human Resources*

SUBJECT: PART-TIME FACULTY & TUTOR ASSOCIATION (PFTA) CONTRACT RATIFICATION



<i>Tentative Agreement</i>	
Date	<u>2/17/22</u>
Management	<u>Ross Hume</u>
Labor	<u>Wilbur Blackrose</u>

PFTA Package Supposal (non-binding)

February 16, 2022

1. Article 8, Conditions of Employment
2. Article 9, Employee Status
3. Article 10, Load Guide
4. Article 11, Leaves
5. Article 12, Student Problem Resolution Process
6. Article 14, Fringe Benefits
7. Article 18, Salary
8. Article 19, Terms of Agreement
9. All other articles that have reached tentative agreement

The terms of this supposal are contingent on a tentative agreement reached by the close of business on February 17, 2022.

ARTICLE 8: CONDITIONS OF EMPLOYMENT

A. Part-time Faculty and Tutor Handbook

This handbook will be updated annually and made available to all part-time faculty and tutors electronically via email and will be posted on the Human Resources website. Paper copies will be available during New Employee Orientation and fall in-service as well as located in division offices, Human Resources, the offices of the Maywood Park campus, Bruning Center and any other off-campus College facilities where instruction occurs. The Association may provide suggestions, in writing, for revisions to the handbook. The College retains the final decision, however, as to the content of the handbook.

B. Holidays

Employees will be paid for recognized College holidays that fall within the term and on a day when they would normally be working.

C. Attendance

Each employee will report ~~his/her~~ **their** nonattendance according to the procedure required by the College. Changes to the current procedure will only take effect after input from the Association is considered.

D. New Employee Orientation

~~Effective September 1, 2013, the~~ **The** College will provide a required New Employee Orientation (NEO) at least once per quarter **and twice during the fall term**. New employees will be encouraged to attend during their first term of employment. Employees who have not completed an NEO by the end of their second term may not receive future assignments.

Human Resources will publish an annual schedule of NEO's by July 31 of each year. **Invitation of new employees will be based on the most complete hiring information. The College will make a good faith effort to ensure the hiring list is current and accurate at the time of scheduling the NEO. The Association President will be available to review the invitee list to ensure accuracy.**

~~For Fall 2018, Winter 2019, and Spring 2019 terms, NEO's will be held once on a weeknight and once on a Saturday morning. Each session may be cancelled if there are not~~ **The Saturday morning sessions will only be held if there are at least four (4) attendees who have affirmatively RSVP'd by close of business of the Wednesday two business days prior to the Saturday NEO.**

New employees who attend will be paid the hourly rate in Article 18.H.2.b.

E. Private Gain

An employee will not use ~~his/her~~ **their** College working hours, office, phones, or other privileges for private gain, except as permitted under Oregon's government ethics law.

F. Access to Materials, Facilities and Equipment

1. The College and the Association recognize that, at times, it may be necessary for part-time faculty to have confidential, one-on-one meetings with students. The parties will work together to make sure each employee is given reasonable access to office space, materials, facilities and equipment relating to ~~his/her~~ **their** professional employment. In situations in which the employee determines that ~~he/she~~ **they** has **lack** unreasonable

access, the supervisor may be consulted to determine a mutually satisfactory arrangement. **The College will make a good faith effort to arrange space for confidential meetings with students either in-person or remote.**

2. **The College will include PFTA Representation on the Facilities Master Plan Committee. Beginning August 1, 2022 and ending the earlier of August 1, 2024 or when the Facilities Master Plan Committee no longer convenes, the College will provide an annual report about the availability and development of new confidential meeting spaces (which will include access procedures for employee users) to the Association President. The Association will bring to the College the issues employees have reported related to securing a confidential meeting space.**
3. When major plans for remodeling or new construction are being developed, the Association's input regarding office space for part-time faculty will be sought and considered. Reductions to office space that is currently designated for part-time faculty will only occur after input from the Association is sought and considered.

G. Maintenance of Materials, Facilities and Equipment

An employee will share responsibility with other College staff for College materials, facilities and equipment that are under his/her **their** control. An employee will be accountable for reporting promptly to his/her **their** supervisor losses of materials and equipment for which the employee is responsible. The College will provide reasonable support to the employee in this effort.

H. Safety

An employee should be safe from harm in order to adequately perform duties. To this end, the College will provide on-campus security services. ~~If a threat is made against an employee while in the performance of duties, or a work area is not in compliance with safety requirements, the employee will promptly notify the College safety officer or the Office of Public Safety.~~ **In the event a threat against an employee is perceived, while in the performance of their duties, the employee will notify Public Safety immediately and submit a Student of Concern form as soon as possible thereafter. Public Safety will immediately analyze the threat and determine the appropriate initial action.**

- a. **Within one business day of the initial notification to Public Safety, a Public Safety Representative, working together with the employee, will determine what additional actions need to be taken.**
 - i. **If no additional action needs to be taken, the issue ends at this meeting.**
 - ii. **If additional action needs to be taken to ensure the employee's safety, the employee will meet with the Threat Assessment Team to draft, finalize and initiate a safety plan within seventy-two (72) hours of the initial notification of the threat. Until a plan is finalized, the employee will not be placed in a position of having to interact with the person(s) who posed the threat.**
 - iii. **No actions will be taken without notification to the employee (or prior to their response to the proposed action) unless doing so creates an immediate danger.**
- b. **An employee may request an advocate from the Association to support them in this entire process.**

- c. In cases where an employee is being stalked as a result of their employment, the College's Employee Assistance Program (EAP) services will provide legal assistance and referral to legal services specifically to obtain protection in the form of a court's Stalking Protective Order (SPO) as referenced in ORS 30.866 from an individual who has been trespassed from the college and has threatened the employee.

I. College Closure

The College President or designee will make the decision regarding College operations. Notice of College's operational status will be announced on the College website and through local media outlets.

There are two (2) basic types of College closures. When the College is closed, the following procedures will be applied:

1. Total College Closure

During a period of extended total closure non-essential personnel are not required to report to their work assignment. In the event of a total closure pay will continue. If such closure continues for more than three (3) consecutive working days, employees will make a good faith effort to cover course content and meet class requirements. In addition, end-of-term grading will be done.

2. Temporary College Closure/ Delayed Opening

During a period of temporary closure or a delayed opening that prevents an employee from conducting classes as scheduled, the employees will be expected to be at their next regularly scheduled class and ensure necessary course content and evaluations are delivered to students, if this can be done safely. If an employee cannot meet these obligations, ~~he/she is~~ **they are** expected to notify their supervisor in a reasonable amount of time prior to the start of the class. The Human Resources Director or ~~his/her~~ **their** designee may make exceptions.

Employees on campus during College closures are required to check in and out with Public Safety when arriving and leaving.

J. Civil Proceedings

Each employee will be named as additional insured on the College's liability insurance policy while performing duties within the scope of ~~his/her~~ **their** professional assignment. Legal service to the employee will be as provided by the insurance carrier.

K. Copyrights and Patents

~~1. The ownership of any materials, processes, inventions, intellectual property or products, including electronic materials, developed solely by a faculty member, outside the scope of his/her **their** employment and without any contribution or use of the College's resources, facilities or time that are not otherwise available to the general public, will vest in the faculty member and be copyrighted or patented, if at all, in his/her **their** name.~~

~~2. The ownership of materials, processes, inventions, intellectual property or products, including electronic materials, produced within an employee's scope of College employment or with use of College resources, facilities or time that are not otherwise~~

available to the general public will vest in the College and be copyrighted or patented, if at all, in its name, unless otherwise agreed in accordance with article 10.K.3.

- ~~3. In those instances where materials, processes, inventions, intellectual property or products, including electronic materials, are produced by joint contribution of resources, equipment, time or facility use from both the College and the faculty member, the ownership of the materials, processes, inventions, or products, including electronic materials, will vest in (and be copyrighted or patented), if at all, by the person(s) and/or entity designated by written agreement with the College. The agreement will delineate project scope, anticipated outcomes and compensation. The College's current project agreement form will be used when entering into these agreements. Whenever possible, this agreement will be entered into prior to beginning work on the project. Exceptions may be made by agreement of the employee and the supervisor.~~

~~The faculty member will notify the College when he/she is **they are** engaged in development of such material, process, invention or electronic materials. Neither the College nor the faculty member may sell the product for a commercial profit until an agreement is negotiated in good faith between them.~~

1. **The ownership of any materials, processes, inventions, or products, including electronic materials, developed solely by an employee's individual effort, time, and expense, and not with any College resources or support except as provided in K.3. and K.4. below, will vest in the employee and be copyrighted or patented, if at all, in their name.**
2. **The ownership of materials, processes, inventions, or products, including electronic materials, produced solely as a specially contracted "work for hire" for the College and at College expense will vest in the College. A written offer by the College will be provided delineating compensation and ownership rights.**
3. **The ownership and utilization rights of other instructional and professional materials (e.g., class/lecture notes, syllabi, assessments, handouts, overheads, electronic presentations, media rich clips, lab exercises, assignments, conference materials, articles, and papers) developed by an employee using College resources that are directly related to the employee's instructional assignments and either are used by students during a term or are being used to promote the good will of the College, will vest in the employee. Oregon Administrative Rules for Community Colleges require that official copies of course syllabi be retained for at least three (3) years.**
4. **In those instances where materials, processes, inventions, or products, including electronic materials, not covered above are produced by an employee with significant College support, by way of use of personnel, work time, facilities, or other College resources, the ownership of the materials, processes, inventions, or products, including electronic materials, will vest in the parties designated by written agreement between the College and the employee. Whenever possible, this agreement allocating ownership rights will be entered into prior to beginning development. Neither the College nor the employee may sell the product to a third party for a commercial profit until an agreement is negotiated in good faith between them addressing issues of ownership, utilization rights, and any compensation/profits.**
5. **The ownership and utilization rights of any materials, processes, inventions, or products, including electronic materials, developed by an employee that is not addressed by this agreement will be governed by applicable law, including U.S. Copyright Acts.**

6. **The parties agree that there is value in having a uniform practice, policy, or collective bargaining provision addressing intellectual property rights. The parties agree that, if the College implements a new administrative regulation or policy regarding intellectual property, the Association does not waive its right to bargain under PECBA if applicable. Additionally, if substantive changes are made to the Faculty Association intellectual property collective bargaining provisions, the College and the Association agree to reopen Article 8.K.1-7 under the expedited bargaining process.**
7. Learning Management Systems (LMS) and Online, Hybrid and Web-Enhanced courses **or any Combination of the Modalities** (OL courses):
- a. The Learning Management Systems (LMS)
 The College provides for the benefit of students and faculty a Learning Management System (LMS) for developing and offering online, hybrid and web-enhanced courses (OL courses). **The LMS is also for use in courses that combine any of these modalities.** The College will maintain all rights, title and interest in the LMS in which all online and web-enhanced courses are required to be taught. The LMS will include, but is not limited to, the College's courseware, the design and artwork and the MHCC LMS instructional design system. The LMS will not include course content, instructional elements, text and/or media provided by faculty for instruction, **and third party content not developed by the faculty for instruction.** Ownership of the intellectual property rights of these elements will be based on the language in Article 8.K.1-35. No use of the LMS will be made by any faculty, directly or indirectly, other than for the purpose of developing and teaching OL courses for the College without the express written consent of the College. No rights in or to the use of the LMS may be transferred in any manner by a faculty member without the consent of the College.
 - b. Faculty members teaching OL courses
 Faculty members assigned by the College to OL courses will provide and keep current the content of the OL course as long as the OL courses are offered to MHCC students. A faculty member who developed the OL course on ~~his or her~~ **their** personal time and without use of College equipment, facilities, materials or other resources that are not otherwise available to the general public, will maintain all right, title and interest in ~~his or her~~ **their** OL course content apart from the OL course. Except as provided in C. below, the College may not make use of such OL course content directly authored by a faculty member per Article 8.K.1. without the express written consent of the member. It is the faculty member's responsibility to ensure that all rights necessary for inclusion of content in the OL course have been obtained from all applicable parties.
 - c. Limits on the College's use of a OL course
 The faculty member retains the right to course content that ~~s/he~~ **they** developed as stated above in K.47.b. Should (i) a faculty member be unwilling, unable, or unavailable to teach the O L course and (ii) instructional program accreditation requirements and/or College accreditation requirements necessitate the continuation of the OL course because the OL course is a required course, the
 College will retain, a limited license to continue use of the content in the OL course for the purpose of providing one section per term (excluding Summer Term) of the OL course to MHCC students for a period of up to two (2) academic years following the date of separation or until the faculty author becomes available to teach the OL course again. In such cases, the faculty member will receive reasonable compensation as agreed upon by both parties. At the end of the two-year period, the College will cease use of the faculty's OL course content.

L. Secondary Teaching Assignments

An employee who is required to perform assigned duties at a secondary teaching location and is unable to use College-owned or leased vehicles will be reimbursed at the College's prevailing mileage rate for travel from the site of primary work assignment. This provision will apply only in instances in which the employee has teaching assignments at two different locations and is required as a condition of ~~his/her~~ **their** job to travel between the two sites.

Reimbursement will include round-trip costs if the employee's assignment requires the return to the usual workplace on the same day, or it may include one-way mileage that is required to fulfill duties at a secondary location.

M. Communications

1. Mailboxes

All active part-time faculty and tutors will have mailboxes in their program areas or in an area that is reasonably accessible to employees before their teaching or tutoring assignments. In addition, the mailboxes need to be accessible to those individuals who are delivering mail. Community education instructors may request an on-campus mailbox. The College will not change the location of the mailboxes for evening/weekend employees more than once within a two academic year period and will give the Association at least sixty (60) days' notice of such change. A good faith effort will be made to update the names on the mailboxes on a quarterly basis.

2. College Email

- a. All active part-time faculty and tutors will be given an MHCC email account. A part-time faculty and tutor will be considered active if they have had an assignment at MHCC in the last 14 months.
- b. The College email system will be available remotely to part-time faculty members.
- c. Instructions regarding accessing and configuring email accounts will be made available in multiple methods, including hands-on training.
- d. The College will provide help to part-time faculty & tutors when issues arise regarding their email accounts.
- e. Workstations with email and printer access will be available for part-time faculty and tutors on the Gresham Campus, the Maywood Park Campus, and the Bruning Center.
- f. The College assumes no liability if an employee uses a non-MHCC email account.
- g. No disciplinary action will be taken if an employee continues using ~~his/her~~ **their** home email account as long as s/he is performing the essential duties of ~~his/her~~ **their** position in accordance with Art. 9. I. and is in compliance with the law.

N. Testing for Controlled Substances

Employees may be required to submit to testing for controlled substances (including alcohol) when the College determines that it has a reasonable suspicion that the use of such substances affects the performance of the employee's contracted duties (including the duties conducted outside the classroom for which the employee may not receive additional compensation). The College will make a good-faith effort to notify the Association of any upcoming drug test actions.

The College will use a certified drug testing facility that will follow standard professional testing guidelines. Any disciplinary action taken as a result of such tests will follow due

process and will not violate any other contractual right(s). Termination as a result of this process will follow Article 9E.

An employee whose performance for the College appears to be adversely affected by chemical dependency will be encouraged to seek rehabilitation.

The College will make good-faith, reasonable efforts to provide training to management and supervisory staff regarding the drug and alcohol policy of the College and the provisions regarding testing.

O. Evaluation

1. The primary purpose of the evaluation process is to provide constructive feedback to an employee for the purpose of improving the quality of instruction.
2. Part-time faculty who have taught less than 30 ILCs or six (6) terms will:
 - a. Be evaluated before 30 ILCs or six (6) terms of instruction;
 - b. Conduct student ratings on all courses taught up through and including the first 30 ILCs or six (6) terms of instruction; and
 - c. Have a classroom observation, including the review of course materials, conducted at least once during the first 30 ILCs or six (6) terms of instruction.
3. Part-time faculty who have taught more than 30 ILCs or six (6) terms will:
 - a. Be evaluated every five (5) years unless the division dean deems it necessary to conduct more frequent evaluations;
 - b. Select a minimum of two (2) courses in which to conduct student ratings during the five-year evaluation cycle; and**
 - c. Have at least one (1) classroom observation, including the review of course materials, during the five-year cycle.
- ~~4. Faculty are expected to follow the evaluation processes in Articles 8.O.2 and 8.O.3 above. If elements of the evaluation process that are under the faculty or students' control are not completed, management may move forward with the full evaluation. Before management moves forward without the elements that are in the faculty's control, the Dean will give faculty at least two terms' notice in which to complete those elements.~~
5. The classroom observation can be done by a **direct supervisor**, dean, associate dean, a full or part-time faculty member, or designee who is acceptable to the dean/**direct supervisor** and part-time faculty member being evaluated. In order to do a classroom observation, an individual needs to have completed the Classroom Observation Training, which will be offered at least twice a year. Part-time faculty will be included in the notifications for these trainings. **Participants approved by their dean/direct supervisor will be paid at the rate in 18.H.2.b. Hours worked as a classroom observer and/or reviewer of materials will also be paid at that rate.**
- ~~6. Regarding online student evaluations, the deadline for opting in will be determined by the College and will be after the half-way point of the class.~~
7. There are times management may need to utilize additional methods to assess students' experience with employees including, but not limited to, additional classroom observations and meetings with students.
8. The College and Association are partners and have shared accountability in the

development, implementation and ongoing assessment of the evaluation process for part-time faculty and tutors. Issues or concerns raised by either party will be addressed collaboratively within a reasonable period of time. **The College retains the final decision, however, regarding the evaluation process and instruments.**

In an effort to maximize student return rates, the College and the Association agree to implement hard-copy, in-person student evaluations of courses for all non-online course offerings. This process will be completed within one year of contract ratification. In-person student evaluations will be conducted close to the end of the term.

The current process and instruments will remain in effect unless changes are agreed upon by both the PFTA's Steering Committee and the President's Cabinet.

The College and the Association will create a task force with up to three members from each to improve the rates of faculty opting in to the online course evaluations and the student response rate.

9. The College and the Association will create a task force with up to three members from each to design an evaluation process for tutors by September 15, 2018. **Within two (2) months of ratification of this contract, the College and the Association will create a task force with up to three members from each to design an evaluation process for tutors. The parties will make a good faith effort to include tutors in the task force.**

The evaluation process will be based on up-to-date scholarship regarding tutor evaluation best practices.

The task force's recommendation will be presented to the Vice President of Instruction and the PFTA's Steering Committee for their review and approval no later than six (6) months from the commencement of the task force. If the recommendation is not approved by one or both parties, the task force will review the recommendation based on feedback from those parties and will resubmit within one (1) month. If no recommendation is approved by the Vice President of Instruction after the resubmission timeline, the College reserves the right to design and implement an evaluation process.

10. **The primary purpose of student evaluations is for employees to use to inform their instructional and tutorial practices.**

The employee may use relevant student feedback for the purposes of modifying and improving their practices. The employee can choose to include the data collected in their self-report.

P. Employee Parking

Parking will be provided for employees at no cost to the employees.

ARTICLE 9: EMPLOYEE STATUS

- A. The College will maintain a current College-wide list (Employee List) of available and qualified employees by discipline, which will be provided to the Association upon request with fifteen (15) days' advance notice. The Employee List will include each employee's total accrued hours and/or ILCs through the prior term. **Employees achieve listed status per the terms of A.1, below. Once an employee achieves listed status, they will be placed on individual discipline lists as per A.2, below.**

1. Achieving listed status

An employee must be deemed qualified in a specific discipline by satisfying the Institutional Standards for Faculty-Staff Qualifications as outlined in the Board policies and regulations, OAR 589-008-0100 if applicable, and maintaining currency in the standards and practices of the profession. These qualifications may be waived at the discretion of the College president. An employee will be added to the Employee List after accumulating 45 ILCs or nine (9) terms successful instructional/**tutorial** experience within the College. **In each discipline, tutors will be listed separately from faculty.**

2. Placement of employees on discipline lists

An listed employee faculty member will be listed in each discipline in which they have demonstrated who is on the list in his/her primary discipline may petition for inclusion on a second discipline list if he/she meets all qualification requirements outlined above, and demonstrates successful teaching in the second discipline for at least three terms. A listed tutor will be listed in each discipline in which they have demonstrated successful tutoring for at least three terms.

3. Rights of Listed Employees

Listed ~~Employees~~ retain all other rights associated with being on the Employee List (e.g., the right to bereavement leave), except those rights outlined in Section C below, while working in the ~~second division~~ **disciplines in which they are not yet listed.**

4. Notification

The College will provide the Association a copy of the complete Employee List each term.

B. Maintenance of List

No employee will be removed from **a discipline on** the Employee List without cause until one year after his/her **their** last assignment **in that discipline** or upon resignation, ~~retirement~~ or other request to be removed. For clarification purposes, the College will provide written notice to the Association and to employees who are removed from the Employee List within 14 calendar days after the Employee List is published. This notification will not be given to employees who have provided written notice of resignation or who have been removed from the Employee List for disciplinary reasons. Refusal of assignment will not be reason for removing an employee's name from the Employee List unless terminated as noted in Section E below. An employee who has been removed from the Employee List, in accordance with this paragraph, will be added back to the Employee List after two terms of successful instructional or tutoring experience within the College following removal from the list.

C. Employee List Assignments

Assignment of an employee will be made from the division's Employee List, within the needs of the College and after full-time staff (including retired faculty who were full-time) needs are met. The following factors will be considered as assignments are being made:

- experience teaching specific courses
- willingness to teach other courses

- availability of the instructor
- a fair distribution of assignments among Employee List faculty.

If two or more qualified employees on the Employee List are substantially equivalent, seniority will be used as the deciding factor. Seniority is defined as the most accrued hours, for those paid hourly, or ILCs/FTEs, for those paid on an ILC/FTE basis.

1. Annual Projected Assignment. Employees on the Employee List will receive notice in writing of the projected instructional load that is anticipated to be assigned to them for each academic year. Such a projection, however, is not a guarantee of employment or assignment. The parties acknowledge that the projected assignment may be changed based on the needs of the College and full-time staff (including retired faculty who were full-time) needs. The College will make a good-faith effort to provide such notice to employees by June 15 of each year.
2. Term Assignment. The College will make a good-faith effort to confirm term assignments (if any) for employees on the Employee List by the ~~sixth~~ **fifth** week of the prior term. The parties acknowledge that the cooperation of employees is required in order to make such a confirmation.
3. Assignments to Non-listed Employees. After employees on the Employee List have been given annual and term assignments, non-listed employees may be given tentative assignments. Employees on the Employee List retain their rights to those assignments up until the first class session begins.

D. Flexibility and Notification

1. In order to maintain flexibility, innovation and excellence of instructional programs, the College may assign courses to employees not on the Employee List when the College determines that there is no one on the Employee List who meets the instructor qualifications as defined in Article 9 A and is available to accept the assignment.
2. By the end of the ~~fourth~~ **third** week in each academic term, Human Resources will send to the deans, instructional administrators and the Association a copy of the list of employees who are working that term and who are on the current Employee List. Employees may request copies of the Employee List from Human Resources.

E. Termination or Discipline

No listed employee will be terminated or disciplined, without just cause.

F. Plans of Assistance

1. In cases of significant performance deficiency of a listed employee, the employee's direct supervisor may write a Plan of Assistance that is subject to approval by the next level supervisor and with a copy to the Association President. The purpose of a Plan of Assistance is to assist an employee to improve.
 - a. A plan of assistance written by the supervisor will include
 - i. a list of performance deficiencies to be addressed by the employee, measurable expected improvement to be demonstrated,
 - ii. assistance/resources available to the employee,

iii. beginning and ending dates of the plan.

iv. a schedule of meetings to review progress on the plan, and

v. provisions for date and signatures of supervisor and employee including the option of the employee to indicate objections to the plan and their ability to respond separately with those objections.

- b. Notification will be given to the employee of the consequences of failure to satisfactorily complete the plan.
- c. An employee placed on a Plan of Assistance may have Association representation at meetings with the direct supervisor when the progress toward completion of the plan is discussed.
- d. The direct supervisor will prepare a summary of performance and a recommendation regarding retention which will be sealed and placed in the employee's personnel file in the Human Resources Office.

G. Association President

The Association president will remain on the Employee List for the terms ~~he/she serves~~ they serve.

H. Notice of Willingness and Availability to Teach

Within each instructional division, forms will be available on which employees can express their willingness and availability to teach additional courses or sections or to work additional hours. A sample copy of this form will be included in the Parttime Faculty Handbook as a stand-alone form and attached to the "Notice of Projected Instructional Load." The completed forms will be retained by the appropriate division administrators. Employees are responsible for updating the information.

I. Notices

1. The College agrees to inform employees, whenever possible, in writing as soon as assignments are determined by the appropriate manager. It is the intent of the College that, whenever possible, this will occur before the employee's name is included in the schedule.
2. Using the informational memorandum created by the College and the Association, the College will inform employees whether an assignment offered is one that is outside the Association's bargaining unit.
3. An employee who does not receive an assignment may request from the College a reason for non-assignment, and the College will make a good-faith effort to respond.

J. Job Responsibilities

Part-time instructors are responsible for providing quality instruction that will contribute to the learning experiences necessary for each student to meet the objectives of the course and to be successful in both their education and career development experiences.

Part-time instructors are expected to perform the following duties:

ESSENTIAL DUTIES:

1. Instructs students in a classroom, lab, learning center or other setting as appropriate.
2. Provides student contact before or after class or through telephone or email exchanges or office hours where facilities and schedules permit according to Article 18.G H.3.
3. Prepares, distributes and utilizes instructional support materials, including course syllabi, supplementary materials, instructional media and other devices as appropriate; incorporates the latest classroom technology when available and appropriate into instructional activities.
4. Structures classes and curriculum to correspond with the overall program objectives; prepares clear objectives for students in each course. Maintains and revises curriculum to maintain currency.
5. Understands, develops and provides a learning environment that supports diversity and incorporates sensitivity to diversity within the College community.
6. Is responsible for classroom, laboratory and departmental equipment and provides for the security of facilities and instructional materials as appropriate.
7. Understands and abides by College policies and regulations and other policies, procedures and materials as required by the College, departments or divisions.
8. Convenes classes on time and as scheduled.
9. Maintains evaluation and grading records for assigned students; enters grades and provides all necessary documentation for incompletes within established College timelines.
10. Ensures and emphasizes safe working and classroom conditions and practices.
11. May participate in professional development activities.
12. Maintains current licenses or certificates in areas of expertise.
13. May attend in-service sessions and division meetings.
14. May direct aides and work-study students as assigned.
15. Understands and uses the College's computer system.
16. Demonstrates regular and predictable attendance.

ARTICLE 10: LOAD GUIDE

		<u>ILC Term</u>	<u>FTE</u>
A.	Lecture	1.00	.067
B.	Laboratory	0.75	.050
C.	Seminar	0.50	.033
D.	Clinic/Hospital		
	1. Student Instruction..... (6 to facility student limit – section size based on technical requirements and/or program accreditation regulations).	0.75	.050
	2. Student Supervision	0.50	.033
E.	Cooperative Work Experience - load credit per4 students	1.00	.067
F.	Project Classes (e.g., VT10) - load credit per8 students.....	1.00	.067
G.	Independent Study - load credit per12 students.....	1.00	.067
H.	Special Loading		
	1. English Composition, IECC Writing, & Online Learning Courses		
		<u>Factor</u>	
	a. Up to 15 students	1.00	
	b. 16 to 28 students..... (No more than 28 students will be assigned to a class without the instructor’s approval.)	1.25	
	2. Large Lecture		
	a. 55 to 74 students.....	1.25	
	b. 75 to 99 students.....	1.50	
	c. 100 to124 students.....	2.00	
	d. 125 to149 students.....	2.25	
	e. 150 students and over.....	2.50	

I. New Modalities of Instruction

In the event that the College considers adoption of new modalities of instruction, the College agrees to notify the Association in a timely manner.

J. Low-Enrolled Classes

Once the class schedule is available to students, every effort will be made to continue the course as listed, but the College retains the right to cancel low-enrolled courses.

1. A required program class, a sequence class, a first-time offering, a non-sequential

prerequisite class, in traditional or web format and other classes approved by the appropriate Dean and/or Next-level Supervisor will be paid at one hundred percent (100%) of the ILC (term FTE) rate. Sequence classes are those courses in the same subject that serve as prerequisites or are required for a distinctive cohort (e.g., IECC courses, day vs. night class section, web sections, or a Winter vs. Spring cohort of students). Program classes are those courses listed in the College catalog for a career-technical degree, certificate, or career path. The maximum number of ILCs (term FTEs) to be assigned by this process is the normal ILC (term FTE) load for the class.

2. For all other classes, if any lecture class has fewer than twelve (12) students or a laboratory class has fewer than nine (9) students, the College will determine whether the class will be continued. If continued, the instructor for that class will be paid a pro-rated ILC (term FTE) rate of 0.0833 for lecture classes and 0.1111 for laboratory classes times the number of students, times the number of ILCs (term FTEs) assigned to the class with normal enrollment.
3. If the class has less than one hundred percent (100%) of the ILC (term FTE) rate, the instructor has the option to teach or not to teach the class.
4. Community Education Classes
If the College decides to continue any class with a student count of fewer than 12, the instructor will be paid one hundred percent (100%).

K. Student Counts

For the purposes of determining compensation, student "counts" are determined by the term's adjusted second-week enrollment report, based upon both adds and drops and after the 2nd week, adds only.

L. Online Learning

1. Online learning is defined as a formal educational process in which at least 50% of the instruction occurs when student and instructor are not in the same place. Online learning may employ audio, video or electronically mediated technologies (NWCCU Accreditation Standards, 2003).
2. Online learning courses may be assigned only to MHCC part-time faculty members who have completed College certification or have demonstrated competency in delivery and assessment within MHCC's online learning formats.
3. The maximum student enrollment for an online learning course will be limited by the course enrollment maximum of a non-online learning course and will not exceed 28 students without the instructor's consent.
4. Written criteria and rationale will be required for a class size different from the default maximum or an ILC loading different from the same course delivered in the traditional face-to-face manner.
5. Large OL sections – If the instructor approves, the additional ILC loading **factor** would be:
 - a. An differential ILC factor of 0 **1.25** per ILC for 29 to 34 students **Level 1 (see table below)**
(~21% over established class maximum)

- b. An differential **ILC factor** of θ 1.50 per ILC for 35 to 39 students **Level 2** **(see table below)**
(~39% over established class maximum)
- c. ~~When 40 students or more are enrolled,~~ **For enrollments in the ranges shown in the “New Section” column (see table below),** the course will be split evenly into two sections. Instructors whose courses are split will have first right of refusal for the resulting two sections.

Default limit/cap	Level 1	Level 2	New Section
28 students	29-34	35-39	40-56
24 students	25-29	30-33	34-48
22 students	23-27	28-31	32-44
20 students	21-24	25-28	29-40
Per-ILC-Add Multiplicative Factor	θ <u>1.25</u>	θ <u>1.50</u>	+ Each section paid at base ILC rate

For the purpose of determining ILC calculations for large OL sections, the adjusted second-week enrollment report will be used.

- 6. In order to support part-time instructors who teach online learning at MHCC for the first time, mentors with online learning experience at MHCC, if available and on a voluntary basis, will be provided during the instructor’s first term.
- 7. Each term, online learning instructors will be provided continuing education opportunities directly related to their online learning assignments.

M. ABS Blended Classes

When the College offers a blended Adult Basic Skills class which places students from two different skill levels and course outcomes into the same class, the Adult Basic Skills (ABS) instructor of that class will receive ten (10) hours of preparation time at the rate specified in 18.H.2.b in addition to his or her regular pay.

ARTICLE 11: LEAVES

A. Sick Leave

1. Sick leave will be used for all time off from work for the following purposes:
 - a. For the employee's, or immediate family member's illness, injury or health condition (including diagnosis, care, treatment, and preventive medical care). For the purpose of this Article, "immediate family member" will be defined in accordance with the Oregon Family Leave Act, including the employee's spouse, same-gender domestic partner, parent and child (custodial, non-custodial, adoptive, foster, biological, step-parent/child, in loco parentis parent/child, child of employee's same gender domestic partner), parent-in-law, grandparent, and grandchild. In the event the definition of "immediate family" is changed by the Oregon legislature, the above definition will be automatically revised in accordance with the change;
 - b. For any absence for which an employee is eligible to use state or federal family medical leave benefits (OFLA/FMLA);
 - c. For any other purpose covered by Oregon's paid sick time law;
 - d. For any other reason when required by applicable law; and
 - e. For situations involving family members not covered in Article 11.A.1.a, the Director of Human Resources may approve usage of sick leave hours.
 - f. **If disabled due to a compensable injury or disease, an employee receiving Workers' Compensation benefits may request to supplement such benefits on a pro-rated basis with accrued sick leave, not to exceed one hundred percent (100%) of regular gross salary.**
2. ~~Beginning July 1, 2018, newly~~ **Newly** hired employees will receive eight (8) hours of sick leave upon hire.
3. An ILC instructor will receive one hour per term of paid sick leave per ILC, which includes Special Loading.
4. An hourly instructor or tutor will receive one hour of paid sick leave per 11 hours of employment.
5. Unused sick leave will accumulate up to a maximum of 80 hours and be available for use in subsequent academic terms.
6. Employees who had accrued sick leave balances as of Winter Term 2000 will be allowed to maintain those balances and to use them in accordance with College policy. No additional sick leave will be credited to such a balance unless the balance falls below the amount set forth in paragraph 5, above.
7. Employees who are unable to report to work because of any of the reasons set forth in section A.1 above, **or their representative**, must report their need to be absent in accordance with the College's written attendance reporting rules applicable to their position.
8. If an employee has accrued sick leave and the employee does not work for a period of six consecutive terms, all such accrued but unused sick leave will be forfeited. Likewise, all unused sick leave benefits are forfeited upon termination of employment for any reason (subject only to reporting as outlined in paragraph 10, below). However, employees who leave College employment and are rehired within 180 days are given credit for previously accrued and unused sick leave benefits to the extent required by applicable law.
9. On at least a quarterly basis, the employee will be given ~~his/her~~ **their** sick leave accrual

usage and balance.

10. The College will report unused accumulated sick leave to PERS for all retiring PERS and OPSRP members in accordance with applicable law.
11. The College will permit employees to donate/transfer accrued but unused sick leave hours to another employee under the following:
 - a. When a listed employee has exhausted ~~his/her~~ **their** own accrued sick leave and has a serious health condition as defined by the Oregon Family Leave Act that is expected to necessitate the employee's absence from work for a prolonged period of time (i.e. more than 3 consecutive work days) resulting in a loss of income, the employee may be eligible to receive donated/transferred leave. Medical verification may be required.
 - b. Employees wishing to receive donated/transferred leave must complete a form provided by Human Resources.
 - c. Employees wishing to donate paid sick leave must also complete a form provided by Human Resources.
 - d. No more than ten (10) hours may be donated by any one employee per fiscal year. All donations of leave are made voluntarily and are irrevocable. Once surrendered, donated leave is placed in a donated leave bank maintained by the College.
 - e. After the hours are donated/transferred, any available hours will be paid at the receiving employee's rate at the time of use of such hours.
 - f. Prior to receiving any donated sick leave, the employee must have used all of ~~his/her~~ **their** sick leave. However, the employee would not have to have used ~~his/her~~ **their** personal business/emergency leave prior to receiving donated sick leave.
 - g. No employee may receive more than 75 hours during ~~his/her~~ **their** employment, without College approval. In addition, no employee may receive more hours than needed for the approved period of absence caused by the serious health condition.
 - h. If an individual employee does not need all the hours that ~~she/he has~~ **they have** been approved to receive, any such hours will be held by the College for use by the next eligible employee for whom a request is received. If more than one employee is determined to be eligible during the same period of time, all such employees will receive leave from the donated leave bank while they continue to be eligible and while leave continues to be available in the donated leave bank.

B. Personal Business or Emergency Leave

An employee will be entitled to one day per term of paid leave for personal business or emergency reasons. Such leave will not be cumulative.

C. Bereavement Leave

An employee who needs to be absent because of a death in the employee's family will be paid for the time lost from the employee's scheduled duties for a maximum of three (3) consecutive contracted days of employment. This paid time off will run concurrently with any period of bereavement leave under the Oregon Paid Sick Leave Law and the Oregon Family Leave Act, if applicable. The Director of Human Resources may approve extensions of this time limit up to two (2) contracted days. After the five (5) days, the employee may use earned sick leave or leave without pay, in accordance with the Oregon Family Leave Act.

In other cases, as approved by the Director of Human Resources, absence will be allowed, without loss of wages, for up to three (3) consecutive contracted days.

D. Other Paid Leave

Employees will be provided with paid time off for military training purposes when required by applicable law.

E. Leave Without Pay

1. Employees on the Employee List **may** be granted a leave of absence without pay, for the following reasons: health, parental care, education or training (i.e. professional development), military service, or other justifiable reasons as required by state or federal law. **Any employee whose leave is denied will receive the reasoning behind the denial.** In addition, a leave request for one of the above reasons or a different reason may be approved in writing by the College President or ~~his/her~~ **their** designated representative.
2. Leaves of absence for all purposes will be for a minimum of one (1) hour and maximum of one (1) year. In the event that a longer period of leave is required by applicable law (e.g. military leaves, worker's compensation leaves, etc.), the College will comply with applicable law. At the expiration of the leave of absence, the employee will be reinstated in accordance with applicable law. If no legal reinstatement obligation exists, the employee will be reinstated (if possible) in an assignment similar to the one ~~s/he~~ **their** held at the time when ~~s/he~~ **they** began the leave.
3. Except as otherwise provided by applicable law or College policy, application for leaves, extensions, or renewals of leaves will be submitted to the employee's supervisor for approval in writing ten (10) calendar days in advance, if possible, and will include:
 - a. The reason for the request, unless prohibited by law
 - b. Dates and length of leave requested
4. Individuals who are approved for a one-year leave of absence will remain on the Employee List during the leave.

F. Jury And Subpoenaed Witness Duty

1. Employees will be provided with time off from work when called to serve as a juror or subpoenaed witness in accordance with applicable law. All jury and subpoenaed witness duty will be unpaid, except as outlined below.
2. A listed employee called to jury duty will be provided paid leave provided the following criteria are met:
 - a. The employee must present a copy of the call to jury duty notice;
 - b. The employee must provide written documentation that a request to reschedule jury duty service to non-service dates was requested and denied;
 - c. Pay for time missed will be for contract time actually missed due to jury service; documentation must be provided;
 - d. This provision will not apply to jury duty service beyond ~~thirty (30)~~ **sixty (60)** calendar days.
3. An employee will be granted leave with pay for attendance in court in connection with the employee's officially assigned MHCC duties. When the employee is granted leave with pay, pay will be calculated at the employee's regular rate less any monies received for such attendance during scheduled work hours.

G. Unpaid Sabbatical Leave

1. After a part-time faculty on the Employee List has taught 225 ILCs or 5,000 accumulated work hours, that instructor may take a one-term unpaid sabbatical. Up to five (5) sabbaticals total may be granted annually.

2. The sabbatical may be granted only for the following purposes:
 - a. To learn new methodologies related to the faculty member's instructional area, program, or discipline
 - b. To engage in planned travel directly related to improvement of instructional abilities in the faculty member's area, program, or discipline
 - c. To undertake a specific creative, research, or other project related to the faculty member's area, program, or discipline.
 - d. To enroll in studies or training programs and/or to complete the requirements for a degree or certificate.
3. The sabbatical will be subject to departmental approval.
 - a. Part-time faculty members will submit their sabbatical proposals to ~~the dean~~ **their direct supervisor** for approval no later than the Monday of the third week of the term prior to the desired sabbatical.
 - b. By the end of the fifth week of the term in which the sabbatical application has been received, the ~~dean~~ **supervisor** will provide a response of support or denial to the faculty. **In the case of a denial, the supervisor will provide a written explanation of their reason(s) upon request.**
 - c. The purpose of sabbatical leave is to provide an opportunity for part-time faculty to improve their qualifications and skills, the quality of their professional performance, and the value of their service to the College, thereby improving and enriching its programs.
4. Upon return to the College from the sabbatical, the recipient may submit a written report to ~~the supervising dean~~ **their direct supervisor** and the Association president. If a report is written, the part-time instructor will summarize the work completed and how the new knowledge will be applied to ~~the part-time faculty member's~~ **their** College assignment(s) and/or in-service training for other College staff.
5. Part-time faculty who take a one term unpaid sabbatical leave will accumulate the ILCs/hours they would have taught had they not taken the sabbatical, **which may impact salary level advancement.** This calculation will be based on the two year average of ILCs/hours taught for the comparable term or the two year average of ILCs/hours taught over all terms taught, whichever is greater. ~~While the ILCs/Hours accumulated during a sabbatical will be unpaid, the accumulation will count toward their total accumulated ILCs/hours, which may impact salary level advancement.~~
6. **During a sabbatical leave, a part-time instructor will remain eligible to use the professional development funds described in Article 18.H.1 of this contract.**
7. **During a sabbatical leave, a part-time instructor will remain eligible to use a tuition waiver as described in Article 14.C of this contract.**

ARTICLE 12: STUDENT PROBLEM RESOLUTION PROCESS

It is recognized that from time to time work-related complaints are made against employees that, even if true, should not result in dismissal. In recognition of this fact, procedures are hereby established. The Student Problem Resolution Process provides both an informal and a formal process to investigate a concern made about an employee and to determine a fair resolution. The informal process precedes the formal process.

This process will be used except in cases where: 1) a complaint is processed under Article 15 or 2) an outside agency (e.g., police, state agency, federal agency) may investigate. In cases where a complaint involves issues related to both academic concerns and discrimination, harassment, retaliation, or bullying, the entire complaint will be processed as described in Article 15. **Results of meetings/investigations will remain confidential to the extent allowed by law.**

Student/staff/employee confidentiality will be maintained to the extent that is practical to reach resolution to complaints and as allowed by law.

A. Cooperation

The employee and management will cooperate in finding a resolution as determined in the procedure findings.

A. Definitions

1. **Ombudsperson: a neutral intake person who evaluates the complaints received and funnels them to the correct process. This person is the contact for the student throughout the process. Due to the need for neutrality of this position, the Ombudsperson will not take on the role of Support Person for either the student or the employee. The Association will have the right to provide input into the selection of the Ombudsperson. The position will have strict expectations regarding confidentiality.**
2. **Problem Resolution Form: an online form for students to fill out with concerns. The Association will be able to provide input into changes to the Problem Resolution Form. The contents of the form will be mutually agreed to between the College and the Association.**
3. **Facilitator: an unbiased third party who may facilitate the informal meeting between a student and employee. Their job is to facilitate communication – not take sides – and to maintain a neutral position. These individuals will be trained in mediation skills (examples: staff who have completed OEA training, Counselors) and will be mutually agreed to between the College and Association. A facilitator can be used for any informal meeting related to Article 12 but could also be used in meetings related to Article 15 if mutually agreed upon with the student, Human Resources and the employee.**
 - a. **A list will be created by Human Resources during the 2021-2022 academic year.**
 - b. **The list will be maintained by Human Resources and available to employees.**
4. **Support Person: A person who can be present during a meeting in any path to provide additional support to one of the parties involved in the meeting. Both parties have the right to a Support Person of their choosing but the student and employee must speak on their own behalf. Prior to any meeting, the Support Person will be required to sign a confidentiality agreement.**

The student also has the right to request a translator, provided by the College, in any meeting and may access accommodations through Accessible Educational Services. The translator will not be considered a Support Person.

B. Cooperation

1. The employee, administration, and students will cooperate in finding an acceptable resolution and will abide by the resolution.
2. Changes to the documents or forms used for the Problem Resolution Process may be made with approval of the Steering Committee and the College. Changes to the Problem Resolution Process will be incorporated into the Student Complaint Procedures Handbook, associated forms, and this Agreement. Changes will become effective with the beginning of the next academic term.
3. Any reproduction, modification, distribution of this Problem Resolution Process, or portion thereof, will be made in accordance to the collective bargaining agreement. in any other format or document must be by mutual consent of the Association and the College.

C. Step 1: Informal Resolution Process

1. Students are encouraged to reach resolution to their concern by talking to the employee directly.
2. The informal process is student-initiated within sixty (60) calendar days of the end of the term in which the alleged concern occurred. The goal of the informal process is to provide answers to the student's questions and concerns and/or to come to a resolution agreeable to those involved. If either party would like a facilitator, they can request a college counselor or outside professional mediator.
3. It is the student and employee's responsibility to arrange a mutually agreeable time when the employee is scheduled to work for a confidential conversation.
4. If the informal process fails to resolve the issue, or the student does not wish to pursue the informal process, the student may pursue the Formal Resolution Process.

D. Step 2: Formal Resolution Process

4. Students who wish to pursue the Formal Resolution Process can complete the Problem Resolution form online., which will include the following information:
 - a. Name of the employee.
 - b. Statement of facts and nature of the formal statement of concern.
 - c. Date(s) of incident(s).
 - d. Name of the student(s) filing the formal statement of concern.
 - e. Signature of the student(s) (or equivalent) and date submitted.
2. If a student needs assistance completing the form, a support person may assist. The Problem Resolution form must be submitted online within sixty (60) calendar days of the end of the term in which the alleged concern occurred. Due process rights will be protected in the formal resolution process.
3. The Ombudsperson will review the written complaint and reach out to the student to address potential solutions via one of the following appropriate pathways.

a. Path 1: Student Guidance

The Ombudsperson recognizes the student needs other MHCC resources and refers the student accordingly.

b. Path 2: Supervisory Intervention

The Ombudsperson forwards the student concern to the employee and the employee's direct supervisor. The Ombudsperson informs the student that their concern has been forwarded to the supervisor for review. The supervisor and employee will discuss the matter with the intent to resolve the issue.

- i. The supervisor will schedule a meeting with the employee within ten (10) working days of the supervisor's receipt of the Problem Resolution form. In the event that the complaint is received or processed during a term an employee is not scheduled to work, the employee will meet with the supervisor and will be paid for attending the meeting.
- ii. If additional information is needed, the supervisor may contact the student to gain a better understanding of the concern.
- iii. The supervisor will follow up with the student at the conclusion of the process. However, any findings and/or resulting discipline will remain confidential to the student to the extent allowed by law
- iv. An employee can request a support person by contacting the Association President. In cases where the employee does not want the union involved in the process, the employee may identify their own Support Person.

c. Path 3: Grading Disputes and other classroom or curricular issues

The Ombudsperson refers the student to the direct supervisor. The supervisor will forward the student concern to the employee within ten (10) working days and schedule a mediated conversation between the student and employee with the supervisor facilitating the conversation. (Any college-approved mediation expenses are the responsibility of the College.) In cases where the employee or student are unwilling, uncomfortable, or unable to attend a face-to-face meeting, the supervisor will facilitate a remote conversation (e.g. via Zoom) including all three parties. In the event that the complaint is received or processed during a term an employee is not scheduled to work, the employee will respond within ten (10) working days to schedule a mediated conversation between the student and employee with the supervisor facilitating the conversation. The employee will be paid for attending the meeting. If the employee is unable to respond to schedule a mediated conversation within ten (10) working days, the College may choose to proceed with a conversation between the student and direct supervisor and may resolve the matter at the College's discretion. Such resolutions will not supersede or define the grading rights granted to faculty in Article 6.B.

- i. If a Support Person will be attending the meeting, confidentiality documents will be signed and turned into the supervisor.

- a. If the student informs the supervisor that a Support Person will be attending, this information will be provided to the employee in advance of any Path 3 meeting. If either party has concerns about the Support Person, the Association President and Ombudsperson will meet to discuss and decide the best path forward. In most situations, a new support person will be provided.
- ii. After the completion of the meeting, the supervisor will write a summary and submit it to the student and employee. The supervisor will provide this report within ten (10) working days from the meeting.
- d. Path 4: Human Resources Intervention

If it is determined that the complaint is regarding allegation(s) of a violation of law, as defined in Article 15.D, the Ombudsperson will immediately refer the complaint to Human Resources. Per Article 15.D, a faculty member the employee will be notified and presented with the Problem Resolution Form within ten (10) working days of the receipt of the complaint. Any reporting requirements under State and Federal Law will be followed.

- i. Any complaint processed using Path 4 will not subsequently be reviewed through the Article 12 process. Any specific complaint cannot be processed more than once. If a student files a complaint of discrimination and/or harassment by an employee and the investigator determines during the intake process, including during the initial meeting held by the investigator with the complainant and/or reporting party, ~~the summary investigation report that no discrimination or harassment was involved,~~ the complaint shall will immediately revert to Article 12.
- 4. In situations where a student concern has both Path 2 and Path 3 issues, the concern will be forwarded to the employee and the direct supervisor will schedule a meeting within ten (10) working days to discuss the Path 2 issue. After the conclusion of the Path 2 issue, a meeting for Path 3 will be scheduled by the supervisor unless the employee and supervisor agree it is unnecessary.
- 5. Situations involving a student believing they have been bullied are considered to be a Path 2, except where discrimination or harassment are involved. In these situations the Ombudsperson will forward the concern to be processed through Path 4 (Article 15). Notification of Path 4 issues will be provided to the Association President.
- 6. If the employee has concerns about the path chosen, they may contact the Association President. The Association President or designee will review the decision with the Associate Vice President of Human Resources Director or designee to make a final determination.
- 7. All Path 2 and Path 3 concerns will be resolved within a thirty (30) working day timeline. If the situation cannot be resolved by the thirty (30) working days, the employee will be notified and provided an estimated date for conclusion.
 - a. If a student does not respond to a request for information or request to meet within thirty (30) working days, and the College does not have enough information to continue the investigation, the issue will be closed.

E. Collaboration

- 1. The Ombudsperson, Vice President of Student Development, Associate Vice President of Human Resources, and Vice President of Instruction will meet with the Association President and three additional employees annually to assess the process and to discuss scenarios and path placement.

2. The Association President, or designee, and the Ombudsperson, or designee, will provide a joint training about the new resolution process for interested employees and the Steering Committee in the 2021- 2022 academic year.

B. Informal Resolution Process

1. ~~A student may informally discuss a concern about an employee with the employee, with a College counselor, or with an employee's supervisor. The discussion must occur in a timely fashion, which should not exceed thirty (30) College working days of the alleged concern. If a student chooses to discuss the matter with a College counselor or the employee's supervisor, each will encourage the student to further discuss the concern and attempt to reach resolution with the employee. In his/her discussion with the student, the supervisor will remain neutral regarding the concern prior to discussing the concern with the employee.~~
2. ~~If the student brings the concern to a College counselor, the counselor's primary role is to facilitate the communication between the student and the employee and/or the employee's supervisor. The employee, student, or supervisor may request the counselor serve as a communication facilitator at future meeting(s).~~
3. ~~When a student concern is raised with an employee's supervisor, or if the supervisor becomes aware of the concern via a discussion with a College counselor, the supervisor will consult with the employee regarding the concern and any possible resolutions within five (5) College working days of notification of the concern. Within ten (10) days of student raising a concern, and if appropriate, a meeting should occur between parties to reach resolution. The supervisor will **discuss possible solutions with both student and employee prior to offering or reaching any resolution. If a facilitated conversation occurs and no mutually acceptable resolution is reached, the supervisor then has three (3) College working days to suggest a possible resolution. The parties have three (3) days to inform the supervisor if the proposed resolution is acceptable.**~~
4. ~~Within three days after receiving responses to the proposed resolution, the supervisor will prepare and deliver a summary of the conclusions reached during the informal process. This will include a statement describing:
 - a. A mutually acceptable resolution, or
 - b. Lack of student/employee response, or
 - c. Lack of a mutually acceptable resolution.~~

A copy of the conclusions will be given to the student and the employee. This will not be filed in any records of the employee or the student.
5. ~~If the student is not satisfied with any suggested solution(s), the student may then use the formal resolution process.~~

C. Formal Resolution Process

~~A student may file a formal written statement of concern against an employee. The formal statement of concern must be filed within thirty (30) College working days of the suggested resolution to the informal concern. The formal statement of concern must contain the following information:~~

1. ~~Name of the employee.~~
2. ~~Statement of facts and nature of the formal statement of concern.~~

- ~~3. Date(s) of incident(s).~~
- ~~4. Resolution being sought by the student(s).~~
- ~~5. Name of the student(s) filing the formal statement of concern.~~
- ~~6. Signature of the student(s) and date submitted.~~

~~The burden of proof in this process is on the student. The statement should be prepared carefully and with full and relevant details and documentation.~~

~~D. Administrative Review of a Formal Resolution Process~~

- ~~1. The formal statement of concern will be submitted to the employee's immediate supervisor.~~
- ~~2. The employee will be notified as soon as possible, not to exceed five (5) College working days, when the immediate supervisor as described above receives the formal statement of concern. A copy of the statement of concern will be provided at that time to the employee.~~
- ~~3. The immediate supervisor may (a) dismiss the statement of concern as having no grounds for further review if it is concluded that the statement of concern is untimely, being concurrently reviewed in another forum, frivolous, or filed in bad faith, or (b) have ten (10) working days from the date the supervisor provided the statement of concern to the employee to work with all parties concerned to effect a solution. If a solution is reached, the supervisor will prepare a statement describing the resolution and provide it to each party within three (3) college working days.~~

~~E. Student Appeal Process~~

~~If the student does not like the recommended solution or if no solution is found, the student may institute an appeal within four (4) college working days after receipt of the immediate supervisor's decision.~~

- ~~1. After receiving the appeal, the next level supervisor has fifteen (15) college working days to meet with the parties: the student, the employee, the dean, and any other person who has first-hand knowledge of the concern.~~
- ~~2. After receipt of the appeal, the next level supervisor will inform in writing the employee, the student, and the Human Resources Office of his/her their decision and state the reasons for the decision within twenty (20) college working days.~~
- ~~3. The next level supervisor may recommend one of the following:
 - ~~a. Offer a solution.~~
 - ~~b. Dismiss the concern.~~
 - ~~c. Take appropriate action.~~
 - ~~d. Refer the concern to the Formal Review Committee.~~~~
- ~~4. The employee may appeal the decision and request review by the Formal Review Committee within thirty (30) days after the receipt of the written decision by providing a brief notice of appeal in writing to the President of the College, the Association President, and the Associated Student Government (ASG) President.~~

~~F. Formal Review Committee~~

- ~~1. A Formal Review Committee will be formed to hear referrals by the next level supervisor or designee or to hear an appeal requested by the employee.~~

2. ~~Committee Selection~~

The committee will consist of five (5) persons selected as follows:

- ~~a. Within five (5) college working days from the receipt of the notice in E.4, the Association President will submit to the College President the names of six (6) employees as candidates to serve on the committee. The College President will select four (4) members from said list within five (5) college working days after receipt of the list.~~
- ~~b. Within five (5) college working days from the receipt of the notice in E.4, the College President will select three (3) administrator candidates to serve on the committee.~~
- ~~c. Within five (5) college working days from the receipt of the notice in E.4, the President of the ASG will submit the names of two (2) students to the College President as candidates to serve on the committee as a non-voting student member.~~
- ~~d. Within eight (8) college working days from the receipt of the notice in E.4, the College President will forward, in writing, the list of employee and administrator candidates to the employee and the list of student candidates to the student.~~
- ~~e. Within ten (10) college working days from the receipt of the candidate list, the employee will dismiss one person each from the employee and administrator lists.~~
- ~~f. Within ten (10) college working days from the receipt of the student candidate list, the student will dismiss one person from the list.~~

3. ~~Committee Hearing Procedures~~

- ~~a. The committee will select one (1) of its members to serve as chairperson who will preside at the hearing(s.)~~
- ~~b. The hearing(s) will be closed to the public.~~
- ~~c. All witnesses will affirm or be sworn under oath.~~
- ~~d. Either party may request a record to be made of the proceedings. The chair of the committee will arrange for the recording.~~
- ~~e. Either party, at his/her their own expense, may be represented by counsel at the hearing.~~
- ~~f. The chairperson will establish the order of presentation to include: the employee's case, next level supervisor or designee's case, and rebuttals of both parties.~~
- ~~g. All witnesses will be subject to cross-examination and questioning by the committee.~~
- ~~h. Both parties will be entitled to present oral or written evidence, a closing argument and written briefs, if requested by the committee. The committee may, upon agreement by both parties, receive sworn written statements in lieu of sworn oral testimony.~~
- ~~i. At the conclusion of the testimony and within ten (10) College working days, the committee will forward to the College President a written report containing findings of fact, its recommendations, dissenting committee opinion(s) and a~~

~~record of the proceedings.~~

~~j. Within twenty (20) working days after receiving the committee's written report and record of proceedings, the College President will make a decision and inform the parties and the Association President.~~

~~k. If the College President's decision is not acceptable to the Association, the Association may request binding arbitration procedure as described in the grievance procedure of this agreement.~~

ARTICLE 14: FRINGE BENEFITS

A. Retirement

The College will pay the employee contribution for the Oregon Public Employees Retirement System (PERS) for each eligible employee.

In the event that during the life of this agreement it becomes impossible for reasons of law, regulation or decisions of the court for the College to pay the six percent (6%) employee contribution to PERS, then that sum will be contributed on behalf of the employee to a retirement benefit such as a state retirement account, district-approved TSA identified by the employee, or other individual retirement account.

B. Library Card, Swim Pass, and Athletic Facilities Use

Each employee will be issued a library card. Upon request, the College will provide a swim pass for employees, their spouses/domestic partners and their dependents through age 23.

Employees may use athletic facilities during times that are available for the staff and community. The College will determine the schedule of availability and may revoke this use in cases where there are safety or financial risks.

C. Tuition & Fee Waiver

Each employee will be eligible for a full tuition waiver, which is equivalent to 24 credits, for each term in which the employee is working for the College. Such waiver may be used for tuition for credit courses or the fee in lieu of tuition for non-credit courses (commonly called Fee B). Such tuition waivers are not cumulative. However, an employee may use a tuition waiver in the term immediately following the term in which the waiver was earned. Employees and their spouses/domestic partners will pay only course-specific fees.

Tuition waiver(s) may be assigned by the employee to ~~his/her~~ **their** immediate family (to one or amongst the family) to be used in the term in which the waiver is earned by the employee or the term immediately following the term in which the waiver was earned. **For the purpose of this provision, "Immediate Family" will be defined to include include the employee's spouse, same-gender domestic partner, parent and children (custodial, non-custodial, adoptive, foster, biological, step-parent/child, in loco parentis parent/child, child of employee's same gender domestic partner) through the age of 23 who qualify as legal dependents., parent-in-law, grandparent, and grandchild. Additionally, other relatives may be approved for the tuition waiver at the discretion of the College president or designee.**

D. Health Insurance

Employees on the Employee List may participate in health insurance ~~in two different ways described below: 1) 100% self-pay and 2) through a College-provided subsidy.~~ **All employees may participate in health insurance through 100% self-pay.**

1. During open enrollment or as a result of a qualifying event, part-time faculty and tutors ~~who are on the Employee List (per Art.9A)~~ are eligible to purchase health insurance through the Oregon Educators Benefit Board on a 100% self-pay basis.

2. The College will provide a health insurance subsidy under the following conditions:
 - a. For the ~~2018/2019~~ **2021/2022** year **and each year of this agreement**, the College will provide a total contribution of ~~\$47,500~~ **\$57,500** annually to subsidize premiums paid by employees who purchase OEBB medical insurance through the College. **For each of the remaining years of this contract, the contribution will be increased by \$15,000 per year.** ~~For the 2019/2020 academic year, the total contribution amount will be \$52,500. For the 2020/2021 academic year, the total contribution amount will be \$57,500.~~
 - b. The monthly health insurance subsidy for each eligible employee will be 90% of the employee-only premium of the least expensive (non-HSA, if available) medical plan available through OEBB.
 - c. To qualify for this subsidy, employees must be on the Employee List, have accumulated at least 15 ILCs or 400 work hours during the lookback period of July 1 through June 30 of the previous academic year, and apply during the open enrollment period.
 - d. Should more employees qualify for, and wish to participate in, the subsidy than there are funds available, the total accumulated terms at the College will be used to determine those that will receive the subsidy.
 - e. Eligibility will be determined on an annual basis.
 - f. **The College and the Association will meet by the end of July to discuss any change in the eligibility threshold for the following plan year. If changes are made, they will be communicated to the employees.**
 - g. **At the conclusion of each fiscal year, any money left over from the total College contribution specified in D.2.a will be divided equally among the current employees who are on the Employee List who are not receiving a subsidy as specified in E.2 and who have worked at least 100 hours or 4 ILC's during the concluding fiscal year.**

~~At the conclusion of each fiscal year, any money left over from the total College contribution specified in D.2.a will be divided equally among the current employees who are on the Employee List who are not receiving a subsidy as specified in E.2 and who have worked at least 100 hours or 4 ILC's during the concluding fiscal year.~~

3. **Employees who obtained coverage through the Senate Bill 551 program and who lost coverage at the semiannual eligibility determination the school will pay 50% of the subsidy they were receiving, prior to losing coverage, toward new coverage under Article 14.D.1. This subsidy will continue until the next open enrollment period. will be considered as having a qualifying event and will be eligible to apply mid-year for the subsidy in 14.D.2 if there are funds remaining.**
4. Employees who purchase health insurance, whether at 100% self-paid as specified in D.1 or at reduced cost as specified in D.2 will be invoiced monthly by the College for their portion of health insurance premiums. Employees who do not make the required monthly payment toward premiums may have their coverage cancelled if payment is not received within 60 days of the monthly due date.

5. The health insurance plan year will run from October 1st through September 30th. Open enrollment will be offered one time per year prior to the October 1 start of the plan year.
- ~~6. The College and the Association will meet by the end of July to discuss any change in the eligibility threshold for the following plan year. If changes are made, they will be communicated to the employees.~~
7. The College and the Association will develop a process to implement **and maintain** ~~this~~ **these** programs.
8. The insurance programs identified in this article will be provided only in accordance with the underwriting rules and regulations set forth by the OEGB. Nothing in this Agreement will change the interpretations, meanings, or intent of the provisions of the contracts between the College and OEGB. The College is not obligated under any circumstance to pay any expense not covered by the OEGB plan. Nothing in this Agreement, however, limits an employee's rights to appeal or otherwise challenge against the OEGB any interpretation, meaning, or intent of the provisions of any contract applied by OEGB.

E. Reporting Data for Student Loan Debt Forgiveness Programs

1. The College may be asked to report to third party agencies the number of hours worked to determine the eligibility of employees to have student loans adjusted, consolidated, refinanced, reduced or forgiven under programs such as, but not limited to, the Public Service Loan Forgiveness Program.
2. The College agrees to report all qualifying instructional and non-instructional hours as they are currently reported to PERS.

F. Retirement Deductions

The College will offer employees the ability to make voluntary contributions toward tax sheltered annuities (403(B)) and/or Oregon Growth Savings Plan (457) investment plans. These plans must be on the College's approved vendor list. Contributions will be calculated based on a percentage of income.

G. District Health Benefits Committee

A district health benefits committee serves as a common information source to the Association membership and all other groups for all represented and non-represented district-funded staff. The Association will participate in and appoint up to two of its members to serve on the committee as non-voting members. The committee cannot make changes to benefits but is for information dissemination and the collection and consideration of plan/benefits options.

ARTICLE 18: SALARY

A. ILC Instructors

An ILC instructor's salary level will be based on ~~his/her~~ **their** educational level and total accumulated ILCs as part-time instructors at the College. Effective ~~July 1, 2018~~ **July 1, 2021**, the placement for ILC Instructors will be as follows:

<u>Level</u>	<u>Accumulated ILCs</u>	<u>\$ Per Term Per ILC</u>
1	0 – 44.9	\$676.47 <u>\$760.72</u>
2	45 – 89.9	\$706.94 <u>\$794.96</u>
3	90 – 134.9	\$738.73 <u>\$830.74</u>
4	135 – 179.9	\$771.97 <u>\$868.12</u>
5	180 – 224.9	\$806.74 <u>\$907.19</u>
6	225 – 269.9	\$843.04 <u>\$948.01</u>
7	270 – 314.9	\$880.95 <u>\$990.68</u>
8	315 – <u>359.9</u> or more	\$920.59 <u>\$1035.26</u>
<u>9</u>	<u>360 or more</u>	<u>\$ 1081.85</u>

The initial placement for each employee will be based on the following criteria:

Instructors who have a Masters' degree (or higher) in the discipline or a Masters' degree plus 24 graduate credit hours in the discipline to be taught at the College, or at least 15 years of experience in the relevant field for professional/technical instructors will be placed at level 2 (with the employee remaining at that level until reaching 90 ILCs).

The College may place an individual instructor at one higher level than the initial placement criteria if the College believes such higher placement is warranted. The employee will remain at that level until the next level's minimum ILCs have been accrued.

On July 1, 2022 and each successive July 1 of this contract up through July 1, 2025, a new level will be added. Each new level will continue the parameters of the above table with 45 additional accumulated ILCs needed to progress from one level to the next and a salary that is 4.5% above the previous step.

B. Community Education Instructors

Effective ~~July 1, 2018~~ **July 1, 2021**, Community Education instructors will be paid the following hourly rates:

<u>Level</u>	<u>*Accumulated Work Hours</u>	<u>Lecture/Demonstration</u>	<u>Lecture/Discussion</u>
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1	0 – 1000	\$33.07 <u>36.48</u>	\$40.08 <u>44.22</u>
2	1001 – 2000	\$34.56 <u>38.14</u>	\$41.88 <u>46.21</u>
3	2001 or more	\$36.12 <u>39.85</u>	\$43.76 <u>48.28</u>

Those Community Education instructors who are employed as of Winter Term 2000 at the lecture/discussion rate will continue at that rate. The parties acknowledge, however, that the College may determine whether any new employees will be hired at the lecture/discussion rate.

C. ABE, GED, ESL Instructors

Effective ~~July 1, 2018~~ **July 1, 2021**, instructors in the ABE, GED and ESL programs will be paid the following hourly rates:

<u>Level</u>	<u>*Accumulated Work Hours</u>	<u>ABE, GED, ESL Instructors</u>
1	0 – 1000	\$61.52 <u>\$69.19</u>
2	1001 – 2000	\$64.99 <u>\$73.09</u>
3	2001 – 3000	\$67.90 <u>\$76.36</u>
4	3001 – 4000	\$70.96 <u>\$79.80</u>
5	4001 – 5000	\$74.15 <u>\$83.38</u>
6	5001 – 6000	\$77.48 <u>\$87.12</u>
7	6001 – 7000	\$80.96 <u>\$91.04</u>
8	7001 - <u>8000</u> or more	\$84.60 <u>\$95.14</u>
<u>9</u>	<u>8001 or more</u>	<u>\$99.42</u>

On July 1, 2022 and each successive July 1 of this contract up through July 1, 2025, a new level will be added. Each new level will continue the parameters of the above table with 1,000 additional accumulated work hours needed to progress from one level to the next and a salary that is 4.5% above the previous step.

The first time a part-time instructor team teaches an I-BEST content course, the instructor will receive 10 hours to collaborate with the content instructor throughout the term at the rate specified in 18.H.2.b. The second time a part-time faculty member team teaches an I-BEST content course, the instructor will receive 5 hours to collaborate with the content instructor throughout the term at the rate specified in 18.H.2.b.

D. Tutor I's

Effective ~~July 1, 2018~~ **July 1, 2021**, the following rates will apply to Tutor I's

<u>Level</u>	<u>*Accumulated Work Hours</u>	<u>Tutor I's</u>
1	0 – 1000	\$19.23 <u>21.22</u>
2	1001 – 2000	\$20.40 <u>22.17</u>
3	2001 – 3000	\$21.00 <u>23.17</u>

4

3001 or more

~~\$21.95~~ **24.22**

At time of ratification, currently employed Tutor I's will remain at their current pay rates (red-circled) and will not receive any increases until such time as the pay schedule in D above exceeds their current rates.

E. Hourly Instructors and Tutor II's

Effective ~~July 1, 2018~~ **July 1, 2021**, the following rates will apply to Hourly Instructors and Tutor II's.

<u>Level</u>	<u>*Accumulated Work Hours</u>	<u>Hourly Instructors</u>	<u>Tutor II's</u>
1	0 - 1000	\$32.09 <u>35.40</u>	\$25.45 <u>28.08</u>
2	1001 - 2000	\$33.53 <u>37.00</u>	\$26.83 <u>29.60</u>
3	2001 – 3000	\$35.12 <u>38.75</u>	\$28.04 <u>30.94</u>
4	3001 – 4000	\$36.71 <u>40.50</u>	\$29.29 <u>32.32</u>

*Accumulated since September 1984. Placement levels will change only at the beginning of a term.

On July 1, 2024, a new level will be added. That new level will continue the parameters of the above table with 1,000 additional accumulated work hours needed to progress from one level to the next and a salary that is 4.5% above the previous step.

F. Online Learning, Faculty Academy and Part-time Faculty Certification Funds

The College and the Association recognize that design and development of courses which integrate technology and are delivered in an online or hybrid format, may require additional professional development. We also recognize that part-time faculty with this experience may also require additional professional development to aid in adapting to MHCC learning platforms. To meet these needs, the College will provide training opportunities that assist faculty in designing and offering quality, engaging courses that meet accreditation standards and other requirements.

1. Online Learning Advisory Committee (OLAC)

The OLAC may meet each term to review online learning best practices, to review training practices, and to advise the Online Learning Department of recommendations from faculty. The OLAC will report to the appropriate instructional administrator. In addition to full-time OL faculty, the OLAC will consist of a minimum of one part-time faculty who teaches through online learning (appointed by the Association).

This committee will provide reports to the PFTA's Steering Committee.

2. Online Learning Certification

a. Part-time Faculty who choose to develop and teach online learning courses and/or sections will be required to take the appropriate training as determined by the College. The College will deliver modular training in pedagogical best practices and use of technology, including developing courses using the College-approved and supported learning

management system. Upon completion of the Online Learning training, part-time faculty will be required to demonstrate the ability to incorporate appropriate technologies and pedagogical best practices into online courses. Training and course development must be completed the term before it is delivered unless otherwise approved by the Director of Online Learning.

- b. A course may be cancelled if the faculty training has not been completed and the course has not been developed.
- c. Any recommendations for changes to the ~~training structure~~ and compensation for training will be forwarded to the PFTA's Steering Committee for approval.

3. Online Learning Certification Application Process

- a. In applying for Online Learning Certification, a part-time instructor will complete an application form, which will be reviewed and signed by the part-time instructor's dean and the Director of Online Learning. Prior to beginning study, each part-time instructor will receive an assessment of ~~his/her~~ **their** skills, a list of modules to be completed, and the stipend amount which will be paid upon completion of those modules. **The College will make a good faith effort to notify instructors with complete applications whether their applications have been approved before the start of the term in which they anticipate participating in the Online Learning Certification. Within this notification instructors whose applications were denied will receive the reasoning behind the denial.**
- b. Part-time faculty who apply to teach through online learning will be required to identify their personal technology resources (e.g., home or laptop computer, required software) during the initial application process. It is anticipated that the majority of instructors will have the necessary tools to teach online learning courses. However, if the College requests an instructor to teach a course that requires specific software/hardware they do not currently own, the College will make available the required components during the term the course is offered.

~~c. Online Certification indicates mastery of the current eLearning platform at a given moment. When the College adopts a new LMS, employees will have the opportunity to apply for Online Learning Certification in the new system and will be compensated per standard practice.~~

4. Online Learning Certification Compensation

- a. Part-time faculty will receive compensation for online learning certification training at the rate of \$1,000. Faculty may receive up to an additional \$1,000 for successfully completing additional trainings.
- b. For the first-time online instructor:
 - i. The first time a part-time instructor with no prior online teaching experience at MHCC teaches an online MHCC course, ~~she/he~~ **they** will receive a monetary stipend through project agreement equivalent to 0.25 per ILC at Level 7 on the part-time salary schedule.

G. Substitute Assignments

Effective ~~July 1, 2018~~ **July 1, 2021**, an ILC Instructor who is assigned as a substitute will receive the following rates according to his/~~her~~ **their** level:

Level 1	\$60.88	<u>\$68.47</u>
Level 2	\$63.62	<u>\$71.55</u>
Level 3	\$66.49	<u>\$74.76</u>
Level 4	\$69.48	<u>\$78.13</u>
Level 5	\$72.60	<u>\$81.65</u>
Level 6	\$75.87	<u>\$85.32</u>
Level 7	\$79.29	<u>\$89.16</u>
Level 8	\$82.85	<u>\$93.17</u>
<u>Level 9</u>		<u>\$97.37</u>

These rates are 9% of the ILC rates in Article 18.A and will be adjusted annually to retain that proportional relationship.

2. An hourly instructor who is assigned as a substitute will receive his/~~her~~ **their** regular hourly rate.
3. Beginning with the sixth class hour in a substitute position, the employee will be paid at his/~~her~~ **their** regular rate or at the rate of the employee being replaced, whichever is higher. If the employee being replaced is a member of the full-time faculty bargaining unit, then the rate of pay for the substitute employee will be based on the terms and conditions of the full-time faculty contract.

H. Curriculum Assignments and Other Non-instructional Work

1. The College will designate \$5,000 per year during the life of this contract to be used for professional development by part-time faculty for workshops, seminars, classes, conferences, etc. At the conclusion of each fiscal year, any remaining funds from this professional development fund will be rolled over to the next fiscal year. Requests to use this money will be submitted for approval to a committee composed of the Association president and vice president and an individual designated by the College president.
2. Professional Duties
 - a. ILC, ABE, GED and ESL instructors are required to participate in up to a maximum of two hours per term of professional duties, which may include curriculum development, program coordination, division or departmental meetings, in-service or other similar professional development assignments that are requested by the College.
 - b. Employees required to participate in more than the required hours will be paid at a flat rate of ~~\$25.00~~ **\$32.00**.
3. Office Hours
 - a. An office hour is understood to be a regularly scheduled time the employee is available

for student consultation outside the scheduled class time. Both ~~F~~face-to-face and virtual office hours are encouraged, ~~but other~~ Other methods of office hours may be ~~allowed~~ used with approval of the ~~Dean~~ dean/direct supervisor.

- b. Employees are required to hold office hours at the following rate:

ILC Instructor*: 1/3 hour per week, per ILC – not including Special Loading factors in Art 10.H.

*Lab instructors are not required to hold office hours.

ABE/GED/ESL: 1/3 hour per week for each two (2) hours of instruction.

- c. No additional office hours will be paid.

I. Frequency of Pay

1. ~~Beginning July 1, 2019~~, ~~employees~~ Employees will receive at least two paychecks per month.

- ~~2. In the event that an employee is asked to complete a timesheet regarding fulfillment of normal work duties and doesn't respond, the direct supervisor, or designee, will make the entry on their behalf.~~

J. Cancellations

1. Notice of Class Cancellation After Course Has Begun. The College will notify an employee whether ~~his/her~~ their class will be canceled by the end of the second week of the course. If the class continues, the employee will continue to teach the class and will be compensated in accordance with Article 10, including Section I. If the class is cancelled, the employee will be paid for those class sessions taught through the date of the cancellation notice.
2. Notice of Class Cancellation Before Class Has Begun. The College will make good-faith, reasonable efforts to notify an instructor whether ~~his/her~~ their class will be canceled at least ninety-six (96) hours before the class is scheduled to be held. If the College does not notify an instructor at least ninety-six (96) hours before the class, the employee will be paid for that first class session. The employee may be required by the College to meet with the first session of the class.
3. Course Preparation When a class of two (2) or more credits is canceled or reassigned within one week (7 calendar days) before the first class session and the affected employee has not been or is not assigned another section of the same course, the employee will be paid three (3) hours of class preparation time at the rate in 18.H.2.b. This is in addition to any payment as a result of Article 18.J.2.

K. Adjustment for Successive Years

1. On July 1, 2019–2022, the above rates specified in sections A, B, C, D, and E will be increased by a percentage equal to the Annual CPI-U, West Region for February of that year, but no less than 3% and no more than 4%. Sections A and C will receive an additional 2% market comparability adjustment.

2. On July 1, ~~2020~~ **2023**, the above rates specified in sections A, B, C, D, and E will be increased by a percentage equal to the Annual CPI-U, West Region for February of that year, but no less than 3% and no more than 4%. Sections A and C will receive an additional 2% market comparability adjustment.
3. On July 1, 2024, the above rates specified in sections A, B, C, D, and E will be increased by a percentage equal to the Annual CPI-U, West Region for February of that year, but no less than 3% and no more than 4%. Sections A and C will receive an additional 2% market comparability adjustment.
4. On July 1, 2025, the above rates specified in sections A, B, C, D, and E will be increased by a percentage equal to the Annual CPI-U, West Region for February of that year, but no less than 3% and no more than 4%. Sections A and C will receive an additional 2% market comparability adjustment.
5. On July 1, 2026, the above rates specified in sections A, B, C, D, and E will be increased by a percentage equal to the Annual CPI-U, West Region for February of that year, but no less than 3% and no more than 4%. Sections A and C will receive an additional 2% market comparability adjustment.

L. Total Compensation Survey

By October 31, ~~2020~~ **2026** the parties agree to begin meeting to determine the parameters for a total compensation market survey. The survey will be completed no later than January 31, 2024 **2027**. The information from the survey will be shared with the members of the PFTA Executive Committee and the President's Cabinet by February 15, 2024 **2027**, after which it will be generally published and available on the MHCC webpage.

ARTICLE 19: TERM OF AGREEMENT

A. Duration

The Agreement will be effective upon ratification by both parties; will be binding on the Board, the Association and its members; and will remain in full force and effect through ~~June 30, 2024~~ **June 30, 2027**.

B. Negotiations

The parties agree to commence negotiations on a successor Agreement no later than ~~January 31, 2024~~ **April 1, 2027**.

Tentative Agreement

Date TA'd 8/11/21

Management *Ross Hume*

Labor *William Blackrose*

College Counter Proposal – August 11, 2021

ARTICLE 1: RECOGNITION

The Association recognizes the Board as the statutory governing authority for Mt. Hood Community College.

A. Exclusive Representative

The Board recognizes the Association as the sole, exclusive bargaining agent as defined in the certification document on file with the Employment Relations Board of the State of Oregon, dated December 2, 1982, case C-238-81, with respect to wages, hours, benefits and conditions of employment for all part-time instructors and tutors employed by the College in lower division collegiate, vocational supplementary or preparatory, self-improvement or adult enrichment classes, excluding non-instructional tutors, tutors and instructors in adult enrichment courses numbered 1-4, adult high school completion, non-reimbursable, apprenticeship and separate contract classes, student aides and College work study employees.

B. Definitions

1. The term "employee" means all members of the bargaining unit as outlined in Section B.
2. The term "faculty" or "instructor" means all members of the bargaining unit except tutors.
 - a. The term "hourly instructor" means an instructor hired and paid on an hourly basis.
 - b. The term "ILC/FTE instructor" means an instructor hired and paid on an instructional load credit "ILC/FTE" basis.
3. The term "tutor" means all members of the bargaining unit except instructors.
4. The term "part-time" as used in Section B above means those having up to and including a 50 percent workload; that is, up to and including 22.5 ILCs over any two or three terms of a fiscal year or up to and including 30 ILCs over four terms of a fiscal year. A workload exceeding 10 ILCs in any single term may be taught with mutual agreement of the instructor and the division as long as the average ILC load of all terms worked in any fiscal year does not exceed 10 ILCs. This definition is not to be construed to guarantee or give right to an employee to any specific percentage level of employment in the bargaining unit.
5. Tutor workload is not impacted by the 50% limit referenced in Article 1.C.4 above. Tutors may work up to 29 hours per week but no more than 1000 hours in a fiscal year.
6. By the end of the 4th week of each term, the College will provide to the instructional administrators and the Association president an up-to-date report of employee workloads.
7. **The terms "they" and "their" may be used as gender-neutral pronouns and do not necessarily imply plurality.**

ARTICLE 2: BOARD-ASSOCIATION RELATIONSHIP

A. Cooperation

1. Both parties agree to assist each other's efforts to ensure that provisions of this Agreement are met. This implies that either party will take appropriate action to meet the provisions of this Agreement when brought to its attention.
2. Both parties further agree to strengthen the goodwill between all segments of the College community.
3. The Board and any agent or representative of the Board and the Association and any agent or representative of the Association will not discriminate against, intimidate, or coerce any person who is representing the Board or the Association, who is a member of the Board or the Association, who is a member of the staff, or who is a student.

B. Notification

1. The Association president is responsible for notifying the director of Human Resources in writing of his/her current mailing address and the College mail location for the purpose of official notification under this Article.
2. The College will provide the Association with a complete part-time employee list, a new-hire list of part-time employees, a list of people on the Employee List who are working during the current term, **and** a list of individuals within the PFTA who have worked within the last four terms, ~~and a list of current employees in a CSV format~~ by the end of the fourth week of each academic term. The Association may request up to two more of each such lists per term. The lists will provide the following information regarding the employee:
 - a. Name
 - b. Address
 - c. Home/cell telephone number
 - d. Job title
 - e. Assigned area
 - f. MHCC ID number
 - g. **MHCC email address**
3. The director of Human Resources or designee will notify the Association president, in writing, of **prior to or simultaneously to** any disciplinary action **that is to be** taken against an **union-represented** employee. **In cases where the employee declines union representation,** Such notice will be given no later than five (5) days after the employee receives the disciplinary action. Failure to provide notice will not affect the validity of the disciplinary action.
4. The Association president will be notified, in writing, of any formal grievance filed by an employee. Such notice will be given no later than 15 days after the date the grievance is filed.

Tentative Agreement

Date 5/28/20201

Management Ross Hume

Labor William Blackrose

College Counter Proposal – May 28, 2021

ARTICLE 3: ASSOCIATION BENEFITS

To implement the cooperation pledge as set forth in this Agreement, the Board agrees to the following:

A. Office Space and Use

1. The College will make available for rent to the Association space that is approximately 70 square feet or more and has lights, heat, air conditioning and one telephone. The office space will be in the Academic Center. The College will not change the location of the office more than once within a two academic year period and will give the Association at least 60 days' notice. If the notice provided by the College requires the Association to move at a time other than during the term break, the College will provide, at no cost to the Association, the labor necessary to pack and move the Association's property to the new location. At the time of ratification, the office space is located in Room 2397-D.
2. The rent for the office space will be \$10 per month.
3. The Association will pay the line charge for the use of the telephone, ~~all long-distance calls on the Association phone and all long-distance fax charges by the Association.~~
4. The College will provide computer access, including all standard administrative College-adopted software, the internet and the College network.

B. Office Equipment and Furniture

1. The Board will rent office equipment and furniture to the Association for use in the office space described in Section A above. Adequate furniture, as determined by mutual agreement, will be made available. The Association agrees to repair and/or replace any damaged equipment or furniture that is rented by the Association. The rental fee for office furniture will be \$5 per month.
2. The Board will rent to the Association a computer for use in the Association office described in Section A above. Usage of e-mail must comply with the College's policy regarding e-mail. The rental fee for the computer will be \$3 per month.

C. Use of Facilities and Equipment

1. The Association will have the same rights as other interested groups to use or rent the facilities and equipment of the College. Regular Association meetings, however, may be held on campus without charge.
2. Rent and College charges are to be paid by the Association in a timely manner as invoiced by the College.

D. Dues Check-Off

Upon receipt of a lawfully written authorization from an employee, which may not be revoked during the period of the Agreement, the College will deduct monthly one-ninth (1/9th) of the regular annual Association dues of such employee from ~~his/her~~ **their** pay and remit such deductions to the official designated in writing by the Association. The College will deduct the dues each month the employee actually works and receives compensation from the College, up to nine (9) deductions in a fiscal year. The Association will notify the College in writing of the exact amount of such regular membership dues that are to be deducted.

E. Maintenance of Membership

1. All employees covered by this Agreement who become members of the Association will remain members of the Association during the term of this Agreement.
2. This provision does not apply to any employee who, within the month of September, withdraws from the Association by sending a signed withdrawal statement to the Association with a copy to the MHCC Payroll Department.

F. Hold Harmless Clause

The Association agrees to indemnify and hold the College harmless against any and all claims, suits, orders, or judgments brought or issued against the College as a result of any action taken by the College under the provisions of Sections D and E of this Article. Such waiver will not apply to any action by the Association to enforce the terms of this Agreement. This hold harmless agreement will be void unless the College (1) gives immediate notice of any claim to the Association, (2) tenders to the Association the defense of any claim and (3) fully cooperates with the Association and its designated counsel in the defense of the claim.

Deductions described in Section D of this article, as authorized by laws in existence when this contract was ratified, will continue during this contract.

G. Association Security

1. Employees have the right to join the Association, but membership in the Association will not be required as a condition of employment.
2. The College will provide all newly-hired employees at the time of their employment ~~an information sheet~~ **a welcome packet** provided by the Association that includes such information as the Association deems necessary.

H. Inter-Campus Communication

The Association may use the inter-campus mail, e-mail system and voice mail systems. Any such use must comply with the applicable Board policies and College administrative regulations.

I. Posting of Association Information

Association information may be posted on existing bulletin boards on College property. Space assigned for this use will be approved by the administrator of the area.

J. Association Information

The Board's representative will send the Board's meeting agenda and all supporting information at the same time as ~~she~~ **they** sends it to the Board members.

K. Additional Information

The Association will have access to Board policies and College administrative regulations that have been posted on the College's website. In addition, the Association will have access, in a timely manner, to any and all proposed changes to Board policies and College administrative regulations.

L. Association President-College Relations

1. The Association president will be paid an annual stipend equivalent to 18 ILCs at the top ILC instructor rate on the current salary schedule for working with the Board and the College president **or their designee** on College matters. The stipend will be paid on a monthly basis.
2. The president of the Association and the College president **or their designee** will meet monthly to discuss issues of mutual concern

Tentative Agreement

Date 5/14/21

Management Ross Hume

Labor William Blackrose

College Proposal – May 14, 2021

ARTICLE 4: BOARD PREROGATIVES

A. Board Authority

It is the intention hereof that all the rights, powers, prerogatives and authorities that the Board had prior to the signing of the Agreement are retained except those specifically abridged, delegated, granted, or modified by this Agreement.

B. Management Authority

It is agreed between the parties that the Board has all the customary and usual rights, powers, functions and authority of management.

C. Board Rights

The Board has the sole right, at its own discretion, unless otherwise expressly provided by the terms and conditions of this Agreement to:

1. Determine the number of part-time faculty and tutors to be employed and classes to be scheduled in the College as a whole.
2. Establish, change, or modify Board policies and College administrative regulations except those in conflict with the Agreement, in which case a change can be effected only by mutual agreement.
3. Increase or diminish, change, or discontinue operations, programs, courses and classes in whole or in part.
4. Hire, suspend, discharge, promote, demote, transfer and discipline employees.
5. Determine and direct employees in their duties.
6. Discharge any employee at any time for just cause in accordance with provisions set forth in Board policies, College regulations and statutes or as stated in this Agreement.
7. Terminate employees at any time for financial or justifiable reasons.
8. Authorize temporary work or part-time instruction not connected with the regular operation of the College to be performed by any outside person, firm, or corporation and selected by the College.
9. Judge the efficiency, competency and adequacy of all employees in the performance of their assigned work.
10. Increase or change the content or substance of any assignment.

11. Establish grading policies and courses of instruction.
12. Determine class schedules; the hours of instruction; the load hours; and the duties, responsibilities and assignments of those in the bargaining unit.
13. Maintain executive management and administrative control of the College and its properties and facilities.
14. Determine the financial policies of the College, including the general accounting procedures, inventory of supplies and equipment procedures and public relations.
15. Determine the management, supervisory, or administrative organization.
16. Determine safety, health and property protection measures if legal responsibility of the Board or other government unit is involved.

D. Status of Agreement

Nothing in this Agreement limits in any way the Board's contracting or subcontracting of work or requires the District to continue in existence any of its present programs in its present form and/or location or on any other basis.

ARTICLE 5: INDIVIDUAL EMPLOYEE RIGHTS

A. Professional Rights

An employee has a right to a clear statement of duties that clarifies the employee's participation in the academic process. An employee has the right to carry out these duties without interference, disruption, or personal harassment, which includes the right to be protected from any prejudicial or capricious administrative evaluation, action, or review.

An employee has the right to have a clearly defined means to participate in the formulation of board policy and administrative regulation processes as defined in AR1080A.

B. Personal Rights

An employee has the rights guaranteed by state and federal laws, including the rights of free speech, of assembly, to petition and to protection from double jeopardy. Both parties agree that an employee is also a private citizen and that the private life of an employee may not be utilized by the Board in matters related to the performance of ~~his/her~~ **their** duties. An employee has the right to freedom from libel, indecency, undocumented allegations, attacks on personal integrity and techniques of harassment and innuendo arising out of ~~his/her~~ **their** employment with the College.

Upon request, the College agrees to confer with the Association regarding use of systems or technologies that would require access to employee bio-data (e.g., face/voice recognition, hand geometry, retina/iris scans, fingerprints, etc.) as a condition of employment. Any duty to bargain that may result from the College's contemplated use of such systems or technology will be governed by the Oregon Public Employee Collective Bargaining Act (PECBA).

Except as referenced in article 8.N or related to pre-employment background checks, an employee has a right to refuse to submit DNA samples to the College. In the event the College utilizes systems or technologies that require access to other employee bio-data as referenced in the preceding paragraph and an employee wishes to not submit such bio-data, the College will engage in an interactive process with the goal of finding a reasonable accommodation that meets the needs of both parties.

C. Academic Freedom

An employee has the right to academic freedom: to make inquiry and to express ~~his/her~~ **their** personal opinion even when dissenting on any question as long as ~~he/she~~ **they** makes it evident that ~~he/she is~~ **they are** speaking for ~~himself/herself~~ **themselves** and not for the College.

The purpose of this statement is to affirm academic freedom as essential to the teaching and learning process. It is fundamental for the protection of the rights of employees in teaching and the rights of the students in learning.

For the purposes of this Agreement, "academic freedom" is clarified to mean the following concepts:

1. The employee is a citizen, a professional and a representative of the College. When the employee speaks or writes as a citizen, the employee should be free from institutional censorship or discipline. This special position of the employee in the community imposes responsibility. The public may judge the profession and the College by the employee's utterances. Hence, an employee should make every effort to be accurate at all times, exercise appropriate restraint, show respect for the opinions of others and indicate that ~~he/she is~~ **they are** not a spokesperson for the College.

2. While the employee is entitled to freedom in the classroom in presenting instructional materials, ~~he/she~~ **they** will not introduce into instruction controversial matters that have no relation to the subject or the mission of the College. An employee has the right to keep confidential ~~his/her~~ **their** religious beliefs and political associations.

3. Employees are entitled to full freedom in research and publication, subject to the adequate performance of the member's other academic duties and in accordance with relevant College Administrative Regulations. Employees participating in research for profit will inform the College Administration.

D. Due Process Rights

An employee has the right to due process during disciplinary and dismissal proceedings, including those which may lead to termination. An employee may have Association representation at a meeting the employee reasonably believes may lead to disciplinary action.

E. Rights to Representation

Rights to representation (sometimes, called Weingarten rights) ~~may be~~ **are** triggered when ~~a supervisor, administrator, or other college representative seeks a meeting to interview, question or discuss issues with an employee.~~ If an employee reasonably believes that any questioning, discussion, or investigatory behavior on the College's part may result in discipline, ~~she~~ **In such cases, the employee** may assert ~~her/his~~ **their** right to have an Association representative present.

F. Mentors

1. The College and Association will support a mentoring system. Part-time faculty who participate in mentor training will receive pay at the rate specified in article 18.H.2.b for time spent during training.
2. Each new part-time instructor will be given the name and contact information of a mentor, if available.
3. Experienced part-time faculty who volunteer to serve as mentors and have completed at least four (4) terms of instruction at MHCC and a mentoring training, which has been approved by the Association and

the College, and have been approved to serve as mentors by the Association and the College, will provide mentoring during new part-time instructors' first terms of teaching at MHCC.

4. The College and Association will work together to make this mentoring system a success. As part of that, there will be an annual review of the process with the opportunity to make adjustments in it.

5. Each term, up to five (5) part-time faculty, who have been approved as mentors, can receive up to two (2) hours of pay at the rate specified in Article 18.H.2.b for time spent mentoring new part-time faculty. **At times, the Association may come to the College to discuss a need for additional mentors/hours. The College may increase the number of part-time faculty paid for time spent mentoring and/or increase the number of hours paid for work as a mentor.** An accounting of the time spent mentoring will be submitted to the mentor's supervisor who will submit to Human Resources for payment.

ARTICLE 6: EMPLOYEE RIGHTS

A. Right to Provide Input and/or Advice

- 1. Colleges work best when employees have a voice in decision-making processes. To achieve this, the relationship between the College and Association will be based on collegiality and mutual respect. It is understood that provisions in a collectively-bargained agreement encourage collegiality and ensure the integrity of this joint effort.**

The College and Association acknowledge that employee participation in the life and operations of the College enhances the mission and operations of the College. Any employee may participate, if requested by the College, in the following processes.

- The determination of grading policies.
- The determination of entrance and exit requirements of courses and programs.
- The determination of the content of curriculum and courses.
- The process of enforcing a professional code of ethics.
- The determination of academic standards.
- The determination of classroom materials.
- The selection of faculty, division managers, and college presidents.
- The conduct of accreditation preparation and site visits.**

This is not an exclusive listing of areas for participation. This language does not prevent an employee from soliciting or requesting an invitation from the College.

- 2. The College will make a good-faith effort to include at least one employee on each College-wide committee, which includes councils, ~~or~~ action teams, task forces, and other committee-style structures.** If invited by the College, employees may participate on ~~College-wide~~ **these** committees, councils, or action teams. Participation on such committees will be determined by the creating body of the committee. The Association may recommend employees ~~to College-wide committees, councils, or action teams~~ **for participation**, but the decision as to the composition of any such committee remains within the College's discretion. Compensation for participation in ~~such~~ **these** ~~College-wide~~ committees, councils, ~~or~~ action teams, **task forces, and other committee-style structures** will be paid for time actually worked and will be no lower than the rate in Article 18.H.2.b of this agreement.

For councils, action teams, task forces, and other committee-style structures that are not College-wide, in that their membership is limited to specific divisions or organizational units, the College may invite employees to participate.

- 3. 4. Division, area and academic discipline meetings are open to employees to attend on a voluntary basis. Employees may voluntarily attend and participate in College in-service and professional development activities.**

- ~~4.~~ 2. Notice will be given in a reasonable manner of regularly scheduled division, area, or academic discipline, in-service and professional development meetings to members of the division, area, or academic discipline. Reasonable efforts will be made to provide information as to the date, time and place of such meetings that are not regularly scheduled.
- ~~5.~~ 3. Minutes will be taken of any division, area, or academic discipline meetings and will be provided to any employee attending the meeting. Any other interested employee will be provided with the minutes upon request to the area manager.
4. Any employee may participate, if requested by the College, in the following processes:
 - a. ~~The determination of grading policies.~~
 - b. ~~The determination of entrance and exit requirements of courses and programs.~~
 - c. ~~The determination of the content of curriculum and courses.~~
 - d. ~~The process of enforcing a professional code of ethics.~~
 - e. ~~The determination of academic standards.~~
 - f. ~~The determination of classroom materials.~~
 - g. ~~The selection of faculty, division managers, and college presidents.~~

~~This is not an exclusive listing of areas for participation. This language does not prevent an employee from soliciting or requesting an invitation from the College.~~

~~5. The College will make a good faith effort to include at least one employee on each College-wide committee, council, or action team. If invited by the College, employees may participate on College-wide these committees, councils, or action teams. Participation on such committees will be determined by the creating body of the committee. The Association may recommend employees to College-wide committees, councils, or action teams, but the decision as to the composition of any such committee remains within the College's discretion. Compensation for this participation in such College-wide committees, councils, or action teams will be paid for time actually worked and will be no lower than the rate in Article 18.H.2.b of this agreement.~~

6. Any employee, group of employees, or the Association may submit suggestions on the preparation of College budgets, class scheduling, course offering, College calendars, or any other aspect of the College relating to instruction. Any suggestions or comments will be conveyed in a timely manner.

B. Right to Determine Grades

The instructor has the sole right to determine the grades of students enrolled in his/her/their class within the grading policies of the College. An exception may be made only if the instructor is incapacitated,

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10/06/21

deceased, **sanctioned under Article 12 or 15 of this contract**, no longer employed by the College, or unavailable for an extended period of time. Such exceptions must have the approval of the instructor's ~~department/division dean~~ **manager** or the next level supervisor.

C. Right to Ethical Communications

Only an instructor or tutor may send an email or other communication purporting or appearing to come from that individual instructor or tutor unless the instructor or tutor gives written permission to another party to act ~~in his or her~~ **on their** behalf.

Tentative Agreement

Date 10/20/21

Management Ross Hume

Labor Wilbur Blackrose

ARTICLE 7: PERSONNEL PRACTICES

A. Personnel Files

1. Upon request, an employee may review and copy any material from his/her **their** official personnel file in the Human Resources Office, which is the only official file and his/her **their** supervisor's working files, if they exist. Nothing may be removed from the Human Resources file, except for the purpose of copying. All requests for such use are to be made to the director of Human Resources. All requests for review and/or copy of materials in the working file should be made to the supervisor.
2. The Human Resources Office will maintain a personnel file log, which will record the date of review of the file, the name of the person reviewing the personnel file and the purpose of the review. The employee does not need to indicate his/her **their** reason for examining his/her **their** own file.
3. Documents in the following categories shall **will** be maintained in the personnel files:
 - a. Initial application
 - b. Salary history
 - c. Results of formal evaluations, including a ~~populated matrix~~ **scoring documentation** and a **any** supervisor's narrative statement
 - d. Commendations
 - e. Responses
 - f. Notices
 - g. Personnel file log
4. Sealed Documents

Grievances and resolutions, reprimands and rebuttals, and formal complaints and solutions will be individually sealed within the personnel files. Only the employee, the employee's dean, the director of Human Resources or the College president or designee will have access to these items.

The Human Resources Office will maintain a separate log which will record all individuals who access, obtain, or review the sealed document(s). The date of access/review, the date of return of the sealed document(s), and the purpose of the review will be kept in the log.

5. An employee has the right to review and update material in his/her **their** personnel file. The employee may request in writing that a copy of his/her **their** updates to the file be forwarded to his/her **their** area manager. The employee may submit a signed and dated written rebuttal to written discipline, evaluations, and/or other related document contained in his/her **their** personnel file within twelve (12) months from the date the document was first presented to the employee. Such written rebuttal will be placed in the employee's personnel file.
6. Human Resources will notify an employee, **within five (5) working days**, when any negative material is placed in the employee's personnel file and provide for acknowledgment of those materials being placed in the file by the signature of the affected

employee. **Such notification may be achieved, for example, by means of a "cc:" on a reprimand letter personalized to indicate the material is to be placed in the personnel file.** The employee's refusal or failure to sign materials **or failure to meet the timelines for notification** will not prohibit placement in the personnel file.

7. The employee may expunge material after it has existed in the employee's personnel file for five or more years, except material that is presently involved in hearings or pending litigation.
8. Access to personnel files will be as follows:
 - a. Except as indicated in Article 7.A.4, the College president or designee and the Human Resources Staff will have access to all files at anytime.
 - b. Instructional administrators will have access to files of personnel who are under their supervision.
9. Entries to the personnel file will be dated and will identify the submitting party.
10. The personnel file will not be used as a source of information that is voluntarily released by the College to any individual or institution other than those authorized by this document without the written permission of the employee involved.

B. Notices of Vacancies or New Positions in the College District

1. The Director of Human Resources or designee will notify Association membership in writing of any full-time faculty employment vacancy that is open for recruitment at the College on the same day that notice is provided to full-time employees or any outside agency.
2. Upon request to Human Resources, employees will be provided with job descriptions and qualifications for full-time employment vacancies.
3. The College and/or the respective department will send email notices of temporary full-time faculty job openings **to all PFTA-represented employees** ~~to the part-time faculty with in the departments that have the openings.~~ Notices will be given at least one week before a position is filled, except under circumstances where there is less than two weeks from the first day of instruction. The two weeks specified herein do not include the College closure at the end of December.
4. Part-time faculty applicants who are on the Employee List (Article 9), ~~have taught one (1) of the immediate last four (4) terms,~~ and meet the minimum qualifications of a posted full-time faculty position will be granted an interview.
 - a. If one part-time faculty member meets the criteria above, that individual will be granted an interview. If two or more part-time faculty members meet the criteria above, at least two of those will be granted interviews. If there are three or more part-time faculty members who meet the criteria above, the hiring manager will determine which will be interviewed.
 - b. Upon request, the hiring manager will provide feedback to part-time faculty who were not selected for a full-time faculty position. This feedback will be limited to advice on application materials and/or interview(s).

Date 5/28/2021

Management Ross Hume

Labor William Blackrose

ARTICLE 13: GRIEVANCE PROCEDURE

A. Purpose

1. The purpose of this procedure is to secure at the lowest possible level equitable solutions to the grievances that arise. Both parties agree that these proceedings will be kept informal and confidential as may be appropriate at any level of the procedure.
2. An employee is encouraged to seek a solution or adjustment of a grievance through an informal meeting with his/~~her~~their supervisor prior to filing a grievance, provided that the adjustment is consistent with the terms of this Agreement.

B. Definitions

1. Grievance: a grievance means a dispute about the interpretation or application of a specific provision of this Agreement.
2. Grievance procedure: grievance procedure refers to the settlement process of the grievance.
3. Grievant: an employee or group of employees or the Association who believes that rights granted under this Agreement have been violated can initiate the grievance procedure.
4. The term "days," unless otherwise designated, means weekdays, excluding holidays and days between term breaks.

C. Informal Procedure

1. The grievant(s) will discuss the grievance with the administrator who made the decision or took the action being grieved (hereinafter called the administrator). Every effort will be made by all parties to resolve the issue(s) in the informal steps.
2. The steps for the informal grievance procedure are as follows:
 - a. The grievant will meet with the administrator and identify the meeting as the first step in resolving a grievance through the informal process. At this meeting the article alleged to have been violated will be identified.
 - b. The administrator will respond within seven (7) days.
 - c. If the grievant is not satisfied with the resolution of the grievance provided by the administrator(s), the grievance will proceed to the appropriate next level supervisor or designee.
 - d. Upon notification, the next level supervisor or designee will meet with the grievant and respond within seven (7) days.

e. If the grievant is not satisfied with the resolution of the grievance provided by the next level supervisor or designee, ~~he/she~~they may proceed to utilize the formal grievance procedures.

D. Formal Process

The written grievance will be filed within thirty (30) days after the facts on which the grievance is based first occurred or first became known or should have become known to the grievant(s).

The written grievance will include a concise summary of the allegations, including reference to the specific Agreement provisions in dispute and the remedy sought.

1. Step One – Human Resources

Whenever a dispute arises over the interpretation, violation, or application of this Agreement that cannot be settled informally between an employee or group of employees and the ~~supervisor~~administrator, the matter is to be reduced to writing and delivered to Human Resources. The grievant(s) and the Director of Human Resources, Assistant Director of Human Resources, or a designee with comparable confidential nature and decision-making authority have fifteen (15) days in which to resolve the matter at Step One.

2. Step Two - College President (Optional Step)

If there is no resolution to the grievance in Step One, the College President may review the grievance at the request of the Association. To do so, the Association President notifies the College President in writing that the Association is appealing the grievance to Step Two. The College President has ten (10) days to achieve a resolution at Step Two after receipt of the written notice.

3. Step Three – Arbitrator

If the grievant(s), the Director of Human Resources, Assistant Director of Human Resources, or a designee with comparable confidential nature and decision-making authority and the College President are unable to resolve the matter within twenty-five (25) days after it was filed, the matter may be submitted to binding arbitration.

a. The grievance will be reviewed by the Association, which will have sole discretion as to whether a grievance--individual, group, or Association-- should be appealed to arbitration. If the Association determines that a grievance is to be appealed to arbitration, it will file a written notice of a request for arbitration with Human Resources within fifteen (15) days following the Director of Human Resource's or, if ~~she~~they reviews the grievance, the College President's response concerning the alleged grievance.

b. Within five (5) days after such written notice of submission to arbitration, the Director of Human Resources, Assistant Director of Human Resources, or a designee with comparable confidential nature and decision-making authority and the Association will attempt to agree on a mutually acceptable

arbitrator and to obtain a commitment to serve from that arbitrator. If the parties are unable to agree on an arbitrator or to obtain such a commitment within five (5) days, a request for a list of ~~five (5)~~ **seven (7)** arbitrators may be made to the Oregon Employment Relations Board by either party. Upon receipt of the list and **with order of selection determined** by lot, the parties will alternately strike names until one (1) remains.

c. The arbitrator so selected will hold hearings on the matter as promptly as possible and render a decision within thirty (30) calendar days of the close of the hearings or receipt of post-hearing briefs if they have been submitted.

d. The hearing and all other proceedings will be conducted according to the Voluntary Labor Arbitration Rules of the American Arbitration Association.

e. The arbitrator will have no power to add to, subtract from, modify, or amend any terms of this Agreement and ~~his/her~~ **their** decision is to be based on whether or not the Agreement has been violated.

f. A decision of the arbitrator, within the scope of ~~his/her~~ **their** authority, is binding on the parties.

4. The College and the Association will share equally any joint costs of the arbitration procedure, such as the fee and expense of the arbitrator and the cost of the hearing room.

E. General Provisions

1. Any employee may be represented at all stages of the grievance procedure by a representative of the Association. If more than one (1) employee has a common grievance, the Association may initiate a group grievance on their behalf. The Association will have the right to initiate a grievance growing out of an alleged violation of Association rights under this Agreement.

2. The Association is to be notified and a representative of the Association will be given the opportunity to be present at any meeting under this Article. In instances in which the Association does not represent the grievant(s), a representative of the Association may express the views of the Association if the Association representative believes that the adjustment proposed is inconsistent with the terms of this Agreement.

3. The time limits described in this Article may be extended or reduced by mutual agreement of the Association and the College.

4. Meetings and hearings under this procedure are not to be conducted in public and are to include only parties in interest and their designated or selected representatives.

5. All documents, communications and records dealing with the processing of a grievance will be filed as required in Article 7: Personnel Practices.

6. No reprisals of any kind will be taken by the employer or by any members of the Administration against any participant in the grievance procedure.

ARTICLE 15:

EQUAL EMPLOYMENT OPPORTUNITY, NON-DISCRIMINATION, AND DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

The College and the Association are committed to maintaining a respectful working and learning environment with a zero tolerance policy regarding all forms of discrimination or harassment. It will be the responsibility of all college members to maintain a work and educational environment that is free from such harms.

A. Equal Employment Opportunity

The College and the Association are in agreement with the policy and practice of providing equal opportunity and consideration to all candidates for employment and to all employees, irrespective of age, gender, race, color, religion, physical or mental disability, national origin, marital status, sexual orientation, pregnancy, veteran's status, familial relationship, expunged juvenile record or other status or characteristic protected by law or association with individuals in such protected status or characteristic.

B. Reasonable Accommodations

The College and the Association will cooperate in making reasonable accommodations to applicants and employees with disabilities.

C. Academic Freedom

The academic environment is one where the exploration of ideas and material is expected and encouraged. At times, this exploration may cause discomfort. Even though someone may feel uncomfortable, it does not necessarily mean they are being discriminated **against** or harassed. However, in those cases where a person feels they are discriminated **against** or harassed, the following processes may be used.

D. Discrimination/Harassment

1. No part of this article is meant to limit an individual's right to access legal processes regarding discrimination/harassment.
2. The following definitions will be used when addressing complaints under this article:
 - a.** Discrimination is a legal term referring to conduct that treats an individual unfairly or differently based on a protected class as described in A above.

b. Harassment is a form of discrimination based on a protected class as described in A above, including any conduct that has the purpose or effect of creating an intimidating, hostile, or offensive work environment or of unreasonably interfering with an individual's performance as an employee, student, College visitor, or member of the College community.

c. Sexual harassment is a legal term referring to any unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature.

d. As of the ratification of this contract, these definitions are in effect. In cases where these definitions are superseded by legal definitions, the law will take precedence.

3. Employees Subjected to Discrimination/Harassment

a. Any employee who believes ~~himself/herself~~ **themselves** to be subjected to discrimination/harassment is not required to, but may discuss the matter with the ~~accused employee~~ **respondent**. If the concern is not resolved informally, the employee may make a formal complaint either orally or in writing with the Human Resources Director or Affirmative Action Officer.

b. At the request of the employee, an Association representative will be included to support the employee through the process.

c. Complaints will follow the process in Section 5 and/or 6 below.

4. Employees Accused of Discrimination or Harassment

a. The just cause and discipline provisions contained in this agreement will apply to the complaint investigation and resolution process. In consultation with Human Resources, the supervisor will be responsible for corrective action, if deemed necessary. In the event such corrective action includes removal from the list or termination, the employee will have recourse to appeal the action through the grievance procedure. If the procedures in this article are not followed, the employee may seek recourse through the grievance procedure.

b. Employees accused of discrimination/harassment may have an Association representative to support the member throughout the process.

c. An employee acting appropriately and within the scope of ~~his/her~~ **their** duties will be represented by the College's legal counsel in any legal proceeding arising out of a complaint of discrimination/harassment.

d. If a complaint of discrimination/harassment is received and it is determined that an investigation is necessary, the employee accused of discrimination/harassment will be notified ~~that a complaint was filed (verbally or in~~

~~writing) within ten (10) working days of receipt of the complaint.~~ **in writing, within ten (10) working days, of the receipt of that complaint.**

~~e. If the complainant insists upon anonymity and the College has a legal obligation to investigate the complaint, the employee accused of discrimination/harassment will be notified of the allegations and have the opportunity to respond to the College.~~ **a respondent has the right to review relevant documentation, review any evidence used in the investigation or subsequent actions, review all charges against them, and to respond to the allegations prior to any final determination. These documents may be redacted of identifying information if necessary to protect the identity of an accuser who prefers to remain anonymous.**

~~f. If a complainant is not insisting upon anonymity, an employee whose actions are the subject of a complaint will be provided an opportunity to learn the identity of his/her~~**their** ~~accuser, review relevant documentation, review any evidence used in the investigation or subsequent actions, review all charges against him/her~~ **them**, and to respond to the allegations prior to any final determination.

~~g. An employee who is accused of discrimination/harrassment will be treated with courtesy and respect. The accused~~ **respondent** ~~will be considered innocent until a final determination can be made regarding the allegations.~~

~~h. Paid administrative leave is a non-disciplinary measure and may be exercised at management's discretion at any time throughout the investigation process.~~

~~i. If an investigation is begun and dropped, the Human Resources Director and/or Affirmative Action Officer or designee will notify the employee of the decision to terminate the investigation.~~

~~j. Complaints will follow the process in Section 5 and/or 6 below.~~

5. Informal Resolution

Individuals are not required to discuss the complaint informally with the ~~accused employee~~ **respondent**. The concerned parties are encouraged to attempt an informal resolution on their own, but they are urged to contact the appropriate dean, manager, administrator, Affirmative Action Officer, or the Office of Human Resources for assistance, if needed. The informal process may include meeting with the concerned parties, appropriate College staff and others involved in the alleged incident.

If the concern is not resolved informally, the complainant may submit their complaint to the Affirmative Action Officer or the Office of Human Resources for formal processing.

6. Formal Procedure for Filing a Complaint

The Human Resources Director ~~and~~ **or** Affirmative Action Officer will see that complaints are investigated in a fair and unbiased manner; that complainants are encouraged to

resolve their complaints informally where reasonable; that advisors and legal counsel are consulted if necessary; and that a final determination is made.

a. Anyone who believes ~~he or she has~~**they have** been subjected to discrimination/harassment is encouraged to submit the complaint as close to the time of the incident as possible.

b. The Human Resources Director or designee or the Affirmative Action Officer or designee will be notified immediately by any employee who receives a complaint of discrimination/harassment.

c. The Affirmative Action Officer or Director of Human Resources (or designee) will complete an investigation within thirty (30) working days after receipt of the complaint. **The timeline for completing an investigation may be extended by up to five (5) working days when the investigation experiences a delay related to collecting supporting documentation, or contacting or scheduling time to meet with the complainant, the respondent, witnesses, or others involved in the alleged incident(s).** The investigator will investigate the complaint using a variety of means including, but not limited to, meeting with the complainant, the ~~accused employee~~ **respondent** and others involved in the disputed incident, as well as collecting supporting documentation.

d. Within five (5) working days of the completion of the investigation, the Investigator will provide both a summary report and the full investigation report to Human Resources. Within ~~the same~~ five (5) working days **of the completion of the summary report and full investigation report**, Human Resources will provide the summary report, which will include the investigatory findings for each of the allegations, to the ~~accused employee~~ **respondent**.

e. In cases where the summary report shows all allegations are unsubstantiated, the matter ends.

f. In cases where the summary report shows one or more allegations have been substantiated, within ~~fifteen~~ **ten** (~~15~~**10**) working days of **the respondent's** receipt of the investigator's reports, the Supervisor in consultation with Human Resources will decide on the final outcome, which may or may not include disciplinary action.

g. If the final outcome includes discipline, the Association may submit a records request to obtain information related to the discipline in accordance with the Oregon Public Employees Collective Bargaining Act.

h. Within ten (10) days after the conclusion of this matter, the College will attempt to contact the accuser to inform them of the findings of the investigation.

7. No Retaliation for Filing Complaint in Good Faith

No employee will be fired, disciplined or in any other way retaliated against for having filed a complaint in good faith about possible violations of law and/or College policy, for requesting information, for cooperating in an investigation or otherwise participating in

~~the procedure outlined in Section 5 and/or 6~~ **an investigation**, whether or not the charges were sustained. An accusation of retaliation will follow the procedures for discrimination described in this article.

However, false allegations of discrimination **and harassment** are as serious a matter as discrimination **and harassment**, and anyone filing a willfully false, misleading or retaliatory complaint is subject to discipline up to and including termination.

8. Confidentiality

Any investigative procedure is intended to be as confidential as practical. However, complete confidentiality is not possible in the context of a complaint because discussion of allegations is necessary during the investigation process, and these matters may become subject to possible future legal action.

9. Records

The complaint and all investigatory documentation, as well as a report of any findings and/or actions taken will be filed separately in the Human Resources Office in a secured filing cabinet; electronic copies may also be saved in a secure environment. Access to and disclosure of these records will be strictly limited to the employee, the supervisor, the Human Resources Director or designee, and the College President or designee, when the investigatory findings result in disciplinary action against the employee. These records will not be released to anyone else except with prior written permission of the employee, or unless otherwise required by state or federal law or court order. All individuals given access to the records will be logged on the record jacket by name and date. If disciplinary action is taken and a record of the action is in the personnel file, regular rules governing personnel files will apply. Records will be kept in accordance with state and federal laws.

<i>Tentative Agreement</i>	
Date	<u>5/25/2021</u>
Management	<u>Ross Hume</u>
Labor	<u>William Blackrose</u>

College Proposal – May 21, 2021

ARTICLE 16: FUNDING

A. Procedures

The parties recognize that revenue needed to fund the compensation provided by this Agreement must be approved by established budget procedures and in certain circumstances by vote of the citizens.

B. Compensation

All such compensation is therefore contingent upon sources of revenue and, when applicable, voter approval of College operating levies for property taxes. The Board has no intention of reducing the compensation specified in this Agreement because of budgetary limitation but cannot and does not guarantee any level of employment in the bargaining unit covered by this Agreement. The Board agrees to include in its budget request amounts sufficient to fund the compensation provided by this Agreement but makes no guarantee as to passage of such budget requests by voter approval thereof, if such requests become necessary.

C. Closure

If the College is closed for lack of funds or for any reason a closure results in loss of funds, no member of the bargaining unit will be entitled to any of the monetary benefits provided in this Agreement for the period of time the College is closed.

Tentative Agreement

Date 5/25/2021

Management Ross Hume

Labor Wilbur Blackrose

College Proposal – May 21, 2021

ARTICLE 17: SAVINGS CLAUSE

If any provision of this Agreement is held to be invalid by operation of law or by any tribunal of competent jurisdiction, compliance with the remainder of this Agreement will not be affected thereby, and upon the request of either the Board or the Association, the parties will enter into negotiations for the purpose of attempting to arrive at a mutually satisfactory replacement for such provision.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.7

CONTACT PERSON: *Ross Hume, Interim Associate Vice President, Human Resources*

SUBJECT: CLASSIFIED EMPLOYEE ASSOCIATION (CEA) CONTRACT EXTENSION RATIFICATION



Tentative Agreement

Date 2/15/22

Management Ross Hume

Labor Christy L Weigel

College Package Supposal (non-binding)
Contract Amendment and Extension
February 14, 2022 (Updated February 15, 2022)

1. Article 1, Definitions
2. Article 3, College Prerogative
3. Article 6, Compensation
4. Article 9, Vacation
5. Article 10, Holidays
6. Article 11, Work Schedules and Assignments
7. Article 12, Leaves of Absence
8. Article 26, Performance Reviews
9. Article 28, Terms of Agreement

The terms of this supposal are contingent on a tentative agreement reached by the end of business day of February 18, 2022.

ARTICLE 1: DEFINITIONS

- A. Classified employees are defined as regular classified employees who work in excess of 1000 hours in a fiscal year except positions included in other bargaining units or excluded in the Public Employee Collective Bargaining Act. Employees who work 1000 hours or less per fiscal year are defined as part-time employees and are not considered members of the association.
- B. The term “days” when used in this Agreement, unless otherwise indicated, means working days; thus weekends, holidays, and management non-service days are excluded.
- C. A probationary employee is defined as a new employee who has not completed 130 days (excluding overtime) of work within a nine (9) month calendar period, subject to the provisions of Article 4.B. Probationary employees are excluded from the Agreement when specifically mentioned.
- D. “Seniority” for purposes of this Agreement is determined by the length of an employee’s continuous employment with the College in a position covered by this Agreement. Continuous service is determined by the date the employee began to work at the College in a position covered by this Agreement. If employment is interrupted by layoff lasting less than ~~one (1)~~ **two (2)** year**s**, then the employee is recalled, the employee will resume accruing seniority at the level at the time of layoff. In all other cases a break in employment in a position covered by this Agreement will result in loss of all association seniority. Leave for military service will not negatively impact seniority.
- E. The salary range represents the level where the employee’s position was placed on the salary schedule when hired. Your range will remain the same unless you go through the reclassification process. This can be found vertically on the Classified Salary Schedule.
A step represents where the employee is placed on the salary schedule. The steps are A – L. The employee’s step can change every year until they reach the maximum step for their range. The range can be found horizontally on the Classified Salary Schedule.
- F. Red Circle: When an employee’s pay rate is above the established maximum of the range for the classification. An employee whose pay is red-circled is not eligible for pay increases, including step increases and cost of living adjustments (COLA), until their pay rate falls within the established range again.
- G. Straight Time: Regular hourly wage
- H. Double Time: Straight Time x 2
- I. Lateral Transfer: Transferring between positions in the same salary range.

ARTICLE 3: COLLEGE PREROGATIVES

- A. It is the intention hereof that all the rights, powers, prerogatives, and authorities that the College had prior to the signing of this Agreement are retained by the College except those delegated, granted, or modified by this Agreement, and only to the extent that they are specifically abridged.
- B. It is understood and agreed that the College has all the customary and usual rights, powers, functions, and authority of management, unless expressly limited by this Agreement.
- C. The College has the sole right, at its own discretion, unless otherwise expressly provided by the terms and conditions of this Agreement, including the following:
 - 1. To determine the number of employees to be employed in each department or division, operation, or shift, and in the College as a whole.
 - 2. To establish, change, or modify Board Policies and College Regulations.
 - 3. To increase or diminish, change or discontinue operations or programs, in whole or in part.
 - 4. To create, combine, or eliminate any position that in its judgment is deemed necessary. The College will notify the Association of such changes in a timely manner. The Association shall have five (5) days to respond prior to implementation.
 - 5. To hire, suspend, discharge, promote, demote, transfer, and discipline employees.
 - 6. To discharge any employees at any time for cause in accordance with the provisions set forth in Board Policies and College Regulations, or as stated in this Agreement.
 - 7. To lay off employees at any time for financial or other justifiable reasons.
 - 8. To authorize temporary work or part-time help for a designated period of time not connected with the regular operation of the College, to be performed by any outside person, firm, or corporation whatsoever, selected by the College.
 - 9. To judge the efficiency and competency of all employees in the performance of their assigned work.
 - 10. To determine and direct employees in their duties and increase or change the content or substance of any assignment, which is not limited by any other provision(s) of this Agreement, provided such change does not thereby make the assignment more than a reasonable full-time assignment. The Association has the right under the grievance procedure to question whether any such change or increased job (assignment) has become more than a reasonable full-time job.
 - 11. To determine the financial policies of the College, including the general accounting procedures, inventory of supplies and equipment procedures, and public relations.

12. To determine the management, supervisory, or administrative organization of each school or facility in the system and the selection of employees for promotion to supervisory, management, or administrative positions.
 13. To maintain control and use of the school systems, property, and facilities.
 14. To determine rules or measures for safety, health, and property protection when legal responsibility of the College or other government unit is involved.
 - a. The employer agrees to adhere to all applicable Health and Safety laws.
 - b. Prior to seeking redress through the grievance procedure for allegations that employee health and safety has been compromised, employees shall utilize existing college procedures to report their concerns.
 - c. Employees reporting concerns may be assisted by a representative of the Association.
- D. The College shall adhere to state law in the event that it determines that it may wish to contract or subcontract work performed by members of the bargaining unit. The College agrees to bargain the decision and the impact of any proposed subcontracting, if the Association demands to bargain within ten (10) days of the written notice of the College's intent. If time constraints do not allow for a 10-day window, the College will inform the CEA of the urgency and provide an explanation as to the urgent need. However, notwithstanding the notice provisions, the parties recognize the College will continue to utilize a temporary agency or other third party for coverage ~~or~~ to backfill of a CEA position as it has historically done.

The Association will have the opportunity to present its views on the proposal before a final decision by the College President.

ARTICLE 6: COMPENSATION

1. Salary Package

- A. An employee will advance to the next step in the employee's salary range annually, subject to the following provisions:
- i. Step advancement may be withheld from an employee due to the employee's poor performance as documented within the preceding twelve (12) months as per Article 15.
 - ii. Step advancement will occur on July 1 of each year for those employees that are eligible.
 - iii. Step advancement for employees hired after April 1 will be on July 1 following their first anniversary date of employment, subject to paragraph A.1.b above.
 - iv. Effective July 1, 2019, there will be three percent (3%) between each step advancement.
- B. Updated salary schedules for full-time employees working a typical year of 257 days shall be appended to this Agreement. The following provisions apply for a Cost of Living Adjustment (COLA):
- i. Upon ratification of the Agreement, the salary schedule will be increased by one-half of one percent (0.50%). This increase shall be retroactive to July 1, 2019.
 - ii. Upon ratification but not before July 1, 2020, the salary schedule will be increased by three quarters of one percent (0.75%).
 - iii. Upon ratification but not before July 1, 2021, the salary schedule will be increased by one percent (1.00%).
 - iv. Upon ratification but not before July 1, 2022, the salary schedule will be increased by ~~one and one-half percent (1.50%)~~ **three percent (3.00%)**.
 - v. **Upon ratification but not before July 1, 2023, the salary schedule will be increased by three percent (3.00%).**
- C. All employees will be paid by the last college working day of each month.
- D. Employees who have been in service to the College for nine (9) or more years will receive an annual longevity stipend as follows:

Years of Service	Annual Longevity Stipend
9-14	\$775
15-19	\$900
20+	\$1,150

This amount is to be payable on December 31 or June 30, whichever is most

immediate after the employee's anniversary date with the College, or at retirement, termination or resignation, if eligible.

B. Conditions Affecting the Compensation Package

Both parties agree that if sufficient funds are not available as determined by the Board, the Board will determine whether the best interests of the College are served by reducing the levels of staffing, service levels, compensation levels, or combination thereof. In such event, the College will consult with the Association before making any such decision.

C. Recoupment of Wage and Benefit Underpayment/Overpayment

1. Overpayments

A. In the event an employee receives wages or benefits from the College to which the employee is not entitled, regardless of whether the employee knew of the overpayment, the College will notify the employee and Association President in writing of the overpayment which will include information supporting that an overpayment exists, and the amount of wages and/or benefits to be repaid.

B. For the purposes of recovering overpayments, the following shall apply:

i. The employee and the College will meet and attempt to reach mutual agreement on a repayment schedule within ten (10) days.

ii. If no mutual agreement is reached, the College will implement the repayment schedule as follows:

1. If an overpayment is less than five percent (5%) of the employee's monthly base compensation, the overpayment will be recovered in a lump-sum deduction from the employee's paycheck in the next payroll period, or;

2. If an overpayment is more than five percent (5%), the overpayment will be recovered in equal monthly amounts from the employee's paycheck over a period of no more than one (1) year.

iii. If an employee leaves the College before the College fully recovers the overpayment, the remaining amount may be deducted from the employee's final check.

iv. An employee who disagrees with the College's determination that an overpayment has been made to the employee may grieve the determination through the grievance procedure.

v. This article does not waive the College's right to pursue other legal procedures and processes to recoup an overpayment made to an employee at any time.

2. Underpayments

- a. In the event the employee does not receive the wages or benefits to which the College agreed the employee was entitled, the College shall notify the employee, in writing, of the underpayment. This notification will include information showing that an underpayment exists and the amount of wages or benefits to be paid within ten (10) working days of when the College became aware of such underpayment.
- b. When an employee discovers an underpayment error, the employee shall notify Human Resources in writing. This notification will include information showing that an underpayment exists.

D. Bilingual Pay Differential

Employees who are hired, promoted, or voluntarily transfer into a position which requires the use of bilingual skills shall be paid a differential of five percent (5%) over the base pay of each employee for all hours of work. Bilingual skills shall mean the translation to and from English, the interpretation of another language or the use of sign language.

With the approval of the supervisor, employees may offer themselves as bilingual employees by completing an Application for Bilingual Pay form. These employees shall receive the differential as per the above.

Nothing shall prevent the employer from ending the bilingual pay differential with thirty (30) days' notice to the employee.

E. Salary Schedule Placement

1. Human Resources will follow these salary schedule placement guidelines:
 - a. Meet minimum qualifications: step A
 - b. Exceeds minimums by 1 year full time equivalent experience but less than 2 years: step B
 - c. Exceeds minimums by 2 years full time equivalent experience but less than 3 years: step C
 - d. Exceeds minimums by 3 years full time equivalent experience but less than 4 years: step D
 - e. Exceeds minimums by 4 years full time equivalent experience but less than 5 years: step E
 - f. Exceeds minimums by 5 years full time equivalent experience: step F

2. **If an internal candidate is offered a position in a higher salary range, the employee will be placed as a new hire (but may exceed mid-point) or move to the step which provides at least a 5% increase, whichever is greater. At no point, will an employee be given a salary higher than the top step of the appropriate salary range.**
3. Salary schedule placement exceptions may be approved by the College President.

ARTICLE 9: VACATIONS

- A. Vacation time will begin accruing from the first day of employment with the College. If an employee does not pass the probationary period and is not given regular status, any unused vacation time will not be paid out at termination.
- B. The responsibility of office coverage and seniority choice in offices of more than one (1) employee will rest with the supervisor of the employee's area. Seniority information will be on file in the Human Resources office and available to the supervisor and to the employee.
- C. Employees will accrue vacation on a monthly basis. **Increases to vacation accrual rates based on years of continuous employment will occur on the anniversary month of the eligible employee's hire date.** The vacation accrual rates and maximum accrual limits are as follows for full-time employees who remain employed for twelve (12) months:

Year of Employment	Annual Days of Vacation	Monthly Vacation Hours Accrual Rate	Annual Vacation Hours Accrual Rate	Maximum Accrued Vacation Hours
First	15	10	120	120
Second	15	10	120	240
Third	16	10.66	128	256
Fourth	16	10.66	128	256
Fifth	17	11.33	136	272
Sixth	17	11.33	136	272
Seventh	18	12	144	288
Eighth	18	12	144	288
Ninth	20	13.33	160	320
Fifteenth	22	14.66	176	352

For the purpose of this section, for full-time employees, one (1) day of vacation equals eight (8) hours for computation purposes.

- D. Employees working less than twelve (12) months or less than full-time will accrue vacation on a prorated basis, based on the percentage of full-time worked or the percentage of the year worked by the employee.
- E. Earned vacation will be posted to an individual's account on at least a monthly basis. An employee's total balance of accrued vacation may not exceed two (2) times their annual maximum accrual rate, as shown in Article 9.C above.
- F. A department may delineate specific periods during the year when, due to operational need, vacations may not be approved. Outside of those periods, if a vacation request is denied, the employee and supervisor will immediately discuss a reasonable alternative time for vacation. If the delay results in an employee's accrual exceeding maximum limits as defined in Article 9.C. above, during the next three (3) months, the employee will be paid forty (40) hours of vacation in their next regular pay distribution. The hours paid will be deducted from the accrued vacation time.

- G. All employees must request vacation leave to the employee's supervisor in writing not less than two (2) weeks in advance for approval to use more than two (2) days, and not less than one (1) week in advance when requesting two (2) days or less. This advance notice requirement may be waived in the sole discretion of the employee's supervisor.
- H. In case of an employee's termination or resignation, accrued vacation pay will be included in the employee's last check except as noted in Section 9.A above.
- I. Vacation time may be taken only with the prior approval of the supervisor and cannot be granted before it is accrued unless it is to the mutual benefit of the College and the employee.
- J. All employees must take their vacation time within their work schedules, and will not receive additional pay in lieu of vacation time, except as noted in Section 9.H above.
- K. An employee working seventy-five percent (75%) or more of the employee's first or last month of employment will accrue vacation time as though working through the entire month.
- L. If a paid holiday occurs during an employee's vacation period, that day will not be considered a vacation day.
- M. If a College Closure, as referenced in Article 19, occurs during an employee's vacation period, that time will not be considered vacation time.

ARTICLE 10: HOLIDAYS

A. For the purpose of this Agreement, **one (1) day of holiday for full-time equivalent (1.0 FTE) employees equals eight (8) hours and** the term “holiday” means each of the following days:

Independence Day	July 4
Labor Day	First Monday in September
Veteran’s Day	November 11
Thanksgiving Day	Fourth Thursday in November
Friday after Thanksgiving	Friday after Thanksgiving
Christmas Day	December 25
New Year’s Day	January 1
Martin Luther King Jr. Day	Third Monday in January
Memorial Day	Last Monday in May
Juneteenth	June 19
Floating Holiday (defined below)	Holiday requested by employee and approved by supervisor

*Annual Floating Holidays based on longevity. **Annual Floating Holidays will be awarded on July 1 of each year. Increases to the number of floating holidays (i.e. after 9, 15, and 20 years of service) per the schedule below will be awarded on the first day (July 1) of the fiscal year in which the anniversary occurs. Example: If the work anniversary is in March 2023, then the additional floating holiday(s) will be awarded on July 1, 2022.***

Years of Service	Floating Holidays
0 – 8	1
9 – 14	2
15 – 19	3
20+	4

Any other day observed by the College as a legal holiday.
 If a holiday falls on Saturday, Friday will be a paid holiday.
 If a holiday falls on Sunday, Monday will be a paid holiday.

The College reserves the right to close on the work day immediately prior to the Thanksgiving holiday and the work day immediately prior to the Christmas holiday. Should the College decide to close, employees shall receive one (1) additional floating holiday. Should the College decide to close both days, employees shall have the option of using vacation pay/compensatory time or taking the time as unpaid for

the second day. Except for when mutually agreed, the College shall provide the association written notice by March 31 of the year of this reduction in service days in the calendar year.

- B. The workdays between Christmas and New Year's Day exclusive will be non-service days for employees. Employees required to work during the non-service days will be so informed by November 1. If the employees are notified after November 1, they have the right to not work during those days and will not be impacted negatively for their decision. The employees that are required to work any of these days will be paid regular pay for each day worked, plus any applicable overtime in accordance with Article 11.A. In addition, they will earn an eight (8) hour exchange day for any portion of each day worked during this non-service period. The exchange day(s) off will be scheduled with supervisor approval between January 1 and June 30 of the current fiscal year.

The reduction of service days provided by this Agreement will not reduce the salary of any employee.

- C. Employees will be compensated the equivalent of one (1) workday, but for no more than eight (8) hours, for each of the holidays set forth in Section 10.A that occur during the period in which the employee is normally employed. Employees working four (4) / ten (10) hour shifts per week will receive eight (8) hours off for holidays listed in Section 10.A. The two (2) hour difference will need to be made up with available leave balances, leave without pay, or other arrangement as approved by the supervisor.
- D. An employee will forfeit the employee's holiday pay under the following conditions:
 - 1. Failure to report to work or to give appropriate notice of absence for the shift before and after the holiday.
 - 2. When an employee has given notice of resignation/retirement that does not provide for at least one (1) actual working day after the holiday. In order for the resigning/retiring employee to receive the holiday pay, the employee must work through the week of the holiday. Exceptions may be made by the director of Human Resources.
 - 3. When an employee is properly suspended and not reinstated to work or other disciplinary action that would result in a pay deduction.
 - 4. During leave without pay periods except for approved unpaid leave of two (2) weeks duration or less.
- E. An employee working on a holiday will receive pay for the holiday plus regular pay for all hours worked. The provision of Article 11.D will not apply. If sufficient personnel do not accept holiday work on a voluntary basis, and in the event of any emergency, such additional personnel as are deemed necessary by the College may be required to work.
- F. Employees on Irregular Work Week Schedules
 - 1. For those employees who regularly work on Saturday and/or Sunday and

receive two (2) consecutive days off during the week, the two (2) days off will be treated as Saturday and Sunday so that if any of the holidays observed by the College occur on such a "Sunday," the following day will be considered a holiday for such employees. If any of the holidays observed by the College occur on such a "Saturday," the previous day will be considered a holiday for such employees.

2. If a holiday falls on a Monday, employees required to work the Sunday through Thursday shift may have Sunday designated as their holiday with management approval. In that case, they will resume their regular shift Monday at their regular rate of pay.

ARTICLE 11: WORK SCHEDULES AND ASSIGNMENTS

A. Overtime

1. **Non-Exempt** Employees who are required by the College to work beyond their eight (8) or ten (10) hours, exclusive of lunch breaks, in any twenty-four (24) hour period, or more than forty (40) hours in any 168 hour period beginning Saturday at 12:01 a.m., will receive overtime compensation for such time worked at the overtime rate of time and one-half.
2. The College agrees to make every effort to offer overtime on an equitable basis.
3. Only actual hours worked will be considered for purposes of calculating overtime.

B. Flextime

By agreement between the employee and the supervisor, the employee may flex time worked within the same work week. Should an employee flex time during the work week, it is understood that only those hours worked beyond forty (40) in the work week will be compensated as overtime. Employees cannot be forced to flex their work schedule.

C. Temporary Shift Changes

The College may institute temporary shift changes when the change is needed to ensure the effective operation of the College. The shift change will be first offered to employees to volunteer before making a mandatory work schedule change. If this schedule change exceeds the limits stated above, employees will be compensated at the overtime rate. The Association will be notified two (2) weeks in advance of the change unless otherwise agreed upon.

D. Schedule Changes

Management's decisions regarding shifting of personnel on work schedules will require two (2) weeks' advance written notice to those affected except for exempt employees, who may receive notification of only three (3) days when certain variations in working conditions require their services. The time limits on these notices may be waived only with mutual consent. In those instances where the shifting of work schedules affects multiple departments, departs from the generally recognized practice, and is not anticipated to be temporary, the College will confer with the Association prior to making the final decision.

E. Call Back

Any employee called back after the close of the employee's regular shift will be guaranteed at least three (3) hours of pay at the rate of time and one half (1½) or as otherwise provided by this Agreement. This provision does not apply to additional hours beyond the employee's regularly scheduled shift that are assigned by the College before the employee has left the College premises or to hours of work assigned in advance. The call back begins when the employee arrives on the

College's premises or designated worksite.

F. Split Shifts

1. No employee will be required to work a split shift on a consistent basis unless it is mutually agreed to by the employee and management.
2. Split shifts granted to enable an employee to obtain training or update the employee's skills may be of longer duration and will be paid at the employee's regular rate.
3. For nonexempt employees, split shifts required by management for work coverage will be compensated for at the appropriate differential for the portion of the shift that will be swing shift or graveyard shift.

G. Working Lunch Break

If an employee is required to be available during the employee's scheduled lunch break, the employee will be paid for such time.

H. Peak Load Periods

During peak load periods all employees, except for a minimum staff to keep each area operative, may be required to assist in any area. Employees requested to assist will be given one (1) week's written notice of such required service if the service is to exceed one (1) week in duration. An employee assigned may be released from such duty by the director of Human Resources.

I. Exempt

1. Exempt employees will not be considered on an eight (8) hour day or a forty (40) hour week. Their work schedule will be flexible in order to meet the needs of the College.
2. Generally, an exempt employee will be required to maintain the overall forty (40) hour week, but this may vary from area to area and will be determined by the exempt employee's supervisor and the Human Resources office. Exempt employees will be classified as such according to tests established by the Fair Labor Standards Act (FLSA) and all its amendments.
3. Exempt employees who schedule routine medical or other absences of less than four (4) hours shall not have such time deducted from their leave balances. Such leaves shall be pre-approved by the manager; should not detrimentally affect office operations and the leave should not create a pattern.
4. The College and Association will work collaboratively to complete a comprehensive review of exempt positions to ensure the positions comply with FLSA definitions. This review shall begin no later than February 1, 2021.

J. Non-Exempt Work Shifts

Examples of work shifts and starting times for nonexempt employees include, but are not limited to, the following:

1. Any employee who works a majority of work hours, excluding the lunch break, between 11 p.m. and 6a.m. will receive a ten percent (10%) shift differential.
2. Any employee who works a majority of work hours, excluding the lunch break, between 5 p.m. and 11p.m. will receive a five percent (5%) shift differential.
3. Any employee whose work hours do not meet either definition in sections J.1 or J.2 will not receive a shift differential.
4. Any employee whose work hours, excluding the lunch break, fall equally into two (2) of the periods defined in sections J.1 or J.2, will receive the higher shift differential of the two (2) work periods.

K. Alternate Schedules

1. Rules establishing a four-day workweek during the summer are as follows:
 - a. The College may implement a four (4) day/ten (10) hour work schedule for all or parts of the College for summer term of the year by providing written notice to the Association President by January 31. The final determination about the departments and employees placed on four (4) day/ten (10) hour work schedules will be made by the College following its discussion with the Association.
 - b. An employee who desires an alternate schedule must submit a proposal for an alternate schedule, in writing, to their supervisor.
 - c. The approval or termination of alternate schedules will be handled in accordance with the notice provisions of Article 11.D.

L. Schedule Reduction

Grant-funded employees are exempted from any College-wide reductions. Grant-funded employees are defined as those employees being in positions that are funded fifty percent (50%) or more from funds 10 and 16 with the exception of those positions that are funded from the Administrative Costs (16-5323). Grant-funded employees in positions that are funded from the Administrative Costs will receive the workday reduction as mentioned in this section.

M. On Call

Any area requiring employees to serve "on-call" duty shall notify the affected employees in writing. The specifics of each area's procedures and expectations shall be available in writing.

1. Staff required to be "on-call" shall be issued a College-provided cell phone.
2. Employees shall be paid one (1) hour of their regular hourly wage for every ten (10) hours they are on-call. On call employees must respond within thirty (30) minutes.
3. An on-call assignment will be pro-rated.
4. In the event that the employee is called to return to work they shall receive

pay consistent with Section E above.

5. On-call pay is not considered hours worked for the purposes of overtime.
6. An employee shall not be in on-call status once s/he actually commences performing assigned duties and receives appropriate pay for time worked.
7. Exempt employees who have on-call duties listed in their position description are not eligible for on-call pay.

N. Out of Class Assignments

1. Employees assigned temporarily to duties of a higher paid classification will be paid out-of-class pay for time spent provided the assignment lasts for five (5) or more continuous days. In the case of employees covering the duties of a position in a higher classification, out-of-class pay shall be paid at the first step in the range of the higher classification or at five percent (5%) above their current rate of pay, whichever is greater.
2. The assignment of out-of-class duties will be the responsibility of the supervisor. The use of "other duties as assigned" may not be justification for denying the employee the right to request out-of-class pay.

O. Limited Duration Positions

1. The College may create limited duration positions of no more than twelve (12) months' duration for the purpose of staffing special assignments or projects. Any such position will be for a time certain, with a starting and anticipated ending date not to exceed twelve (12) months. Employees in a limited term position will be covered by the provisions of the Agreement with the exception of Article 14.
2. If an existing employee is in a limited duration position, the rights the employee has gained in their former position will be maintained. At the end of the assignment the employee will return to their former position, if the position continues to exist. While he/she occupies the limited duration position, their former position may be filled by a limited duration employee as defined above.
3. The College shall post notice that a limited duration position is open when the position becomes open and available.
4. In the event a limited duration position becomes regularly funded, it will be posted for recruitment as per Article 4.

P. Job Sharing

1. Upon request, an employee may elect to job share their position. This must first be approved by their supervisor. The employee must have completed their 130 day probationary period as a new employee.
2. The selection of an employee to fill the job share (referred to as the second employee in this document) shall also be on a voluntary basis and with the approval of the second employee's supervisor.

3. If more than one (1) employee is interested in the job share and has received approval of their supervisor, then the job share for the second employee will be filled pursuant to Article 4.
4. The employee who is the incumbent in the job share position shall have the first right to choose the hours that they will work; however, the supervisor shall determine the most satisfactory arrangement of time ensuring work flow and coverage.
5. Any job share that is authorized shall be for the limit of one (1) year's duration and will be subject to yearly renewal for one (1) year at a time. Employees agreeing to job share must remain in the position for the duration of the job share period. At the end of each year, the job share position and the second employee must receive approval to job share for the next year. Either employee in a job share may elect to not continue as job share at the end of any one-year period.
6. Should an employee in a job share position leave the position for any reason, then the other job share person will be responsible to assume the full duties and hours of the position unless and until another job share partner is found. If the remaining employee is the second employee, they shall not automatically fill the job at the end of the job share, and the position will be opened and filled pursuant to Article 4.
7. In the event of a layoff of a job share position, both employees will be laid off pursuant to Article 14.
8. At the end of the job share, the primary employee in the position shall return to regular status, and the second employee shall be laid off pursuant to Article 14.D and placed on the recall layoff list without bumping rights.
9. The employees in a voluntary job share position shall share in the salary of the position on 50% / 50% split, provided however, that the salary for each employee shall be determined by their own salary placement. Employees will still be entitled to any step increase that they are eligible for during the time that they are in a job share position.
10. The employees in a voluntary job share position shall share the fringe benefits for insurance in the following ways:
 - a. Long term disability, life and accidental death and dismemberment insurance is a group plan and the College will pay 100% of the premium, and both employees would receive full coverage.
 - b. The College will pay one (1) health, dental and vision premium, so if both employees want health coverage, they would have to pay the difference in premium for the plan and tier they select.
 - c. Each employee would split the cost of any other fringe benefit, as outlined in Article 7.
 - d. Employees may elect to opt-out of the insurance portion of the college benefits.
11. Job share employees' seniority or bargaining unit status will not be affected

by being in a job share position.

12. Job share employees shall be entitled to all rights and privileges of the Collective Bargaining Agreement, however, may not be eligible for certain protected leaves pursuant to state and/or federal requirements.

13. Such sharing agreements must be requested ninety (90) calendar days in advance and approved by the primary employee's supervisor and the College president.

Q. Interim Supervisor or Manager Assignment

~~In the event that an Association member fills an interim supervisor or manager position, they will no longer be a member of the bargaining unit. They will not retain their seniority, if they are rehired into a Classified Association position. A leave of absence will not be granted by the College to fill an interim assignment. (Article 12.H.1)~~

R. Time and Attendance

In the event the College implements a time and attendance system that impacts a mandatory subject of bargaining, parties agree to bargain as required under ORS 243.698.

ARTICLE 12: LEAVES OF ABSENCE

1. At the time of hire, employees will receive eighty (80) hours of sick leave. Thereafter, employees will accrue sick leave at the rate of one (1) day per full month worked. Sick leave will be available to employees as it is accrued.
2. Those employees who are not employed on a twelve (12) month basis will accrue sick leave on a prorated basis of actual time worked. Employees who work less than full-time will accrue sick leave on a prorated basis, based on the percentage of full-time worked, excluding overtime hours worked.
3. If an employee utilizes earned vacation, paid sick leave, business leave, bereavement leave, or a paid holiday, or is on jury duty, such absence from work will be treated as if the employee had worked when computing sick leave accruals.
4. Prior to the beginning of each shift, an employee must notify their immediate supervisor or the supervisor's designee of any absence. If an employee has reasonable cause to think that they will be ill for more than three (3) days, the employee must so inform their supervisor or designee and will not be required to notify them again until the expiration of the notified period. Failure to provide the required notification may result in a pay deduction for the time absent from work, at the discretion of the director of Human Resources.
5. An employee may utilize all earned sick leave and/or vacation benefits up to or beyond the accumulation of the ninety (90) calendar day waiting period for the long-term disability. Unused sick leave may be used when the employee has returned to work. If the employee does not return to work, unused sick leave will be reported to the Public Employees Retirement System (PERS) as applicable.
6. In the case of pregnancy disability leave, all accumulated sick leave may be used at the option of the employee.
7. An employee may request earned sick leave for immediate family medical assistance. Such leave will be used only to provide assistance to members of the employee's immediate family, when they are ill or injured, and will not be used for household or non-medical related child care purposes. Immediate family, for the purposes of this section, is as defined as spouse, parent, child, parent-in-law, grandparent, grandchild, or domestic partner.
8. The College will comply with all applicable state and federal leave laws.
9. To ensure the proper use of sick leave, the Association and the College mutually agree to the following procedure:
 - a. An employee may be required to furnish a medical provider's certificate of proof of illness for recurring or frequent absences of more than three (3) days.
 - b. Repeated absenteeism is defined as a pattern of sick leave use in excess of the regular accrual rate over a period of six (6) months or greater. Exceptions to this standard because of extenuating

circumstances may be made by the director of Human Resources. If an employee demonstrates excessive or pattern absenteeism, they may be subject to disciplinary action.

- c. An employee may elect to use their accrued vacation days to cover absences in excess of their accrued sick leave.
- d. Absences that are not covered by sick leave, vacation, or approved leave of absence will be considered unauthorized absences and may result in disciplinary action.
- e. Accrued sick leave may be used for any absence from employment that is due to the employee's illness, injury or necessity for medical, dental or optometric care, or any other instance covered by state or federal law.

10. If disabled due to a compensable injury or disease, an employee receiving Workers' Compensation benefits may request supplementing such benefits on a prorated basis with accrued sick leave, not to exceed one hundred percent (100%) of regular gross salary.

B. Sick Leave Bank

The College will permit employees to transfer accrued but unused sick leave hours to the Association's Sick Leave Bank. The Sick Leave Bank will be administered by the Association.

1. When an employee has exhausted their own accrued sick leave, has a significant medical condition, and has been approved for FMLA or OFLA, the Association will work collaboratively with Human Resources to notify the employee of the number of sick leave hours to be transferred from the Sick Leave Bank.
2. The approved employee sick leave donation form, provided by the Association, is submitted to Human Resources and must contain the name of the employee wishing to donate sick leave hours, the number of hours being donated and the employee's signature consenting to such transfer.
3. No more than forty (40) hours may be donated by any one (1) employee per fiscal year.
4. After the hours are transferred, any hours used will be paid at the receiving employee's rate at the time of the use of such hours.
5. Prior to receiving any donated sick leave, the employee must have exhausted all of their sick leave, vacation and compensatory time. However, the employee is not required to have used their personal business/emergency leave or their floating holiday prior to receiving donated sick leave.
6. No employee may receive more than five hundred (500) hours of donated sick time during their employment. In addition, no employee may receive more hours than needed, as determined by the Association, for the absences caused by the significant medical condition.
7. At the conclusion of a receiving employee's FMLA or OFLA period, any

unused hours will be returned to the Sick Leave Bank. This process will be managed by the Association's Sick Leave Chairperson. The Chairperson shall provide to Human Resources prior to the 15th of each month a list of individuals receiving sick time and the specific number of hours to be utilized for each individual.

8. The College shall not assume any tax liabilities that would otherwise accrue to the receiving employee.

C. Personal Business or Emergency Leave

1. A full time employee will receive twenty-four (24) hours of personal business or emergency leave with pay per fiscal year. New employees hired after July 1 shall have their personal leave pro-rated for the remainder of first fiscal year of employment.
2. Personal business or emergency leave may not be used to extend holidays, vacations, or weekends, and shall not be cumulative from year to year, nor is any unused personal leave compensable in any other manner.
3. It is agreed that personal business leave is for the purpose of transacting or attending to business affairs with business firms or agents that are not open for business except during the employee's regular work shift. Request for personal business **or emergency leave** will be made, in writing, to the immediate supervisor or designee for approval at least one (1) week in advance of the time off requested, if possible.
4. Emergency leave is defined as a sudden, urgent, usually unforeseen occurrence or occasion requiring immediate action, not covered by another part of this Agreement, over which the employee has no control, and which demands their presence during the workday. The employee shall provide the earliest possible notice of their absence to their immediate supervisor.
5. Employees who work outside of the standard work schedule are entitled to use personal business or emergency leave if attending to business as described above.

D. Bereavement Leave

1. The College will comply with all state and federal leave laws.
2. An employee will be allowed five (5) working days based on their regularly assigned shift, not necessarily consecutive, without loss of regular wages **for each qualifying bereavement event**. After the five (5) days, the employee may use sick leave, vacation, compensatory time, or leave without pay for the remaining time allowed under state and federal leave laws.
3. For the purpose of the bereavement leave, "immediate family" is defined as the employee's spouse or domestic partner, parent, grandparent, child, step-parent, step-child, grandchild, brother, sister, son-in-law, daughter-in-law, aunt, uncle, niece, nephew, or other member of the immediate household.

E. Jury Duty and Court Subpoena

1. An employee on jury duty will turn over to the College any compensation for

- this service (excluding mileage) but will receive their regular monthly paycheck. Satisfactory evidence of serving as a juror must be presented to the employee's immediate supervisor and Human Resources.
2. An employee subpoenaed as a witness on behalf of the College will turn over to the College any compensation for this service (excluding mileage), but will receive their regular monthly paycheck.

F. Comprehensive Leave

All cases not covered by this Agreement, and all cases involving hardship, will be given individual consideration by the MHCCD Board of Education (Board) upon the recommendation of the College president. In some cases, partial payment may accompany the granting of leaves, subject to the College president's recommendation and Board approval. The Board's decision is not subject to the grievance procedure nor is it precedent setting.

G. FMLA/OFLA

1. An eligible employee may take family and medical leave in accordance with the federal Family and Medical Leave Act ("FMLA") and the Oregon Family and Medical Leave Act ("OFLA").
2. Employees must exhaust accrued sick leave, vacation and compensatory time for approved FMLA/OFLA leave. Leave without pay will only be granted for proper FMLA/OFLA qualified absences after all leave is exhausted, except for forty (40) hours of vacation which may be reserved at the employees written request.

H. Leaves Without Pay

1. An employee may be granted, in the College's discretion, leave of absence without pay for the following reasons: health, maternity/paternity, education, military service, family hardship, or such other justifiable reason that is approved, in writing, by the College president or a designated representative. Formal leave of absence for all purposes except military service shall be for a maximum of twelve (12) months (including any leave taken pursuant to FMLA or OFLA).
2. Maternity/Paternity Leave. Leave of absence for maternity/paternity reasons may be granted without pay for up to twelve (12) consecutive months; however, leaves for pregnancy disability may be covered in part by sick leave and accrued vacation time at the option of the employee.
3. Military Service Leave. Employees will be granted leave without pay for the duration of their military service. They may resume their assignment after expiration of service, unless otherwise provided by law. The employee's seniority date shall not be impacted by such leave.
4. Family Hardship Leave. Upon the recommendation of the College president, the Board may permit an employee to take leave without pay not to exceed twelve (12) consecutive months for the alleviation of hardship involving the employee or their immediate family.

5. Health Leave. An employee whose personal illness, as certified by a medical provider, extends beyond the exhaustion of the employee's paid leave, may be granted a leave of absence without pay by the College president for the duration of the illness, not exceeding more than six (6) continuous months. If the employee cannot return to work upon the expiration of the employee's unpaid health leave, the employee will be terminated unless the employee has applied for and received an additional leave of six (6) months (maximum). The employee must be notified two (2) weeks in advance of such termination.
6. Education leave. An employee with five (5) years of continuous service with the College may request, upon ninety (90) days advance notice, and subject to the operating needs of the College, may be granted, an unpaid leave of absence for educational or career development for a period up to one (1) calendar year. Educational leave without pay may not be utilized more often than once every five (5) years. The sole purpose of educational leave is to permit full time enrollment in an accredited education institution. The employee's seniority date shall not be impacted by such leave but the time spent on educational leave shall not count as time worked for seniority purposes.
- 7. Management Leave. An employee who accepts a temporary assignment to a supervisor or management position will be placed on unpaid leave from their classified position and will maintain their seniority date for the duration of the temporary assignment but not to exceed twelve (12) months unless extended by mutual agreement between the association, employee, and direct supervisor. For the duration of the assignment, the employee will not be covered by the collective bargaining agreement and will not pay union dues or be considered eligible for union representation.**
- I. An employee temporarily vacating a position while on a leave of absence under this article will be returned to the position, if it exists, or to another available vacant position in accordance with the employee's skills and abilities. In the case of health leave, the employee must be certified as fit for duty by a medical provider of the College's choice.
- J. An employee has the right to continue fringe benefits on a self-pay basis for a maximum of one (1) year, unless otherwise stated below:
 1. Maternity/Paternity Leaves. Upon the first day of such leave, accruals for retirement, vacation, and sick leave will cease unless required by state or federal law. Fringe benefits may continue on a self-pay basis for a maximum of one (1) year unless otherwise required by FMLA, OFLA or COBRA.
 2. Military Service Leave. The College will follow state and federal law for military deployments.
 3. Family Hardship Leave. Upon the first day of such leave, accruals for retirement, vacation, and sick leave will cease. College-paid fringe benefits will continue for two (2) months at which time fringe benefits may continue on a self-pay basis for a maximum of one (1) year, as allowed by the College's insurance providers.

4. Education Leave. Upon the first day of such leave, accruals for retirement, vacation, and sick leave will cease. Fringe benefits may continue on a self-pay basis for a maximum of one (1) year, as allowed by the College's insurance providers.
5. Health Leave. Upon the first day of such leave, accruals for retirement, vacation, and sick leave will cease. Unless otherwise required by FMLA or OFLA, College-paid fringe benefits will continue for two (2) months, at which time fringe benefits may continue on a self-pay basis for a maximum of one (1) year, as allowed by the College's insurance providers.
6. Long Term Disability (LTD) Leave. Upon the first day of such leave, accruals for retirement, vacation, and sick leave will cease. Unless otherwise required by FMLA or OFLA, College-paid fringe benefits will continue for two (2) months, at which time fringe benefits may continue on a self-pay basis for a maximum of one (1) year, as allowed by the College's insurance providers.
7. Workers' Compensation Leave
 - a. An employee who is on Workers' Compensation leave of less than ninety (90) calendar days will receive all accruals and fringe benefits.
 - b. After an employee is on Workers' Compensation leave for ninety (90) days, accruals for retirement, vacation, and sick leave will cease. College paid fringe benefits will continue for one (1) year from date of leave.
8. **Management Leave: Upon the first day of such leave, all leave accruals and other benefits based on this agreement will cease. Beginning the first day of the following month, or the first day of the leave, if on the first day of the month, fringe benefits, including leave accruals, will be the same as other managers.**

K. Return to Work

1. At the expiration of the leave of absence, the employee will, unless otherwise agreed, return at the salary of the step and range that the employee was earning at the beginning of the employee's leave.
 2. In case of a reduction in force or elimination of a position, Article 14 will take precedence.
 3. An employee who is on a leave of absence due to illness or injury may return to work if the employee's medical provider has provided a medical release. At the discretion of the College, the employee may be assigned a modified work assignment if such an assignment is approved by the employee's medical provider.
- L. Management and the Association will collaborate with Human Resources in an effort to minimize the impact that an employee's leave of absence may have on the students, the College, and the department.

ARTICLE 14: LAYOFF AND RECALL

- A. The following provisions apply to regular College employees, who do not work fifty percent (50%) or more on a special contract or grant, and have completed the probationary period.

The Association will be provided, in writing, a minimum of twenty (20) working days' notification prior to any layoff to bargaining unit employees. The parties will meet upon request of the Association to propose alternatives to a reduction in force and to discuss the impact to members of the bargaining unit.

1. In case of a reduction in force, or the elimination of a function, employees will be laid off in accordance with qualifications to perform the remaining required work without further training. When qualifications, skills, and abilities are equal, seniority will prevail.
2. Employees will be given, in writing, a minimum of 20 working days' notice of layoff. This 20 day period may run concurrent to the 20 day notice period referenced above. Those employees who wish to participate in the bumping process must notify the College in writing by 4:00 p.m. of the fifth (5th) working day after receiving their notice. Those employees who do not notify the College will automatically be placed on layoff status. Employees will be placed on the recall list the day after their employment ends.
3. If an employee elects to participate in the bumping process, then the employee has ten (10) working days from their last day of employment to submit a complete list of the employee's qualifications, skills, and abilities to the employee's personnel file. The employee may be interviewed by the Human Resources office to confirm their qualifications and to explain procedures. Bumping priority will be as follows:

1st Priority: To the position held by the least senior employee in the same classification and for which the reduced employee is qualified.

2nd Priority: To a position determined by Human Resources that is held by the least senior employee in a classification at the same or lower salary range in a similar job family as defined by Human Resources for which the reduced employee is qualified.

B. Appeal Process

If an employee wishes to appeal Human Resources' decision with regard to the recall or bumping process, they may request a formal assessment of their qualifications as follows:

1. The employee shall notify the Association of their intent to appeal within five (5) days of notification of Human Resources' decision.
2. The Association and Human Resources will form a Qualifications Appeal Committee (QAC) to assess the appeal within ten (10) days. The

Qualifications Appeal Committee will be comprised of:

- a. Two (2) Association members recommended by the Association President
 - b. Two (2) Managers recommended by Human Resources
 - c. One (1) Classification and Compensation representative from Human Resources
3. The QAC's decisions will be based on comparisons with the position description, established qualifications, and the ability of the individual to perform the remaining required work without further training as per 14.C.2.c.
4. Bumping stipulations
- a. It is understood that the QAC must make its determination within ten (10) working days on the assumption that the "bumping" employee will be able to perform at the same level of competency as the "bumped" employee.
 - b. If the manager finds that the "bumping" employee cannot perform the requirements of the position after fifteen (15) working days, they may appeal to the QAC. The burden of proof is on the manager to show that the employee is not performing adequately.
 - i. If the case can be made, the "bumped" employee will be returned to their original position.
 - ii. The "bumping" employee will be placed on the recall list.
- C. The following provisions apply to employees who work fifty percent (50%) or more on a special contract or grant (i.e., Funds 10, **and 16, and 90**), and have completed the probationary period. The Association will be notified, as soon as the College is made aware, of any layoff to bargaining unit employees. The parties will meet upon request of the Association to propose alternatives to a reduction in force and to discuss the impact to members of the bargaining unit.
1. The College's employment obligations and the position are subject to termination or reduction at any time that the funding for the program, special contract or grant as described above is terminated or reduced, without review under the provisions of this Agreement and without further payment into the program by the College.

2. If such a termination should occur, the following provisions apply:
 - a. The College will identify the position(s) to be eliminated, in its discretion.
 - b. If more than one (1) grant-funded employee within the same program holds a position within the same job classification and performing the same job duties, the employee(s) with the longest service in the Classified bargaining unit will be retained, provided the College determines that the employee(s) to be retained is qualified for the position(s) and provided that the employee(s) to be retained has at least six (6) months of service in the classified unit.
 - c. For purposes of paragraph b above, "program" is the that which an employee is assigned by the College.
 - d. If an employee simultaneously works in more than one (1) program, the employee will be considered to work only in the unit to which they are assigned as of official College record, for purposes of paragraph B.2.b above.
 - e. Grant or contract employees cannot participate in the bumping process.
 3. When appropriate under the special funding contract or grant guidelines, the College agrees to apply for adequate special contract or grant funds to insure full compliance with this Agreement.
 4. Classified employees who are initially hired on special contracts or grants and who want to voluntarily transfer to a position funded by the general fund will be subject to the regular staff recruitment and selection process for such available positions.
- D. The following provisions apply to all employees who have been laid off from a position at the College:
1. Employees will be placed on the recall list the day after their employment ends.
 2. Each employee on layoff status must notify the Human Resources office in writing as to the employee's present address, email address and telephone number. This notice will be updated quarterly or when there is any change, whichever is sooner.
 3. Layoff status will automatically terminate after two (2) years from the date that the employee was placed on the recall list.
 4. Classified employees on the recall list will be considered, without competition, for an open position for which the employee is qualified for and that is at or below the salary range they were laid off from. The first 130 working days in the new position will be used as probation. If the employee is not successful after the evaluation period, the employee will be placed back on the recall list. The time previously on the recall list, before accepting the open position, plus the evaluation period, count towards the two (2) year recall list limit.

5. The college will fill open positions from the recall list by following these processes:
 - a. Employees will be recalled to work in accordance with skills and ability to perform the required work. If skills and abilities are equal, employees will be recalled from layoff according to the highest seniority.
 - b. If HR notifies an employee to inform them of an open position, the employee notified has five (5) days to contact HR. If the employee declines the position or does not respond, HR contacts the next employee on the recall list to offer them the open position, this process will continue down the seniority list until all qualified employees on the layoff list have been contacted.
 - c. For those employees that failed to respond under section 5.b, HR will mail a certified letter to the employee's last known address. Employees who fail to respond within ten (10) days shall be considered a voluntary resignation and the employee shall be removed from the recall list.
 - d. Employees will be placed on the list according to their salary range. Employees at the same salary range will be placed on the list according to seniority. If a position opens that is the same salary range, the most senior qualified employee will be offered the position. If the employee declines the offer to accept the same salary range position, the employee will move to the bottom of the layoff list, and the next person on this list will be offered the position. If an employee declines a same salary range position two (2) times, it shall be considered a voluntary resignation and the employee shall be removed from the recall list.
 - e. If a position opens, and there are no employees of the same salary range, employees of a higher salary range may be offered the lower salary range position based on skills, abilities and seniority. If an employee accepts the position, they will be placed as a new hire. There is no recall list placement penalty for not accepting a lower salary range position.
 - f. If a position opens, and there are no employees on the recall list that are the same salary range or above, and if an employee(s) qualifies for this open position, HR will notify them that the position is open. The employee can apply for the position as an internal Classified applicant.
 6. No new employees will be hired by the College until all employees on layoff status desiring to return to work have been recalled or there are no qualified laid off employees who can fill the position.
 7. Failure to report to work within ten (10) days of notice of recall will terminate any and all relationships with the College.
- E. As related to this article, "qualifications" means those qualifications required by the position description on record for the job in question. "Skills and abilities" means that the employee must have to be able to perform the required work as determined by HR

without further training. "Without further training" means the ability to perform with the same competency as the "bumped employee" as related to the essential job duties of the job description within ten (10) working days. Job descriptions for this purpose are those position descriptions on record.

- F. District-funded Classified employees who are unemployed because of reduction in staff will have their medical insurance benefits paid by the College for a period not to exceed three (3) months, provided they are
 - 1. Not employed elsewhere
 - 2. Not covered by a spouse or domestic partner
 - 3. Not covered by any other source.
- G. Accepting an MHCC part-time hourly position will not remove the employee from the recall list.

ARTICLE 26: PERFORMANCE REVIEW

It is the intent of the performance review process that the supervisor and employee engage in discussion on an ongoing basis about areas of strength, growth and performance improvement, to promote continued success of the employee. The process should be seen as a communication tool between supervisor and employee, a formal opportunity to discuss goals for improvement, areas of interest, and growth.

~~A committee will be formed and charged with developing the performance review process. It is the intent of both the College and the Association to revise the performance review process in a manner that is useful to employees and management.~~

- ~~A. The Committee will consist of three (3) Classified employees appointed by the Association, three (3) administrators appointed by the Human Resource Director, and others, as agreed among all Committee members.~~
- ~~B. The only formal performance review completed during the life of the committee will be for probationary employees using the previous process.~~
- ~~C. In 2019, the Committee will convene within 60 days after ratification. The committee will disband after the new performance review process is approved.~~
- ~~D. The committee will collaborate and provide input and suggestions for improvement of the review process.~~
- ~~E. Recommended changes to the process will be presented to the Director of Human Resources (HRD) for review and approval within one (1) year of date of ratification. If no mutually agreed recommendation is presented to the HRD within this time frame, the Committee will continue for a time period not to exceed six (6) months.~~
- ~~F. Approved changes will be implemented by a date to be determined by the committee.~~

ARTICLE 28: TERMS OF AGREEMENT

The Classified Association, represented by the President and Vice President of the Association, and the Board of Education represented by the President of the College and the Chair of the Board whose signatures appear below, hereby agree to this Agreement with the Classified Association ~~for four (4) years~~ commencing July 1, 2019 and ending ~~June 30, 2023~~ **June 30, 2024** as described herein.

- A. The parties acknowledge that during the negotiation which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject matter appropriate for collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Board and the Association, for the life of this Agreement, each voluntarily and unqualifiedly waives the right, and each agrees that the other shall not be obligated to bargain collectively unless mutually agreed upon with respect to any subject or matter, even though such subjects or matters may not have been within the knowledge or contemplation of either or both of the parties at the time that they negotiated or signed this Agreement. All terms and conditions of employment not covered by this Agreement shall continue to be subject to the Board's direction and control.
- B. The parties agree to commence negotiations within ten (10) days of January 1 of the year in which this Agreement expires. For purposes of ORS 243.712, the parties agree that the 150-day period shall commence on January 11 of the year in which this Agreement expires.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: 6.8a

CONTACT PERSON: *Annette Mattson, Board Chair*

SUBJECT: BOARD POLICY REVIEW – SECOND READING/APPROVAL: CHAPTER 4 – ACADEMIC AFFAIRS (EXCLUDING BP 4100)

BP 4010: Academic Calendar

Chapter 4

References:

NWCCU Standard 2.G.2
No Oregon statutory requirement

The President shall, in consultation with the appropriate groups, submit to the Board of Education for approval an academic calendar. The calendar will include service days for all faculty personnel. After Board approval, any modifications of the calendar will require Board action.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 6100: Calendar Year
Accreditation Required
Best Practice

BP 4020: Program, Curriculum, and Course Development

Chapter 4

References:

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Parts 600.2, 602.24, 603.24, and 668.8;
NWCCU Standard 1.C.3
No Oregon statutory requirement

The programs and curricula of the College shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the College President shall establish administrative regulations for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

The Board of Education encourages the College to develop culturally responsive curricula that infuse a global perspective into the course offerings.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the College shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The President will establish administrative regulations which prescribe the definition of “credit hour” consistent with applicable federal regulations.

The President shall establish administrative regulations to assure that curriculum at the College complies with the definition of “credit hour” or “clock hour,” where applicable.

The President shall also establish administrative regulations for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

Adopted: 12/11/13

Revised:

Notes: Rescinds Board Policy 6110: Credit Hours
Legally required
Accreditation

BP 4025: Philosophy and Criteria for Associate Degree and General Education

Chapter 4

References:

See ORS 341.005, 341.009, 350.009, 350.014, 350.018

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

As a community college, Mt. Hood Community College recognizes that its students are individuals endowed with diverse talents and abilities and acknowledges its responsibility to provide full educational opportunity for all who enroll in its classes or programs.

Adopted: XXX

Revised:

Notes: New

Legally required

BP 4030: Academic Freedom

Chapter 4

References:

NWCCU Standards 2.B.1, 2.B.2
No Oregon statutory requirement

The College shall support the principles of academic freedom, built upon the free expression and exchange of ideas that are inherent in the search for scholarly truth and upon which a free and democratic society depends. The College affirms the use of a variety of teaching methodologies to fulfill its obligation to raise difficult and meaningful questions in the educational development of students. Faculty members are entitled to freely discuss issues germane to their subject matter. This freedom involves the right to introduce controversial topics, as long as the manner of presentation involves objective reasoning and rational discussion.

Academic freedom must be balanced with the obligation of the College to protect the right of students to learn in an environment characterized by civility, open inquiry, and freedom from unlawful discrimination. While faculty have the right to present ideas and conclusions which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views. Faculty and students have a responsibility to engage in teaching and learning that honors and respects divergent viewpoints that are grounded in cultures of reason, logic, evidence and responsible scholarship.

When faculty (or any other College employees) speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the College.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 6040: Academic Freedom and Tenure
Accreditation required

BP 4040: Library and Learning Support Services

Chapter 4

References:

NWCCU Standards 2.H.1

The College shall have library and learning support services that are an integral part of the institution's educational program.

Adopted: 3/30/11

Revised: XXX

Notes: Rescinds Board Policy 6160: Library and Learning Resource Center
Accreditation required

BP 4050: Articulation

Chapter 4

References:

NWCCU Standards 1.C.8 and 2.C.1
ORS 341.290, ORS 341.315

The President may establish administrative regulations that assure appropriate articulation of Mt. Hood Community College's educational programs with proximate high schools and baccalaureate level institutions.

The administrative regulations may also support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the college.

Adopted: XX

Revised:

Notes: New
Legally Required
Accreditation

BP 4070: Course Auditing and Auditing Charges

Chapter 4

References:

ORS 341.290

Students may audit courses. Students will be charged the standard tuition rate for auditing courses.

No student auditing a course shall be permitted to change his/her enrollment to receive credit for the course.

Priority in class enrollment shall be given to students enrolled in the course for credit toward a degree or certificate.

Adopted: XX

Revised: New

Notes: New

Legally Required

BP 4106: Nursing Programs

Chapter 4

References:

ORS 678.340 to 678.360;
OAR Chapter 851, Division 21

Mt. Hood Community College's Associate Degree of Nursing (ADN) Program will comply with all relevant state laws and regulations of the Oregon Nurse Practice Act.

To the extent permitted by law, the College will recruit students from low socioeconomic populations to enroll in the College's nursing program.

Adopted: XX

Revised:

Notes: New
Legally Required

BP 4110: Honorary Degrees

Chapter 4

References:

No Oregon statutory requirement

Mt. Hood Community College may award honorary degrees at commencement or some other equally appropriate time. The names of persons receiving honorary degrees must be approved by the Board of Education.

The President shall establish administrative regulations and criteria for the award of honorary degrees.

Adopted: XX

Revised:

Notes: New
Best Practice

BP 4220: Standards of Scholarship

Chapter 4

References:

ORS 341.290

The President shall establish administrative regulations that establish standards of scholarship. These regulations shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These regulations shall be described in Mt. Hood Community College catalogs.

Adopted: 10/8/14

Revised: XXX

Notes: Rescinds Board Policy 6200: Standard Academic Progress
Legally Required

BP 4225: Course Repetition

Chapter 4

References:

No Oregon statutory requirement

As a general rule if a student takes the same course twice, whether at Mt. Hood Community College or another institution, only one course may be used to satisfy certificate or degree requirements.

Adopted: XX

Revised:

Notes: New

Best Practice

BP 4230: Grading and Academic Record Symbols

Chapter 4

References:

NWCCU Standard 2.G.2
No Oregon statutory requirement

Courses shall be graded using the grading system established by the Board of Education and made available to students.

Adopted: XX

Revised:

Notes: New
Accreditation required
Best Practice

BP 4231: Grade Changes

Chapter 4

References:

No Oregon statutory requirement

The President shall implement administrative regulations to assure the accuracy and integrity of all grades awarded by faculty. The regulations shall include, but not necessarily be limited to, the following:

- Absent mistake, bad faith, fraud, or incompetence, the grades awarded by faculty shall be final.
- Procedures for students to challenge the correctness of a grade.
- The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- Limitations on access to grade records and grade storage systems.
- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.
- Notice to students, faculty, transfer institutions, accreditation agencies, and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

Adopted: XX

Revised:

Notes: New
Best Practice

BP 4235: Credit by Examination/Credit for Prior Learning

Chapter 4

References:

NWCCU Standard 1.C.8
ORS 350.110 (Credit for Prior Learning)
ORS 350.417 (Advanced Placement Exams)

Students who satisfactorily pass authorized examinations or assessments may earn academic credit. The President shall establish administrative regulations to implement this policy.

Adopted: XX

Revised:

Notes: New

Accreditation required

Legally Required

BP 4250: Expectations of the Student Community/Probation, Dismissal and Readmission

Chapter 4

References:

Board of Education has authority to prescribe requirements under ORS 341.290.
NWCCU Standards 2.A.15 and 2.D.5

The President shall establish administrative regulations for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The regulations shall clearly define the conduct that is subject to discipline, and shall, identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student.

The regulations shall be made widely available to students through various platforms.

Adopted: XX

Revised:

Notes: New
Legally Required
Accreditation required

BP 4260: Prerequisites, Co-requisites, and Advisories

Chapter 4

References:

NWCCU Standard 2.C.3
ORS 341.290

The President is authorized to establish administrative regulations for pre-requisites, co-requisites, and advisories on recommended preparation for courses in the curriculum. Any pre-requisites, co-requisites, or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The administrative regulations shall include a way in which a student may challenge a pre-requisite or co-requisite on grounds permitted by law. Pre-requisites, co-requisites, and advisories shall be identified in Mt. Hood Community College's publications available to students.

Adopted: XX

Revised:

Notes: New
Legally Required
Accreditation Required

BP 4300: Field Trips and Excursions

Chapter 4

References:

No Oregon statutory requirement

The President shall establish administrative regulations that regulate the use of Mt. Hood Community College funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

Field trips and travel shall be permitted only when the derived educational benefits are clearly linked to and support ongoing standards-based classroom studies. The College shall be cognizant of the safety and welfare of all participants on field trips and student travel, and shall have contingency plans, recognizing that trips may need to be cancelled, delayed, or otherwise revised.

While traveling and attending such conferences and other activities, students and employees shall at all times adhere to the standards of conduct applicable to conduct on campus.

Adopted: XX

Revised:

Notes: New
Best Practice



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 16, 2022*

ITEM TITLE: **6.8b**

CONTACT PERSON: *Annette Mattson, Board Chair*

SUBJECT: BOARD POLICY REVIEW – SECOND READING/APPROVAL: CHAPTER 5 – STUDENT SERVICES

BP 5010: Admissions and Concurrent Enrollment

Chapter 5

References:

34 Code of Federal Regulations Part 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended).

NWCCU Standard 1.C.4, 2.C.3, 2.G.2

ORS 341.290(7)

ORS 341.481

ORS 340.005 to 340.330 (Expanded Options/Dual Credit Programs)

Mt Hood Community College shall admit students who meet one of the following requirements:

1. Students 18 years of age or over, or students under 18 years of age with a high school diploma or GED.
2. Students under 18 years of age that have not graduated from high school may still attend if they follow the guidelines for students under 18 years of age as outlined in the administrative regulations.

Under no circumstances shall an applicant who is otherwise qualified be denied admission or given a preference for admission to the college based on an individual's race, color, national origin, sex, age, marital status, familial relationship, sexual orientation, gender identity, pregnancy, mental or physical disability, religion, expunged record, veterans' status or association with any member of these protected groups.

The college shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The President shall establish regulations for evaluating the validity of a student's high school completion.

Adopted: 3/8/06

Revised: 10/8/08
XXX

Notes: Rescinds Board Policy 7080: Admissions

Legally Required Accreditation Required

BP 5015: Residency Determination

Chapter 5

References:

No Oregon statutory requirement

The President will determine residency for admission and other purposes based upon federal and state law and other applicable statutes.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 7100: Residency

Legally Advised

2nd Reading

BP 5020: Tuition and Fees

Chapter 5

References:

NWCCU Standard 2.G.2
ORS 341.290 (7, 8)

The Board of Education will establish tuition and fee rates for Mt. Hood Community College. The President will submit recommended rates to the Board of Education annually.

The President will develop administrative regulations for the collection, deposit, waiver, refund, and accounting for tuition and fees as required by law.

Tuition and fee amounts shall be published in the college catalog, class schedule, and on the college's website.

Adopted: 3/8/06

Revised: 6/11/08
5/13/09
7/8/09
12/9/09
3/3/10
4/13/11
2/8/17
XXX

Notes: Rescinds Board Policy 3160: Tuition and Fees

Legally Advised

BP 5035: Withholding Student Records

Chapter 5

References:

No Oregon statutory requirement

Students or former students who have been provided with written notice that they have failed to pay a proper financial obligation may have transcripts and registration privileges withheld.

Adopted: XXX

Revised:

Notes: New

[Best Practice](#)

2nd Reading

BP 5040: Education Records, Directory Information, and Privacy

Chapter 5

References:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S. Code Section 1232g);

34 Code of Federal Regulations Part 99);

NWCCU Standard 2.C.4

ORS 341.290(17) and OAR 589-004-0100 to -0750

The President shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.

The President may direct the implementation of appropriate safeguards to assure that student records cannot be accessed or modified by any person not authorized to do so.

Any currently enrolled or former student of Mt. Hood Community College has a right to access any and all student records relating to him or her maintained by the college.

No representative of the college shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.

Students shall be notified of their rights with respect to student records, including the definition of directory information contained here, and that they may limit the information.

Directory information may include, but is not limited to the student's:

Student name;

Student date of birth;

Degree program and major:

Enrollment status (full-time or part-time only);

Dates of attendance;

Participation in officially recognized activities and sports;

Photograph;

Weight and height, if a member of an athletic team;

Degree and awards received; and

Date of graduation.

Directory information does not include a student's:

Social security number;

Student identification number; and

Student email address.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 7040: Educational Records-Student Rights and Responsibilities

Legally Required **Accreditation Required**

BP 5052: Open Enrollment

Chapter 5

References:

No Oregon statutory requirement

All courses, course sections, and classes of Mt. Hood Community College shall be open for enrollment to any person who has been admitted to the college. Enrollment may be subject to any priority system that has been established. Enrollment may also be limited to students meeting properly validated prerequisites and co-requisites or due to other practical considerations such as exemptions set out in statute or regulation.

The President shall assure that this policy is published in the catalog(s) and schedule(s) of classes.

Adopted: XXX

Revised:

Notes: New

Best Practice

BP 5055: Enrollment Priorities

Chapter 5

References:

ORS 350.270 requires priority to be given to certain categories of active-duty military members, veterans, and their dependents (see below)

The President shall establish administrative regulations defining enrollment priorities, limitations, and processes for student challenge of these priorities.

Active-Duty Military and Veterans Priority Enrollment

The President shall establish administrative regulations to give priority enrollment to certain qualified students who are active members of the Armed Forces, or member of the Armed Forces who was honorably discharged, or a dependent who is receiving 'veterans' educational benefits. Mt. Hood Community College must offer course registration to the students outlined above before offering registration for courses to other students at the same credit level.

Adopted: 3/3/10

Revised: 4/13/11
7/10/13
XXX

Notes: Rescinds Board Policy 3161: Veterans' Educational Benefits

Legally Required

BP 5110: Counseling

Chapter 5

References:

NWCCU Standards 2.G.6
ORS 341.290 (13)

Career planning and personal counseling services are an essential part of the educational mission of Mt. Hood Community College.

The President shall assure the provision of counseling services, including academic, career, or personal counseling related to the student's education.

Adopted: XXX

Revised:

Notes: New

[Accreditation Required](#)

BP 5120: Transfer

Chapter 5

References:

ORS 350.395 to 350.408

Mt. Hood Community College incorporates as part of its mission the transfer of its students to baccalaureate level institutions.

Adopted: XXX

Revised:

Notes: New

[Best Practice](#)

2nd Reading

BP 5130: Financial Aid

Chapter 5

References:

- 20 U.S. Code Sections 1070 et seq.;
 - 34 Code of Federal Regulations Part 668 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
 - NWCCU 2020 Standards 2.G.2, 2.G.4, 2.G.5
 - ORS 348.015 to 348.017 (Third party financial firms)
-

While it is the student's primary responsibility to pay for educational expenses, financial aid programs may be available to help pay the educational expenses during attendance at Mt. Hood Community College. Educational costs may include but are not limited to, tuition, fees, books, supplies, room and board, personal expenses, childcare, and transportation costs.

A program of financial aid to students will be provided, which may include, but is not limited to, scholarships, grants, loans, and work and employment programs.

All financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements.

The President shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the college shall not engage in "substantial misrepresentation" of:

- 1) the nature of its educational program,
- 2) the nature of its financial charges, or
- 3) the employability of its graduates.

The President ensures review of the College website and other informational materials for accuracy and completeness and for training College employees and vendors providing educational programs, marketing, advertising, recruiting, or admission services concerning the college's educational programs, financial charges, and employment of graduates to assure compliance with this policy.

The President shall establish administrative regulations wherein the college periodically monitor 'employees' and 'vendors' communications with prospective students and members of the public and take corrective action where needed.

This policy does not create a private cause of action against the college or any of its representatives or service providers. The College and its Board of Education do not waive any defenses or governmental immunities by enacting this policy.

Adopted: 3/8/06

Revised: XXXX

Notes: Rescinds Board Policy 7060: Financial Aid

Legally Required

2nd Reading

BP 5140: Accessible Education Services (AES)/Student Disability Services

Chapter 5

References:

29 U.S. Code Sections 701 et seq.;
NWCCU Standard 2.C.2
ORS 659.850

Students with disabilities shall be reasonably accommodated pursuant to federal and state requirements in all applicable programs at Mt. Hood Community College.

The Accessible Education Services (AES) program shall be the primary provider for academic adjustments, auxiliary aids, services, or instruction that facilitate equal educational opportunities for students with disabilities who benefit from instruction as required by federal and state laws.

AES shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, rehabilitation counseling, and academic counseling.

No student with disabilities is required to participate in the AES program.

The college shall respond in a timely manner to accommodation requests involving academic adjustments. The President shall establish administrative regulations to implement this policy which, at a minimum, provides for an individualized review of each such request and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The President shall assure that the AES program conforms to all requirements established by the relevant law and regulations.

Adopted: 3/8/6

Revised: 4/6/10
4/13/11
5/13/15
6/20/19
XXX

Notes: Rescinds Board Policy 1100: Equal opportunity: Culture of Respect (partial)

[Best Practice](#)

2nd Reading

BP 5205: Student Accident Insurance

Chapter 5

References:

ORS 30.282 (local public body insurance)

Mt. Hood Community College shall assure that students are covered by accident insurance in those instances required by law or contract.

Adopted: XXX

Revised:

Notes: New

Best Practice

2nd Reading

BP 5210: Communicable Disease - Students

Chapter 5

References:

No Oregon statutory requirement

The President shall establish administrative regulations necessary to assure cooperation with local public health officials in measures necessary for the prevention and control of communicable diseases in students.

Adopted: 3/8/06
6/8/11

Revised: XXX

Notes: Rescinds Board Policy 4080: Risk Management (partial)
[Best Practice](#)

BP 5400: Associated Students Organization

Chapter 5

References:

No Oregon statutory requirement

The students of Mt Hood Community College are authorized to organize a student body association. The Board of Education hereby recognizes this association is the Associated Student Government of Mt Hood Community College (ASG).

The Associated Students activities shall not conflict with the authority or responsibility of the Board of Education or its officers or employees.

The Associated Students shall conduct itself in accordance with state laws and regulations and administrative regulations established by the President.

The Associated Students shall be granted the use of the College premises subject to such administrative regulations as may be established by the President. Such use shall not be construed as transferring ownership or control of the premises.

Adopted: XXX

Revised:

Notes: New

Best Practice

BP 5410: Associated Student Government Elections

Chapter 5

References:

No Oregon statutory requirement

The Associated Student Government (ASG) shall conduct annual elections to elect officers. The elections shall be conducted in accordance with administrative regulations established by the President.

Any student elected as an officer in the ASG shall meet the GPA and credit load requirements.

Adopted: XXX

Revised:

Notes: New

Best Practice

BP 5420: Associated Student Government Finance

Chapter 5

References:

No Oregon statutory requirement

Associated Student Government (ASG) funds shall be deposited with and disbursed by the President.

The funds shall be deposited, loaned, or invested as authorized by law.

All funds shall be expended according to administrative regulations established by Mt. Hood Community College.

Adopted: XXX

Revised:

Notes: New

Best Practice

BP 5500: Standards of Student Conduct

Chapter 5

References:

NWCCU Standards 2.C.2, 2.C.3, 2.G.2
ORS 341.290(2)

The President shall establish administrative regulations for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The administrative regulations shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 7040: Student Rights and Responsibilities

Legally Advised

BP 5510: Off-Campus Student Organizations

Chapter 5

References:

34 Code of Federal Regulations Part 668.46(b)(7);

Mt. Hood Community College shall work with local law enforcement agencies to monitor and assess criminal activity in which students engage at off-campus locations of student organizations officially recognized by the college.

Adopted: XXX

Revised:

Notes: New

Legally Required

2nd Reading

BP 5570: Student Credit Card Solicitations

Chapter 5

References:

No Oregon statutory requirement

The President shall establish administrative regulations that regulate the solicitation of student credit cards on campus.

Adopted: XXX

Revised:

Notes: New

[Best Practice](#)

2nd Reading

BP 5700: Intercollegiate Athletics

Chapter 5

References:

20 U.S. Code Sections 1681 et seq.;

Mt. Hood Community College shall maintain an organized program for men and women in intercollegiate athletics. The college will offer opportunities for participation in athletics equally to male and female students consistent with state and federal law.

The President shall assure that the athletics program complies with state law and the college athletic governing body regarding student athlete participation.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 7020: Athletics and Activities

Legally Required

BP 5800: Prevention of Identity Theft in Student Financial Transactions

Chapter 5

References:

15 U.S. Code Section 1681m(e), (Fair and Accurate Credit Transactions Act)
ORS 646A.600 to 646A.628 (Oregon Consumer Identity Theft Protection Act)

Mt. Hood Community College is required to provide for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft of students when the college serves as a creditor in relation to its students. When applicable, the President is directed to develop administrative regulations to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identity theft.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 4100: Identity Theft Prevention and Response Program

Legally Required

Student Development

John Hamblin

March 2022

Improve student success:

Emergency Grant Funding for Students

- As of March 2, 2022, we have disbursed over \$4.9 Million in Higher Education Emergency Relief Funds (HEERF) to over 3511 students, as well as an additional \$347,384 in Governor's Emergency Education Relief (GEER) Funds to 816 students. This funding has been disbursed over the 2021-22 award year, beginning with last Summer 2021 term.
- We started with over \$7M to give away and have approximately \$2.1M remaining for Spring term. We expect to exhaust the funding by the end of Spring 2022 term.
- The student application for the Winter term HEERF awards will close on March 9, 2022, and the application for the Spring term will open to enrolled students on March 14, 2022. We will begin awarding (not yet disbursing) the subsequent day. If students are still enrolled, funds will disburse with other aid on April 6, 2022.

Advance diversity, equity, and inclusion:

Transitions and Transiciones:

- Last month, some of our students from the Transitions and Transiciones Program received Soroptimist Scholarship awards! Daisy Velasco Cruz: \$4,000 1st place winner, working toward becoming a registered nurse. Yessica Becerra Gonzalez: \$3,000 2nd place winner, studying to become a teacher who works with children with disabilities. Guadalupe Martinez: \$2,000 3rd place winner, planning to enter mental health program. Jessica Hummel: \$1,500 4th place winner, will graduate this summer with a degree in medical billing and coding. The Soroptimist International of Gresham is part of a global volunteer organization that provides women and girls access to the education and training they need to achieve economic empowerment. They held their annual scholarship award luncheon to honor this year's winners. All these award recipients are Transitions or Transiciones students or program graduates.

Veteran Services:

On March 7, 2022, MHCC will be named a 2022-23 Military Friendly School within the "large community college" category and under the award ranking of gold. This is an annual designation that requires yearly submission of over 100 data points regarding military and veteran student success rates and MHCC services & programming for military-affiliated students.



Student Development Update

Our Veteran Services Office prepares this survey in partnership with AIR. Designations awarded include a standard “Military Friendly” level to bronze, silver, & gold, and a top ten. MHCC’s award status of “gold” recognizes it as an institution with “leading practices, outcomes, and effective programs” for military and veteran students. Much of this designation is credited to Joshua Ray, Veteran Services Coordinator, and our expanding staff team, including Heather Mitchoff, Amy Sievert, and Luis Samayoa.

Strengthen community engagement:

Student Employment:

To expand the Federal Work-Study positions available to students that bring our students into the community, our Student Employment Coordinator, Tiffany Ensunsa, recently established a new work-site contract with the Mental Health & Addiction Association of Oregon (MHAAO). Through this partnership, three new Work-Study positions will be made available beginning Spring '22 for eligible students.

Increase excellence in operations:

Accessible Education Services:

We are currently reviewing needs for ADA compliance (our annual assessment) in areas that have the highest student impact. We are working with Kim Hyatt and HPE/Athletics to improve ADA compliance to indoor and outdoor events building upon previous work completed.

Instruction

Al McQuarters

March 2022

Improve student success:

- In collaboration with ASG, AVID staff assembled and distributed school supply kits to help ensure that MHCC students who might be struggling in other areas would have what they needed to get their coursework done.
- Our program proposal for a BAS in Cybersecurity was approved by HECC to move to the third phase of the process.
- The Business Team has developed a new transfer relationship with Grand Canyon University for a seamless transition for MHCC students.

Advance diversity, equity, and inclusion:

- Dental Hygiene launched the American Dental Education Association (ADEA) Climate Survey for Dental Hygiene Department Student, Faculty and Staff.
- The Nursing department has reworked the patient charts we use to include more diverse patients and names of patients. This expands on the diversity of our mannequins in the simulation lab.
- The WorkSource team was able to assist 24 students with their transportation needs by providing them with HOP passes through the TriMet Fare Relief grant, in order to continue attending their classes, internships, and jobs.
- Baseball Coach Bryan Donohue and Dr. Kim Hyatt, Dean of HPEAAR, attended the annual NWAC Winter Conference and participated in sessions with Andrew Mac Intosh, the Chief Program Officer for RISE, and also with Jen Fry, the CEO/Founder of JenFry Talks.
- The Automotive Subaru U program was awarded a 2019 Crosstrek Hybrid and five current model Subaru engine assemblies to allow for more students to have access to current technologies in automotive.
- The Social Science Division hosted a History Roundtable about voting rights in America: *Three Centuries of Struggle to Vote in America*.
- The Humanities Division and the Mouths of Others hosted Oregon Book Award Winner Kesha Ajose Fisher, author of *No God Like the Mother*.

Strengthen community engagement:

- Amy Aldus and Angie Hansen, Surgical Technology faculty, were involved in State legislature surrounding a bill proposed to create Surgical Technology apprenticeship programs and spoke at the congressional committees of the house and senate hearings.



Instruction Update

- Jon Spindor, Mathematics faculty member, and colleagues from Clackamas Community College, lead a presentation entitled, *Guided Reinvention as a Bridge to University Mathematics* at the Freudenthal Institute Summer School Conference, hosted by Utrecht University in the Netherlands.
- The Mt. Hood Fisheries Program's student club, hosted a member of the U.S. Fish & Wildlife Service's Conservation Office for a presentation entitled, *Lamprey Biology, Ecology and Conservation Efforts*. This presentation provided students and guests information on regional efforts to protect the ancient Pacific Lamprey fish.
- Faculty members, Katrinia McNeal and Dr. Wayne Machuca, presented to the State Legislature Joint Committee on Information Management and Technology regarding our Cybersecurity program. They were invited back by Senator Armitage to discuss in further detail.
- Amanda Shelton, Athletics instructor, presented at the annual NWAC Winter Conference representing the NWAC Sports Medicine Advisory Committee on COVID-19 Protocols. Commissioners, Bryan Donohue and Dr. Kim Hyatt attended the two-day conference as well.
- Amanda Shelton, Athletics instructor, was just named to the 2022 Gresham Outlook Amazing Educators list.
- Dawn Markell, PT faculty, participated in the Oregon Higher Education Professionals in Health and Physical Education (OHEPHPE) Conference earlier this month along with other health and physical education instructors from across Oregon.
- The Theatre Department, in collaboration with the Music department, presented the musical *Avenue Q*.
- The PDX Bridge program established two new partnerships with community and state organizations and several current partnerships were strengthened.

Small Business Development Center Data for February 2022:

- Clients seen: 37
- New clients: 12
- Training events: 5
- Training attendees: 40

Business Types

- Labor and delivery support, non-medical
- General maintenance, paint, cleaning and carpet
- Arts and crafts
- One Drop Community Organization
- Contractor specializing in plaster, drywall, paint
- Digital Creative Agency
- Consulting, Training, Coaching
- Duct & Furnace Cleaning

Instruction Update

- Ecommerce

Increase excellence in operations:

- All staff from High School Services, Academic Advising and Transfer Center, and Workforce Development and Apprenticeships programs, convened a combined meeting to better support students and smooth the process for students needing access to advising.

Administrative Services

Jennifer DeMent

March 2022

Improve student success:

- The Child Development and Family Support Program (CDFS) leadership team, including Content Managers and Admin, collaborated to develop a plan to ensure a sustainable and safe in-person return for all enrolled children. Sites were consolidated, and staffing patterns were revised. As a result, **sites reopened for in-person services on Monday, February 28, 2022, for approximately 650 children.** Before this reopening date, only about 450 children could attend in person.
- Information technology (IT) brought on two new student apprentices this term. **Partnering with MHCC's Cyber Security and CIS programs to offer our students the opportunity to work with us and gain real-world experience in a professional setting.** One of our apprentices is working with the Client Services team learning how we do hardware setups, maintenance, and troubleshooting. Our other apprentice is working with our Infrastructure team. They will be learning about cabling, maintenance, and how we manage our IT infrastructure to meet the needs of Higher Ed. The IT apprentice program is special because it greatly benefits departments and helps students gain placements in other IT-related jobs after they graduate.
- IT moved and updated multiple labs due to program changes and relocations, including the **mechatronics, game design, performing arts, the Cisco lab.** IT also set up the new **Tutoring Center computer lab.** They reopened the tutoring area onsite and loved having **access to computers while helping students.** IT went the extra mile, including cable management, even drilling holes for everything to go neatly below, and got a couple of lovely thank you emails.
- **Vista dining area opened for students as warming and break-area** under the approved reopening plans. Environmental Health and Safety and Student Services are providing staffing and monitoring of space to guidelines.



Administrative Services Update

- **The Dental Hygiene Lab remodel project is moving forward.** The Dental Hygiene and Facilities teams met at the A-Dec equipment provider in McMinnville, Oregon. They made selections to order chairs, cabinets, equipment to support accreditation requirements around HIPPA and student access. Purchasing reviewed the equipment package and submitted a request for board approval to place the order.



Advance diversity, equity, and inclusion:

- CDFS has secured **Trauma-Informed Oregon** services through Portland State University for a leadership training series on Trauma-Informed practices. The series includes four sessions, one per month, where program leaders will **explore concepts and engage in case studies to help increase their knowledge and practice.** The first session will be in March of 2022.
- In February, final asphalt and concrete work wrapped up in the **parking lot ADA improvement project.** The project will be complete in March, with earth filling and planting swales and planting areas.



Administrative Services Update

Strengthen community engagement:

- IT participated in various **legislative meetings supporting cyber-security funding** for Oregon community colleges. Our CIO shared the reality of the college's cyber threats every day and answered questions.
- Fairview Headstart was migrated to an improved (VOIP) **phone system** and added **WiFi**.

Increase excellence in operations:

- CDFS has filled the Administrative Office and Technology Manager position and two Education Site Manager positions.
- The Human Resources labor relations team reached tentative agreements for the following:
 - Part-time Faculty and Tutors Association (PFTA) for a six-year successor agreement.
 - Oregon School Employee Association (OSEA) for a three-year successor agreement.
 - Classified Employee Association (CEA) for a one-year extension and modification of the current collective bargaining agreement.
- Human Resources also reached a negotiated agreement with PFTA for winter and spring terms regarding **terms and conditions related to the pandemic**.
- Completed phase two of an HR Business Process project: **Onboarding**. This project has delivered new, holistic, documented business processes and roles and responsibilities for onboarding new staff across multiple departments, including HR, Payroll, Business Office, Facilities, and IT. A new onboarding workflow is now in place, which provides time savings through automation of a standardized, repeatable, and transparent process that significantly improves data accuracy and sharing. Overall the work has delivered a more streamlined and much-improved experience for both staff and the new employee. The project's subsequent phases will build on this initial success and expand the staff groups that can onboard via the workflow and add additional functionality.
- **Cyber-Security** is always a focus, and we continue to optimize existing tools and follow up on any suspicious activity. Some information from February's logs is below:
 - **62 MHCC account alerts** needing manual review, including 28 false positives or failed attack attempts, and 34 needed password changes due to suspected compromised accounts, resulting in their Office 365 sessions being revoked (forced out of their accounts).
 - Email Accounts, including 5,088 instances of phishing blocked, 28,285 instances of Spam blocked, and 98 instances of email malware blocked (1 was attachments, the remainder were URL links)
- **Securing Remote Work** – IT continues to deploy MHCC devices for staff required to work remotely and access college enterprise systems. We have deployed 20+ MHCC laptops for this project so far, migrating people off of personal devices for college work resulting in reduced risk.

College Advancement and District Communications

Al Sigala

March 2022

Improve student success:

Legislative outreach efforts continued with additional meetings held with Sen. Chris Gorsek, Sen. Kayse Jama, Rep. Anna Williams, Rep. Ricki Ruiz, Rep. Zack Hudson and Rep. Andrea Valderrama during February. We met with a total of eight legislators serving the MHCC district as part of this effort. Also taking part were six students from the Cybersecurity program. District board members that were able to join us were Diane McKeel, Diane Noriega, Laverne Lewis and Annette Mattson. Unfortunately, two of the initiatives we have been working did not make it out of committee. The constitutional amendment bill aimed at getting rid of the required match for the \$8-million available to MHCC, did not move forward. Despite this we will continue the conversation with legislators and hope that something might be workable in the future. The request for funding to assist colleges in fighting cyber-attacks was also not moved forward. This one is very puzzling since it seemed to have good support but died in Ways and Means. We hope to look at this again in the 2023 regular session. The good news is that the Future Ready Oregon bill moved forward and will ensure that \$15-million allocated for career pathways will roll out over the course of the current biennium.

In consideration of the lifting of the mask mandate, that Foundation has discussed that it will follow the state's lead when it comes to the upcoming auction in April. We are anticipating an attendance of about 160. A total of 22 sponsors have signed up to support the event. We also continue to request donations of auction items.

Meetings were held with representatives from PSU, PCC, ARCS Foundation (Affordable Rents for College Students) and College Housing Northwest in efforts to work together in addressing student housing insecurities. The team is hoping that lawmakers will provide funding to purchase existing housing that can be used by students.

We were able to re-award returned scholarship funds to qualified runners-up. 29 students received a total of \$59,766. At the same time applications for fall scholarships saw 237 submissions and another 177 drafted applications. This is ahead of last year's efforts. Staff also produced a series of scholarship instructional videos to guide students through the application process. The videos will be accessed through our website.

District Communications assisted in producing the student newsletter which focused on Foundation scholarships, spring term registration and events that advance diversity, equity and inclusion.



College Advancement and District Communications Update

Advance diversity, equity, and inclusion:

Staff took part in a special session on outreach to undocumented/DACA students as we continue to work at making sure we are doing our best in our efforts.

Advertising efforts focused on celebrating Black History Month with campaigns in the Portland Observer and KOIN-TV. We also advertised in the Outlook's Amazing Educators special publication.

Strengthen community engagement:

Al attended the International Soroptimists of Gresham 'Live Your Dream' scholarship award ceremony. The Soroptimists awarded \$10,500 in scholarships to four MHCC students. All of the students are either in the Transitions or Trancisiones programs.

Al took part in the City of Gresham's strategic planning efforts. He was interviewed by the firm conducting a survey of city partners. He was able to share information on the city and college's relationship.

The Foundation voted in new board member, Dan Malinaric of Microchip. Dan is currently the Vice President of Operations for Microchips Gresham facility. Microchip is currently working with the college in establishing a workforce partnership revolving around the Mechatronics program.

Staff attended the American Association of University Women Gresham Branch meeting which featured the associations 2021-22 scholarship recipient.

We kicked off the promotional campaign in honor of CTE Month in conjunction with the Oregon Community College Association. The campaign included social media posts featuring CTE programs. We also published an ad in the Outlook highlighting the benefits of MHCC and CTE programs. This campaign also assisted in promoting our legislative efforts and encouraged the use of the VoterVoice app.

We also kicked off a promotional campaign for the upcoming Mt. Hood Jazz Festival. This includes updating the festival's website, a special cover featuring the festival on the new C+C and the rollout of a social media campaign.

Increase excellence in operations:

Staff continue to take active roles in the strategic planning process especially in the areas of community engagement, student communications and financial applications.

District Communications continues work in the redesign of the website and is finalizing a timeline for this effort.