



MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A meeting of the Mt. Hood Community College District Board of Education will be held on April 20, 2022, with a Budget Committee Meeting at 6:00 pm, and a Regular Board meeting at 6:30 pm, both held via Zoom meeting.

6:00 pm – Join Budget Committee Meeting – Click URL to join

<https://mhcc.zoom.us/j/94747376832?pwd=dG1BZVpxaFlsS3FzWi8xaVY0UEs1Zz09>

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

Webinar ID: 947 4737 6832

Passcode: 148991

6:30 pm – Join Board Meeting – Click URL to join

<https://mhcc.zoom.us/j/96839242743?pwd=UGhUaStLaCs3dE9hbVhwdmZMMUI1QT09>

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

Webinar ID: 968 3924 2743

Passcode: 686280

AGENDA SESSION 1060

6:00 pm	1.0	CONVENE BUDGET COMMITTEE / CALL TO ORDER / DECLARATION OF A QUORUM	Andrew Speer
6:05 pm	2.0	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. Note: The start time for remaining agenda items may vary.</i>	
	3.0	REPORTS	
	3.1	ASG Budget Presentation	John Hamblin
	4.0	PROPOSED BUDGET 2022-2023 / ACTION	
	4.1	Consideration and Approval of the 2022-2023 Budget	Jennifer DeMent
	4.2	Set the Tax Levy for 2022-2023	Jennifer DeMent
6:30 pm	5.0	ADJOURN BUDGET COMMITTEE	Andrew Speer



Note: The 2022-2023 Proposed Budget is posted on the Budget Office website at: <https://www.mhcc.edu/BudgetOffice/>

6:30 pm 6.0 CONVENE MHCCD BOARD / CALL TO ORDER / DECLARATION OF A QUORUM
6.1 Approval of Agenda
Note: The start time for agenda items is estimated and may vary.

6:35 pm 7.0 PUBLIC INPUT
*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.*

6:50 pm 8.0 REPORTS (10 min report & 5 min Q & A)
8.1 Correspondence Lisa Skari
8.2 Financial Update – 3rd Quarter Jennifer DeMent
8.3 OCCA Conference Board Reports Annette Mattson

7:15 pm 9.0 BUSINESS / ACTION
9.1 Consent Agenda: Approvals & Information
a) Minutes – Student Town Hall Session 1055, February 23, 2022
b) Minutes – Board Retreat Session 1056, March 1, 2022
c) Minutes – Board Work Session 1057, March 2, 2022
d) Minutes – Board Regular Session 1058, March 16, 2022
e) Monthly Personnel Report
f) Monthly Financial Report
g) Monthly Head Start Report
h) COVID-19 Activity Report
i) Approval to Utilize and Increase Goods and/or Services Contracts in Excess of \$150,000
j) Head Start Self-Assessment
k) Head Start & Early Head Start Non-Competing Continuation Federal Grant Application for 2022-2023 – Corrected
l) Child Development & Family Support Programs 2020-2021 Annual Report



- | | | |
|-----|---|-----------------|
| 9.2 | Board Statement Supporting our LGBTQ+ Community | Traci Simmons |
| 9.3 | Bachelor of Applied Science in Cybersecurity | Al McQuarters |
| 9.4 | Board Policy Review – Second Reading/Approval:
Chapter 6 – Business and Fiscal Affairs | Annette Mattson |

7:40 pm **10.0** **BOARD MEMBER & COMMITTEE/LIAISON REPORTS** (*3 min each*)

7:55 pm **11.0** **CLOSING REPORTS**

- 11.1 ASG Representative
- 11.2 Advisory Representatives
 - Full-Time Faculty
 - Classified Employee Association
 - Part-Time Faculty & Tutors
- 11.3 Executive Leadership (*3 min each*)
 - Student Development
 - Instruction
 - Administrative Services
 - College Advancement
- 11.4 President’s Report

8:30 pm **12.0** **ADJOURNMENT**

The next regular board meeting is scheduled for Wednesday, May 18, 2022

*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

April 20, 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 April 2022

Spring has sprung, and campus is active at a level we have not seen for a few years. There is an energy that is inspiring and motivating, maybe the result of the longer days, or maybe the sightline of the end of the 2021-22 academic year. Regardless of the reason, campus is moving. Consistent with the movement forward on campus, I am reengaging with the community and finding strategic opportunities to participate.

Oregon's Semiconductor Competitive Task Force kicked off its work to chart a strategy to retain and expand the state's existing semiconductor base by preparing for federal incentives and supports, and creating conditions for the retention, expansion, and recruitment of companies in this sector. The group will develop policy recommendations in the areas of land usage, taxes and incentives, environment regulations, university partnerships, and workforce development. I was asked to co-chair the Workforce Development sub-committee with Dr. Naganathan from Oregon Institute of Technology. Our specific focus is assessing the workforce needs of the industry; identifying the investments, programs, and other resources required to meet those needs; and evaluating how best to collaborate to strengthen partnerships between industry and training providers to build a skilled talent pipeline. The sub-committee should conclude its work by early summer.

The Higher Education Coordinating Commission (HECC) has convened a work group on the Community College Support Fund (CCSF). You may recall, the CCSF is the distribution formula used to allocate funding from the Oregon biennial budget. The current formula is based on the principles of access (funding follows the student), quality (adequate funding per student), equality (equalization of public resources), and stability (three-weighted averages).

Over the next year, the CCSF Formula Review Workgroup will assess Oregon's existing CCSF formula for alignment and support of Oregon's higher education goals. Two desired outcomes for the workgroup are to provide input into the HECC's 2023-25 biennial budget request and examine the existing formula in relation to HECC's goals for educational attainment and equity. Specific topics to explore include equitable success, CTE Career Pathways, developmental education redesign, and transfer.

As we continue to navigate how to best manage pandemic guidelines, I participated in a webinar hosted by The Chronicle of Higher Education, *Changing Campus Covid Protocols*. The event featured Micah Griffin, Assistant Vice Chancellor of Health and Wellness at North Carolina Central University, Cheryl Hug-English, Director of Student Health at University of Nevada at Reno, Giang Nguyen, Executive Director of Harvard Health Services, and William Meyer III, Director of Medical Science Liaison, Infectious Diseases/Immunology, at Quest Diagnostics. The presenters talked a lot about how the virus is not going away, and how we now need to learn to live with Covid. They also talked about how we are in a very different place than we were a year ago, with the availability of vaccines, better masks, and new treatments for those with more severe cases. Each institution has shifted to a position of personal responsibility and choice, with the role for institutions now focused on providing accurate and digestible information, and supporting complementary activities like offering vaccine clinics and promoting vaccinations and mask wearing.

Annual goal update

COVID response

Starting Spring Term, the college shifted from masks required to masks recommended, and has made N-95 masks available voluntarily for employees and students who request them. We continue to see declines in the number of COVID concerns reported to our Environmental Health and Safety team during March, with only two reports for the month. The Reopening Advisory Committee will continue to meet monthly through Spring term.

Strategic planning

Currently, workgroups have been established around the thematic areas of the data: teaching and learning; services for students; operations; facilities and technology; and community. In addition, a workgroup has formed to work on our equity statement. The teams, led by a MHCC facilitator, are working through the full Environmental Scan draft document, and are beginning to draft objectives. To support the teams in this phase, Linda Vigessaa and I are holding weekly open sessions for general questions and sharing information

Accreditation

The Assessment Action team completed its process proposal to assess MHCC core outcomes. The proposal has been shared with Faculty Senate and other stakeholder groups and feedback collected. From here, the team will design the final process. This was the last student outcome assessment process requiring standardization, and also one of the primary reasons our assessment recommendation from the Northwest Commission on Colleges and Universities was still outstanding after our last visit. With this last finalized process, all the assessment processes will be complete. Starting Summer 2022, efforts will shift to implementation and ensuring that issues discovered during assessment lead to improvement in teaching and learning.

Diverse workforce

The Hiring Process Feedback sessions with faculty and staff continue. A survey to collect input was created and administered to Part-Time Faculty and Tutoring Association and Classified Employees Association members. In total, 76 responses were collected from these two groups. In addition, a session was held with Management/Confidential employees, where detailed input was collected from 50 employees.

In closing, the next few months include our annual events and activities that connect us with students, faculty, staff and the college. I hope you are able to find time to engage in those opportunities that are of most interest to you. With all that is going on, I am sure you will find something that piques your attention.

Community/Educational Presentations and Selected Outreach Activities

- Mar 1 Oregon Community College Association (OCCA)/Oregon Presidents' Council (OPC) COVID meeting*
- Mar 1 MHCC Board of Education retreat*
- Mar 2 MHCC Board of Education work session*
- Mar 3 MHCC Foundation Finance Committee meeting*
- Mar 3 OPC February meeting*
- Mar 4 Meeting with Dr. Sherin Took, Director. Commission on Dental Accreditation, with Al McQuarters, Jennifer DeMent, Charles George, Conrad Woolsey, and Jennifer Aubry*
- Mar 14 Oregon Higher Education Landscape Advisory Panel meeting*
- Mar 14 Meeting with Directors Mattson and Speer*
- Mar 14 Meeting with Jason Getz, Director Community Relations, Challenger Center, with Al McQuarters, John Hamblin, and Sergey Shepelov*
- Mar 15 OCCA/OPC COVID meeting*
- Mar 16 Higher Education Coordinating Commission Community (HECC) College Support Fund (CCFS) sub-committee meeting*
- Mar 16 MHCC Foundation Board meeting*
- Mar 18 Meeting with Paul Koch, Koch Consulting, and Jess Groves, Port or Cascade Locks Commission President, with Al McQuarters, Al Sigala, Kristin Lima, and Dawn Loomis*
- Mar 21 Rotary Club of Gresham Board meeting*
- Mar 23 Chronicle of Higher Education Webinar: Changing Campus COVID Protocols*
- Mar 24 Greater Gresham Chamber of Commerce Board meeting*
- Mar 24 Semiconductor Competitiveness Task Force meeting*
- Mar 24 Meeting with Nina Vetter, City Manager, City of Gresham*
- Mar 24 Meeting with Tyna Moreschi, Director, Springdale Job Corps and Benjie Williams, CEO, Human Learning Systems, with John Hamblin*
- Mar 28 Meeting with Randy Kamphaus and Julie Wren, Ballmer Institute, with Al McQuarters*
- Mar 28 Oregon Public Broadcasting Board meeting*
- Mar 29 HECC CCFS sub-committee meeting*
- Mar 29 Meeting and tour with Superintendent Bayer, Oregon Trail School District, with Al McQuarters*
- Mar 30 MHCC Foundation Board meeting*
- Mar 30 Rotary Club of Gresham meeting*
- Mar 31 Oregon Legislature Joint Task Force on Underrepresented Students in Higher Education meeting*

Select Media Mentions

OR Colleges Study How to Bring Adult Students Back to Campus

<https://www.publicnewsservice.org/2022-03-10/education/or-colleges-study-how-to-bring-adult-students-back-to-campus/a78221-1>

College says millions needed to fight cyber crime (MHCC mentioned)

<https://www.theclackamasprint.net/news/college-says-millions-needed-to-fight-cyber-crime/>

Digital media program discontinued at Sandy High (MHCC mentioned)

<https://pamplinmedia.com/sp/68-news/540179-431687-digital-media-program-discontinued-at-sandy-high>

MHCC basketball coach arrested for online sexual corruption of minor

(Multiple outlets covered the story, below is a sampling of the coverage)

<https://pamplinmedia.com/go/42-news/538936-431543-mhcc-basketball-coach-arrested-for-online-sexual-corruption-of-a-minor->

<https://www.kgw.com/article/news/crime/mt-hood-community-college-basketball-coach-arrested-sex-crimes-minor/283-f2409cff-b1ab-4295-9288-6a299b8704ed>

<https://www.oregonlive.com/crime/2022/03/mt-hood-community-college-coach-gresham-elementary-school-assistant-charged-with-soliciting-explicit-videos-from-teen-he-met-at-basketball-camp.html>



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 4.1

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

SUBJECT: CONSIDERATION AND APPROVAL OF THE 2022-23 PROPOSED BUDGET

The 2022-23 Proposed Budget is available online at <https://www.mhcc.edu/BudgetOffice/>;
hard copies are available by request from the budget office.

RECOMMENDATION:

That the Budget Committee move to approve the Mt. Hood Community College District 2022-23 budget of \$205,423,896 including the general fund budget in the amount of \$88,284,908 and all other budgets in the amount of \$117,138,988.

Approve the above resolution as presented.

Andrew Speer, Budget Committee Chair

Date



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 4.2

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

SUBJECT: SET THE TAX LEVY FOR 2022-23

It is recommended the following property taxes to be imposed:

Fund	Type	Amount Subject to the Education Limitation:	Amount Excluded from Limitation:
General	Permanent tax rate	\$0.4917 / \$1,000 of assessed value	

RECOMMENDATION:

Approve the amount and/or rate of the property taxes.

Approve the above resolution as presented.

Andrew Speer, Budget Committee Chair

Date



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 9.1a

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

SUBJECT: APPROVAL OF MINUTES – February 23, 2022

Session 1055

A meeting of the Mt. Hood Community College District Board of Education was held on February 23, 2022, with a Student Town Hall with the Board and President at 4:00 pm held via a Zoom meeting.

1.0 CALL TO ORDER

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

Additional Attendees: Lisa Skari, president; John Hamblin, vice president of Student Development; Al Sigala, vice president of College Advancement; Al McQuarters, vice president of Instruction; Doctor Abio Ayeliya, director of Student Life and Civic Engagement; Rozina Lethe, Student Leadership and Engagement Coordinator; Emily Pham Lee, ASG President; Brittany Gossard, ASG Student Health & Recreation Events Rep.; Ana Acosta, ASG Bruning Center Rep.; Nick Vettas, ASG Campus Affairs Rep.; Mariam Ngoye, ASG Diversity, Equity & Inclusion Rep.; Tess; Barisso; Eva; Jennifer; Ivan; Kimberly A.; Gabriel G.; Steve K.

Mattson called the Student Town Hall to order at 4:02 p.m.

2.0 STUDENT TOWN HALL WITH THE BOARD

Mattson welcomed everyone to the Student Town Hall, and introductions were made. Students shared feedback on several questions about their experiences at the college.

1. How is the college supporting you and your success?
 - Have more one-on-one mentorship for students that are transferring to a four-year university. The success program at MHCC is very good.
 - Have more support for students using “Blackboard” and other technology.
 - Have more support for online learning.
 - Have more security cameras on campus.



- The advisors at MHCC are very good.
 - MHCC has a sense of community and opportunities that are not like other places.
 - MHCC has so many diverse programs that are appreciated.
 - MHCC is willing to adapt to what works best for students.
 - The support system at MHCC is unlike anything they have ever experienced. There is an instant community feel at MHCC.
 - Have more support for ESL students for exams. The time limit is challenging.
 - Have a place for students to get basic supplies on campus.
2. The college and educational system have changed as a result of the pandemic. What are things we should keep? What are things we should change or do differently?
- Have more of a hybrid support from teachers for students.
 - Offer a hybrid experience for social gathering events for students.
 - Offer virtual drop-in sessions at the student union.
 - Have an open chat space for students to talk to instructors if Zoom does not work.
 - Not having a study buddy is hard for some students.
 - Online learning is very flexible and works well for students that work.
 - Have more flexible Instructor office hours for students. Not all Instructors have office hours, so it is hard for students to communicate with them. Have Instructors communicate more with students.
 - The online tutorials are helpful, but there needs to be more technology support.
 - It is a challenge getting in touch with Instructors. Some Instructors record their lectures, so students cannot ask questions like they would during a Zoom session. Students have to watch the recorded lecture multiple times. It would be good to have a Zoom session so students could ask questions.
 - Have better communication with other universities for dual-enrolled students.
 - Have better communication with students regarding financial aid paperwork, and if there is anything missing or needed to complete the process.
3. What programs or services at the college are the most important to you?"
- Student Basic Needs
 - Student Life
 - Career Technical Programs
 - Mentorship in many areas
 - Transition Program
 - More emails and advertising so students can get connected and go to a center to get some help
 - Central Student HUB to ask for help
4. The board has prioritized creating a college that is diverse and inclusive, education is equitable, and it is a place where everyone feels like they belong. Do you have any recommendations for the college in these areas?



- Have a Family Resource Center on campus for students that have children.
- Have more flexibility for single parents (i.e. if they get sick or need to take care of sick children). They cannot always get work turned in on time.
- For international students, provide Zoom opportunities for students to communicate with each other or communicate with instructors.
- Provide more Covid support and wrap-around care for students that get sick with Covid. There needs to be more grace to keep retention and keep students coming to school.

Board members thanked students for participating in the Student Town Hall and for sharing their feedback with the board.

3.0 ADJOURNMENT

The student town hall was adjourned at 5:04 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: *April 20, 2022*

ITEM TITLE: **9.1b**

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

SUBJECT: APPROVAL OF MINUTES – March 1, 2022

Session 1056

A meeting of the Mt. Hood Community College District Board of Education was held on March 1, 2022 with a Board Retreat at 4:30 pm, held via Zoom.

1.0 CALL TO ORDER

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

Additional Attendees: Lisa Skari, president, Jennifer DeMent, vice president, Finance and Administration, John Hamblin, vice president, Student Development, Al Sigala, vice president, College Advancement, Al McQuarters, vice president, Instruction, Traci Simmons, associate vice president, Diversity, Equity and Inclusion, Sergey Shepelov, associate vice president, Data, Assessment and Institutional Effectiveness.

Annette Mattson called the board retreat to order at 4:32 p.m.

2.0 BUSINESS

2.1 Equity Lens and College Demographics

Simmons presented a summary of the equity lens being used at the college, and shared examples from departments that are using it. She shared a presentation on the demographics of credit students compared to the demographics of full-time faculty, part-time faculty, management, and classified staff from Winter 2021. They plan to look at the data in Winter 2022 to compare changes in the demographics.

Skari provided an update regarding a previous discussion on land acknowledgements. Simmons shared a summary of her efforts reaching out to community partners and faculty at Mt. Hood Community College (MHCC) to discuss a land acknowledgement, and shared there was not support from the Native American community to join the effort at this time. There was a discussion about the purpose and



value of creating a land acknowledgement, and suggestions were discussed about what additional steps could be taken to acknowledge indigenous people.

2.2 Strategic Planning Discussion

Noriega and McKeel are members of the Strategic Plan Process Management Committee (PMC) and shared information from their work on the committee. Skari provided an update on the strategic planning and referenced the work being done on the strategic enrollment planning that will be discussed later in the board retreat. Skari stated the strategic planning work will include looking at the language used in the strategic plan so that it reflects the MHCC culture.

2.3 Budget Timeline

DeMent presented an update on the budget timeline. She highlighted items from the budget calendar approved by the board last July:

- Budget law requirements
 - The budget calendar includes 13 required steps
 - Approval of the budget calendar and appointment of budget officer occurred at the July 21, 2021 board meeting
 - Duties of the budget officer are to prepare the budget calendar, prepare proposed budget documents, and publish the budget committee meeting notices.
- Board receives enrollment update and budget impact
- Board reviews prior year results and approves audit
- Board reviews budget assumptions
- Board approves tuition and fees
- Board convenes as Budget Committee
 - Reviews proposed budget
 - Approves the budget
 - Levy taxes
- Board submits approved budget to Tax Supervising and Conservation Commission (TSCC)
- TSCC holds a public hearing and certifies the budget
- Board adopts the budget, makes appropriations, and declares and categories the tax rate
- Board files adopted budget with TSCC, and certifies levy with tax assessor's office

DeMent stated MHCC is subject to TSCC oversight because our District population exceeds 200,000. The role of the TSCC is to protect and represent the public interest and takes the place of a community budget committee, and is a valuable resource to the District for budget development. A copy of the presentation is attached to the minutes.

2.4 President's Goals Update

Skari reviewed the current presidential goals for 2021-2022, and presented four proposed presidential goals for 2022-2023. There was a discussion on the proposed goals for 2022-2023, and board members provided feedback on the goals.

Presidential Goals for 2021-2022:



1. Manage institutional realities associated with COVID-19
2. Complete strategic planning process
3. Prepare for the Year Six Accreditation Report
4. Improve institutional capacity to recruit and retain a diverse workforce

Proposed Presidential Goals for 2022-2023:

1. Manage institutional realities associated with COVID-19
 2. Implement strategic planning process
 - Alignment with unit planning, budget, college outcomes
 3. Prepare for the Year Seven Accreditation Review
 4. Improve institutional capacity to recruit and retain a diverse workforce
- Other possibilities: Community engagement – Employers.

2.5 President's Evaluation Timeline Review

Skari provided an overview of the president's evaluation review process that was developed last year in May 2021. The board commented they liked the evaluation process and the evaluation packet they received last year. There was a discussion about the format and timeline, and the board was in support of a suggested adjustment to steps 2 and 3 from last year's process, and a minor adjustment to the timeline. A copy of the evaluation timeline from 2021 and 2022 is attached to the minutes.

2.6 Student Retention

Shepelov provided a presentation on enrollment changes that compared rates for Winter 2022 vs Winter 2021. The data showed the FTE has dropped 15% and the headcount has dropped 14.8%. He provided the demographic data for the enrollment change by race, age, gender, Pell grant, residency, ABE vs credit students (tuition). He stated the Northwest Commission on Colleges and Universities (NWCCU) adopted new standards in 2020, and he reviewed the new Standard 1.D.2, which referred to the set of indicators for student achievement. There were three options to choose from, which were Integrated Postsecondary Education Data System (IPEDS), Voluntary Framework of Accountability (VFA), and Postsecondary Data Partnership. MHCC initially went with VFA, however last summer MHCC decided to switch from using VFA to Postsecondary Data Partnership. Shepelov presented an update on the student success indicators for March 2022, and stated the data is being loaded into the new system and should be loaded to the new dashboard in the next few weeks. A link to the dashboard for student success indicators will be sent to board members to access the data.

McQuarters provided an overview of the retention work that has been done in Instruction. He presented information from work he did with faculty when he first started at MHCC to gather data. They have had a number of trainings in 2020 and 2021 with deans, faculty, and instructional staff on data literacy skills using critical race theory, and he has had ongoing monthly retention meetings with deans since fall 2021. Through this work, he created four Professional Learning Communities (PLCs): AVID, Pre-College/ABS, Student Success Program, and TRIO. There were 16 faculty members (12 full-time and 4 part-time) who volunteered to participate in the PLCs. The faculty went to trainings, professional learning communities, and then received coaching support working with a training coach. McQuarters provided a summary of the "Train the Trainer" and eight modules developed to sustain



and institutionalize this work, and stated student retention is imbedded in the unit planning process, and shared a couple of examples of tactics developed for Instruction.

Hamblin provided an update on Strategic Enrollment Planning (SEP), and how it fits within our planning process at the college. The strategic enrolling process gets down to the tactical level to increase and stabilize retention. The Strategic Enrollment Planning (SEP) Process Steps are:

- Phase 1: Preparation and Data Analysis (*this step has been completed*)
- Phase 2: Strategic Development
- Phase 3: Plan Formation and Goal Setting
- Phase 4: Track Progress Toward Goals

They have collected a large amount of data, and have done a lot of planning to understand where the best opportunities are. It has been a very inclusive process across campus with over 60 faculty, staff, and students involved in the process, and they are currently transitioning from phase two to phase three in the process. They have been working with an outside company for eight sessions for this work, which was paid for with funds from the CARES Act. They have completed five sessions, and should complete all eight sessions by April 2022. He stated the next steps are for the Steering Committee to convene and establish a prioritization of recommendations for the President's Cabinet, which will be used to develop a five-year Strategic Enrollment Plan. Hamblin responded to questions about the Strategic Enrollment Planning process, and board members shared comments about the strategic work being done at the college. A copy of the presentation is attached to the minutes.

2.7 Other Business

a) Accreditation Update

Shepelov provided an accreditation update. There was an NWCCU Ad Hoc Report and Visit in Fall 2021, and the NWCCU took action in January 2022 with a recommendation that it is substantially in compliance but in need of improvement. He reviewed the previous recommendation and the revised recommendation, which reflected the progress that has been made. The next steps will be the Year Six Report in August 2022 and the Year Seven Report and Visit in Fall 2023.

b) Board Meetings in Spring Term

DeMent provided an update regarding the reopening plans for the college, and stated the Reopening Advisory Committee met last week and discussed the mask mandate. Skari stated there are certain college rules in place through spring break, and they are exploring how our employees and some of our partner groups work on campus and are looking at how to open each area responsibly. Board members discussed options for board meetings in spring term and shared comments about meeting in person or keeping the board meetings online for the rest of the academic year. Board members were asked to email comments to Mattson or Skari for further discussion at the next pre-board meeting.

3.0 ADJOURNMENT

The work session was adjourned at 7:37 p.m.

Clerk

Board Chair

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



Requirements



Budget Committee

Tax Supervising & Conservation Commission



Mt. Hood Community College Budget Timeline



July 2021 - June 2022

July							January						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30	31	23	24	25	26	27	28	29
							30	31					

July 2021 - June 2022

August							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30					

September							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31				

October							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31				

November							May						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30	31				

December							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31				

July 2021 - June 2022

July

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Board appoints budget officer; approve budget calendar, ORS 294.331

Board & President Goal Setting

January

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Board receives audit, selects Budget Committee chair

August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Board reviews 2nd quarter results and budget assumptions

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Public notice website- Budget committee meeting ORS 294.426

Board approves Tuition & Fees

Public notice newspaper- Budget committee meeting ORS 294.426

October

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Budget Committee receives proposed budget ORS 294.40

Public notice website- Budget committee meeting ORS 294.426

Public notice newspaper- Budget committee meeting ORS 294.426

Budget Committee Meeting: Approve budget, levy taxes

November

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Board enrollment update & budget impact; review prior year results

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Submit approved budget to TSCC - as soon as it is compiled (by May 15th)

Public notice website - Budget hearing ORS 294.448

Public notice newspaper - Budget hearing ORS 294.448

December

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

TSCC Budget Hearing ORS 294.453

Adoption of budget by Board of Education ORS 294.456

File adopted budget with TSCC by July 15th

Certify levy with assessor's office ORS 294.458



Budget Law Requirements

- Budget calendar includes thirteen required steps
- Approval of the budget calendar and appointment of budget officer occurred at the July 21 board meeting
- Duties of the budget officer:
 - Prepare budget calendar
 - Prepare proposed budget document
 - Publish Budget Committee Meeting notices

July

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	Board appoints budget officer; approve budget calendar, ORS 294.331
18	19	20	21	22	23	24	Board & President Goal Setting
25	26	27	28	29	30	31	



November

S	M	T	W	T	F	S	
	1	2	3	4	5	6	Board enrollment update & budget impact; review prior year results.
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

January

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Board receives audit; selects Budget Committee chair.

February

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Board reviews 2nd quarter results and budget assumptions.

March

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	Public notice website- Budget committee meeting ORS 294.426
20	21	22	23	24	25	26	Board approves Tuition & Fees
27	28	29	30	31			Public notice newspaper- Budget committee meeting ORS 294.426



The Budget Committee

- MHCC Board of Education acts as the Budget Committee
- Budget Committee responsible to publicly review the proposed budget and approve the budget and property tax rate
- TSCC holds a hearing and certifies the budget
- Board of Education adopts the budget, makes appropriations and declares and categorizes the tax rate



April

S	M	T	W	T	F	S	
					1	2	Budget Committee receives proposed budget ORS 294.40
3	4	5	6	7	8	9	Public notice website- Budget committee meeting ORS 294.426
10	11	12	13	14	15	16	Public notice newspaper- Budget committee meeting ORS 294.426
17	18	19	20	21	22	23	Budget Committee Meeting: Approve budget, levy taxes.
24	25	26	27	28	29	30	

May

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	Submit approved budget to TSCC –as soon as it is compiled (by May 15 th)
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	Public notice website – Budget hearing ORS 294.448
29	30	31					Public notice newspaper - Budget hearing ORS 294.448

Tax Supervising & Conservation Commission

- The Tax Supervising and Conservation Commission was created by the Oregon Legislature in 1919 as an advisory body to oversee budgets, taxes, debt, and management practices of Multnomah County taxing districts.
- TSCC's role is to protect and represent the public interest and takes the place of a community budget committee
-
- MHCC is subject to TSCC oversight because our District population exceeds 200,000
- TSCC also is a valuable resource to the District for budget development



Commissioners & Staff

- Harmony Quiroz, Chair
- James Ofsink, Vice-Chair
- Matt Donahue
- Margo Norton
- Mark Wubbold
- Allegra Willhite, Executive Director
- Tunie Betschart, Budget Analyst



STEP ONE

- **Evaluation Prep Meeting** *May/June*
 - The Board provides the President definitions for acceptable levels of performance for each item evaluated
 - The Board outlines the desired format for the President's self evaluation document
 - Board approves goals and objectives for the following year

STEP TWO

- **Compliation of the Self Evaluation** *July*
 - The President prepares the self evaluation

STEP THREE

- **Self Evaluation Presentation** *July/August*
 - The President meets with the Board to present the self evlaution
 - The Board asks clarifying questions regarding stated goals and performance
 - The President submits written evaluation

STEP FOUR

- **Board Process** *August/September*
 - The Board meets to complete their assessment
 - The Board prepares a written response

STEP FIVE

- **Evalution** *September*
 - The Board presents the evaluation to the President
 - The Board deliver a written document to the President
 - The President provides a written response (optional)



STEP ONE

- **Introductory Meeting** *May/June*
 - The Board provides the President definitions for acceptable levels of performance for each item evaluated
 - The Board outlines the desired format for the President's self evaluation document
 - Board approves goals and objectives for the following year



STEP TWO

- **Self Evaluation Presentation** *June/July*
 - The President meets with the Board to present the self evaluation
 - The Board asks clarifying questions regarding stated goals and performance



STEP THREE

- **Compilation of the Self Evaluation** *July*
 - The President prepares the self evaluation



STEP FOUR

- **Board Process** *July/August*
 - The Board meets to complete their assessment
 - The Board prepares a written response



STEP FIVE

- **Evaluation** *August/September*
 - The Board presents the evaluation to the President
 - The Board deliver a written document to the President
 - The President provides a written response (optional)

HOW DOES SEP FIT WITHIN OUR PLANNING PROCESS



Planning @ MHCC

(a quick reference)



Purpose	Measure	Plan	Approver	Timeline
Why we exist	Key Performance Indicators (holistic)	Strategic Plan	MHCC Board	Every 7 years: August 2024
Where we aspire to be	Key Performance Indicators (holistic)	Strategic Plan	MHCC Board	Every 7 years: August 2024
What we are trying to achieve	Key Performance Indicators (by goal)	Strategic Plan	President	3-7 years goals reviewed every year: September 2021
How we intend to get there	Objectives	Area Plans	Executive Manager	Reviewed every November 2020
What we do every day to be successful	Unit Metrics	Unit Plans	Unit Manager	Every year: January 2021

STRATEGIC ENROLLMENT PLANNING (SEP)



Organization for Strategic Enrollment Planning at MHCC



WHAT'S NEXT?

Session	Date	Objectives / Focus
One 	August 3 & August 10, 2021	SEP process discussion with leadership; solidify organization; identify preliminary planning assumptions and KPIs; review data needs; set the stage
Two 	September 28 – 29, 2021	Conference-style launch of SEP process with the steering committee and working groups; SWOT identification; prepare for situation analysis
Three 	October 2021	Situation analysis review; initial strategy ideation; action planning organization
Four 	November 2021	Action plans review and discussion one; additional strategy ideation

WHAT'S NEXT?

Five 	January 2022	Action plans review and discussion two; additional strategy ideation
Six	March 2022	Action plans review and discussion three: Prioritization Summit
Seven	March 2022	Prioritization; plan formation
Eight	April 2022	Implementation / initial roll-out

WHAT HAPPENS NEXT?

- 11 action teams have prepared a presentation for this week for the steering committee and Presidents Cabinet.
 - Presentation were recorded and a copy of each presentation was sent to campus today
- Steering Committee will convene on March 3rd to establish a prioritization of recommendations for Presidents cabinet
 - PC will review recommendation and incorporate into any budgetary discussions throughout the process
- From this prioritized list, the development of our 5-year SEP plan will be created, including timelines for implementation



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 9.1c

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

SUBJECT: APPROVAL OF MINUTES – March 2, 2022

Session 1057

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

4.0 CALL TO ORDER

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

Additional Attendees: Lisa Skari, president, Al McQuarters, vice president, Instruction, John Hamblin, vice president, Student Development

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

5.0 BUSINESS

5.1 Board Policy Review – First Reading of Chapter 4 and 5

The board conducted a first reading of the board policies in Chapters 4 and 5, and relevant information about the policies were provided by Al McQuarters for Chapter 4, and John Hamblin for Chapter 5. The board placed each policy into one of three categories: moved forward as is; moved forward with revisions; postponed.

Chapter 4 – Academic Affairs

BP 4010 – Academic Calendar – moved forward as is

BP 4020 – Program, Curriculum, and Course Development – moved forward as is. McQuarters stated a technical edit was made to the “Notes” section in the new policy to show that it rescinded old board policy “Credit Hours – 6110”.

BP 4025 – Philosophy and Criteria for Associate Degree and General Education – moved forward as is

BP 4030 – Academic Freedom – moved forward as is



- BP 4040 – Library and Learning Support Services – moved forward as is
- BP 4050 – Articulation – moved forward as is
- BP 4070 – Course Auditing and Auditing Charges – moved forward as is
- BP 4106 – Nursing Programs – moved forward as is
- BP 4110 – Honorary Degrees – moved forward as is
- BP 4220 – Standards of Scholarship – moved forward as is
- BP 4225 – Course Repetition – moved forward as is
- BP 4230 – Grading and Academic Record Symbols – moved forward as is
- BP 4231 – Grade Changes – moved forward as is
- BP 4235 – Credit by Examination/Credit for Prior Learning – moved forward with revisions. The board discussed credit for prior learning; there was a suggestion to add “or assessments” in the first sentence after “authorized examinations.”
- BP 4250 – Expectations of the Student Community/Probation, Dismissal and Readmission – moved forward as is
- BP 4260 – Prerequisites, Co-requisites, and Advisories – moved forward as is
- BP 4300 – Field Trips and Excursions – moved forward as is

Chapter 5 – Student Services

- BP 5010 – Admissions and Concurrent Enrollment – moved forward as is
- BP 5015 – Residency Determination – moved forward as is
- BP 5020: Tuition and Fees – moved forward as is
- BP 5035 – Withholding Student Records – moved forward as is. Hamblin stated a technical edit was made to change the word “shall” to “may” and to delete the word “grades”.
- BP 5040 – Education Records, Directory Information, and Privacy – moved forward as is. Hamblin stated a technical edit was made to add “Student Date of Birth” to the list under the heading “Directory information may include, but is not limited to the students:”
- BP 5052 – Open Enrollment – moved forward as is
- BP 5055 – Enrollment Priorities – moved forward as is. Hamblin stated a technical edit was made to the “Notes” section in the new policy to state it rescinded old board policy “Veterans Educational Benefits – 3161.”
- BP 5110 – Counseling – moved forward as is
- BP 5120 – Transfer – moved forward as is
- BP 5130 – Financial Aid – moved forward as is
- BP 5140 – Accessible Education Services (AES)/Student Disability Services – moved forward as is
- BP 5205 – Student Accident Insurance – moved forward as is
- BP 5210 – Communicable Disease – Students – moved forward as is
- BP 5400 – Associated Students Organization – moved forward as is
- BP 5410 – Associated Students Government Elections – moved forward with revisions. Hamblin stated a technical edit was made to the second paragraph: the bulleted items were deleted, and the sentence was edited to read as “Any student elected as an officer in the ASG shall meet the GPA and credit load requirements.”
- BP 5420 – Associated Students Government Finance – moved forward as is
- BP 5500 – Standards of Student Conduct – moved forward as is



- BP 5510 – Off-Campus Student Organizations – moved forward as is
- BP 5570 – Student Credit Card Solicitations – moved forward as is
- BP 5700 – Intercollegiate Athletics – moved forward as is
- BP 5800 – Prevention of Identify Theft in Student Financial Transactions – moved forward as is

The board policies in Chapter 4 and 5 were moved forward for a second reading.

5.2 Review Board Presentation to City Councils

Speer provided an overview of the PowerPoint presentation slides that the board and Dr. Skari have presented at city council meetings, and highlighted the presentation process and the data and information included in the presentation.

5.3 Board Community Engagement

Board members shared their participation in community meetings and events during the month of February. The Community Engagement spreadsheet will be updated to reflect the community activity.

5.4 Other Business

There was no other business

6.0 ADJOURNMENT

The work session was adjourned at 7:11 pm.

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: *April 20, 2022*

ITEM TITLE: 9.1d

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

SUBJECT: APPROVAL OF MINUTES – March 16, 2022

Session 1058

A meeting of the Mt. Hood Community College District Board of Education was held on March 16, 2022, with an Executive (Closed) Session at 6:15 pm, and a Regular Board Meeting at 6:30 pm, held via Zoom.

1.0 CONVENE EXECUTIVE (CLOSED) SESSION

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

Mattson called the executive session to order at 6:16 p.m.

The board convened 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.

2.0 ADJOURN EXECUTIVE (CLOSED) SESSION

Mattson adjourned the executive session at 6:32 p.m.

3.0 CONVENE REGULAR BOARD MEETING / CALL TO ORDER / DECLARATION OF A QUORUM

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

Additional Attendees: Lisa Skari, president, Jennifer DeMent, vice president, Finance & Administration, John Hamblin, vice president, Student Development, Al McQuarters, vice president, Instruction, Al Sigala, vice president, College Advancement, Ross Hume, director of Labor and Employee Relations, Heidi-Dempster-Johnson, HR Analyst, Amy Yoder, HR Analyst II, Rozina Lethe, Student Leadership and Engagement Coordinator, Jeanna Hunt, FTFA President, Sarah Aimone, CEA Representative, Marilyn Pitts, PFTA President, Kristin Lima, dean, Applied Technology, Business and Information Systems, Megan Dugan, dean, AVID, LSC, and Library, Conrad Woolsey, dean, Health Professions, Sara Rivara,



dean, Humanities and Social Science, Laura Nash, dean, Integrated Media, Performing Arts, and Visual Arts, Peter Szucs, dean, Mathematics and Science, Josh Stratman, FRDB Chair, Tenure Faculty Candidates: 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

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

3.1 Approval of Agenda

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

4.0 PUBLIC INPUT

There was no public input.

5.0 REPORTS

5.1 Correspondence

There was no correspondence.

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

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

6.2 Faculty Tenure Recommendations

Lisa Skari congratulated the faculty candidates recommended for tenure, and together with Al McQuarters, gave their recommendation for the faculty candidates to receive tenure. Al McQuarters introduced the faculty candidates and respective deans, who shared a brief statement about the faculty candidates to the board.

Faculty Tenure Candidates:

- Kenny Burns, Ford ASSET / Applied Technologies, Business and Information Systems



- Valorie Gilbert, Welding / Applied Technologies, Business and Information Systems
- Katrinia McNeal, Business and Information Systems / Applied Technologies, Business and Information Systems
- Todd Saunders, Mechatronics / Applied Technologies, Business and Information Systems
- Jeff Sperley, Business and Information Systems / Applied Technologies, Business and Information Systems
- Pam Wiese, Business and Information Systems / Applied Technologies, Business and Information Systems
- Lori Wamsley, Library / AVID, LSC, and Library
- Kaisa Larson, Medical Office / Health Professions
- Jean Anne Parker, Medical Assisting / Health Professions
- Donald Anderson, English / Humanities and Social Science
- Josh Herrington, Psychology / Humanities and Social Science
- John Hasegawa, Visual Arts / Integrated Media, Performing Arts, and Visual Arts
- Edie Overturf, Visual Arts / Integrated Media, Performing Arts, and Visual Arts
- Catherine Creech, Biology / Mathematics and Science
- Pualani Derman, Natural Resources / Mathematics and Science

Noriega motioned to approve the faculty tenure recommendations for 2022. McKeel seconded the motion. There was a roll call board vote and it passed unanimously.

6.3 Faculty Sabbatical Requests 2022-2023

Josh Stratman presented a brief summary of the faculty members who are seeking approval for a sabbatical request for 2022-2023:

- Ilya Babiy, Dental Hygiene / Health Professions
- Peter Cunningham, Economics / Social Science / Speech Communications
- Mark Thomas, Machine Tool Technology / Industrial Technologies & Apprenticeship

Speer motioned to approve the faculty sabbatical requests for 2022–2023. Noriega seconded the motion. There was a roll call board vote and it passed unanimously.

6.4 Consideration of Tuition Adjustment and Fee Schedule for 2022-2023

Jennifer DeMent provided an overview of the adjustments for tuition and fees for 2022-2023, and stated the administration's recommendation is for a 1.7% tuition increase, or \$2 per credit hour for in-district tuition. DeMent reviewed the Tuition & Fee History document included in the board packet, and stated there was an error on the document that listed a \$3 tuition increase in 2021-2022, and it has been corrected to show there was no tuition increase for 2021-2022. DeMent provided a summary of the administrative fees presented for approval. There was a question about the fees for the MHCC Aquatic Center and how they compare to other local aquatic centers, and DeMent stated the information will be gathered and sent to board members. A copy of the PowerPoint slides with the updated information is attached to the minutes.



McKeel motioned to approve the Tuition Adjustment and Fee Schedule for 2022-2023. Speer seconded the motion. There was a roll call board vote and it passed unanimously.

6.5 Oregon School Employee Association (OSEA) Contract Ratification

Heidi Dempster-Johnson announced they have reached a tentative agreement with Oregon School Employees Association (OSEA) for a successor collective bargaining agreement for the period of July 1, 2021, through June 30, 2024. She provided an overview of the key dates involved in the bargaining process, and stated it is their recommendation that the board ratify the agreement.

Noriega motioned to approve the Oregon School Employee Association (OSEA) Contract. Speer seconded the motion. There was a roll call board vote and it passed unanimously.

6.6 Part-Time Faculty & Tutor Association (PFTA) Contract Ratification

Ross Hume announced they have reached a tentative agreement with the Part-Time Faculty & Tutor Association (PFTA) for a successor collective bargaining agreement. He provided an overview of the key dates involved in the bargaining process, and stated it is their recommendation that the board ratify the agreement.

Noriega motioned to approve the Part-Time Faculty & Tutor Association (PFTA) Contract. Lewis seconded the motion. There was a roll call board vote and it passed unanimously.

6.7 Classified Employee Association (CEA) Contract Extension Ratification

Amy Yoder announced they have reached a tentative agreement with the Classified Employee Association (CEA) and have agreed to roll up the current agreement with a few minor modifications. She provided an overview of the key dates involved in the bargaining process, and stated it is their recommendation that the board ratify the agreement.

Noriega motioned to approve the Classified Employee Association (CEA) Contract Extension. Speer seconded the motion. There was a roll call board vote and it passed unanimously.

6.8 Board Policy Review and Approval

a) Second Reading/Approval – Chapter 4 – Academic Affairs (excluding BP 4100)

Mattson read the title of the proposed board policies in Chapter 4 (excluding BP 4100) that were presented for board approval:

Chapter 4 – Academic Affairs

Board Policy 4010: Academic Calendar

Board Policy 4020: Program, Curriculum, and Course Development

Board Policy 4025: Philosophy and Criteria for Associate Degree and General Education

Board Policy 4030: Academic Freedom

Board Policy 4040: Library and Learning Support Services

Board Policy 4050: Articulation

Board Policy 4070: Course Auditing and Auditing Charges



- Board Policy 4106: Nursing Programs
- Board Policy 4110: Honorary Degrees
- Board Policy 4220: Standards of Scholarship
- Board Policy 4225: Course Repetition
- Board Policy 4230: Grading and Academic Record Symbols
- Board Policy 4231: Grade Changes
- Board Policy 4235: Credit by Examination/Credit for Prior Learning
- Board Policy 4250: Expectations of the Student Community/Probation, Dismissal and Readmission
- Board Policy 4260: Prerequisites, Co-requisites, and Advisories
- Board Policy 4300: Field Trips and Excursions

Noriega motioned to approve the proposed board policies in Chapter 4 (excluding BP 4100) that were read into the record by Mattson. Teune seconded the motion. There was a roll call board vote and it passed unanimously.

b) Second Reading/Approval – Chapter 5 – Student Services

Mattson read the title of the proposed board policies in Chapter 5 presented for board approval:

Chapter 5 – Student Services

- Board Policy 5010: Admissions and Concurrent Enrollment
- Board Policy 5015: Residency Determination
- Board Policy 5020: Tuition and Fees
- Board Policy 5035: Withholding Student Records
- Board Policy 5040: Education Records, Directory Information, and Privacy
- Board Policy 5052: Open Enrollment
- Board Policy 5055: Enrollment Priorities
- Board Policy 5110: Counseling
- Board Policy 5120: Transfer
- Board Policy 5130: Financial Aid
- Board Policy 5140: Accessible Education Services (AES)/Student Disability Services
- Board Policy 5205: Student Accident Insurance
- Board Policy 5210: Communicable Disease – Students
- Board Policy 5400: Associated Students Organization
- Board Policy 5410: Associated Student Government Elections
- Board Policy 5420: Associated Student Government Finance
- Board Policy 5500: Standards of Student Conduct
- Board Policy 5510: Off-Campus Student Organizations
- Board Policy 5570: Student Credit Card Solicitations
- Board Policy 5700: Intercollegiate Athletics
- Board Policy 5800: Prevention of Identity Theft in Student Financial Transactions



Speer motioned to approve the proposed board policies in Chapter 5 that were read into the record by Mattson. Lewis seconded the motion. There was a roll call board vote and it passed unanimously.

7.0 BOARD MEMBER & COMMITTEE/LIAISON REPORTS

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

8.0 CLOSING REPORTS

8.1 ASG Representative

Rozina Lethe (ASG) – she shared ASG is recruiting members for the 2022-2023 school year, and elections for the ASG President and ASG Vice President will be held next term. ASG awarded nine students with a \$200 credit to the online book vendor for spring term. She shared an update on ASG events: Prep Week before finals and provided stress relief tips and two Origami sessions; ASG will celebrate Women’s History Month & International Women’s Day and post highlights of different women who have made an impact in history during the month of March. She thanked Emily Pham Lee for her service as the ASG President and congratulated her on completing her Associate’s Degree and pursuing her educational dreams.

8.2 Advisory Representatives

Jeanna Hunt (FTFA) – she shared that tonight is her last board meeting as the Full-Time Faculty Association President. She acknowledged the association contracts that were approved, and congratulated all the faculty who received tenure tonight, and expressed how proud she is to work at Mt. Hood Community College.

Sarah Aimone (CEA) – she shared that the Classified Education Association (CEA) thanks the board for approving the CEA contract.

Marilyn Pitts (PTFA) – she congratulated the newly tenured faculty, and thanked the board for approving the PFTA contract. She thanked Jason Stiffler and Will Blackmore for all their time and efforts over the past year during the PFTA negotiations. She shared comments and concerns related to the decision the college made to lift the mask requirement for faculty and students.

8.3 Executive Leadership

John Hamblin (Student Development) – he shared an update about commencement on June 11, and stated it will be a similar format as last year. He shared that the college has moved from a “military-friendly college” to a “military gold-status college”, and congratulated Joshua Ray and the team in Veteran Services Office for their efforts in this achievement. He stated the college was awarded a \$30k grant from New America that will focus on identifying strategies and tactics to bring adult learners back to college that were lost during the pandemic.

Al McQuarters (Instruction) – he congratulated the faculty who received tenure tonight, and called out the great work being done in Social Science, Humanities, and Theatre. He acknowledged the great



work by faculty and staff, and recognized Amy Aldus, Angie Hansen, Jon Spindor, Katrinia McNeal, Wayne Machuca, Amanda Shelton, and Dawn Markell as highlighted in the monthly division report.

Jennifer DeMent (Administrative Services) – there were no additional updates.

Al Sigala (College Advancement) – he shared they were notified that the Legislative Joint Task Force on Student Success for Underrepresented Students in Higher Education will be meeting on the MHCC campus on March 31 at 8 a.m. The meeting will include MHCC leadership, and he will send out more information about the meeting.

8.4 President's Report

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

The March meeting continues to be one of my favorite meetings of the year as we welcome in the new class of our tenured faculty. My congratulations go out to each and everyone one of them. These individuals have completed over three years of an intensive review and assessment process that has supported not only their growth as faculty members, but also members of the greater MHCC community. Our new tenured faculty will have an impact on our students, our college, and our community for years to come, and the granting of tenure is a recognition of not only what they have accomplished to date, but what they will accomplish in the future. And I just want to say that despite some of the critical narratives you may hear across the country around tenure, I firmly believe in the purpose and value of tenure, and the foundation it is for the teaching profession.

We saw the continued growth of the faculty development with our sabbatical requests, from a distinguished Fulbright Scholar opportunity to curriculum development in international trade, and machine tool technology. I would say this was an apropos finale to Jeanna's presidency and could not have ended on a better note. Also, the ratifications of the three contracts. I appreciate the hours spent by the bargaining teams, and if you have been on one, they are a lot of work. And to get to a good contract, it is a lot of collaborative work, and I want to thank everyone who spent time and effort on this. I will end my comments by thanking everyone for a wonderful winter term and looking forward to spring break.

9.0 ADJOURNMENT

Speer motioned to adjourn. Noriega seconded the motion and it passed unanimously. The meeting was adjourned at 8:39 p.m.

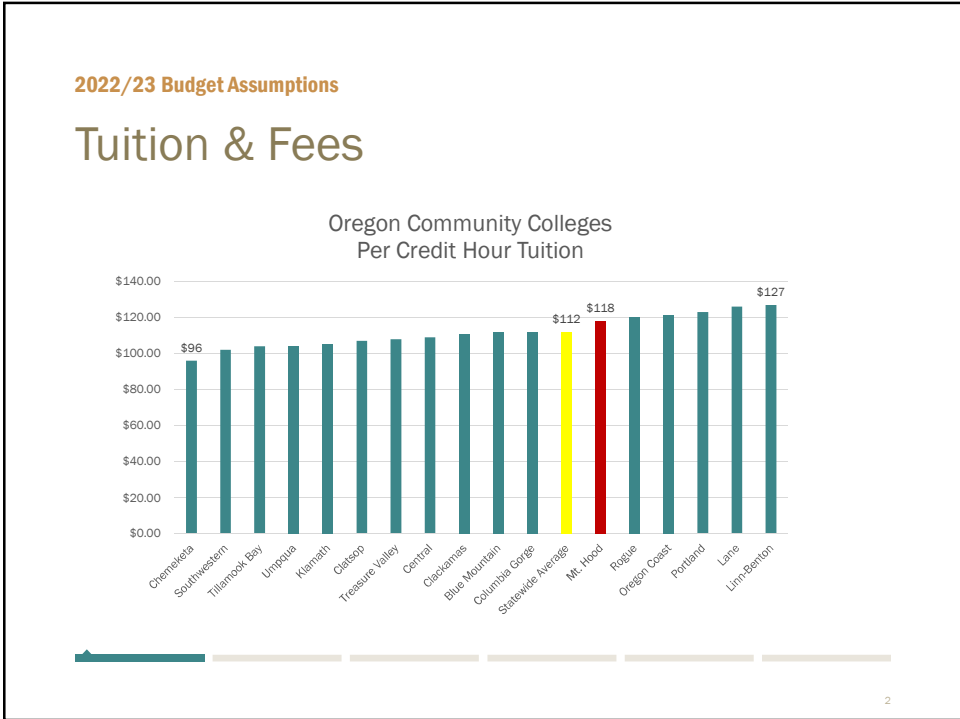
Clerk

Board Chair

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

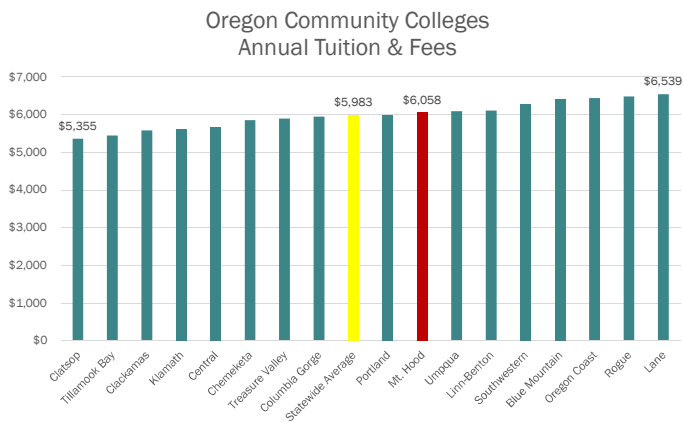
Mt. Hood Community College

Tuition Proposal
March 16, 2022



2022/23 Budget Assumptions

Tuition & Fees



3

2022/23 Budget Assumptions

Tuition

Administration's recommendation is for a 1.7% tuition increase, or \$2 per credit hour for in-district.

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

4

2022/23 Budget Assumptions

Tuition & Fee History

Fiscal Year	Tuition	Tuition Increase Amount	Tuition % Increase	Student Fee ASG	Student Fee Technology	Total Cost Per Credit
2022-23 Proposed	\$120.00	\$2.00	1.7%	\$4.25	\$6.75	\$131.00
2021-22	\$118.00	\$0.00	0.0%	\$4.25	\$6.50	\$128.75
2020-21	\$118.00	\$3.00	3.0%	\$4.25	\$6.50	\$128.75
2019-20	\$115.00	\$8.00	8.3%	\$4.25	\$6.25	\$125.50
2018-19	\$107.00	\$7.00	7.3%	\$4.00	\$6.25	\$117.25
2017-18	\$100.00	\$4.00	4.2%	\$3.50	\$5.75	\$109.25
2016-17	\$96.00	\$2.00	2.1%	\$3.00	\$5.50	\$104.50
2015-16 Adjusted Fall 2015	\$94.00	-\$1.50	2.2%	\$3.00	\$5.25	\$102.25
2015-16 Approved (Summer Term only)	\$95.50	\$3.50	3.8%	\$3.00	\$5.25	\$103.75
2014-2015	\$92.00	\$3.00	3.4%	\$3.00	\$5.25	\$100.25

5

2022/23 Budget Assumptions

Fees

Administrative fees are weighed against the need to increase tuition. Last year, most of these fees were converted into a per credit assessment to promote equity between students at different enrollment levels.

A \$0.25 increase to the Technology fee is the only adjustment for 2022/23. This fee supports technology development & maintenance, and helps address security risks. The fee was not increased for the current year.

Course fees are carefully reviewed by faculty and deans to cover the cost of unusual services, equipment, software, testing, or materials. Revenue is projected based on past enrollment, and an associated expenditure line item is added to the program budget.

Many course fee adjustments this year are for required course items that students were purchasing directly from the bookstore or third party vendors. Creating a course fee allows student to use financial aid and for better bulk-purchase pricing.

6

thank you

Jennifer DeMent

Vice President, Finance &
Administration

Jennifer.dement@mhcc.edu



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: April 20, 2022

ITEM TITLE: 9.1e

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

SUBJECT: MONTHLY PERSONNEL REPORT

NEW EMPLOYEES:

Name	Position	Department	Hire Date
Bohart, Karen	Part-time Faculty	Performing Arts	3/1/2022
Nitti, Laura	Benefits Navigator	Student Basic Needs	3/10/2022
Tovey, Brooke	Administrative Assistant	Child Development & Family Services	3/10/2022
Pack, Sasheen	Part-time Faculty	Respiratory Therapy	3/14/2022
DeYoung, Joan	Part-time Faculty	Biology/ Natural Resources	3/16/2022
Sales, Daniel	Assistant Coach	Athletics	3/18/2022
Nyman Cash, Diego	Theater Technician	Performing Arts	3/25/2022
Wilkerson, Christopher	Theater Technician	Performing Arts	3/25/2022
Carson, Shawn	Assistant Coach	Athletics	3/25/2022
Soltero, Jill	Part-time Faculty	Performing Arts	3/28/2022
Wilson, Abby	Marketing and Communications Coordinator	Brand, Marketing and Communications	3/28/2022
Stoehr, Alexandra	Adviser and Outreach Specialist	Apprenticeship	3/28/2022
Walker, Taylor	Jewelry/Metal Smithing Lab Technician	Visual Arts	3/28/2022



Grego, Gina	Education Site Manager	Child Development & Family Services	3/28/2022
Le, Vy	ERSEA & Data Specialist	Child Development & Family Services	3/28/2022
Fonte-Black, Laura	Facilities and Environmental Safety Manager	Child Development & Family Services	3/28/2022
Catherine, Nicole	Art Model	Visual Arts	3/28/2022
Kraus, Don	Part-time Faculty	Business and Information Systems	3/28/2022
Brookshier, Lisa	Business Partnership Coordinator	Economic & Workforce Development	3/28/2022

TRANSFERS/CHANGE IN STATUS:

Name	Position	Department	Effective Date
Applin, Kimberly	Accountant - Receivables	Finance and Budget	3/1/2022
Gavilan, Roxana	Classroom Aide	Child Development & Family Services	3/7/2022
Younan, Mahba	Classroom Aide	Child Development & Family Services	3/7/2022
Brady, Maura	STEP Program Coordinator	WorkSource Portland Metro East	3/7/2022
Ruiz, Jessica	Manager of Accelerated College Credit	High School Services	3/15/2022

SEPARATIONS/RETIREMENTS:

Name	Position	Department	Term Date
Powell, Melonie	Part-time Faculty	Nursing	3/1/2022
Hines, Brianna	Assistant Teacher	Child Development & Family Services	3/7/2022



Brown, Tonia	Assistant Teacher	Child Development & Family Services	3/10/2022
Wilson, Shelby	Sculpture Tech	Visual Arts	3/11/2022
Furniss, Jennifer	Public Relations and Marketing Content Strategist	Brand, Marketing and Communications	3/14/2022
Castellanos, Martin	Full-time Faculty	Cosmetology	3/18/2022
Summerfield, Presley	Teacher	Child Development & Family Services	3/18/2022
Bizzell, Christine	Teacher	Child Development & Family Services	3/18/2022
Vecchiato, Kathryn	Full-time Faculty	Nursing	3/18/2022
Jaquiss, Hannah	Sculpture Tech	Visual Arts	3/21/2022
Fuerstenau, Emily	Part-time Faculty	Cosmetology	3/22/2022
Calatean, Georgiana	Part-time Faculty	Cosmetology	3/22/2022
Childers, Allison	Part-time Faculty	Cosmetology	3/22/2022
Lelack, Amanda	Part-time Faculty	Cosmetology	3/22/2022
DeCoursey, Carole	Part-time Faculty	Cosmetology	3/22/2022
Capers, Daphnia	Part-time Faculty	Cosmetology	3/22/2022
Camara, Carlee	Classroom Aide	Child Development & Family Services	3/23/2022
Tidswell, John	High School Instructor	High School Services	3/24/2022
Lopez, Kay	Part-time Staff	Instructional Services	3/26/2022
Sandoval, Mario	Part-time Faculty	Performing Arts	3/29/2022
Swanson, Roxie	Assistant Teacher	Child Development & Family Services	3/31/2022



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: **9.1f**

CONTACT PERSON: *Romy Tong, Associate Vice President, Finance*

SUBJECT: MONTHLY FINANCIAL REPORT

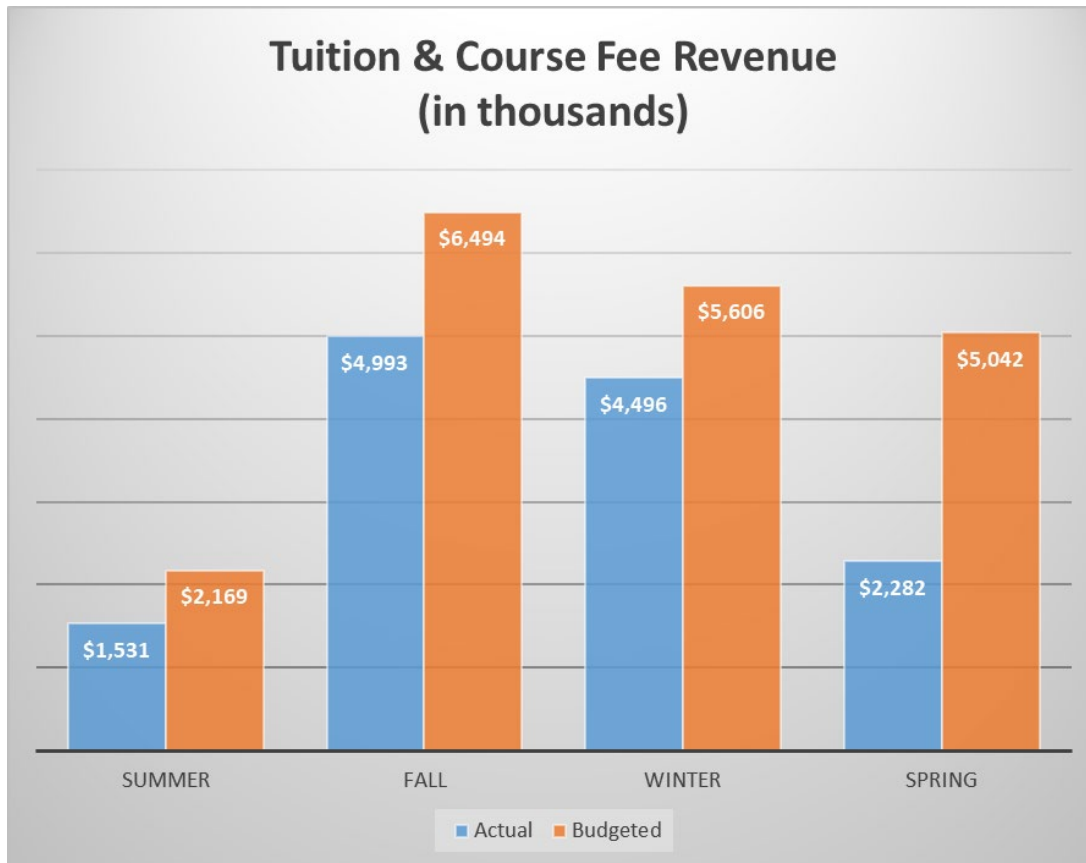
This report reflects 2021/22 activity through the month of February.

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.
- 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 -25% (\$3,751,227) below this time last year. Preliminary enrollment numbers for spring term indicate a decline of 13.66% (-140 students). 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 February 28, year-to-date expenditures were \$294,372 (0.75%) 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, \$200,000 for student aid required federal match, and \$400,000 for facilities capital projects. The transfer for student aid match will not be necessary due to the college receiving a Title III waiver.



MT. HOOD COMMUNITY COLLEGE DISTRICT
General Fund Financial Report
Fiscal Year 2021/22
As of February 28, 2022

	Actual Year to Date February 2020	Actual Year to Date February 2021	Actual Year to Date February 2022	\$ / % Increase (decrease) over prior year		Amended Budget 2021 22	Percentage of Budget Remaining
Beginning Fund Balance	9,027,630	9,557,976	15,402,319	5,844,343	61.1%	10,254,233	
Revenues							
State Support	24,314,534	24,098,110	26,210,155	2,112,044	8.8%	33,151,497	21%
Property Taxes	12,425,882	13,121,731	13,629,701	507,970	3.9%	14,652,000	7%
Tuition and Fees	20,325,287	18,638,736	14,675,169	(3,963,567)	-21.3%	21,216,788	31%
Federal Grants	-	-	238,781	238,781	0.0%	3,000,000	92%
Other Revenues	623,936	269,813	232,947	(36,866)	-13.7%	1,503,647	85%
Transfers from Other Funds	-	-	-	-	0.0%	16,887	100%
TOTAL REVENUES	57,689,640	56,128,390	54,986,753	(1,141,637)	-2.0%	73,540,819	25%
Expenditures							
Salaries	22,663,709	21,545,034	21,178,718	(366,316)	-1.7%	39,487,578	46%
Health Care	4,494,027	4,257,608	4,051,686	(205,922)	-4.8%	6,454,607	37%
Fringe/Taxes	8,146,050	7,943,549	7,853,822	(89,727)	-1.1%	14,699,099	47%
Personnel Subtotal:	35,303,786	33,746,191	33,084,226	(661,965)	-2.0%	60,641,284	45%
Materials & Supplies	5,190,297	4,317,099	4,779,221	462,122	10.7%	9,593,066	50%
Grants in Aid/Tuition Waivers	639,075	588,014	523,585	(64,429)	-11.0%	1,045,602	50%
Debt Service	478,413	452,113	422,013	(30,100)	-6.7%	2,491,277	83%
Transfers to Other Funds	-	-	-	-	0.0%	687,292	100%
TOTAL EXPENDITURES	41,611,571	39,103,416	38,809,044	(294,372)	-0.8%	74,458,521	48%
Rev Greater (Less) Than Exp	16,078,069	17,024,975	16,177,709	(847,265)	-5.0%	(917,702)	
Beginning Fund Balance	<u>9,027,630</u>	<u>9,557,976</u>	<u>15,402,319</u>			<u>10,254,233</u>	
Ending Fund Balance						<u>9,336,531</u>	
<i>As a percentage of expenditures</i>						<i>13%</i>	



GLOSSARY

Revenues:

State Support includes funds received through the Community College Support Fund allocated to each of the 17 community colleges in Oregon. Funding allocations are based on student full-time equivalent (SSTE) 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: *April 20, 2022*

ITEM TITLE: **9.1g**

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
March 2022**

News:

Improve student success:

- CDFS was able to distribute children's books to all enrolled children in our program. The books were a donation made by "The Children's Book Bank" <https://www.childrensbookbank.org/>

Advance diversity, equity, and inclusion:

- CDFS completed the first of a 4-part series of training for managers on Trauma Informed Practice. The training series is being conducted by Trauma Informed Oregon.

Increase excellence in operations:

- CDFS has received over 8000 COVID-19 test kits from the Oregon Health Authority. Those test kits will be distributed to staff families enrolled in our program.
- The Head Start and Early Head Start continuation grant application has been completed and submitted to the Office of Head Start.



Enrollment Report for March 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.

February 2022 Data:

EHS Funded: **298**

EHS Enrollment: **201**

EHS Waitlist: **196**

HS Funded: **939**

HS Enrollment: **605**

HS Waitlist: **266**



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
March 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%	56%					63%
Division					60%	61%	69%	*nr					63%
Earl Boyles			*nr	87%	88%	90%	84%	88%					87%
Early Childhood Center	78%	65%		81%	66%	70%	61%	85%					73%
Fairview				72%	77%	68%	86%	74%					75%
Gateway							100%						100%
Gethsemane	83%	80%		79%	79%	81%	72%	*nr					79%
Gresham United Methodist													
Hazelwood	64%	66%		100%	88%	*nr	92%	89%					83%
Kelly Place	72%	67%		65%	80%	62%	56%	81%					69%
Knott				65%	87%	67%	52%	57%					66%



Lincoln Park			91%	96%	89%	81%	83%	89%					88%
Mt. Hood													
North Powellhurst					79%	66%	61%	70%					69%
Rockwood 181													
Rockwood Stark													
Russellville	68%	72%		92%			68%	71%					74%
Sunrise				72%	72%	70%	72%	90%					75%
Troutdale				78%	78%	70%	72%	72%					73%
Program ADA	78%	84%	88%	87%	78%	47%	54%	77%					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%	96%					74%
Gethsemane (2 EHS, 6 BP)	93%	82%		86%	93%	95%	95%	90%					90%
Hazelwood	88%	88%		88%	84%	75%	*nr	83%					84%
Rockwood Stark													
Russellville	79%	90%		88%	*nr	*nr	*nr	100%					89%
Troutdale													
Willow Tree	92%	88%		69%	83%	93%	60%	100%					83%
Program ADA	78%	78%		77%	77%	51%	47%	58%					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. During the Month of March, the EHS & HS sites that are not reported are due to site consolidations. This does not include CCP site attendance data.



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%	67%					76%
Discovery Garden Child Care	57%	65%											61%
Gresham High School				43%	86%	*nr	*nr						64%
KinderCare	80%	77%	55%	61%	66%	64%	50%	83%					67%
Little Friend's Day School	79%	81%	93%	92%	94%	86%	85%	85%					87%
Love Bugs	70%	80%	84%	86%	80%	67%	63%	64%					74%
Love Bugs Too	64%	50%	87%	84%	67%	85%	77%	75%					74%
Melody's Munchkins	83%	86%	78%		58%	92%	40%	45%					59%
Melody's Munchkins – Little Blooms	83%	86%	78%	78%	85%	87%	66%	56%					77%
Pixie Child Care	65%	77%	82%	69%	70%	*nr	46%						68%
Pixie Plus							100%	63%					
Reynolds Learning Academy			74%	88%	68%	42%	31%	38%					57%
Program ADA	78%	78%	79%	77%	77%	51%	47%	58%					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: *April 20, 2022*

ITEM TITLE: 9.1h

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

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.

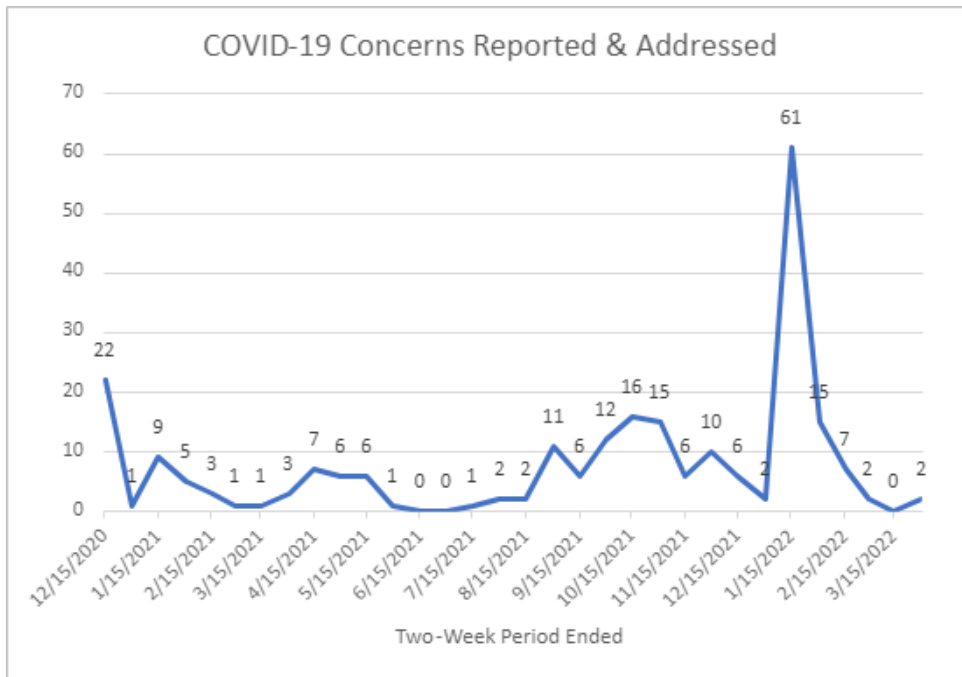
The top two reporting areas are external reporting metrics to show fluctuations in COVID-19 activity occurring on campus. The third bullet is an internal metric to help guide the needs and resources required to mitigate outstanding concerns to an appropriate and amicable resolution.



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
5/31/2021	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
3/15/2022	0	0	0
3/31/2022	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: *April 20, 2022*

ITEM TITLE: 9.1i

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

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

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

The College expects to require goods and/or services from each of the vendors listed below during the 2021-2022 fiscal year. Funding will be drawn from a variety of College accounts. The Administration anticipates that each of the listed contracts may aggregate at least \$150,000 in total expenditures during the fiscal year.

The following purchases will be made through use of State of Oregon contracts available for the College’s use through the Oregon Cooperative Purchasing Program (ORCPP), other co-operative programs or are exempt from procurement regulations:

<u>Vendor Name</u>	<u>Goods/services to be provided</u>	<u>Amount</u>
OneSource Office Interior	Maywood Office Furniture	\$300,000
Robert Half International	Temporary Staff Agency	\$300,000
Lakeshore Learnings	CCRR Furniture & Supplies	\$300,000
Discount School Supplies	CCRR Furniture & Supplies	\$300,000
Community Playthings	CCRR Furniture & Supplies	\$300,000



The College expects to require **more** goods and/or services from the vendors listed below during 21-22 fiscal year. Funding will be drawn from various accounts.

<u>Vendor name</u>	<u>Goods/services to be provided</u>	<u>Increase expenditure amount</u>
ASA Construction	Veteran Service Remodel Project (New Awarded Project)	From \$350,000 to \$450,000
Dell	IT Computers, Software, Peripherals, etc.	From \$200,000 to \$450,000
KUEHG Corp	Child Care Services	From \$300,000 to \$450,000
Melody's Munchkins	Child Care Services	From \$325,000 to \$450,000

RECOMMENDATION: Approval to award contracts to the vendors listed, for goods and/or services of the nature described through June 30, 2022, for a cumulative total amount not to exceed the amount listed.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 9.1j

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

SUBJECT: HEAD START SELF-ASSESSMENT

Mt. Hood Community College – Head Start 2021-22 Self-Assessment Report

INTRODUCTION

Mt. Hood Community College Head Start serves over 1200 pregnant moms and children birth to age five in Early Head Start (EHS) and Head Start (HS). We provide home based services in both EHS and HS. In our center base model, we have 4 day a week 3.5 hour classes and 5 day a week 7, 8.5, and 10 hour days in HS. In our center base EHS we provide 5 day a week 8.5 and 10 hour days. In 2020 we added a locally designed option to serve our home based children who become 2 years old in a 2 day a week 4 hour class and 3 home visits a month during the school year as part of their transition plan into preschool. We have programing for working families and student families working on their GED or higher education. We provide evening services (parent education) for families that includes dinner, child care and limited transportation.

This school year, due to a surge in COVID-19 cases, the difficult decision was made to begin the program year with virtual services. In October of 2021, we switched some classrooms to in-person services. The in-person classrooms were for both EHS and HS children. Due to continued staffing challenges, many classrooms were kept as virtual classrooms. In January of 2022, a COVID-19 surge occurred and another difficult decision was made to move all of our services back to virtual services. This was to allow time for our community to get past the peak of the surge and to allow time for our leadership team to create a better plan for staffing so that we could provide more sustainable and consistent in-person services for all of the children enrolled in our program. On February 28, 2022, all of our enrolled children were able to return to a classroom for in-person services. As a result of our leadership team's efforts, at the time of this writing, we are providing in-person services for approximately 650 children; this is approximately 200 more children than we were able to provide in-person services for at the beginning of this school year.

Mt. Hood Community College (MHCC) Head Start is in its 2nd year of our 5-year grant. In 2020 we developed new 5-year program goals and new school readiness goals. Due to COVID and virtual services it has been difficult to work on several of these goals. We have made efforts to work on these strategies as we slowly return to regular programming.

Team members included in the development of the program goals were as follows: Director, Associate Directors, Data Manager, Family Services Manager, Health and Nutrition Manager, Education/Inclusion Managers, Facilities Manager, HR Coordinator, EHSCCP Manager; Education Site Managers and Coordinators, Fiscal Coordinator, 20 staff, 6 community partners, and one parent.

In January 2022, Program Planning and Evaluation committee began planning for this self-assessment. All self-assessment activities took place from January 2022 through March 2022.

Mt. Hood Community College – Head Start 2021-22 Self-Assessment Report

Data used: *Child Plus*; My Teaching Strategies *Gold* Online Assessment System and curriculum plans; *Ounce Online*; Class DoJo; Various tracking Excel spreadsheets; Eligibility Files; classroom postings;. Data reviewed for the Self-Assessment was from school year 2021-2022.

Program-wide Identified Strengths:

- Checks and balances that are present in our processes for eligibility are in place and have allowed positive findings for our ERSEA report.
- During the 2021-2022 school year, the program re-committed to focusing on PBIS. All teachers, education site managers, education/ inclusion specialist and managers were required to complete an 18-hour PBIS foundational training. As of March 2022, 91% of those staff have completed and submitted their certification.
- SPARK, Oregon’s Quality Recognition and Improvement System (ORIS), is a voluntary program designed to support and recognize high quality early childhood care and education programs. Currently all of our program locations are SPARK rated locations. To ensure the program maintains our SPARK rating, we have to ensure our staff have at least 24 professional development hours. During the 2021 calendar year, the program provided 56 hours of training to staff.
- Virtual Policy Council continues to be very successful, we have heard that it is more accessible to families and we plan on continuing to have this option when we go back to in person.
- The current medication process works! NO expired medications or errors were discovered at sites during the most recent check.
- Every classroom with children who have medications needed on site have at least two staff in classroom who are currently trained and certified for medication administration. Those who needed additional training for severe allergies or seizure disorders have completed them with the nurse.

Data Self-Assessment Report:

Data Management	Evaluate the Admin team’s proficiency levels for accessing and compiling data using ChildPlus	Admin Team
Process	Self-reflection by Admin team and self-reporting of areas that each member is proficient in when accessing and compiling data from ChildPlus	
Findings	<ul style="list-style-type: none"> • One of the three admin team members reported being able to access staff and child data proficiently • Two of the three admin team members reported being able to create basic student and staff data reports 	

Mt. Hood Community College – Head Start 2021-22 Self-Assessment Report

	<ul style="list-style-type: none"> • One of the three admin team members reported being able to use data from ChildPlus to send basic communications to families and staff • All three admin team members reported the need to become more proficient in using ChildPlus • All managers should receive more training in ChildPlus
Recommendations	<ul style="list-style-type: none"> • Provide in depth training opportunities for Admin team in ChildPlus; possibly attendance at the annual ChildPlus conference. Potentially a regional conference rather than a national conference. • Reach out to ChildPlus to see what type of ChildPlus training is available for individuals in leadership positions.
Completion Date	June 2022

Education & Inclusion Self-Assessment Report:

Education/ Inclusion	Audit staff's completion of the 18-hour PBIS Foundation Course (Birth to Five)	Suzie & Brenda																																																		
Process	Collect training certifications from Teachers, Education Site Managers, Education/Inclusion Specialist and Managers																																																			
Findings	<p>PBIS 18-Hour Training Completion</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Group</th> <th>Sites</th> <th>Number Completed</th> <th>Total # of Staff</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Carrie</td> <td>TD/181/DV/LDO</td> <td>11</td> <td>14</td> <td>78.6%</td> </tr> <tr> <td>Chris</td> <td>Knott</td> <td>5</td> <td>5</td> <td>100%</td> </tr> <tr> <td>Cora</td> <td>CC</td> <td>3</td> <td>3</td> <td>100%</td> </tr> <tr> <td>Ephrem</td> <td>HZ/RV/FV</td> <td>9</td> <td>10</td> <td>90%</td> </tr> <tr> <td>Henry</td> <td>ECC/Virtual</td> <td>8</td> <td>9</td> <td>88.8%</td> </tr> <tr> <td>Julie</td> <td>SR/LDO</td> <td>7</td> <td>7</td> <td>100%</td> </tr> <tr> <td>Nahed</td> <td>KP/WT</td> <td>4</td> <td>4</td> <td>100%</td> </tr> <tr> <td>Maywood</td> <td></td> <td>7</td> <td>7</td> <td>100%</td> </tr> <tr> <td>Totals</td> <td></td> <td>54</td> <td>59</td> <td>91.5%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 91% of required staff completed the 18-hour PBIS Foundation Training Course (Birth to Five) 		Group	Sites	Number Completed	Total # of Staff	Percentage	Carrie	TD/181/DV/LDO	11	14	78.6%	Chris	Knott	5	5	100%	Cora	CC	3	3	100%	Ephrem	HZ/RV/FV	9	10	90%	Henry	ECC/Virtual	8	9	88.8%	Julie	SR/LDO	7	7	100%	Nahed	KP/WT	4	4	100%	Maywood		7	7	100%	Totals		54	59	91.5%
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Recommendations	<ul style="list-style-type: none"> • None at this time 																																																			
Completion Date	Complete																																																			

ERSEA Report:

ERSEA	Eligibility – Impact of COVID; Accuracy of redundant systems	Vanessa
Process	<ul style="list-style-type: none"> • 10% of 533 files were reviewed to monitor accuracy of redundant systems to reduce application and data entry 	

Mt. Hood Community College – Head Start 2021-22 Self-Assessment Report

	errors, and documentation of systems implemented for COVID-19.
Findings	<ul style="list-style-type: none"> • 100% HSEVs were accurate and family enrolled in correct eligibility • 100% HSEV's listed reasons interview was not in person due to COVID • 1% application did not have a reason for OI selection. • 2 applications had minor math errors that did not impact eligibility (income amount off by .06 cents) • 100% collected data around referral sources (6% missing last year)
Recommendations	<ul style="list-style-type: none"> • None at this time
Completion Date	Ongoing

Fiscal Self-Assessment Report:

Fiscal	Review allocations for staff in PCN workbook	Nou, Dr. Kisa
Process	Look at each individual employee allocation and compare account codes to see if they are assigned correctly	
Findings	<ul style="list-style-type: none"> • Several staff have PCN allocations that do not accurately reflect the funding streams that they are providing support for (e.g. Teacher in EHS classroom who has a PCN allocation tied to HS). 	
Recommendations	<ul style="list-style-type: none"> • Revise PCNs to reflect accurate funding streams 	
Completion Date	March 2022	
Fiscal	Review site budget allocation process	Nou, Dr. Kisa
Process	Reviewed each site budget from previous years to see if a pattern for how budgets were developed emerges Reach out to Associate Directors about prior years site budgets	
Findings	<ul style="list-style-type: none"> • No pattern of how budgets were developed emerged • No formulas identified • Historical information did not provide any clear processes for determining site budgets 	
Recommendations	<ul style="list-style-type: none"> • Hold collaboration meeting with Leadership team to discuss and develop a process (formula) for determining site budgets. 	
Completion Date	<ul style="list-style-type: none"> • June 2022 	

Mt. Hood Community College – Head Start 2021-22 Self-Assessment Report

Health Self-Assessment Report:

<p>Health</p>	<p>Audit sites that are currently open for in-person services to monitor for compliance with required postings in centers and classrooms, and for medication compliance.</p>	<p>Nikki & Danielle</p>
<p>Process</p>	<p>Health team (Nikki Z. & Danielle E.) traveled to sites currently open for in-person services for monitoring within the first 2 weeks of sites being re-opened March 2022. We completed monitoring checklists for required postings, as well as medication checks.</p> <p style="padding-left: 40px;">Monitoring checks involved:</p> <ul style="list-style-type: none"> • Creating a new simple checklist form for easy monitoring purposes • Traveling to 12 sites currently open for in-person services <p style="padding-left: 40px;">Medication checks involved:</p> <ul style="list-style-type: none"> • Ensuring children present at sites with needed medications had them on site • Verifying that medications were together with medication permission forms and clearly labeled • Medications were not expired • There were no medications for children not currently enrolled • Area where medications were located were clearly labeled <ul style="list-style-type: none"> • Checking to see status of locking methods: in locked cabinets, in locked boxes, etc. 	
<p>Findings</p>	<ul style="list-style-type: none"> • <u>Postings</u>: Most classrooms were missing several postings- likely due to recent movement and short length of time before opening for services after COVID-19 closures. Health team has documented which are missing from each classroom as part of this self-assessment, and sent out missing ones to ensure all are in compliance with required postings. • <u>Child Plus</u>: Previously, allergy events and critical health/allergy fields in ChildPlus were the location for any information regarding a child’s need for an EpiPen for severe allergies. • <u>BBP</u>: There are currently required postings for First Aid kits, but none for bloodborne pathogen kits. 	

Mt. Hood Community College – Head Start 2021-22 Self-Assessment Report

	<ul style="list-style-type: none"> • <u>Hand Washing</u>: According to the required postings list, there is a total of 5 different hand washing signs that must be posted. There are 3 different ones for children, one for adults, and one hand washing chart. This makes posting them a challenge in some classrooms due to limited wall space. • <u>Medications</u>: One classroom had a student present who needed medication (or documentation that none were needed) during the monitoring visit. Health team spoke with the teacher, who was immediately able to connect with the family to work out a solution so they could safely return to school. <ul style="list-style-type: none"> ○ <u>Medication Boxes</u>: Many sites are in compliance with keeping medications out of reach of children, but are extremely varied in what containers they are stored in. Some have locking boxes, some are in locked cabinets with keys in Tupperware containers, and some are in cabinets with child-proof locks on the outside doors but are not locked on the inside. • <u>Med Box Keys</u>: One site had a locked med box, but health team could not locate the key to access it. Some sites had keys taped to med box, or simply stuck in the keyhole.
<p>Recommendations</p>	<ul style="list-style-type: none"> • Now that a simple form has been created to use for monitoring, plan is for staff to complete at beginning of classrooms opening for submission to Health Manager so if any are missing they can be sent to staff accordingly and in a timely manner. • After this review, Interim Health Manager also added this information for the 'Food Substitution' events so all kitchen staff can also be aware of severe allergies, and script for this data entry was updated as well. • After this review, health team will create half-sheets for BBP for easy location in classrooms when needed. As part of the BBP kit, this may also help to ensure Cavicide cleaning spray is on site and not expired. • Health team would like to recommend this number be reduced if possible and still meet licensing requirements. • Health team would like to recommend that more locking medication boxes be purchased to standardize the medication storage in the program. Since classroom storage varies so much site to site, providing a locking box for each

Mt. Hood Community College – Head Start 2021-22 Self-Assessment Report

	<p>classroom would ensure that this safety requirement is met no matter the classroom set up.</p> <ul style="list-style-type: none"> Health team would like to recommend purchasing command hooks that can stick to surfaces where keys can be hung from on the back of cabinets where med boxes are located. Or, staff could post a note explaining where key is located on inside cabinet where med box is located. Message needs to be sent out to staff that keys should not be left in keyholes of med boxes
Completion Date	June 2022

Professional Development Self-Assessment Report:

Prof. Development	Evaluate types of Professional Development Opportunities offered to staff	Cynthia & Michelle, Dr. Kisa
Process	<ul style="list-style-type: none"> Reviewed what types of professional development opportunities have been offered from January 2021 through January 2022 Categorized trainings into the following types of training: Health; Education; Diversity, Equity, and Inclusion; and Other 	
Findings	<ul style="list-style-type: none"> 32 training opportunities were offered in the following topic areas: <ul style="list-style-type: none"> Health – 7 training opportunities for a total of 12.5 hours Education (Curriculum/Instruction/Assessment) – 14 training opportunities for a total of 27 hours Diversity, Equity, and Inclusion – 6 training opportunities for a total of 9.5 hours Other (Nutrition, Immigration, Supervision, etc.) – 5 training opportunities for a total of 7.5 hours. 	
Recommendations	<ul style="list-style-type: none"> Need to provide more training opportunities in the topic area of Diversity, Equity and Inclusion <ul style="list-style-type: none"> Secure Trauma Informed Practices training for staff 	
Completion Date	June 2022	
Professional Development	To evaluate whether or not training opportunities meet the threshold for our SPARK rating	Cynthia & Michelle
Process	Reviewed data from trainings that was recorded in ChildPlus	

Mt. Hood Community College – Head Start 2021-22 Self-Assessment Report

Findings	<ul style="list-style-type: none">• Adequate number of training opportunities were offered for Staff during the 2021 calendar year.
Recommendations	None at this time
Completion Date	March 2022



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 9.1k

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

SUBJECT: HEAD START & EARLY HEAD START NON-COMPETING CONTINUATION FEDERAL GRANT APPLICATION FOR 2022-2023 - CORRECTED

The Head Start & Early Head Start Non-Competing Continuation Federal Grant Application that was approved at the board meeting on March 16, 2022 has been updated to reflect the corrections or changes to the grant application as listed below:

Pg. 1 – changed amount to \$9,708,878

Pgs. 16 and 17 – added statement about staffing patterns and added Table 5 and Table 6 showing staffing patterns for each program model option

Pg. 18 – added sentence “Program options are currently honoring the needs indicated in the community assessment” to “c.”

Pgs. 54 – 64 – adjusted budget narrative to reflect the correct funding amount being requested.



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 \$9,708,878.

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

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

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

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

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

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

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.

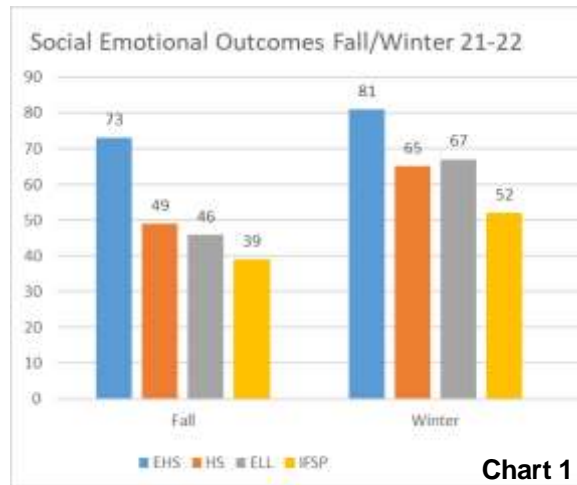


Chart 1

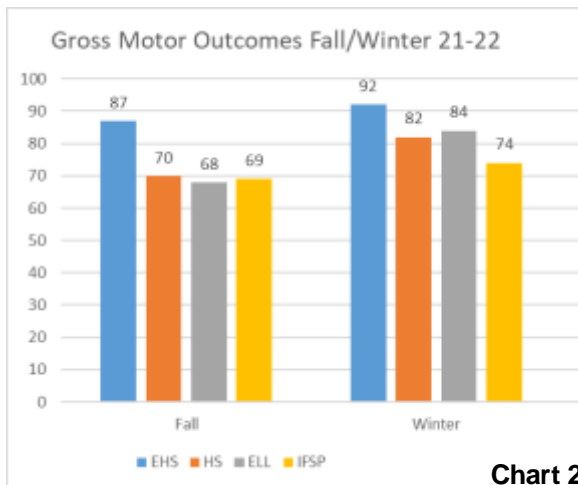


Chart 2

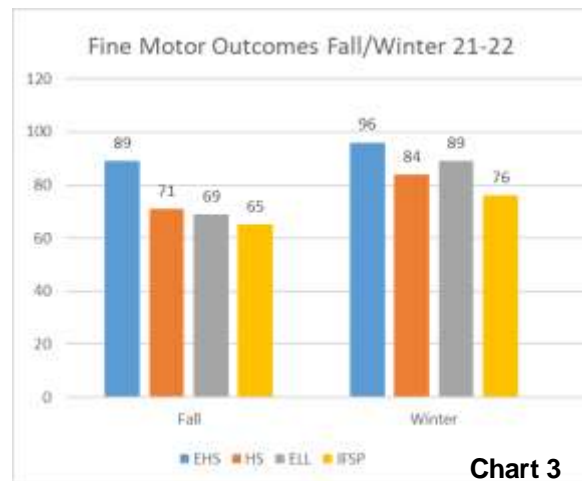
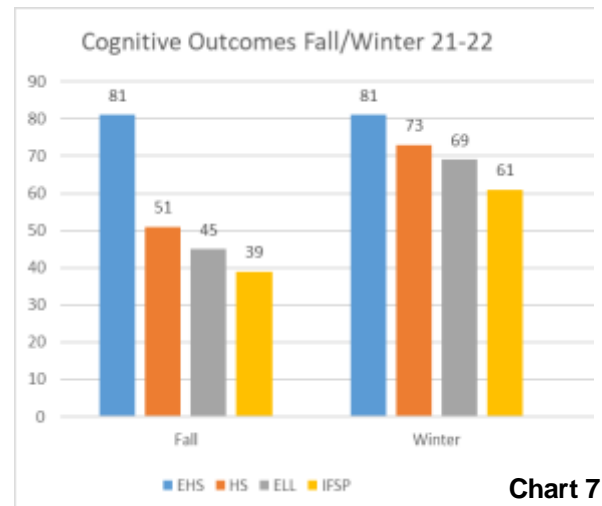
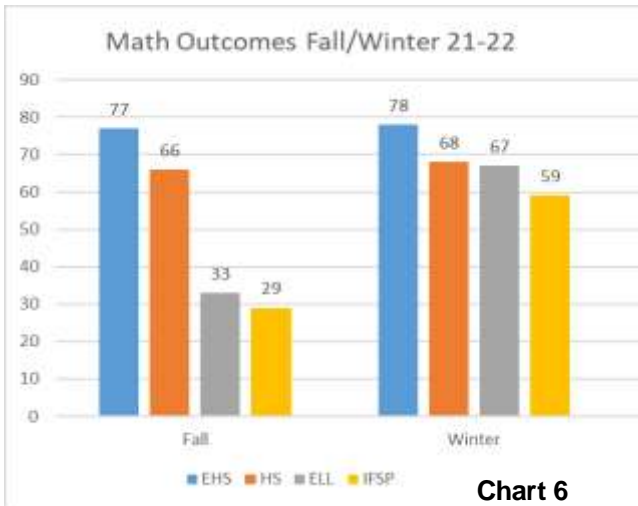
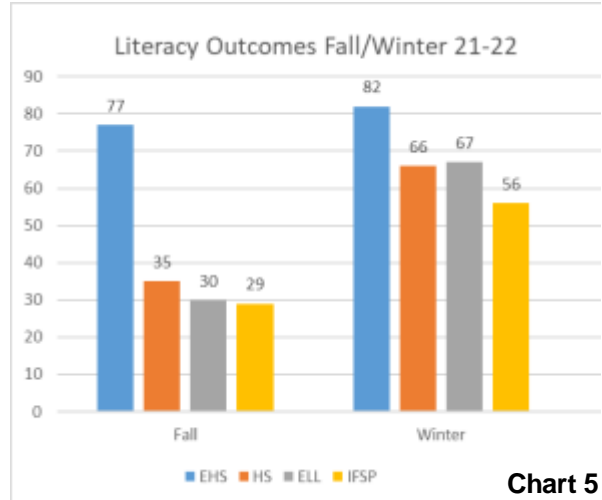
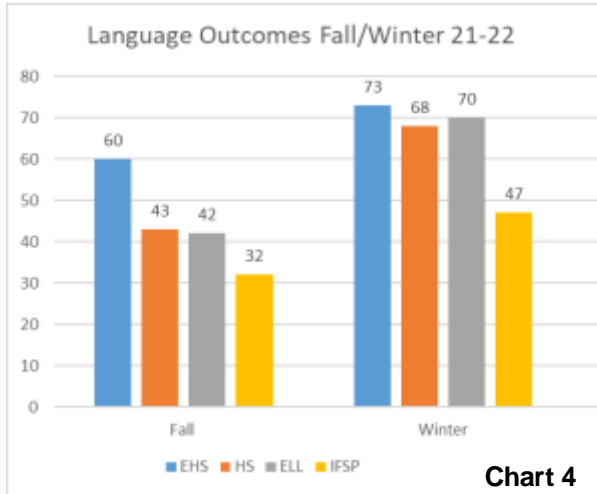


Chart 3

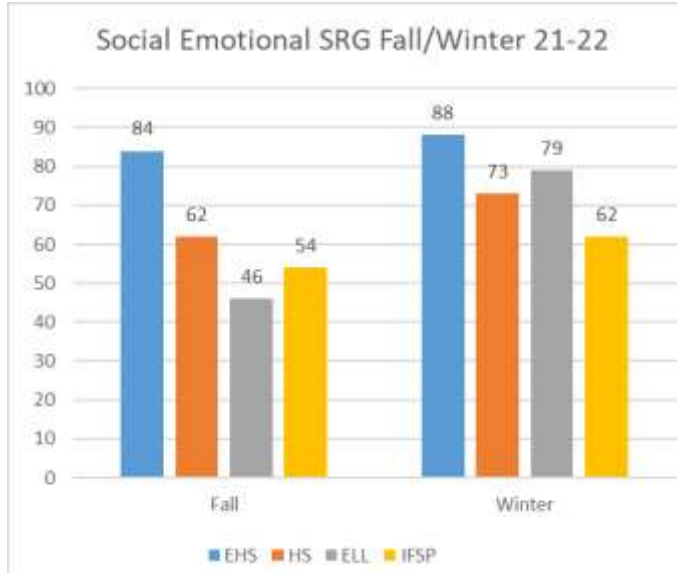
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The following charts display the percentage of children meeting or exceeding the MHCC SRGs by developmental domain.

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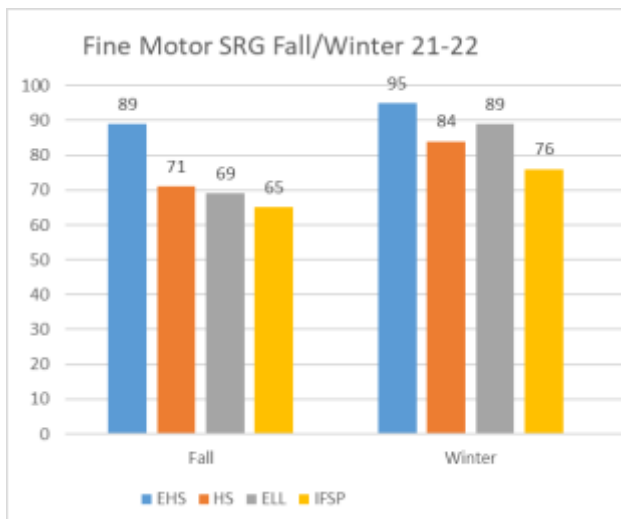
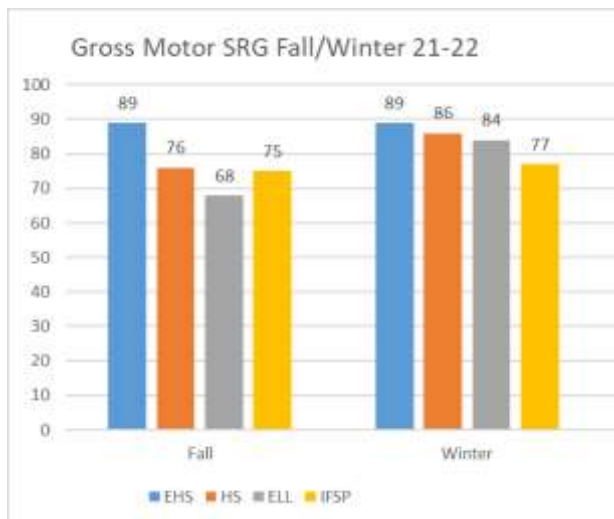
SRG: Social Emotional Development



- 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))

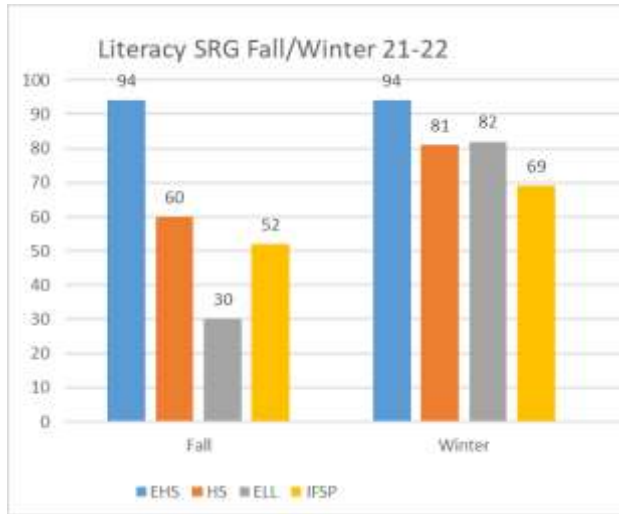
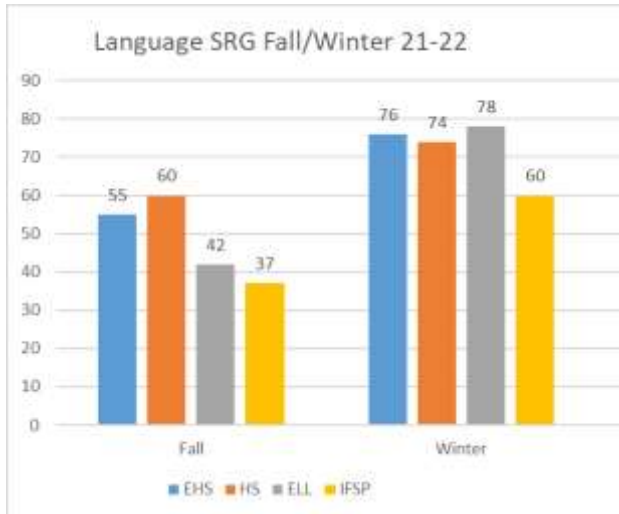


SRG: Language and Literacy

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

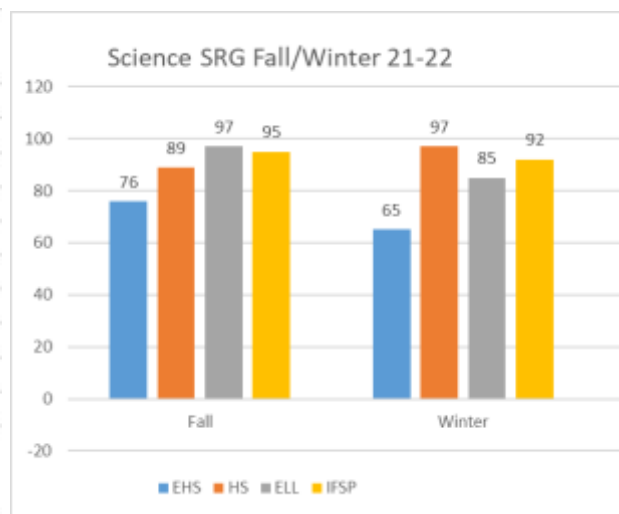
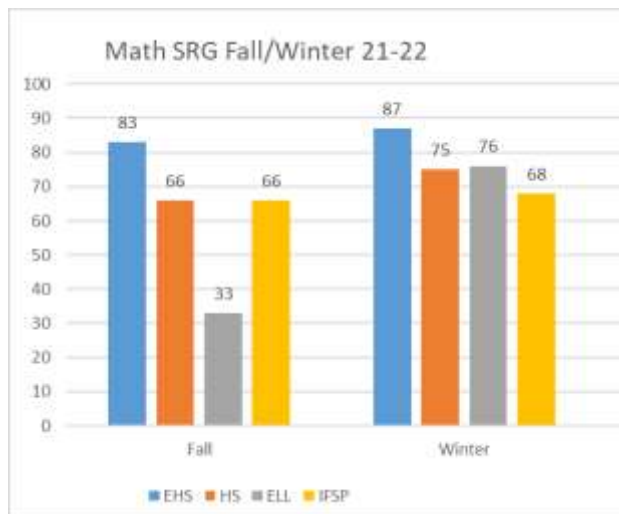
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- Children will experience and explore the world of books and reading (TSG 17(a) and 18(a))



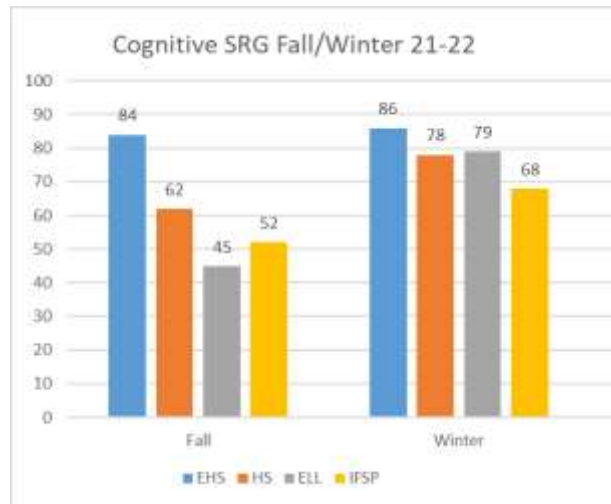
SRG: Cognition and General Knowledge

- 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 Halsey

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

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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						

The following tables, Table 5 and Table 6, describe the staffing patterns for each program model option.

Table 5. Early Head Start program options and Staffing Patterns

Model	Staffing Pattern
Home Base	Services are provided by 1 full time Family Support Specialist to a caseload of 10 enrolled children.

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Center Base Full Working Day	Each classroom is staffed by 1 full time Lead Teacher, 1 full time Associate Teacher, 1 full time Aide, 1 part time aide
Center Base FD Student	Each partner classroom is staffed by 1 full time Lead Teacher, 1 full time Associate Teacher, and 1 part time Aide
Center Base Partners	Each classroom is staffed according to Oregon OCC regulations, meets 1:4 teacher child ratio and lead teacher qualified with CDA or higher. CCP services are provided by a full-time Family Educator Specialist to a caseload up to 16 co-enrolled children.
LDO 2-3 Year Olds	Each class is staffed by 1 full time Lead Teacher, 1 part time Associate Teacher, and 1 part time Aide
Family Childcare Partners	Each group is staffed according to Oregon OCC regulations, meets 1:4 teacher child ratio and lead teacher qualified with CDA or higher. CCP services are provided by a full-time Family Educator Specialist to a caseload up to 8 co-enrolled children.

Table 6. Head Start program options and Staffing Patterns

Model	Staffing Pattern
Center Base DDSD Partner	Each classroom is staffed by 1 full time Teacher, 1 full time Assistant Teacher, and 1 full time instructional Aide
Center Base Part Day (AM/PM)	Each classroom is staffed by 1 full time Lead Teacher, 1 full time Assistant Teacher, and 1 part time Aide
Mid-day	Each classroom is staffed by 1 full time Lead Teacher, 1 part time Assistant Teacher, and 1 part time Aide
Center Base Duration	Each classroom is staffed by 1 full time Lead Teacher, 1 full time Assistant Teacher, and full time 1 Aide
Center Base Full Working Day	Each classroom is staffed by 1 full time Lead Teacher, 1 full time Assistant Teacher, and 1 full time Aide and 1 part time aide
Center Based Full Day Student	Each classroom is staffed by 1 full time Lead Teacher, 1 full time Assistant Teacher, and 1 full time Aide

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b. N/A

c. There are no changes with this application. Program options are currently honoring the needs indicated in the community assessment. 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 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.

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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. There are no changes with this application. 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, 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

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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 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

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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, 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

There are no changes with this application.

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

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- (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 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

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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 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

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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 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

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>

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

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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. 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.

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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 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

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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.

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

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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 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

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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.

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

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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 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.

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- 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

There are no changes with this application.

- 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

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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 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

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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 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.

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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. 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

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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.

- 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

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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 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

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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

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ensure equitable distribution of children with identified disabilities across individual classrooms and caseloads.

- 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-

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wide changes through policies, procedures, and trainings to support inclusion in all MHCC classrooms.

B10. Transition

There are no changes with this application. 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

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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 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

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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 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

There are no changes with this application.

- 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.

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

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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.

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

There are no changes with this application.

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

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Council and the Board has input and approves a plan for the type of representation. 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

There are no changes with this application.

MHCC Head Start & Early Head Start
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- a. See organizational chart on page 50
- 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

MHCC Head Start & Early Head Start
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HS/EHS (which includes the history), presentation of our programs and services, 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

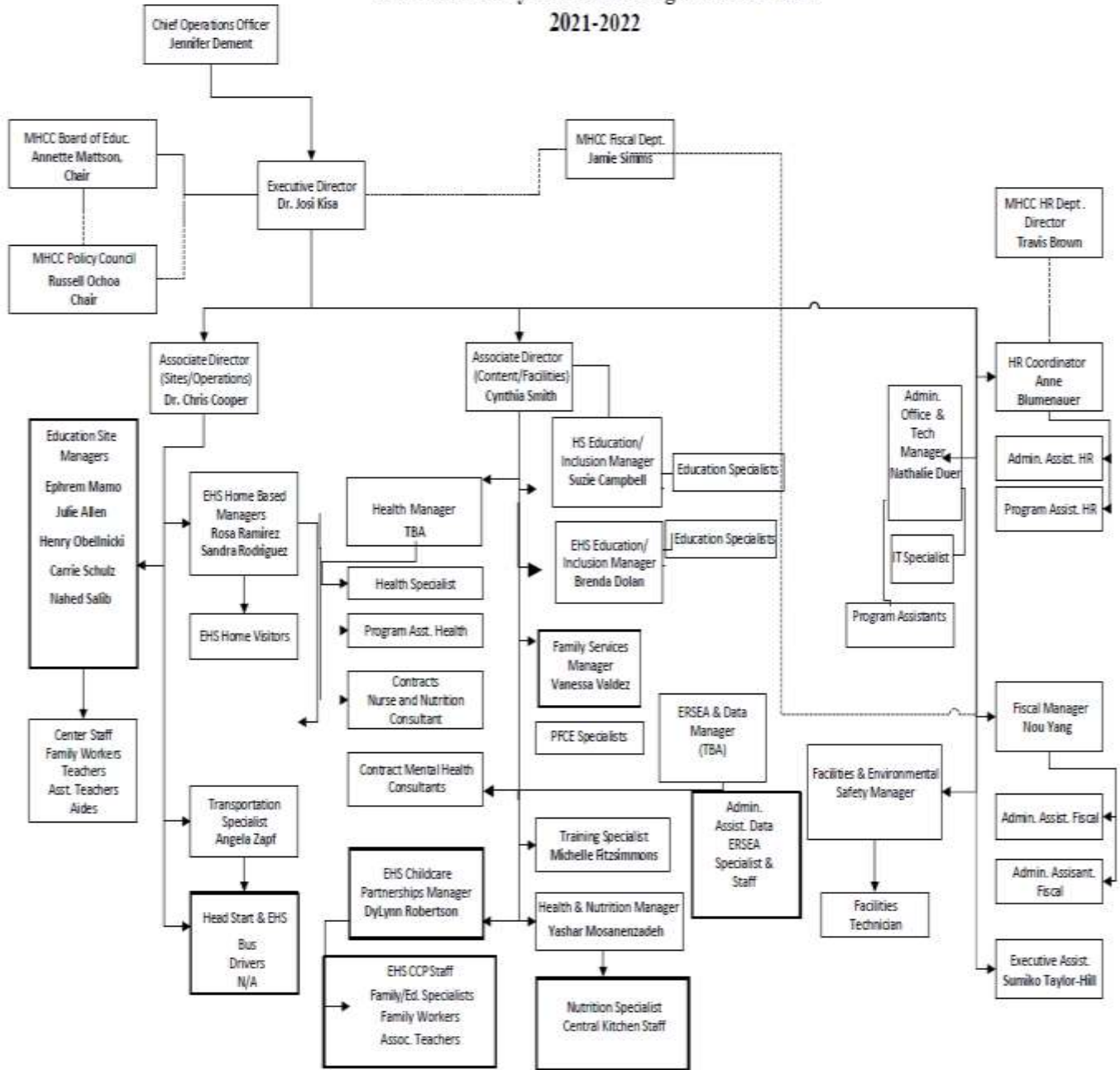
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development funds for local conferences, books and tuition. These practices lead to better outcomes for families because staff's ongoing professional development is supported, helping with retention, and a well-trained workforce along with employee 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



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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 portion 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 \$4,056,624. Head Start Ops: \$1,760,420; Head Start TTA: \$28,519; EHS Ops: \$2,238,620; EHS TTA: \$29,065
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 portion 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 \$2,525,595. Head Start Ops: \$1,200,208; Head Start TTA:

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	<p>\$1,390; EHS Ops: \$1,314,187; EHS TTA: \$9,810</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 comprised 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, Washington, DC – August 2021; Parents as Teachers National Conference, Baltimore, MD – October 2021; <i>ChildPlus</i> Scramble, Las Vegas, NV – November 2021; National Association for the Education of Young Children (NAEYC) Natl. Conference, Orlando, FL -- November 2021; Parent and Family Engagement Conference, Orlando, FL – December 2021; Northwest - Positive Behavior Intervention and Support Tacoma, WA – February 2022; National Head Start Association, Baltimore, MD – May 2022</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 determines which quote to</p>

MHCC Head Start & Early Head Start
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	accept. All purchases are approved through an on-line approval process, which includes the HS Director, using a digital system.
e. Supplies	
1. Office Supplies	
Office Supplies	Office supplies are purchased 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 purchase iPads for Teachers to use with GOLD® and for home visitors to do PICCOLO and use with families. We purchase 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

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	<p>replacement, calibration and repair, blood clean up kits, scales and vision screening supplies. We purchase fluoride varnish for all children enrolled.</p> <p>Total costs are \$13,875. Child and family supplies estimates are based on a three-year history. Head Start Ops: \$9,750; EHS Ops: \$4,125</p>
Instruction Supplies	<p>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</p>
Inclusion Supplies	<p>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</p>
Site Supplies	<p>Site budgets are computed annually using a formula based on number of children and option. 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</p>
Family Services Supplies	<p>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</p>
3. Food Service Supplies	
Kitchen	<p>This includes central kitchen supplies including replacement Cambro</p>

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Supplies	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
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	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;

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and GOLD®	EHS Ops: \$2,749
Janitorial	Contract with America Cleaning Solutions. Total costs are \$63,469. Head Start Ops: \$60,015; EHS Ops: \$3,454
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 5 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
	CCP-Glisan			10,549		10,549
	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	\$49,866	\$64,753	\$752,572
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 purchased 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

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	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 2021, February 2022, May 2022 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

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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 2021 and one in Portland in June 2022; ORAEYC October 2021 in Portland and April 2022; Oregon Head Start Association, November 2021, February and May, 2022; Oregon Head Start Association Specialist Conference, April 2022 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>

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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 would elect to use our Indirect Cost rate agreement with HHS for this grant. Total costs are \$883,004. Head Start Ops: \$397,170; EHS Ops: \$485,834 See Additional Notes for information on cost allocation systems & plans.
Total Requested	For this Continuation Grant Application, we are requesting a total of \$9,708,878
Non-Federal Share	State of Oregon HS: \$9,602,815 State of Oregon EHS: \$696,000 Portland Children's Levy EHS: \$575,500



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 9.1I

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

SUBJECT: CHILD DEVELOPMENT & FAMILY SUPPORT PROGRAMS 2020-2021 ANNUAL REPORT



MT. HOOD
COMMUNITY COLLEGE

Child Development &
Family Support Programs

2020- 2021 Annual Report



HEAD START
ADMINISTRATIVE OFFICES

10100 NE Prescott St
Portland, OR 97220
Phone: 503-491-6111
Fax: 503-491-6112

MT. HOOD COMMUNITY COLLEGE
GRANTEE OFFICE

26000 SE Stark St.
Gresham, OR 97030

Management Team

Pam Greenough Corrie/Dr. Josi Kisa – Executive Director

Cynthia Smith – Associate Director

Dr. Chris Cooper — Associate Director

Henry Obelnicki — Education Site Manager

Carrie Schulz — Education Site Manager

Ephrem Mamo — Education Site Manager

Amy Moua — Education Site Manager

Sandra Tena-Education Site Manager

Laura Hernandez — Education Site Manager

Julie Allen — Education Site Manager

Carrie Green — Education Site Manager

Brenda Dolan — EHS Home Based Coordinator

Sandra Rodriguez—EHS Home Based Coordinator

Sharon Gattman — Data Manager

Kerian Walton — Administrative Office & Technology Manager

Brenda Dolan — Early Head Start Education & Inclusion Manager

Suzie Campbell — Head Start Education & Inclusion Services Manager

Misty Kelly – Fiscal Services Coordinator

Anne Blumenauer – HR Coordinator

Erica Salas Umaña – Health & Nutrition

Manager **Vanessa Valdez** – Family Services

Manager **Suzie Campbell** – Education Manager

DyLynn Robertson — Child Care Partnerships Manager

Yashar Mosanenzadeh – Food Service Manager

Jeremy Bartels – Facilities & Environmental Safety Manager

Christine Waters— CCR&R Director

Winnie Cheung — CCR&R Training Manager

***Increasing the success of children and families by
building on strengths.***



Websites:

<http://mhccheadstart.org>

<http://ccrr-mc.org/>



Serving the Community

What does Head Start do?

MHCC Head Start Program serves children from birth to age five. Priority is given to children and families with high needs including foster children and homeless families. The program provides both classroom based programs and home visit programs.

We hire our families

27% of our staff are current or previous parents!

We meet you where you are at

We completed 14, 824 home visits, parent-teacher conferences and virtual connection meetings with families last school year!

Serving our community

We served over 1,671 children and families in East Multnomah County.

We will bring you here

Due to our program being virtual this school year, our program's transportation services were put on hold.

*This includes families who may have left the program early.

Services

Education

Our Education team works to ensure that all education requirements are being met through coaching, professional development and collaboration with community partnerships. Included within the scope of our Education team is maintaining a clear understanding of child development, best practice (of care and education), and supporting quality classroom environments to provide a learning rich, play based foundation for the children we serve.

Family Assessments

Family Workers engage in a collaborative process to build relationships with parents to establish mutual trust. A family needs assessment is utilized to promote the well-being of the family and to identify family strengths, needs and resources available to the family.

Family Engagement

We encourage parents and family members to become involved in the program to ensure strong parent leadership in guiding the direction of our program. We have a variety of ways parents can become engaged, including: attending workshops or Parent Center Committee Meetings, joining Policy Council or committees and working with children at home.

Family Goals setting

Family Workers meet with families to help them identify supportive people, agencies and services they have in their life. They also look at the things families determine that they want to change or strengthen. From this discussion they set a goal for themselves or their family.

Leadership opportunities

Parents have an important voice in Head Start. They are members of their center's Parent Committee and help plan parent meetings and make center decisions. They also have the opportunity to be elected to represent their center at Policy Council where parent input and approval are required for many of the decisions concerning the program.

Health & Nutrition

It is an important piece of school readiness for children to be healthy and ready to learn! Ensuring that there are no health barriers for a child to learn successfully is a key component for Head Start and Early Head Start.

In our program, staff complete many health screenings for children. Height and weight screenings are done twice per year, hearing screenings are completed when children enter the program, and vision screenings are completed on site. Staff also complete behavior and development screenings (with the child's parent or guardian), and communicate results from all screenings to families.

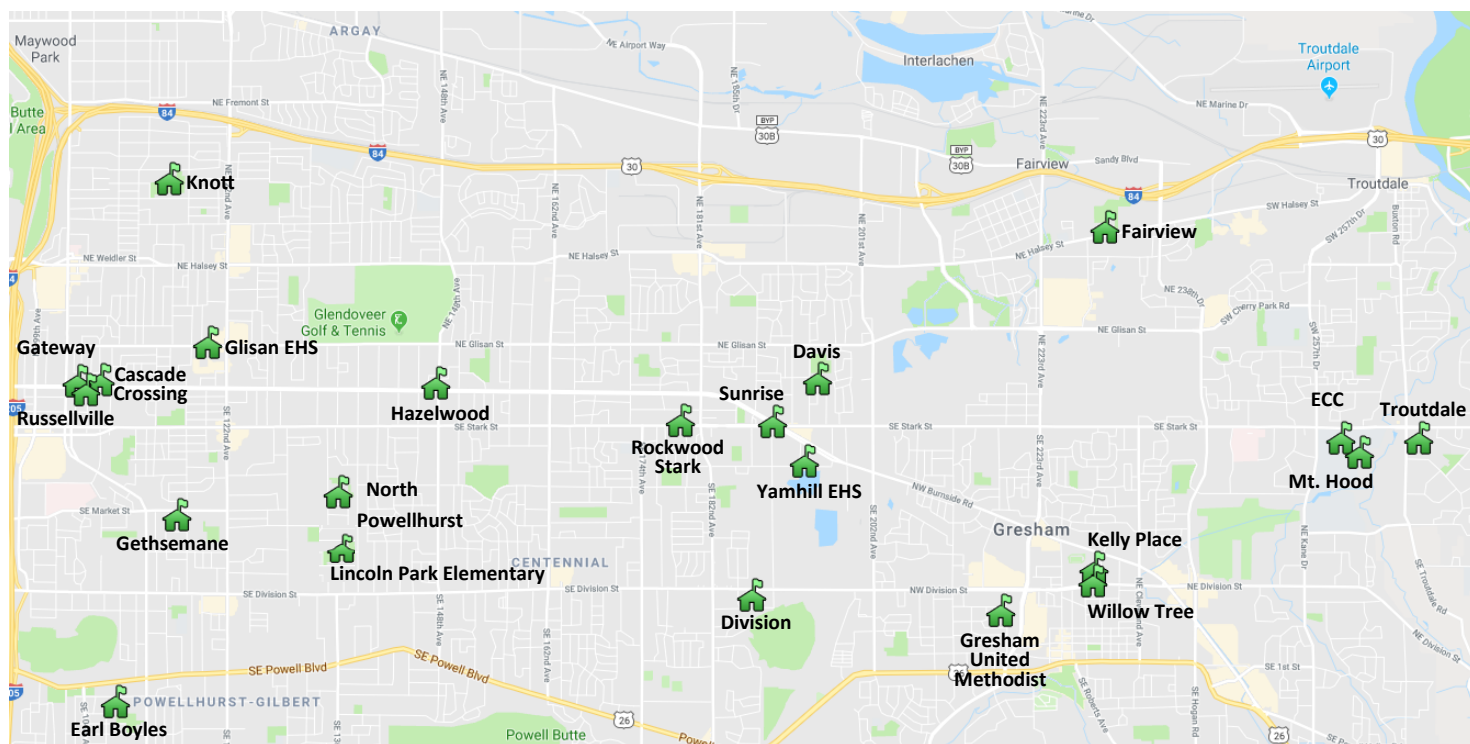
School food menus are planned by the Health & Nutrition Manager, the Food Service Manager and the Nutrition Consultant to ensure the program meets all of the food program nutrition requirements. At sites, food is served as a family-style meal to promote children's engagement at the table.

For all families in the program, we educate and involve families in the Harvest for Healthy Kids curriculum where they can do cooking activities together, learn about healthy foods in various ways, and feature a new food for exploration every month; this curriculum is offered both in the menus at sites and at home visits.

Family Services

Locations

Mt. Hood Community College Head Start and Early Head Start serves low income families with young children who live east of Portland Public Schools in the Parkrose, David Douglas, Centennial, Gresham-Barlow, Reynolds and Corbett school districts. Special programs are available for working parents and parents who are students at Mt. Hood Community College.

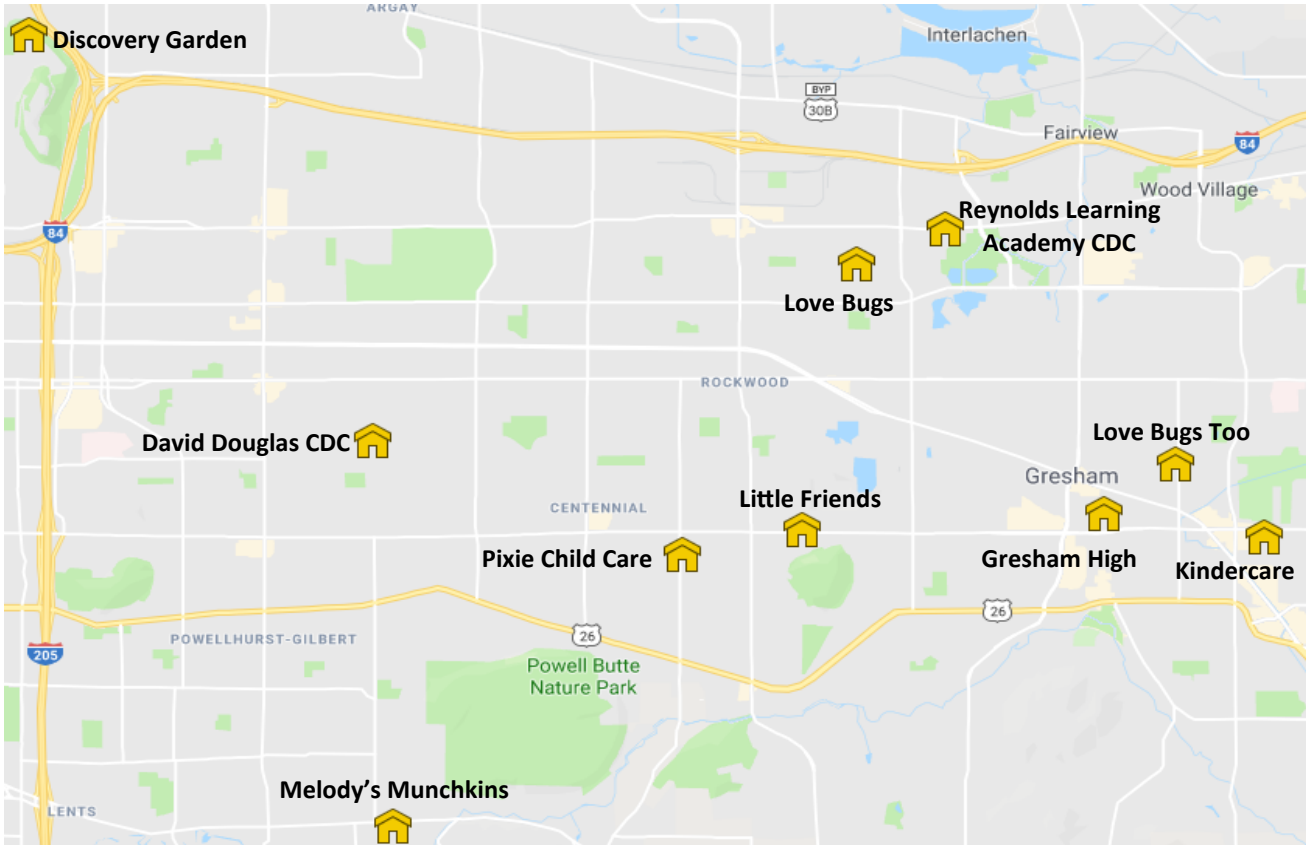


- Cascade Crossing** – 10619 E Burnside St., Portland
- Division** – 18630 SE Division St., Gresham
- Davis** – 19501 NE Davis St., Portland
- Earl Boyles** – 10822 SE Bush St., Portland
- ECC** – 26000 SE Stark Gresham
- EHS CCP Office**—11715 NE Glisan St., Portland
- Fairview** – 22737 NE Halsey St, Fairview
- Gateway** – 10317 E. Burnside St., Portland
- Gethsemane** – 11560 SE Market St., Portland
- Glisan EHS** — 11905 NE Glisan St., Portland
- Gresham United** – 620 NW 8th St., Gresham
- Hazelwood** – 35 NE 148th Ave., Portland

- Kelly Place & Willowtree** – 303 NE Division St., Gresham
- Knott** – 11456 NE Knott St, Portland
- Lincoln Park Elementary** 13200 SE Lincoln St, Portland, OR 97233
- Mt. Hood** – 26000 SE Stark St, Gresham
- Maywood**—10100 NE Prescott St, Portland
- North Powellhurst** – 1400 SE 135th Ave., Portland
- Rockwood Stark** – 17807 SE Stark St., Portland
- Russellville** – 10420 E Burnside St., Portland
- Sunrise** – 18901 E. Burnside St., Portland
- Troutdale** – 26814 SE Stark St, Troutdale
- Yamhill EHS** — 19309 SE Yamhill St., Portland

Child Care Partnership Locations

Early Head Start Child Care Partnerships collaborates with school district teen parent programs, certified family child care and child care centers to provide services for families with infant and toddler-aged children in their community child care programs.



Family Based Child Care

Little Friend's Day School – 18805 SE Division Street, Gresham

Love Bugs Too – 1995 NE Cleveland, Gresham

Love Bugs – 1120 NE 18th St, Gresham

Melody's Munchkins – 14124 SE Mill St, Portland

High School Child Care

David Douglas CDC – 1400 SE 135th Ave, Portland

Gresham High School CDC – 1200 N Main Ave, Gresham

Reynolds Learning Academy CDC – 20234 NE Halsey St, Portland

Center Based Child Care

Discovery Garden Child Care – 8212 NE Sandy Blvd, Portland

Gresham KinderCare – 2180 NE Division St, Gresham

Pixie Child Care – 2740 SE 174th Ave, Portland

Office

EHS CCP Office—11715 NE Glisan St., Portland

Families experiencing homelessness

- 7% of Head Start Families
- 11% of Early Head Start Families
- 16% of Child Care Partnerships Families

Families on Public Assistance (including TANF)

- 23% of Head Start Families
- 22% of Early Head Start Families
- 16% of Child Care Partnerships Families

Families who are unemployed

- 25% of Head Start Families
- 22% of Early Head Start Families
- 20% of Child Care Partnerships Families

Foster Care Families

- 5% of Head Start Families
- 6% of Early Head Start Families
- 9% of Child Care Partnerships Families.

Not Reported (foster child, family experiencing homelessness)

- 20% of Head Start Families
- 21% of Early Head Start Families
- 35% of Child Care Partnerships Families

Families at poverty level or below

- 62% of Head Start Families
- 66% of Early Head Start Families
- 54% of Child Care Partnerships Families

Families at 101% - 130% of poverty level

- 15% of Head Start Families
- 11% of Early Head Start Families
- 9% of Child Care Partnerships Families

Families at 130% above poverty or greater

- 3% of Head Start Families
- 2% of Early Head Start Families
- 2% of Child Care Partnerships Families.

Medical & Dental Services

The 2020 - 21 school year proved to be a difficult year for health in many ways for our families. Much of our program was virtual, meaning the health team could not perform the usual health screening requirements for children and we were not able to get as many Release of Information (ROI's) as we normally are from families to request records from clinics. Many medical offices and dental clinics were shut down or had limited services available for much of the school year, and as a result many children fell behind in well child exams, routine dental care, and immunizations due to the pandemic.

However, our program was able to host 12 Health event days at our main office, the Mt. Hood Community College, Maywood Office and our Early Childhood Center. A total of 376 children from all of our program models were able to be screened for hearing, vision, and a dental exam with fluoride varnish by Dental3 during the Health Event Days. During these events, our Education Site Managers assisted the health team by having families sign paperwork packets (including ROIs so we could request medical and dental records).

After these events, we were still missing nearly 300 ROIs. The health team mailed out 206 packets to families with return envelopes to try to get additional ROIs. The health team also sent FWs 147 blank packets with stamps so they could mail them to families themselves.

Dental Services:

Early Head Start: 253 out of 284 (89%) had access to dental care/dental home kits
198 children received a dental exam during the school year

Head Start: 620 out of 671 (92%) had access to dental care/dental home kits

411 children received a dental exam during the school year

102 children needed dental treatment, and 73 of these had started treatment with a dentist by the end of the school year

Child Care Partnerships: 63 out of 96 (65%) had access to dental care/dental home kits

41 children received a dental exam during the school year

Well Child Check- Ups:

Early Head Start: 239 out of 284 (84%) were up to date by the end of the school year

Head Start: 497 out of 671 (74%) were up to date by the end of the school year

Child Care Partnerships: 60 out of 96 (62%) were up to date by the end of the school year

Health Insurance:

Early Head Start: 273 out of 284 (96%) had health coverage at the end of the year

Head Start: 671 out of 671 (100%) had health coverage at the end of the year

Child Care Partnerships: 91 out of 96 (94%) had health coverage at the end of the year

Medical & Dental Services

Health Insurance:

Early Head Start: 273 out of 284 (96%) had health coverage at the end of the year

Head Start: 671 out of 671 (100%) had health coverage at the end of the year

Child Care Partnerships: 91 out of 96 (94%) had health coverage at the end of the year

Immunizations:

Early Head Start: 247 out of 284 (86%) were up to date at the end of the school year

Head Start: 629 out of 671 (93%) were up to date at the end of the school year

Child Care Partnerships: 83 out of 96 (86%) were up to date at the end of the school year

Children who received

treatment for a hearing concern:

Early Head Start: 4

Head Start: 12

Child Care Partnerships: 7

Children who received glasses for vision:

Early Head Start: 22

Head Start: 61

Child Care Partnerships: 2

Children who had an asthma diagnosis:

Early Head Start: 22

Head Start: 77

Child Care Partnerships: 15

Children who had a seizure history (2 or more)

Early Head Start: 5

Head Start: 14

Child Care Partnerships: 0

Children who had a diagnosis of ASD (autism):

Early Head Start: 22

Head Start: 77

Child Care Partnerships: 15

Children who had a diagnosis of ADHD:

Early Head Start: 1

Head Start: 3

Child Care Partnerships: 0

Inclusion Services

Children on IFSP's

Head Start 114

50 **Early Head Start**

10% of Head Start children on had an IFSP at the end of the year

23% of Early Head Start children had an IFSP at the end of the year

15% of Early Head Start Childcare Partnerships

What is an IFSP?

The IFSP is a written document that, among other things, outlines the early intervention services that a child and family will receive.

After a child's evaluation is complete and he or she is found eligible for early intervention services, parents and a team will meet to develop a written plan for providing early intervention services to your child and, as necessary, to your family. This plan is called the *Individualized Family Service*

IFSP's received after enrollment:

Head Start 12

5 **Early Head Start**

Policy Council

The Policy Council is a group of Head Start and Early Head Start parents and community members who help lead and make decisions about their program. Policy Council members are elected by the parents of children enrolled in the program. Parents often join the Policy Council after serving on a parent committee.

The Policy Council meets regularly as a group. Members can serve for one year at a time, and for up to five years. They work closely with the program's management team and governing body to provide overall direction for the program.

Due to COVID-19, Policy Council had to conduct their meetings virtually for the entirety of the 2020 - 2021 school year. We have noticed a significant increase in participation from parents since we have held our meetings over the virtual meeting platform, Zoom.

Policy Council provides leadership and program governance along with the Mt. Hood Community College Board of Directors. Head Start Policy Council must be comprised of at least 51% of currently enrolled Parents and community members. Policy Council ensures everyone has a voice at the table.



Virtual Services

Education

Activity bags were sent home twice a month and Zoom circles were held on average happened 3 times per week; containing items such as crayons, paper, glue sticks, water color paint pal-ettes, stickers, pompoms, and masking tape. Head Start activity bags also con-tained tweezers and scissors, and Early Head Start activity bags also contained contact paper. Our staff distributed these bags to families.



Inclusion Services

We continued to partner with our local educational agency, **Multnomah Early Childhood Program (MECP)**, in providing early intervention services to children in our program virtually. Our Education and Inclusion Managers worked with MECP staff to learn their online documentation system, and referred children to possibly receive services.

Parent-Teacher Conferences and Kindergarten Transitions

Teachers completed **275** spring parent-teacher conferences in Head Start, and Early Head Start. Our teachers also provided support to the **326** children who are transitioning to kindergarten in the fall, connecting them with school resources and completing kindergarten transition forms. Our Early Head Start and Child Care Partnerships staff completed **96** applications with parents for enrolled children who are eligible to transition to Head Start. **951** Home Visits were completed between Head Start and Early Head Start. A total of 718 Parent Teacher Conferences were completed in the 2020-2021 school year.

Virtual Classrooms

We created the structure for our education virtual services through ClassDojo, using it as an online platform to provide virtual class-room environments. Each teacher set up a classroom to create con-nections with families, communicate activity ideas for parents to do at home with their children, and hold groups such as circle time to provide children socialization opportunities.

Family Services During a Pandemic

- Approximately 225 applications were submitted for HS/EHS families to receive **500\$ gift** cards for each adult in the household. approximately 150k were provided to HS families in need through the COVID assistance program
- **OMSI**, Head Start on engineering, and Head Start partnered to provide fun family activities virtually! Materials and the workshop recordings were sent out to the entire program in Spanish and English, along with the list of materials, instructions for the activity, and more information about how to help families and children learn about engineering at home. 102 Fathers and children attended in English and Spanish events (51 dads) 188 parents and children attended in English and Spanish (59 parents) 290 parents and children total.
- 14 Head Start Families received rent/utility assistance through our partnership with **Salvation Army totaling \$30,040.84.**
- **The Rockwood CDC** granted 10k o our program funding to give families **15\$ a week for 10 weeks** this summer (starting July 8th) for a culturally specific farmers market. this was provided for 60 families
- We held Energy Assistance events and supporting approximately 100 families receive energy assistance ranging from **500-2500\$ towards bills.**
- Over 60 households received COVID wraparound supports to help families quarantine. Families would receive **\$150** worth of healthy foods and supplies from **Fred Meyer**- depending on family size delivered to their homes. Families were able to cover all bills such as rent, mortgage, electricity, water, internet, phone for one month.
 - **Thanks to our Food Service Manager, Yashar Mosanenzadeh** our program addressed food insecurities for out families, by partnering with local farmers markers to provide food boxes to families based on our families' choices; rather than pre-packaged boxes.
 - Our Human Resources Team continued recruiting and hiring even though our of-fices were closed, facilitating virtual sets of interviews and onboarding new staff virtually.
 - We distributed iPads to parents to have **technology** at home for accessibility to virtual services. Our family services staff also helped families get connected to internet service if needed.



Family Services During a Pandemic

Quotes from Our families:

"My family worker supported me through difficult life challenges and made me know I could handle it, supported me to take action and make necessary changes."

"I was so stressed out (teaching my child at home) and thought my child was stubborn, but then I tried something I saw the teacher do during circle time, and it changed everything, now I can talk to my child and listen to understand. I went from having zero patience to enjoying my child."

"After teaching my children at home, and watching the teachers online, i started to realize I can do this, I am doing this and I'm doing it well, I now want to pursue a career in education. I find myself doing more reading and research about how to be an effective teacher".

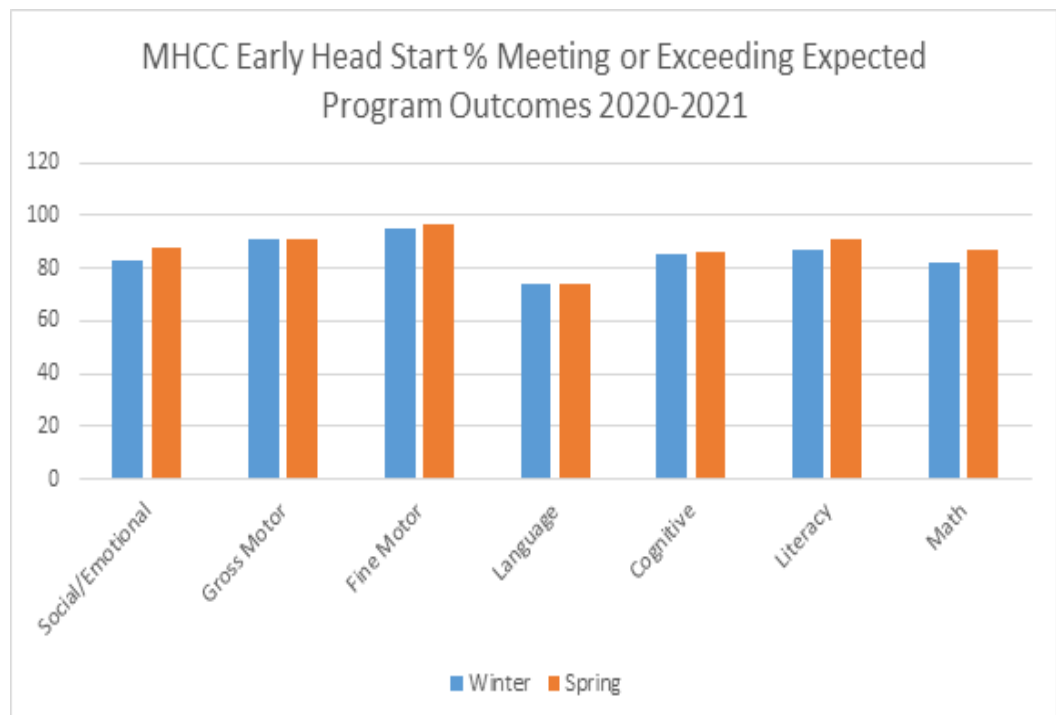
Family Services Monthly check in's "allowed me to reflect out loud that as stressed as I am, I am doing this, I can do this."

"There is nervousness about speaking up and fear of not being heard, Head Start empowers and encourages parents to use their voice and praises parents when they speak up, and from that, the nervousness and fear goes away."

Connecting through parent cafe's "Other parents show u different ways of doing things, children are so different, you run out of ideas and need a supportive community. It takes a village, and I found my village."

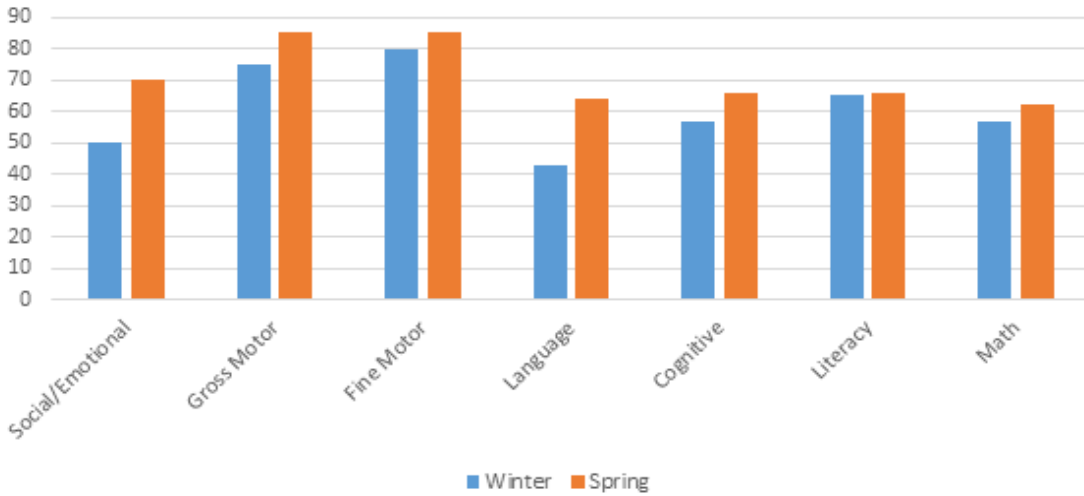
Child Outcomes

The Office of Head Start requires that programs assess children's progress using a valid and reliable assessment tool. Programs must aggregate and analyze data three times per year and must examine this data for patterns of progress for groups of children in order to develop school readiness goals.

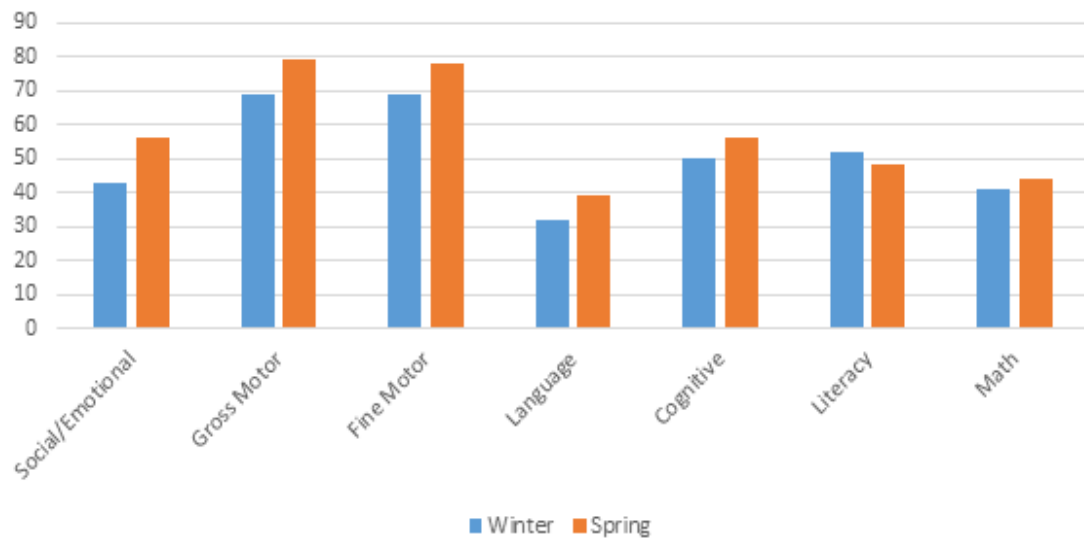


Child Outcomes

MHCC Children English Speakers of Other Languages % Meeting or Exceeding Program Outcomes 2020-2021



MHCC Children with an IFSP % Meeting or Exceeding Expected Program Outcomes 2020-2021



GOLD[®]



The MHCC Teaching Strategies Gold Outcomes are based on the widely held expectations for early childhood education. The term *widely held expectations* is used to describe the range of knowledge, skills and abilities within a specific age group.

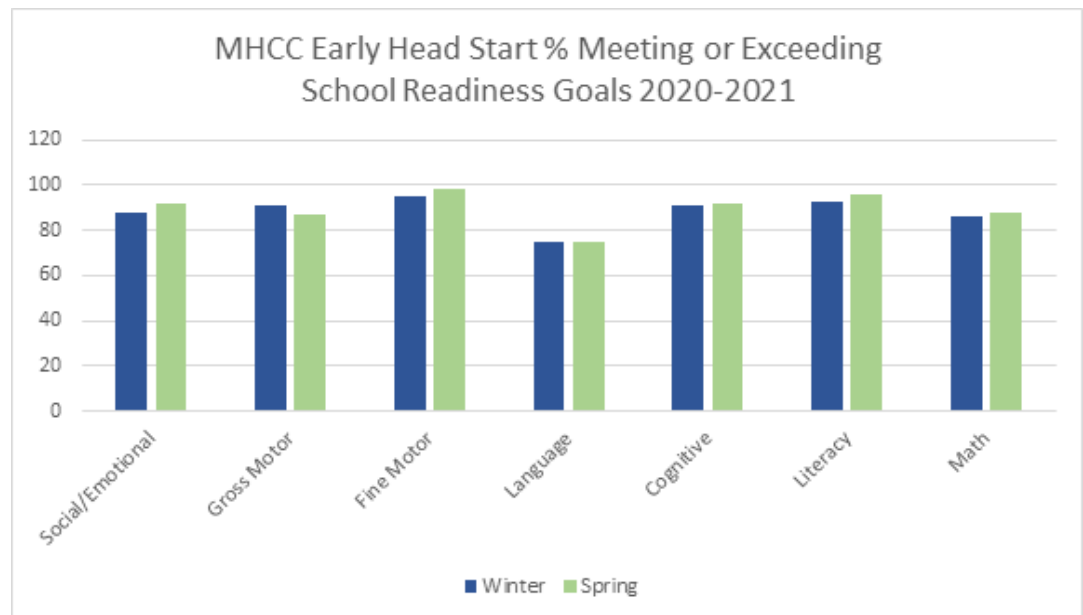
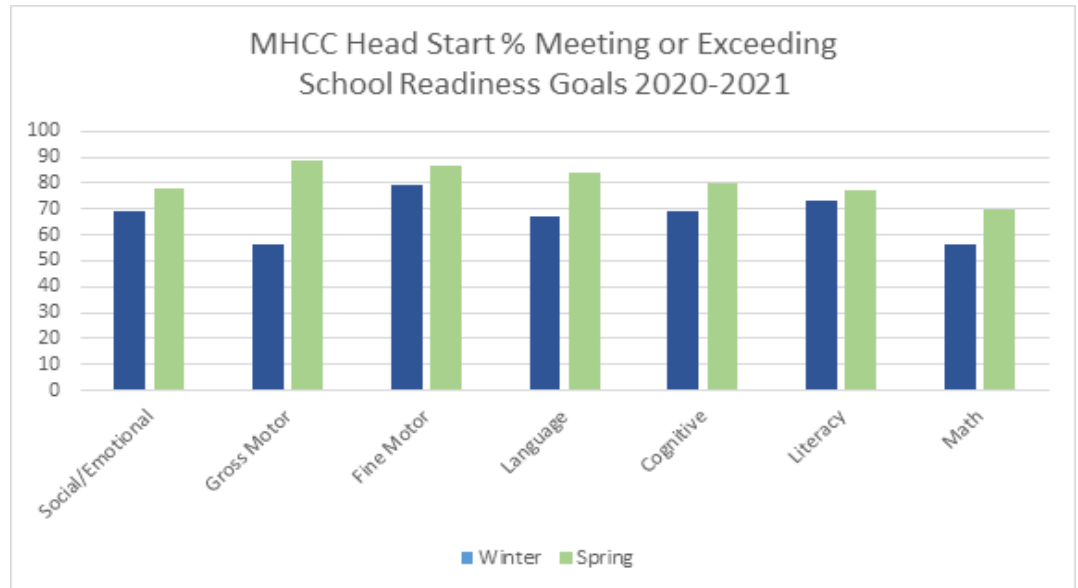
Data is typically gathered over a period of one year or one program year to determine an individual's progression of development in the areas of Social Emotional, Physical (Gross & Fine Motor), Language, Cognitive, Literacy, and Mathematics.

Student Readiness Goals

These charts show school readiness goals, which are determined with our school districts and community partners to focus on the skills and abilities that will best serve the children as they prepare to enter kindergarten.

We select one goal from each domain (social-emotional, literacy, etc.) to measure the children's progress and develop a strong foundation for school

Our program did not complete checkpoints for spring due to COVID-19 and as per communication from the state.

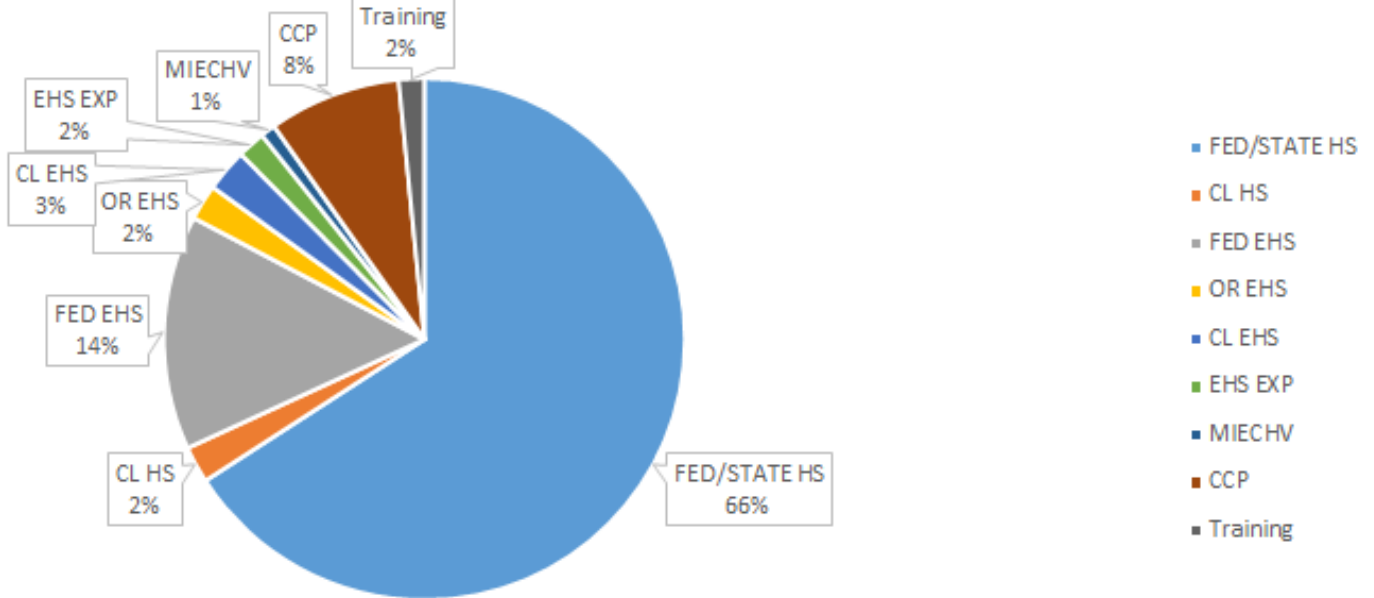


Financials

	2017-18	2017-18	2017-18	2018-19	2018-19	2019-20	2019-20	2020-21	2020-21
Revenue	Budget	Budget Revised	Actual	Budget	Actual	Budget	Actual	Budget	Actual
Federal/State HS	\$11,163,042	\$10,986,920	\$10,978,111	11,516,182	\$11,508,925	11,909,158	\$11,909,158	14,306,454	\$12,569,356
Children's Levy HS	\$404,500	\$404,500	\$386,839	\$435,492	\$435,490	\$433,912	\$420,059	\$493,956	\$349,867
Federal EHS	\$1,491,196	\$1,491,196	\$1,489,780	\$1,493,650	\$1,493,650	\$1,520,088	\$1,520,088	\$3,155,800	\$1,384,037
Oregon EHS	\$78,238	\$81,132	\$81,132	\$81,132	\$81,132	\$81,132	\$81,132	\$480,000	\$275,687
Children's Levy EHS	\$368,826	\$456,144	\$455,666	\$539,089	\$539,081	\$560,113	\$560,113	\$575,500	\$543,093
EHS Expansion		\$574,032	\$571,098	\$390,464	\$395,486	\$397,211	\$362,709	\$375,306	\$324,698
MIECHV	\$200,000	\$200,000	\$144,154	\$200,000	\$181,724	\$200,000	\$189,596	\$200,000	\$188,444
EHS Child Care Partnerships	\$1,564,495	\$1,579,765	\$1,386,776	\$1,619,864	\$1,603,274	\$1,647,872	\$1,462,018	\$1,780,990	\$1,273,950
Total	\$15,270,297	\$15,773,689	\$15,493,557	\$16,345,415	\$16,336,244	\$16,749,486	\$16,504,872	\$21,368,006	\$16,909,132
Expenses									
Salaries and Benefits	\$10,986,447	\$11,435,662	\$11,275,440	\$11,896,164	\$11,894,669	\$12,601,511	\$12,520,101	\$10,492,166	\$4,192,461
Equipment	\$0	\$0	\$0	\$40,403	\$42,570	\$0	\$0	\$0	\$0
Travel and Training	\$282,361	\$265,923	\$207,123	\$98,445	\$97,482	\$42,799	\$72,270	\$65,063	\$97,340
Supplies	\$361,656	\$542,039	\$509,020	\$392,021	\$404,789	\$283,466	\$331,709	\$751,119	\$336,451
Contractual	\$1,241,033	\$1,303,858	\$1,289,700	\$1,247,320	\$1,171,379	\$1,259,039	\$1,082,300	\$1,489,432	\$842,533
Other	\$2,398,800	\$2,226,207	\$2,212,274	\$1,212,753	\$1,252,936	\$2,562,671	\$2,498,492	\$8,913,836	\$3,883,206
Total	\$15,270,297	\$15,773,689	\$15,493,557	16,374,318	16,336,244	16,749,486	16,504,873	21,711,616	9,349,990

Differences between budgeted and actual expenditures are due to changes in budget tracking and in different program funding cycles.

Funding Sources - 7/1/2020 - 6/30/2021



Five Year Goals 2020-21

Program Goal 1: Improve Child and Family Services

- Objectives:
- a. Expand the use of L.E.A.P. principles into one site each year.
 - b. Implement the Creative Curriculum for EHS and HS classrooms to 90% fidelity
 - c. Buffer the effects of trauma by building resilience and strengthening protective factors for staff, families, and children

Program Goal 2: Advance Diversity, Equity and Inclusion

- Objectives:
- a. Increase the number of staff by 1% each year who represent the ethnicity and languages of the community we serve
 - b. Ensure that our community of ESL families have access to home base services that meet their needs

Program Goal 3: Strengthen Community Engagement

- Objectives:
- a. By 2025, develop and strengthen community partnerships in each of the seven family outcomes of the PFCE Framework
 - b. By 2025, strengthen connections with our local school districts to support kindergarten transitions

Program Goal 4: Increase Excellence in Operations

- Objectives:
- a. Research, develop and implement a quality classroom substitute system
 - b. Implement a new electronic time and effort (Nova Time) system throughout the whole program
 - c. Support CCP partners in family engagement and implementing practices that promote policy council representation

Parent Child Development Services

Parent Child Development Services: Pregnant moms to age 5
Served 70 children aged 0-5 with 3 home visitors

Families live in Reynolds, Gresham, Barlow, Corbett or Centennial school districts

We facilitated 17 virtual Socialization groups for families

29 Groups in Region 4

241 Groups in Region 5



Conducted a total
of **838** virtual visits
through various
platforms

Early Head Start–Child Care Partnerships (EHS -CCP)

Growing the Supply of Early Learning Opportunities for More Infants and Toddlers

Excerpts from: National Center on Early Head Start-Child Care Partnerships (2017)

To expand high-quality early learning opportunities in the years before preschool, Early Head Start-Child Care Partnerships support communities to increase the number of Early Head Start and child care providers that can meet the highest standards of quality for infants and toddlers.

What is an EHS-CC Partnership?

EHS-CC Partnerships bring together the best of two worlds – combining the strengths of child care and Early Head Start programs. The Partnerships layer funding to provide comprehensive services and high-quality early learning environments for low-income working families with infants and toddlers. Long-term outcomes for the program include:

- Sustained, mutually respectful and collaborative EHS-CC Partnerships
- A more highly-educated and fully-qualified workforce providing high-quality infant-toddler care and education, along with an increased supply of high-quality early learning environments and infant-toddler care and education.
- Well-aligned early childhood policies, regulations and resources, with quality improvement support at national, state and local levels
- Improved family and child well-being and progress toward school readiness

The program integrates EHS comprehensive services and resources into the array of traditional child care and family care settings.

Child care centers and family child care providers respond to the needs of working families by offering flexible and convenient full-day and full-year services. Experienced child care providers offer care that is strongly grounded in the cultural, linguistic and social needs of families and communities. Many child care centers and family child care providers lack the resources to address the needs of the nation's most vulnerable children.

Maternal, Infant, and Early Childhood Home Visiting (MIECHV)

Health Resources & Services Administration goals for MIECHV

- Improve maternal and child health,
- Prevent child abuse and neglect,
- Encourage positive parenting, and
- Promote child development and school readiness.

Services include Pregnant moms up to
3 years of age
Served 31 families for school year 2020-2021

Facilitated 17 virtual socializations

Total number of visits conducted: 808 visits for
MIECHV families

MIECHV focuses on serving young parents of color with
children under 12 months old who are otherwise eligible
for EHS services.

Served a total of
31 Families,
2 pregnant mothers,
and facilitated
6 transitions from
Early Head Start to
Head Start.

Child Care Resource & Referral

Child care Resource and Referral services promote the health, safety and development of young children in childcare settings as part of Oregon's Early Learning System. Child Care Resource and Referral of Multnomah County (CCRR-MC) is one of Oregon's 13 CCRR programs

Program Facts

Overall 20-21 Budget: \$6,304,391. Of that: \$2,732,799 in child care subsidy dollars for low income working families through Baby Promise and Community Child Care Initiative

Baby Promise served **60** children with **15** programs

Community Child Care Initiative served **249** children providing a median child care subsidy in the amount of \$405/month with **65** programs

Classes and Trainings

4 culturally specific provider networks and **1** infant/toddler network

Classes regularly provided in **7** languages

Participants

192 trainings with **2679** total participants

Contracted trainers provided training in **10** core knowledge categories

Empowering the Community

427 Educators attending Infant/Child/Adult CPR & First Aid

66 students attending class to become a licensed in-home child care provider

Child Care Resource & Referral

Total providers in Multnomah County



Pre-Covid-19: 1239 total facilities, 970 licensed facilities

June 2020: 635 licensed, 12 license exempt

July 2021: 681 licensed, 128 license exempt

As of August 2021, **151** additional licensed facilities were eligible to begin providing services again

Emergency Child Care: Approximately **800** facilities continued to operate as emergency child care facilities during the pandemic. **612** of these facilities received grant funding through the ECC5 grant, offered in June 2021.

Weekly vacancy checks with emergency child care programs to monitor child care supply and assist essential working families to find care

Held our first virtual conference for the community in **Cantonese, English, Mandarin, Somali, Russian, Spanish and Vietnamese.**

Child Care Resource & Referral

Below is a table highlighting the programs that Child Care Resource & Referral provides to Multnomah County. CCR&R are responsible for providing a wide variety of program services which include recruiting, training and promoting retention of a high quality, diverse Early Learning and Child Care Workforce through professional development and collaborating with community partners to align and coordinate local early learning systems.

They serve as community experts for child care systems and the Early Learning Workforce. Their work prioritizes support for Early Educators serving Children Furthest from Opportunity representing various sectors across the Continuum of Care to participate in Professional Development opportunities. These include but are not limited to family and center based child care, license-exempt care, preschools, Head Start and Early Head Start, family support, home visitors, early intervention, public and private schools.

Program Name	Description	Geographic Area	Funding
CCR&R Core Services	Recruitment, retention and education of child care programs	Multnomah County	Early Learning Division
Focused Child Care Networks	Peer provider networks supported by a mentor/coach to build upon quality and participate in the Quality Rating and Improvement System (QRIS)	Multnomah County	Early Learning Multnomah and Portland Children's Levy

Child Care Resource & Referral

Program Name	Description	Geographic Area	Funding
Community Child Care Initiative	Provide subsidy for families under 200% of poverty to ensure they pay no more than 10-15% of their income on child care	City of Portland	Portland Children's Levy
PreK CDA VESL	Provide Early Childhood content classes for VESL CDA cohort in collaboration with MHCC WorkSource	Multnomah County	Early Learning Multnomah
Infant/Toddler CDA VESL	Provides infant/toddler specific content for VESL CDA cohort in collaboration with MHCC Worksource	Multnomah County	Early Learning Division
Baby Promise Pilot Program	Provides quality infant/toddler care at no cost to qualifying families up to 185% of FPL with a contracted slot to awarded programs. Programs receive coaching and environmental enhancement dollars.	Multnomah County	Early Learning Division

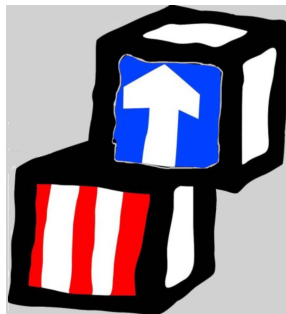
Program Name	Description	Geographic area	Funding
CCR&R Expanded Core services	Recruitment, retention and education of Early learning workforce	Multnomah County	Early Learning Division
Focused Child Care Networks	Peer provider networks supported by a mentor/coach to build upon quality and participate in the Quality Rating and Improvement System, Spark	Multnomah County	Early Learning Division and Portland Children's Levy
Community Child Care Initiative	Provide subsidy for families under 200% of poverty to ensure they pay no more than 10-15% of their income on child care	City of Portland	Portland Children's Levy
PreK CDA VESL	Provides early childhood content for VESL CDA cohort in collaboration with MHCC Worksource	Multnomah County	Early Learning Multnomah
Infant/Toddler CDA VESL	Provides infant/toddler specific content for VESL CDA cohort in collaboration with MHCC Worksource	Multnomah County	Early Learning Division
Baby Promise Pilot Program	Provides quality infant/toddler care at no cost to qualifying families up to 185% of FPL with a contracted slot to awarded programs. Programs receive coaching and environmental	Multnomah County	Early Learning Division

	enhancement dollars.		
Preschool For All Coaching	Recruit, hire, train and support a team of coaches to partner with preschool providers	Multnomah County	Multnomah County Preschool and Early Learning Division
Preschool Promise Coaching and Support	Provides job embedded coaching, professional development and TA support to identified preschool promise programs and teachers	Multnomah County	Early Learning Division-Student Success Act

Community Resources

Each day we are so very thankful of the community partners we have. Here are the following who have partnered with us directly, donated goods and/or services to our program to help benefit our families:

- Departments at Mt Hood Community College: MHCC School of Nursing
- NAMI Multnomah (National Alliance on Mental Illness)
- Community Energy Project
- Friends of the Children
- WIC
- Sunshine Division
- SNAP (Supplemental Nutritional Assistance Program)
- Wallace Medical Concern
- Portland Children's Levy
- Dept. Of Human Services
- Oregon D3 Dental Home Initiative
- Oregon Health Authority
- Multnomah Early Childhood Program
- Multnomah County Lead Prevention Program
- OHSU—Growing Health Together/ Unidos para Crecer Saludable
- Children's Book Bank
- OMSI
- SnowCap
- Catholic Charities - Energy Assistance Program
- WorkSource
- Multnomah Country Library
- Worksource
- TriMet
- Community Energy Assistance
- Safe Routes to School
- CAT
- Labor Jobs
- Point West Credit Union
- MHCC Adult Ed. GED and ESL
- Lutheran Community Services
- MHCC PAT Program
- Rosewood Initiative
- Urban League of Portland
- Generous Ventures Gleaners
- OHP
- El Programa Hispano





ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 9.2

CONTACT PERSON: *Annette Mattson, Board Chair*

SUBJECT: BOARD STATEMENT SUPPORTING OUR LGBTQ+ COMMUNITY

The MHCC Board of Education, in solidarity with college leadership, affirm the humanity of our queer and trans students, staff, faculty, board members, and community members.

Across the nation, legislative actions are targeting LGBTQ+ youth and families. According to the Human Rights Campaign, there are more than 266 anti-LGBTQ+ bills under consideration in state legislatures across the country. Of those, at least 125 directly target transgender people and nearly half of those (57+ bills) would ban trans youth from participating in school sports consistent with their gender identity. These proposed bills are getting closer to home, with Idaho proposing a bill that criminalized medical care for trans youth. The proposed Idaho bill was not moved forward by the Idaho Senate, but the harm continues.

We unequivocally state that LGBTQ+ rights are human rights.

At Mt. Hood Community College, we embrace people along the continuum of gender expression, gender identity, and sexual orientation. We are actively working to build a culture of inclusion through committed action, including:

- Provision of professional learning opportunities to support and understand LGBTQ+ students and their needs.
- Provision of professional learning opportunities to build anti-oppressive curricula and inclusive learning environments.
- Building a basic needs support system that acknowledges the particular challenges faced by queer and trans people, including financial, health, housing, and food insecurity; and working to eliminate these obstacles to college participation.
- Acknowledging historical exclusion perpetuated by systems of dominance and social control in education, and committing to do no further harm by aligning systems and processes with our institutional values.
- Actively hiring for all aspects of diversity to be more representative of the students and communities we serve.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 9.3

CONTACT PERSON: *Al McQuarters, Vice President, Instruction*

SUBJECT: BACHELOR OF APPLIED SCIENCE IN CYBERSECURITY

April 12, 2022

Board Agenda Action Item: *Approval of Degree: Bachelor's of Applied Science in Cybersecurity*

Program Description:

A Bachelor of Applied Science (BAS) in Cybersecurity offers a deeper and richer foundation in Cybersecurity that builds on the Associate of Applied Science degree. It is complementary to other programs currently offered statewide and offers a hands-on approach to cybersecurity. It is concentrated on the NICE Framework of Protect and Defend. With 19 new courses, the BAS will provide the needed content for students to pursue higher level careers in Cybersecurity.

Program Outcomes:

Upon completion of the program, students will be able to:

- Develop a Security Operations Center (SOC) in an organization typical for the region
- Design an appropriate Cybersecurity defensive structure
- Diagnose a cyber event using various techniques such as log analysis, digital forensics, and risk analysis
- Employ a secure network in a cloud-based environment
- Present information clearly, logically, and critically, both orally and in writing
- Apply ethical standards implicit in Cybersecurity, such as appropriate attribution of ideas, good recordkeeping, and truthful presentation of data and conclusions
- Provide leadership and guidance in the development of a safe and secure cyber environment
- through recommendations for improvement of the environment.

Program Design:

- Alternating Year Design – Year A/Year B
 - Students can enter either year
 - *Issues in Cybersecurity* for first year students and *Senior Project* for second year will be offered every year.
 - All other courses can be taken in any year
- 19 new courses
 - Thread in Computer Science
 - Business Electives required to meet standards of effective communication, global awareness and cultural sensitivity and are also embedded in all new courses

Final Study Grid

2023-24 2024-25

			Cohort 1	
Course #	Title & Description	Cr.	ODD	EVEN
ISTM300	Issues in Cybersecurity (for those transferring in) or elective	4	FA	FA
	<i>This "cyber survey" class is designed to prepare students from outside the MHCC AAS career path to get founded on current cyber topics and allow successful entry into the BAS program. This class is optional. Students with AAS Cyber Security training from any institution do not need to take this class.</i>			
ISTM310	Cyber Defense Strategies	3	FA	
	<i>This class establishes common defense strategy concepts and designs. Students will also work with the instructor to create a typical defense structure and monitor system activities in a simulated environment. Independent lab work is required.</i>			
ISTM315	Cyber Offense Strategies	3	FA	
	<i>This class establishes common defense strategy concepts and designs. Students will also work with the instructor to design an attack platform, use attack tools, and launch attacks in a simulated environment. Independent lab work is required.</i>			
ISTM329	Cyber Competition I	2	FA	
	<i>This course will allow students to compete individually and in teams based on concepts / subject materials presented in Year 3.</i>			
MTH095/098	Intermed. Algebra / Quantitative Reasoning II	5	FA	FA
WR227	Technical Writing	4	FA	FA
ISTM480	Cyber Competition III	2		FA
	<i>This course will allow students to compete individually and in teams based on concepts / subject materials presented in Year 4.</i>			
ISTM330	Cyber Security Compliance	4		FA
	<i>This "cyber management" class explores the realm of digital compliance requirements for both business and government. Topics in this class include PII, PCI, and various legal issues involving compliance and how companies can effectively maintain a compliant stance.</i>			
ISTM331	Risk Analysis	4		FA

This "cyber management" class takes an in-depth approach to understanding how to perform risk analysis and differentiate various kinds of risk allowing for a more appropriate assignment of limited resources

ISTM320	Digital Forensics and Incident Response	4	WI	
	<i>This intermediate level course presents digital forensics instruction from a systems security perspective using a variety of software. Students participating in this class will use a variety of digital forensics tools; and are exposed to drive image making, working with various PC and Mobile device hardware, and investigations of files and documents. Investigative techniques practiced in this class are performed in a secure environment.</i>			
ISTM340	Machine Learning I	4	WI	
	<i>This class introduces the student to Machine Learning and Artificial Intelligence concepts and how they relate to emerging cyber security issues and threats. Students will be introduced to Natural Language Programming (NLP) or similar programming skills.</i>			
CS161 ??	Computer Science 1 (MTH095 prereq)	4	WI	WI
MTH105/111	Mathematics in Society / Pre-Calculus I	4	WI	WI
ISTM481	Cyber Competition IV	2		WI
	<i>This course will allow students to compete individually and in teams based on concepts / subject materials presented in Year 4</i>			
ISTM322	Critical Infrastructure (3 Lec / 2 Lec-Lab)	5		WI
	<i>This class is an overview of the impact of cyber security on the nation's (world's) critical infrastructure. Examined in this class are attack targets, vulnerabilities, and actors. This class discusses methodologies to mitigate attacks and reduce attack profiles. Lab work includes introduction to "ladder programming" and other CI based techniques.</i>			
ISTM323	Computer Architecture for Cyber Security	4		WI

This course covers the fundamental concepts of computer architecture and introduces quantitative techniques for performance evaluation. The course is designed to provide the cyber security student enhanced awareness of system designs and identify potential points of failure or vulnerability. Topics include: computer systems hardware, pipelining, multithreading, memory structures, multiprocessors and hardware/software interaction to improve performance. Basic knowledge of computer hardware and network design is strongly encouraged.

ISTM330	Cyber Competition II	2	SP	
	<i>This course will allow students to compete individually and in teams based on concepts / subject materials presented in Year 3</i>			
ISTM440	Machine Learning II	4	SP	
	<i>This class expands upon the ML and AI topics introduced in the ISTM3--- class. This includes a more thorough examination of languages and techniques used to enhance cyber security defenses programmatically.</i>			
ISTM346	Secure Programming	4	SP	
	<i>This class covers the fundamental concepts and execution of secure software, including its design, implementation and maintenance. Topics covered include: reverse engineering for software specification recovery, malware analysis, software security analysis, fixing vulnerabilities, and applying secure coding practices to applications developed in class.</i>			
BA205	Business Communications	4	SP	SP
BA285	Leadership and Human Relations	3	SP	SP
ISTM431	Project Management	4		SP
	<i>This class introduces Project Management for cyber security professionals. Topics include project consultation, realistic proposals, and effective project planning so as to anticipate project management problems. Skills such as team building, client communications, and accurate scheduling are developed in this class.</i>			
ISTM321	Mobile Forensic	4		SP
	<i>This course introduces students to different techniques and tools to analyze mobile devices for artifacts.</i>			
ISTM345	Assembly Language for Cyber Security Professionals (prereq ISTM323)	4		SP
	<i>This class will introduce Cyber Security students low-level programming in the C and assembly languages. Topics include: control structures, memory management, data structures, and allocation classes. Students will learn to write short programs in both languages and to reverse engineer previously written code.</i>			
ISTM442	Senior Project	3		SP
	<i>Working in teams and in a simulated environment, students will create a specified project typically based on the repair and adaptation of faulty network into a secure system. Other tasks as directed by the instructor appropriate for the topic.</i>			
TOTAL			90	

Supply and Demand:

The [dashboard](#) presents a robust amount of data about the supply and demand of jobs within the field of cybersecurity:

- Oregon has a total of 9,366 people currently employed in the cybersecurity workforce.
- There are a total of 3,998 open positions in cybersecurity-related fields.
- The supply and demand ratio for Oregon is 2.3. According to Cyberseek this number is a “comparison of the currently employed cybersecurity workforce relative to demand in a particular location... the national average for all jobs is 3.9; the national average for cybersecurity jobs is only 2.1.” This means there is a higher need for security professionals than other professions.

Revenue and Expenses:

The following is a budget based on 15 students in Year 1 and 39 students in Year 2, 63 students in Year 3 and 95 students in Year 4.

PROJECTED REVENUE	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1. Nonresident Student Tuition	\$			
2. Nonresident Student Fees	\$			
3. Resident Student Tuition	\$ \$ 126,000	\$ 327,787	\$ 561,428	\$ 847,082
4. Resident Student Fees	\$ \$ 1,875	\$ 3,000	\$ 4,875	\$ 7,000
5. Contributions/Grants	\$			
6. Other Revenues	\$			
List:				
7. College Budget Allocation	\$			
8. Federal Funds	\$			
9. Other: College Support	\$			
TOTAL PROJECTED REVENUE	\$ \$ 127,875	\$ 330,787	\$ 566,303	\$ 854,082

PROJECTED EXPENDITURES	YEAR 1	YEAR 2	YEAR 3	YEAR 4
INSTRUCTIONAL				
1a. Faculty FTE for Full-time	\$ \$ 61,689	\$ 75,401	\$ 112,677	\$ 264,325
1b. Faculty FTE for Part-time	\$			
Faculty Full-time Salaries /Benefits	\$ \$ 37,630	\$ 45,994	\$ 68,733	\$ 161,238
Faculty Part-time Salaries/Benefits	\$			
Faculty Support (Lab or Designated Teaching Assts, etc.)	\$			
List:				
Other instruction-related expenditures	\$			
SUB-TOTAL	\$ \$ 99,319	\$ 121,395	\$ 181,410	\$ 425,564
OPERATING EXPENSES				
1a. Academic Administration FTE (e.g. program chair, director, etc.)	\$ \$ 28,211	\$ 28,406	\$ 28,607	\$ 28,814
1b. Academic Administration Salary/Benefits	\$ \$ 21,174	\$ 21,412	\$ 21,657	\$ 21,909
1c. Academic Administration -Other expenses	\$			
2. Materials / Supplies -required for teaching	\$ \$ 1,500	\$ 3,900	\$ 9,300	\$ 11,200
3. Travel	\$ \$ 3,000	\$ 4,500	\$ 4,500	\$ 4,500
4. Technology	\$			
5. Initial Accreditation review / Initial external reviewers' expense	\$ \$ 2,900			
6. Student Services Support	\$			
7. Other Professional Services	\$			
8. Communication / Marketing	\$ \$ 10,000	\$ 8,000	\$ 8,000	\$ 8,000
9. Other program supplies / services (Describe briefly below)	\$			
10. Other program-specific operating expenses- competitions	\$ \$ 1,875	\$ 3,000	\$ 4,875	\$ 7,000
SUB-TOTAL	\$ \$ 68,660	\$ 69,218	\$ 76,939	\$ 81,423
CAPITAL OUTLAY				
1. Library Resources: Purchase/Subscription/Access fees/ Other	\$ \$ 4,000	\$ 4,000	\$ 8,000	\$ 8,000
2. Technology equipment or resources	\$		\$ 33,000	\$ 35,000
3. Other equipment required for program instruction	\$			
4. Facilities/ Renovations (specific to new program)	\$			
SUB-TOTAL	\$	\$	\$	\$
TOTAL PROJECTED EXPENDITURES	\$ \$ 167,979	\$ 190,613	\$ 258,349	\$ 506,987

19% Indirect rate \$ 31,916 \$ 36,216 \$ 49,086 \$ 96,327

Total: Deficit/Surplus \$ (72,020) \$ 103,958 \$ 258,868 \$ 250,768



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *April 20, 2022*

ITEM TITLE: 9.4

CONTACT PERSON: *Annette Mattson, Board Chair*

SUBJECT: BOARD POLICY REVIEW – SECOND READING/APPROVAL OF CHAPTER 6 – BUSINESS AND FISCAL AFFAIRS

BP 6100: Delegation of Authority, Business and Fiscal Affairs

Chapter 6

References:

ORS 341.290

The Board of Education delegates to the President the authority to supervise the general business procedures of Mt. Hood Community College to assure the proper administration of property and contracts; the budget, audit, and accounting of funds; debt administration; the acquisition of supplies, equipment, and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations.

The President shall make appropriate, periodic reports to the Board of Education and shall keep the Board of Education fully advised regarding the college's financial status.

Adopted: 3/8/06
10/10/07

Revised: 2/8/17
4/17
XXX

Notes: Rescinds Board Policy 2040 Duties of the Deputy Clerk (partial), Board Policy 3020 Fiscal Year, Board Policy 3260 Borrowing Funds
Best Practice

BP 6150: Designation of Authorized Signatures

Chapter 6

References:

ORS 341.703

The Board of Education delegates the authority to sign orders and other transactions on behalf of the Board to the President and other officers appointed by the President.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 2040 Duties of the Deputy Clerk (partial) and Board Policy 3220 Custodian of Funds

Best Practice

BP 6200: Budget Preparation

Chapter 6

References:

NWCCU Standard 2.E.2
ORS 294.305 to 294.565 (Local Budget Law)

Each year, the President shall present a budget to the Board of Education. The schedule for presentation and review of budget proposals shall comply with state law and regulations and provide adequate time for Board of Education study.

Budget development shall meet the following criteria:

- A budget officer shall be appointed annually by the Board of Education.
- The annual budget shall support the entity's master and educational plans.
- Assumptions upon which the budget is based are presented to the Board of Education for review.
- A schedule is provided to the Board of Education in July of each year that includes dates for presentation of the proposed budget, public hearing(s), Board of Education work session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board of Education regarding the proposed budget or any item in the proposed budget.
- Changes in the assumptions upon which the budget was based shall be reported to the Board of Education in a timely manner.
- Budget projections address long-term goals and commitments.

Adopted: XXX

Notes: New

Best Practice
Legally Advised

BP 6250: Budget Management

Chapter 6

References:

NWCCU Standard 2.E.3
ORS 294.305 to 294.565 (Local Budget Law)

The budget shall be managed in accordance with Oregon Local Budget Law. Budget revisions shall be made only in accordance with these policies and as provided by law.

Mt Hood Community College's unrestricted general reserves shall be no less than 5%, as adopted by the board.

Revenues accruing to the college in excess of amounts budgeted shall be added to the college's reserve for contingencies. They are available for appropriation only upon a resolution of the Board of Education that sets forth the need according to major budget classifications in accordance with applicable law.

Adopted: 7/10/13
2/8/17

Revised: 2/8/17
XXX

Notes: Rescinds Board Policy 3030 Reserves Fund Balance, Board Policy 3300
Appropriation Transfers

Best Practice

BP 6300: Fiscal Management

Chapter 6

References:

2 Code of Federal Regulations Sections 200.302(b)(6)-(7), 200.305, 200.400 et seq.

NWCCU Standards 2.E.1, 2.E.2, 2.E.3

ORS 294.305 to 294.565

Government Auditing Standards, issued by the comptroller General of the United States

Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)

Oregon Community College Accounting Manual

Oregon State Budget Law

OAR 162-010-0000-162-010-0320

The President shall establish administrative regulations to assure that the college's fiscal management is in accordance with federal, state, and local laws and regulations that ensure:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board of Education and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- Responsibility and accountability for fiscal management are clearly delineated.

The President will present a quarterly report showing the financial and budgetary conditions of the college to the Board of Education.

Adopted: 3/8/06

Revised: 2/8/17
XXX

Notes: Rescinds Board Policy 3120 Internal Control, Board Policy 3240 College Business Activities

Legally Advised

BP 6320: Investments

Chapter 6

References:

ORS 294.805 to 294.895 (Local Government Investment Pool)

The President is responsible for ensuring that funds of the college that are not required for immediate needs are invested . Investments shall be in accordance with state law.

Investments shall be made based on the following criteria:

- The preservation of the principal shall be of primary importance.
- The investment program must remain sufficiently flexible to permit the college to meet all reasonably anticipated operating requirements.
- Investments will be diversified to avoid incurring unreasonable and avoidable risks regarding specific security types, industries, or individual financial institutions.
- Investments will be managed to maintain a reasonable rate of return throughout budgetary and economic cycles, given the constraints and spirit of this policy.
- Transactions should be avoided that might impair public confidence.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 3200 Investments, Board Policy 3100 Depositories

Best Practice

BP 6330: Purchasing

Chapter 6

References:

ORS 279A, ORS 279B
Oregon Community College Rules of Procurement

The Board of Education delegates the authority to purchase supplies, materials, apparatus, equipment, and services as necessary to the efficient operation of Mt. Hood Community College to the President. All purchases with a contract value of \$150,000 or more shall be reviewed and approved by the college's Board of Education prior to purchase.

Adopted: 3/8/06

Revised: 7/8/09
4/13/16
XXX

Notes: Rescinds Board Policy 3180 Purchasing (partial), Board Policy 3080 Charitable Donations

Best Practice

BP 6340: Bids and Contracts

Chapter 6

References:

2 Code of Federal Regulations Part 200.318
ORS 279A, ORS 279B, ORS 279C
Community College Rules of Procurement
ORS 244

The Board of Education delegates the authority to enter into contracts on behalf of the college and establish administrative regulations for contract awards and management to the President, subject to the Community College Rules of Procurement, Oregon Administrative Rules, Oregon Revised Statute, and federal regulations.

College employees shall not have any role in procuring public contracts that may result in a direct, beneficial, or financial interest for themselves, their relatives, members of their household or the businesses with which they are associated.

Adopted: 3/8/06

Revised: 7/8/09
4/13/16
XXX

Notes: Rescinds Board Policy 2040 Duties of the Deputy Clerk (partial) and Board Policy 3180 Purchasing (partial)

Legally Advised

BP 6400: Financial Audits

Chapter 6

References:

NWCCU Standard 2.E.1, 2.E.2, 2.E.3
ORS 297.425
ORS 341.709

There shall be an annual independent audit of all the college's funds, books, and accounts. The President shall ensure that an annual independent audit is completed consistent with Oregon Municipal Audit Law requirements. The President shall recommend a certified public accountancy firm to the Board of Education to contract for the annual audit.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 3121 Annual Audit

Best Practice

BP 6450: Wireless or Cellular Telephone Use

Chapter 6

References:

26 U.S. Code Sections 274(d)(4) and 280F(d)(4);
ORS 244

The President shall determine if it is in the best interests of the college to provide a cellular or wireless phone at the college's expense and establish administrative regulations.

The value of a cellular telephone provided by the college primarily for non-compensatory business purposes is excludable from an employee's income. Record keeping of business and personal use of college-issued cellular telephones shall not generally be required when the telephones are issued for non-compensatory business reasons.

There shall be no expectation of privacy in the use of a college-issued cellular telephone.

Adopted: XXX

Notes: New

Legally Advised

BP 6500: Property Management

Chapter 6

References:

ORS 341.290

The Board of Education delegates to the President the authority to act as the Board of Education's negotiator regarding all property management matters.

The President shall establish such administrative regulations as may be necessary to ensure compliance with all applicable laws relating to the college's sale, lease, use, or exchange of real property.

Adopted: XXX

Notes: New

Best Practice

BP 6520: Security for Mt. Hood Community College Property

Chapter 6

References:

ORS 341.290

The President shall establish administrative regulations necessary to manage, control, and protect the college's assets, including, but not limited to, ensuring sufficient security to protect property, equipment, and information from theft, loss, or significant damage.

Adopted: 3/8/06

Revised: 6/8/11
XXX

Notes: Rescinds Board Policy 4080 Risk Management (partial)

Best Practice

BP 6540: Insurance

Chapter 6

References:

ORS 30.282
ORS 341.290(22)

The President shall be responsible for securing insurance for the college which shall include but is not limited to the following:

- Athletic
- General Liability
- Professional Liability
- Auto Liability and Physical Damage
- Property
- Workers Compensation
- Cyber Security

Adopted: 3/8/06

Revised: 6/8/11
XXX

Notes: Rescinds Board Policy 4080 Risk Management (partial)
Best Practice

BP 6550: Disposal of Property

Chapter 6

References:

ORS 341.290(5)

The President is delegated authority by the Board of Education to declare as surplus such personal property of the college as is no longer useful for the college's purposes and shall establish administrative regulations to dispose of such property in accordance with applicable law. This policy shall not be construed as authorizing any representative of the college to dispose of surplus real property at any time.

Adopted: 3/8/06

Revised: XXX

Notes: Rescinds Board Policy 3140 Excess and Surplus Property, Board Policy 3141 Distribution or Sale of Merchandise

Best Practice

BP 6600: Capital Construction

Chapter 6

References:

ORS 341.290(5)

The President is responsible for planning and administrative management of Mt. Hood Community College's capital outlay and construction program.

The President shall supervise the college's construction projects. The President may designate a construction manager who shall monitor the progress of all construction work, including inspection of craft and quality, completion of work to meet specifications, and the suitability of proposed changes to the scope and original design of the work.

Mt. Hood Community College is committed to balancing economic, environmental, sustainable and social responsibilities and reducing the College's dependence on non-renewable energy sources by providing academic programs and operational practices that model the sustainable use of resources.

Adopted: 3/8/06
5/12/10
11/10/10

Revised: 11/10/2010,
9/14/16
XXX

Notes: Rescinds Board Policy 4000 Facilities Master Plan, Board Policy 4020 Capital Construction Program, Board Policy 4120 Sustainability

Best Practice

BP 6620: Naming of Buildings

Chapter 6

References:

ORS 341.290

The Board of Education may approve the naming of College buildings and spaces upon recommendation by the President.

Adopted: 3/8/06

Revised: 11/10/10

Notes: Rescinds Board Policy 4060: Naming of Buildings and Facilities

Best Practice

BP 6700: Facilities Use

Chapter 6

References:

ORS 341.290(4)

The President shall establish administrative regulations regarding the use of college property and facilities, including property designated by the college as suitable for use by community groups, outside contractors, and others. Certain facilities on Mt. Hood Community College's campus are suitable for public use. Use of these facilities will be approved pursuant to regulation and as provided by this policy.

The regulations shall reflect the requirements of applicable law and shall include reasonable rules regarding the time, place, and manner of use of the college's facilities. They shall assure that persons or organizations using the college's property are charged such fees as are authorized or required by law. Public use of the college's property shall not interfere with scheduled instructional programs or other college activities on behalf of students.

No group or organization may use the college's property to unlawfully discriminate on the basis of age, race, color, religion, ancestry, national origin, military or veteran status, disability, gender, gender identity, gender expression, sexual orientation, or on any basis prohibited by law.

In granting permission to use these facilities, the college will not discriminate on the basis of viewpoint with regard to organizations engaging in expressive activities on the topics and subject matters articulated above.

Adopted: 3/8/06
11/10/10

Revised: 11/10/10
6/13/12
XXX

Notes: Rescinds Board Policy 4040 Public-Private Partnerships (partial), Board Policy 4010 Facilities Use by External Groups

Best Practice

BP 6750: Parking

Chapter 6

References:

ORS 341.300

The President shall establish administrative regulations regarding vehicles and parking on campus as necessary for the orderly operation of the college.

Parking fees may be established in accordance with the board policies. (Also see BP 5020 Tuition and Fees).

Adopted: 3/8/06

Revised: 6/8/11
XXX

Notes: Rescinds Board Policy 4080 Risk Management (partial)

Best Practice

BP 6800: Occupational Safety

Chapter 6

References:

29 Code of Federal Regulations Parts 1910.101 et seq.;
49 Code of Federal Regulations Parts 40 and 655;
ORS 654 (Oregon Safe Employment Act)
ORS 634 (Oregon State Pesticide Control Act)

The President shall establish administrative regulations to ensure the safety of employees and students on the college's sites, including the following:

- Compliance with the United States Department of Transportation regulations implementing the Federal Omnibus Transportation Employee Testing Act of 1991.
 - Specifically, the college shall comply with the regulations of the Federal Highway Administration (FHWA) and, if applicable, the Federal Transit Administration (FTA).
 - Compliance with these policies and procedures may be a condition of employment.
- Establishment of an Injury and Illness Prevention Program in compliance with applicable OSHA regulations and state law. These procedures shall promote an active and aggressive program to reduce or control safety and health risks.
- Establishment of a Hazardous Material Communications Program, which shall include review of all chemicals or materials received by the college for hazardous properties, instruction for employees and students on the safe handling of such materials, and proper disposal methods for hazardous materials.
- Establishment of an Integrated Pest Management Plan that designates an Integrated Pest Management Plan Coordinator and includes a list of low-impact pesticides for pest control. The plan shall emphasize the least possible risk to students, employees, and community members.

Adopted: 3/8/06
7/22/20

Revised: 6/8/11
XXX

Notes: Rescinds Board Policy 4080 Risk Management (partial), Board Policy 4090 Integrated Pest Management

Legally Required

Student Development

John Hamblin

April 2022

Improve student success:

The Admissions, Registration and Records team is excited to inform you that MHCC has planned a modified commencement event for June 11, 2022. The deadline for ordering a cap and gown is May 15, 2022. Students who would like their name included in the commencement book must submit their graduation applications by April 15th to ensure inclusion.

Financial Aid

HEERF Update

For ALL the emergency financial aid to students, we had a total of \$10,485,234. We have spent/disbursed \$10,399,845.21 and have \$85,388.79 to let Student Basic Needs use for students in spring term. With all the emergency funds, we have been able to help 6,533 unique students in the last 3 academic years.

Updates to the 2022-23 Cost of Attendance (COA) have been completed to reflect the recently approved tuition and fee increases. In addition, the following changes were made:

- Reduced book/supplies costs from \$487/term to \$450/term
- Increased room/board costs by 17.29% per term according to West Region CPI data
- Increased transportation costs from \$555 to \$600 per term
- Increased personal expenses costs from \$363 to \$400 per term

These increases were made to better reflect the costs of students and to allow for students to maximize aid eligibility within our COA (we can only award up to the COA). The total COA increase for a full-time student is about 6.5% compared to last year.

The Office of Financial Aid *will begin awarding students* for the 2022-23 award year beginning on April 12, 2022.

Student Life

- We have received an additional 6 pallets of donations from Amazon. We will be sorting through these donations to distribute to students.
- As of Fall, 2021, we have 621 visits to Barney Pantry. We served 271 students. Each food box contained items that weighed about forty-three (43 lb.) that will keep a student for at least two (2) weeks.
- Last week, we celebrated 11 students completing the Transiciones program. We were honored to have a surprise visit by Representative, Teresa Alonso who provided a few words of encouragement to our students.



MT. HOOD
COMMUNITY COLLEGE

Student Development Update



On March 18, 2022, Emily Pham-Lee, who was elected ASG President for the 2021-2022 academic year by a student body election in Spring Term 2021, completed her associates degree and concluded her time at MHCC. As such, she was no longer able to perform her required duties as President and resigned. Per the Associated Students of Mt. Hood Community College (ASMHCC) By-Laws, in the absence of a President, the Vice President shall take on the duties. In the absence of a Vice President, the Student Organizations and Clubs Coordinator shall take on the duties and an election is to be called. There is an exception if this vacancy happens in Spring Term. When the President or Vice President position is vacated in Spring Term, a temporary appointment may be made by the Associated Student Government or President, if position is filled. The Associated Student Government met on March 30th, 2022 and voted to temporarily appoint Brittany Gossard to the position of Interim Associated Student Government President, effective

Student Development Update

immediately. Brittany will hold this position and fulfill all duties associated with the position through the end of Spring Term 2022

Advance diversity, equity, and inclusion:

Accessible Education is continuing to work with Facilities to making ADA improvements in both HPE and Visual and Performing Arts areas. More ADA doors will be installed to ensure access to our public events. We are grateful for the support—special thanks to Doug and Charles for their continued support as we continue to make improvements each year. (Note: I'm copying this under Excellence in Operations as well).

Financial Aid

See updates noted above.

Strengthen community engagement:

Outreach/Recruitment has started offering campus tours as of yesterday (4/6)! While much of the campus is quiet, we are striving to help students connect & engage by bringing them back to campus. We will be hosting organizations such as the Latino Network & Newburg's Catalyst High School next month. We hope the opportunity inspires both individuals to help boost Fall registration as well as strengthen partnerships within our greater community.

Increase excellence in operations:

Admissions, Registration and Records is migrating our graduation application evaluation and credential award process from a paper to a digital workflow. This move will streamline the process, providing us with better tracking and communication options to keep students abreast of their credential completion status.

Accessible Education is continuing to work with Facilities to make ADA improvements in both HPE and Visual and Performing Arts areas. More ADA doors will be installed to ensure access to our public events. We are grateful for the support—special thanks to Doug and Charles for their continued support as we continue to make improvements each year.

Instruction

Al McQuarters

April 2022

Improve student success:

- The Library received a grant of \$5,000 from the Oregon State Library which will be used to purchase additional laptops which will be loaned to students in need for an entire term while they are enrolled in classes.
- The STEP/Mt. Hood Scholars team enrolled eight new students into the Mt. Hood Scholars program in which five of the eight are co-enrolled in the STEP Program. 16 students enrolled in the Mt. Hood Scholars Program and earned tuition waivers for Spring term by successfully completing Math/Writing/College Success courses during Winter term.
- The PDX Bridge Program helped three current students to continue their studies and three new students were able to register and start classes by helping secure tuition funds and helping with rent.
- The WorkSource team had eight students in their Career Pathways Nursing Assistant with Vocational ESL course successfully pass their coursework and clinical hours.
- Economics instructor Peter Cunningham has been awarded the NASBITE International 2022 International Trade Educator of the Year Award. The committee writes of Mr. Cunningham: "As a life-long advocate for global trade and global business education, the Selection Committee acknowledges that you have been instrumental in guiding many activities that have helped to develop and promote international trade. You are being honored for your lasting contributions and positive impact on international trade".

Advance diversity, equity, and inclusion:

- The Modern Language Department sponsored a "Fun with Languages" event to Celebrate the National Foreign Language Week. This included presentations by students learning different languages at MHCC. Spanish, ASL, Japanese and English learners showed their skills in their target languages.

Strengthen community engagement:

- Through a contract with MHCC, Pacific NW Carpenters' Institute's (PNCI) launched their first online class using Blackboard.
- Dr. Kim Hyatt has been meeting with multiple organizations to host events on campus. Most recently Central Catholic High School and Centennial High School have started to host their home tennis matches at our facilities.



Instruction Update

- Surgical Technology completed a clinical agreement with the Vancouver Clinic, specifically for their ambulatory surgical center opening soon.
- Dr. Kristin Lima, Dean of Applied Technology, Business and Information Systems, and faculty members, Andy Wong and Anna Johnson presented a webinar about the MHCC Business Program at the Gresham Chamber of Commerce meeting.
- The Speech Communication department is sponsoring a new series called COMM-TALK. Each quarter we will tackle a major topic or theory from the field of communication and engage in open discussion.
- Our full-time faculty members in the Health, Physical Education, Athletics, Aquatics, and Recreation Division recently participated in the Portland Workforce Alliance hosting virtual booths to provide information to students interested in our programs and courses.

Small Business Development Center Data for March 2022:

- Clients seen: 85
- New clients: 20
- Training events: 3
- Training attendees: 58

Business Types

- Forged metal home goods
- Coffee Shop
- Bread pudding food cart
- Coastal Coffee house
- Brand for apparel
- Adult care home
- Small towing company
- Training Management
- Construction Contractor
- Wedding DJ Services

Increase excellence in operations:

- Our athletic department hosted multiple events for our intercollegiate athletic teams including home events for our men's and women's basketball teams and our baseball and softball teams.

Administrative Services

Jennifer DeMent

April 2022

Improve student success:

- **Zoom Capable Classrooms** – This project went live this term. This upgrade was a collaboration between Online Learning and IT to bring new flexible attendance, live-streamed, synchronous course modality to students who want to attend class in-person and have the flexibility to participate in some sessions remotely if needed. During the Winter term, Online Learning ran a pilot with select faculty with a go-live targeted for the Spring term. There are currently two courses live in this modality with hopes to expand as interest from faculty and other instructional areas increases.
- **Student Classrooms** – The IT Team completed work to prepare for students to return to campus for the Spring term. The Game Design Lab and Room 2600 were prepared for onsite classes. Additionally, Adobe software accounts were prepared for multiple classes; this allows students to sign in and use the software on campus, but they can also install a copy at home or on an MHCC loaner laptop provided by Student Basic Needs.
- **Child Development and Family Support Programs (CDFs) distributed children’s books to all enrolled children** in our program. The books were donated by “The Children’s Book Bank” <https://www.childrensbookbank.org/>
- **Dental Hygiene Lab Accreditation Remodel** – Final Design meetings kicked off with SRG Partnership Architects and PAE Engineers. In April, discussions will continue to finalize drawings and construction specifications for contractor bidding. The College ordered Dental chairs and support equipment.
- **Library Elevator Modernization** – Still on track for the summer term, with equipment on order and arrival as expected.

Advance diversity, equity, and inclusion:

- **CDFS** completed the first of a 4-part training series for managers on **Trauma-Informed Practice**, conducted by Trauma Informed Oregon.
- **Parking Lot H ADA upgrades** will be reaching completion in April. All work except one sidewalk ramp passed the City of Gresham inspection. The remaining sidewalk ramp is in the process of being repoured to meet slope requirements for wheelchair access.

Strengthen community engagement:

- The Business Office completed the **2022/2023 proposed budget** and published required notices of Budget Committee meetings.
- **MHCC Website Improvements** – IT Application/Web Services implemented bug fixes to address items such as ADA color violations, formatting issues, and photos not loading when they should.



Administrative Services Update

- **Aquatics 50M Pool Cover** – McKenzie Architects, a local architectural firm, was selected for the project with contracts in process. The project meeting kickoff will be in April with stakeholders.

Increase excellence in operations:

- IT Application Services collaborated with Payroll and supported activities to complete NovaTime training for FT and PT faculty in preparation for an April 1, 2022, NovaTime cutover. **NovaTime, the College's time and attendance tracking system**, training has been completed in all other departments in MHCC except CDFS. CDFS will complete the NovaTime training and implementation in April. Recorded NovaTime training videos will be uploaded to the MHCC Intranet for employees to reference.
- The Business Office has collaborated with **Student HUB** to ensure that HUB can provide one-stop services to all students' needs.
- All **Legal and Business Process training** videos are available to new managers on SharePoint.
- The HR Director has approved the **CEA performance management redesign**, and the roll-out of the new performance management is in process.
- **The HR Data Initiative Pilot Phase 1 is complete** – This was a large college project accomplished through a formal project management discipline involving stakeholders. This project delivered documented business process improvements and an audit process of supervisor data along with initial data-cleansing to bring college HR data up to a good standard and maintain going forward.
- **Cyber Security – Student/Staff Software** – Each IT area has accountability for security. In March, our Client Services team remediated several significant security risks by updating vendor software in Windows and Apple environments. The team updated additional student-facing devices.
- **Cyber Security** – Recap of risks identified and/or blocked for March:
 - General:
 - 80 MHCC account alerts needing manual review
 - 16 false positives or failed attack attempts
 - 64 needed password changes, and their O365 sessions revoked
 - Email:
 - 5,975 instances of phishing blocked
 - 27,727 instances of Spam blocked
 - 16 instances of email malware blocked (5 were attachments, the remainder were URL links)
- **Faculty Resource Development Board (FDRB) Approval Process** – This is a faculty program that supports multiple opportunities for faculty development. IT Application Services **converted the existing paper process to an electronic process using DocuSign**. Initial feedback indicates administration time spent on the process has reduced from over two hours to 15 minutes.

Administrative Services Update

- **CDFS** has received over **8,000 COVID-19 test kits** from the Oregon Health Authority. The program will distribute test kits to staff and families enrolled in our program.
- **CDFS** has completed and submitted the **continuation grant application** for Head Start and Early Head Start.

College Advancement and District Communications

Al Sigala

April 2022

Improve student success:

The college hosted a full day of meetings for the legislature's Student Voices Task Force on March 31. Al worked with legislative staff on logistics and communications of this event. Task Force members met with representatives from MHCC, PCC, Clackamas CC, local high schools and community-based organizations. Representing MHCC were leadership, district board members, faculty, staff and students. This effort is aimed at finding out how colleges and universities serve underrepresented students across the state. The Task Force is expected to introduce policy regarding services to these students.

Auction planning continued with 28 sponsors signed up to support the event. Dozens of auction items have been donated and we are expecting an in-person attendance of about 160. All tables have been sold so we expect a great crowd of bidders. Work continued on the promotion of the online version of the event, allowing for bidders not at the event to take part. The online silent portion of the auction will run from April 20 thru the 24th.

Applications for next year's Foundation scholarships came to a close in March. We saw 602 students apply, a 20% increase over last year. Scholarship information sessions were held both in-person and on line and included high school students.

A new custom viewbook is being produced as part of our outreach to prospective students. The viewbook will provide information on our programs, a connection to available resources and support services. This will also allow us to capture contact information from prospective students for recruiting purposes.

Planning has begun for the 2021-22 commencement ceremony and materials are being produced to promote and support the event.

Advance diversity, equity, and inclusion:

Efforts continue in reaching out to undocumented and underrepresented students in efforts to inform them of college support services. This includes updating the Student Resources web page and promoting student basic needs resources.



College Advancement and District Communications Update

Strengthen community engagement:

We were approached by the local Toyota dealers' association to partner in a summer co-branding campaign. Al continues discussions with the association which proposed contracting with the college to carry out the campaign. It includes attending several events throughout the summer including; The Sandy Mountain Festival, Corbett Fourth of July Celebration, Portland Highland Games, Gresham Arts Festival and Troutdale's Festival of the Arts. MHCC and Toyota will have a co-branded booth at the events.

Al continues to work with the City of Gresham's strategic planning efforts. He has taken part in several surveys regarding the future of the city.

Preparations have started to honor new additions to the Foundation's donor wall, as well as honor those who's giving has placed them on a higher level of the wall. The wall sees 13 new donors added to it this year. We will hold a special reception celebrating these donors on May 19th at Yoshida Haven Estate.

Increase excellence in operations:

Work on the new website included finalizing the information architecture, an audit of content for the site and the issuing of a Request for Proposals to assist in building the site.

Staff continue to participate in the strategic planning process especially in areas of community engagement, branding and having an active role as part of the steering committee.