MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A meeting of the Mt. Hood Community College District Board of Education will be held on March 15, 2023, with a Faculty Tenure Reception at 5:30 pm in the Town and Gown Room, and a Regular Board meeting at 6:30 pm, held in the Board Room (AC 2359) at Mt. Hood Community College, 26000 SE Stark Street, Gresham, Oregon, and via Zoom.

Join Zoom Meeting: Please click this URL to join.
https://mhcc.zoom.us/j/98840316508?pwd=Yi91YjhnTHdvdVZGTFlqbjZTS3Y2dz09
Join by Phone: 1-669-900-6833 (San Jose) or 1-253-215-8782 (Tacoma)
Webinar ID: 988 4031 6508
Passcode**:** 463291

AGENDA
SESSION 1080

5:30 pm		*Faculty Tenure Reception*
6:30 pm	**1.0**	**CALL TO ORDER / DECLARATION OF A QUORUM**
	1.1	Approval of Agenda
6:35 pm	**2.0**	**PUBLIC INPUT**

Persons wishing to provide public comment can sign up by completing a sign-in form if attending the meeting in person or 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, the name of the organization or group represented, if any, and the agenda item or topic to be addressed for the public record. Please limit comments to three minutes per speaker. Persons who wish to provide written comments can submit by email to Presidents.Office@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.

6:50 pm	**3.0**	**REPORTS** *(10 min report & 5 min Q & A)*	
	3.1	Correspondence	Lisa Skari
	3.2	Academic Plan Update	Al McQuarter's
7:15 pm	**4.0**	**BUSINESS / ACTION**	
	4.1	Consent Agenda: Approvals & Information	

a) Minutes – Board Regular Session 1078, February 15, 2023
b) Minutes— Board Retreat Session 1079, February 22, 2023
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) Budget Transfer Request
i) Approval to Utilize Goods and/ or Service Contracts
in Excess of $150, 000
j) Head Start Continuation Grant Application
k) Head Start Community Assessment
l) Head Start Self-Assessment
m) Head Start COVID Mitigation Policy

4.2	Faculty Tenure Recommendations		Carri Claycomb
			Daniel Wenger
			Kim Hyatt
			Sara Rivara
			Sydney Frost
4.3	Faculty Sabbatical Requests, 2023-2024		Dawn Forrester
4.4	2023-2024 Consideration of Tuition and Fees Adjustment		
			Jennifer Dement

8:15 pm **5.0** **BOARD MEMBER & COMMITTEE/LIAISON REPORTS** *(3 min each)*

8:30 pm **6.0** **CLOSING REPORTS**
6.1 ASMHCC Representative
6.2 Advisory Representatives
- Full-Time Faculty
- Classified Employee Association
- Part-Time Faculty & Tutors

6.3 Executive Leadership *(3 min each)*
- Student Development
- Instruction
- Administrative Services
- College Advancement

6.4 President's Report

9:00 pm **7.0** **ADJOURNMENT**

The next regular board meeting is scheduled for Wednesday, April 19, 2023.

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

March 6, 2023

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

FROM: Lisa Skari, EdD
     President

SUBJECT: Board Letter for March 2023

While this month if often associated with March Madness, the bustle extends beyond the hardwood. It signals final papers and exams, submitting grades, enrollment activity for Spring Quarter 2023, and the ongoing legislative session.

We had a bit of excitement, and disruption recently, with the unexpected snowfall and lingering cold weather and ice. Our Facilities crew did an amazing job of assessing the safety on campus and preparing things for our eventual reopening. We are so appreciative of the work Eric Manarang, Manager of Custodial Services, Doug Schleichert, Manager of Facilities Planning and Projects, and their teams did during those cold, wintery days.

This month also signals a significant event in the future of Mt. Hood Community College, the granting of tenure. This year we welcome seven new tenured faculty to the college: Olivia Castilleja – Nursing; Amy Drouin – Nursing; Angie Hansen – Surgical Technology; Jennifer Aubry – Dental Hygiene; Dawn Markell – Health, Physical Education; Yolanda Buenafe – Early Childhood Education; Rachel Falk – Counseling. Over the last four years, they have demonstrated a commitment to our students, our college, and our community. We are excited to for their continued contributions to the success of our students, and our college.

Off campus, there is a lot happening at the state level with the Higher Education Coordinating Commission (HECC). The State Higher Education Executive Officers Association (SHEEO) presented to the HECC at their February meeting, providing a high-level overview of where higher education sits in the national landscape. They shared that Oregon sits just slightly above the national average for total revenue per full-time student equivalent student (FTE). The HECC is part of a SHEEO learning community on funding formulas, and recommended that the HECC focus on: 1) changes that bring about transformative change that brings about completions and attainment and eliminates equity gaps, 2) that change needs to happen at scale and be sustained over time, 3) and transparency, fairness, and consistency will contribute to sustainable changes. It will be interesting to see how this work may inform the work around the implementation of the new Community College Support Fund formula.

Another HECC related item of interest to our campus is the implementation of SB 233: Common Course Numbering. Passed in 2021, the bill requires the HECC to establish, by rule, a common course numbering system and system of transfer and articulation, based on recommendations from the Transfer Council. The Transfer Council, made up of college and university faculty and staff, is the entity responsible for making recommendations to the HECC for approval. For the first year, the courses reviewed were in Math, Communication, Statistics, and Writing. For next year, the courses reviewed will be in Business, English, Math, Psychology and Writing. A challenge experienced by MHCC will be in the alignment and standardization of these common courses, and the need to align course outcomes and credits. Currently, we have Math courses that are five and six credits. The common course requirements will require us to decrease the credits and content in order to comply, which will result in a loss to total credits, state reimbursement, and tuition.

Lastly, the framework for the community college funding formula was endorsed by the HECC, and several areas of concern were incorporated into the final recommendation: 1) retention of the growth management factor, 2) delay distribution of funding until the 2024-25 fiscal year, and 3) create the performance fund as a side fund, which showed a smaller variance for all colleges. We were not successful in getting the HECC to agree to fund the new formula with new dollars, so there will be a cut unless we see an increase in state funding greater than $12.5 million. There is a group now working on the rulemaking, which is set to be completed by April 2023. Both Jennifer DeMent, Vice President of Finance and Administration, and I are sitting on this rules committee.

Annual goal update
Community engagement
Community presentations on the Strategic Plan kicked off this month, with the first presentation made to the City of Wood Village. Directors Mattson and Noriega walked the councilmembers through the process, shared the themes present in the stakeholder feedback, presented the five goals, and talked about how the Board and the College would measure success. We received positive feedback and appreciation for sharing the results of the community input. Councilmembers spoke to the importance of our Small Business Development Center in supporting their businesses, and the role the pool plays in the recreational opportunities for our community.

Diversity, equity, and inclusion
Work on the ACCT Diversity and Equity audit continues. The Board will be reviewing their work at the April work session, while the President's Cabinet will be looking at college-wide efforts. The Management group will be completing the assessment of the faculty and staff. The audit report will be completed by year end.

Strategic planning
Community presentations on the Strategic Plan kicked off this month, with the first presentation made to the City of Wood Village. Directors Mattson and Noriega walked the councilmembers through the process, shared the themes present in the stakeholder feedback, presented the five goals, and talked about how the Board and the College would measure success.

Accreditation
We received a letter from the Northwest Commission on Colleges and Universities (NWCCU), our accrediting body, with the results of the Standard Two compliance review. Standard Two has 29 sections and MHCC was found fully compliant on 27 sections.

One section, 2.E.1, was determined to need an additional evaluation during the next scheduled visit in October 2023. This section refers to the financial stability of the institution. The data reported last summer showed a decline in enrollment for the last five years. NWCCU would like to get into more details what is done by the college to keep it financially stable despite the continued decline in enrollment. On a positive note, we are seeing a change in the trend to a small increase in enrollment this year. The second section, Section 2.H.1., was found substantially in compliance but in need of improvement. It comes with a recommendation to improve procedures for assessing adequacy of library collections.

Overall, we are encouraged to see that the NWCCU found only one process in need of improvement and look forward to the review of the Standard One compliance in October 2023.

COVID-19
MHCC continues to follow CDC and Multnomah County Health Authority guidance.

In closing, I am anxious for the longer, warmer days of spring, where snow and ice no longer interrupt our operations. I look forward to working with you to build our foundation for the future.

Community/Educational Presentations and Selected Outreach Activities

Feb 1   Community College Support Fund (CCSF) Formula Review Workgroup meeting
Feb 1   Oregon Presidents' Council (OPC) Strategic Innovation Workgroup meeting
Feb 2   CCSF Funding Taskforce meeting
Feb 2   OPC February meeting
Feb 3   Oregon Community College Association (OCCA) Board meeting
Feb 5-8   Association of Community College Trustees (ACCT) National Legislative Summit
Feb 6   ACCT Advisory Council of Presidents meeting
Feb 7   Meeting with Senator Merkley's staff
Feb 7   Meeting with Senator Wyden's staff
Feb 8   Meeting with Dr. Loyd and Dr. Brown, U.S. Department of Education, with
*   Portland Community College President Bennings, PCC staff and Board members*
Feb 8   Meeting with Representative Blumenauer's staff
Feb 9   Higher Education Coordinating Commission Regular meeting
Feb 9   CCSF Funding Taskforce meeting
Feb 9   Commission on Dental Accreditation Board meeting
Feb 10   Representative Hieb Visit with MHCC
Feb 11   Winter Wonderland Health & Family Fun Event at MHCC
Feb 13   Meeting with Police Chief Gullberg
Feb 15   Meeting with Director Speer and McKeel
Feb 15   MHCC Board of Education regular meeting
Feb 16   CCSF Funding Taskforce meeting
Feb 16   Meeting with Jennifer Hannah, Vice President, Jason Hannah, CEO, Tony
*   Hornback, General Manger, Hannah Ford in Sandy*
Feb 16   Meeting with Directors Speer and McKeel
Feb 16   All Hands Raised: Party with a Purpose
Feb 16   Representative Helfrich Visit to MHCC
Feb 16   Representative Hudson Visit to MHCC
Feb 21   Gresham Chamber of Commerce Business and Leaders luncheon
Feb 22   MHCC Foundation Board Meeting
Feb 22   MHCC Board of Education Retreat
Feb 23   Greater Gresham Chamber of Commerce Board Meeting
Feb 23   CCSF Rule Advisory Committee meeting
Feb 24   Semiconductor Workforce meeting with PSU, PCC, OSU, UO, and OIT
Feb 24   OPC Bachelor of Science in Nursing Stakeholder meeting
Feb 27   Case for Advancement and Support of Education Community College Advisory
*   Committee meeting*
Feb 27   Joint Committee on Semiconductors Hearing
Feb 28   Meeting with Director Speer
Feb 28   OCCA Legislative Committee meeting
Feb 28   Wood Village City Council Presentation with Directors Mattson and Noriega

Select Media Mentions

Mt. Hood Community College to stage 'The Secret Garden' musical
https://www.theoutlookonline.com/lifestyle/mt-hood-community-college-to-stage-the-secret-garden-musical/article_d1a8ec06-aee0-11ed-9f12-2b4f0e6df146.html

Portland schools digging out after snowfall leads to transportation delays, canceled classes and criticism
https://www.opb.org/article/2023/02/23/portland-oregon-school-closure-snow-day-education-storm/

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1a

CONTACT PERSON: *Roxanne Richardson, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES – February 15, 2023

Session 1078

A meeting of the Mt. Hood Community College District Board of Education was held on February 15, 2023, with a Regular Board meeting at 6:30 pm, held in the Board Room (AC 2359) at Mt. Hood Community College, 26000 SE Stark Street, Gresham, Oregon, and via Zoom.

1.0   CALL TO ORDER
Members present: Andrew Speer, Diane McKeel, Diane Noriega, Annette Mattson, Marie Teune, ShaToyia Bentley

Additional Attendees: Lisa Skari, president, Jennifer DeMent, vice president, Finance and Administration, Al McQuarters, vice president, Instruction, John Hamblin, vice president, Student Development, Al Sigala, vice president, College Advancement, Cheyenne Winchell, ASMHCC president, Tambi Boyle, FTFA President, Marilyn Pitts, PFTA President, Christy Weigel, CEA Representative, Andrew Jackman, Aquatic Manager

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

        1.1   Approval of Agenda
McKeel motioned to approve the agenda. Teune seconded the motion it passed unanimously.

2.0   PUBLIC INPUT
There was no public input.

3.0   REPORTS
        3.1   Correspondence
There was no correspondence.

        3.2   Strategic Enrollment Update
John Hamblin presented on Strategic Enrollment Management (SEM), including providing an overview, status update, and next steps plan. Hamblin discussed that the focus of SEM is a

continuous and data informed process, looking at realistic, quantifiable goals. The process focuses on a return on investment and identifying which initiatives to move forward, the cost of those initiatives, and the measurable impact of those initiatives. He stated the process also aligns with the institutions mission, vision, and values. Hamblin mentioned that an important part of this work includes monthly meetings with MIG who manage the college's strategic planning process, in order to make sure that SEM is aligning with the Strategic Enrollment Plan (SEP) and staying on target. Hamblin commented that the goal of this work is to foster long-term enrollment. The four steps in the SEM process include Preparation and Data Analysis, Strategy Development, Plan Information and Goal Setting, and Track Progress Toward Goals.

Hamblin went over the eleven areas of focus, that were identified through the process, including, Systems and Communication, Community Engagement, Program Flexibility and Innovation, Program Demand and Capacity Alignment, Student Basic Needs, Financial Aid and Financial Literacy, Early Alerts, Student Onboarding, Advising, Sense of belonging, and Student employment. Student basic needs and sense of belonging both were identified as overarching themes for all the areas, so the list of eleven themes have been narrowed down to nine from the original eleven. Hamblin shared that they have a five-year plan, but there will also be individualized annual plans that are focused on each of the eleven areas. To obtain data and feedback on identifying these eleven areas, Hamblin discussed that a SWAT analysis was conducted along with student surveys. He stated that four hundred plus students, sixty-five or more college employees, and the steering committee, which includes representation from all employee groups, participated in this work. The work that has been accomplished to date has resulted in Student Hub restructuring (including a staffing increase), Communications Audit, Student Basic Needs and Barneys Pantry Expansions, Fall Enrollment/ Retention Campaigns, Student Information (SIS) Replacement Project, FAFSA Workshops, and ECMC Contract for Financial Literacy and Default Management.

Hamblin stated that he will be sharing the SEM plan (eight-page document) campus-wide, on the internet, and to the Board, after the meeting and it will provide a high-level view of all the goals, decision making, and future initiatives. Upon this, annual reports will also be given, and will comprise of what is being moved forward for funding for the coming year and a summary of activities, successes, and improvements that have been made to the plan. To conclude the presentation, he summarized next steps to include, continuation of SEM Steering Committee meetings, 2023-2024 SEM Prioritization Summit (March 1, 2023), Budget Prioritization Activities for 2023-2024, and providing an annual report at the All Campus Update (ACU) and to the Board by the end of spring term 2023.

Speer asked Hamblin about the budget implications, to his department, specifically asking about the increases during the last school year and the return on investment in the current year. Hamblin responded saying there was two hundred thousand dollars earmarked for initiatives associated with the SEM and one of the initiatives, the communications audit, was significantly less than anticipated, so they are under budget. In terms of gains and results for this year, some of the work is still in the architectural phase and yet to be determined. Hamblin stated that the enrollment and retention campaigns (including outreach, messaging, and

onboarding) for fall 2022, greatly improved and exceeded their expectations and they are also seeing a lot of gains in their English as a Second Language (ESL) and Adult Basic Education (ABE) student populations, and Barney's Pantry repeat visits. He commented that the college's retention is at 80% and that is evidence that the initiatives are working.

Mattson asked if there are strategies that focus on a particular age group, considering current population demographics and growth. Hamblin responded saying that throughout the process, they looked at the State Economists Forecasting and took a broad view to identify where the college has the best target opportunity. Community outreach will be a very important aspect of this work in order to be able to identify needs.

Speer inquired about programs and classes, and how enrollments are being assessed, in terms of planning and capacity for future terms, and growth, and if this is being integrated into SEM. Al McQuarter's responded to Speer stating that yes, these things are being incorporated, and the objective is also to look at course offerings to makes sure it meets the needs of the community. In addition, Speer asked about the five-year SEM plan and the individual annual initiatives and how that works in terms of incorporating revisions. Hamblin responded stating that both the annual plans and larger five-year plans will both make revisions where necessary (if they feel like they are off track), but it is their priority to keep on track with the goals that were initially set-forth and invested upon.

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

3.3   Facilities Pool Update
Andrew Jackman provided an update on the MHCC pool retractable roof project and other important things happening in aquatics.

Fifty Meter Retractable Roof Project – he shared that meetings have been held with Sport Oregon and the Gresham Area Chamber of Commerce, to facilitate further connection with Oregon and Portland tourism initiatives. Sport Oregon is working on coordinating a meeting with larger organizations, to include Travel Portland and Travel Oregon, to pursue additional financial support for the project. Jackman highlighted some new artistic visual (multi-view) renderings, from Mackenzie Architects, to help visualize what the completed pool retractable roof would look like. He also discussed next steps for the roof project, which includes requesting funds to create a professional donor prospectus, and sharing this with prospective donors.

Twenty-Five Yard Indoor Pool Construction – he stated that significant repairs have been made to the pool, including the retrofitting of concrete gutters. Several things have also been replaced including the viewing windows, underwater lights, and the original tile surrounding the pool deck. Jackman stated that these repairs will allow for the return of community swim lessons, water exercise classes, MHCC student swim courses, and additional rentals for local swim team events and practices. Jackman noted that the indoor pool is the primary resource of off-season revenue. The full re-opening is anticipated for early March 2023. Jackman gave a

special thanks to the college Facilities team, including Charles George and Doug Schleichert, for helping manage the project.

Swim Lesson Promise Program (SLPP) Roll Out – he discussed this program and plans to start March 2023, with applications being collected. The program is a financial aid initiative for swim lessons, offered at a fifty percent discount to low income families utilizing SNAP benefits, Section 8 housing, or Medicaid. The cost of the program will be offset by donated funds in concert with the MHCC Foundation's recent approval of this use of funds. Jackman stated that they will be soliciting funding and fundraising for the program, to continue moving forward, and that one of their primary missions, in Aquatics, is to make sure every child has a chance to learn to swim.

McKeel asked clarification on the timeline of the retractable roof cover for the outdoor pool and when the project begins, if it is when the prospectus is ready or when the fundraising (donors) starts. Jackman responded stating that next steps include donors being contacted and that the prospectus will be done in advance of that work, so the college is presenting a quality product.

Speer followed McKeel's question, discussing the presentation on the retractable roof project, from the December 14, 2022 board meeting, where there was talk about the timing of state funding and when that money needed to be spent. He asked, how the spending of those state dollars look, in conjunction with the fundraising, and what the off ramps are (options) if we don't get the needed dollars to start. Jackman replied saying that American Rescue Plan Act (ARPA) funds have to be spent by June of 2024, and that they will be talking to donors to see if this is feasible or if it is necessary to scale back and look at other options.

McKeel asked about the response received from Sport Oregon, regarding what the college is doing and how they can help. Jackman answered saying that they were really excited to find out that MHCC was holding aquatic events, and that they are interested in coming back to the Pacific Northwest. Other facilities in the area do not have same things to offer as MHCC, including they have limited deck space, they are indoors, and they do not have grandstand seating. The college has all of these things and more, which makes this a great opportunity for partnership.

Speer inquired if there is an opportunity for grant dollars within organizations like U.S.A. Swimming. Jackman responded saying, after talking to Lynn Snodgrass, at the Gresham Chamber of Commerce, and discussing bigger organizations such as U.S.A. Swimming, Travel Oregon, and Travel Portland, he has concluded that those types of organizations like to come in at the end of the project after they have seen other community and local support come in first. Jackman stated that once the prospectus is completed and sent that they will be reaching out to the community to see if they can gain support there as well.

McKeel asked if there would be a mechanism for smaller donor amounts. Jackman replied saying that due to the tight timeline they are up against, that they will be looking for larger donations at this time.

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

3.4 Budget Update

Jennifer DeMent provided a State Revenue budget update. She began her report by discussing budget revenue resource estimates for 2023-2024, particularly focusing on State Aid, which makes up the largest percentage of MHCC's funding, at 53%. Funding is approved by the legislature every two years, or biennium, and distributed to each of the seventeen colleges through the Community College Support Fund (CCSF) distribution model. DeMent stated that the college likely will not have a final number before the budget is complete and the board is asked for budget approval. DeMent discussed the components that make up the state budget which include the Agency Requested Budget (ARB) and the Governor's Requested Budget (GRB), which are both for consideration by the legislature. The Legislatively Approved Budget (LAB) is what is received for the biennium, prior to June 30, 2023. The amount currently included in the forecast/base budget for next year includes the current service level (9.3%) increase only. She stated that the GRB came in (6.4%) over current Legislatively Approved Budget and that the Governor's budget priorities include increased housing and reduced homelessness, improved access to mental health and addiction services, and serve children with investments in early literacy, childcare, and K12 schools. There also were significant investments in the Oregon Opportunity Grant, which will directly benefit students. DeMent stated, that with numbers not meeting what was forecasted, that there will not be enough to offer our current service level.

DeMent discussed the current Funding Distribution Model, made up of categorical funding, based funding, and enrollment funding, which is divided amongst seventeen community colleges. The funding is allocated to each school primarily based on enrollment, and that is controlled by a stability mechanism, which is weighted over a three-year period, in case of enrollment fluctuations. This formula has been in place for the last twenty-five years. DeMent stated that the Higher Education Coordinating Commission (HECC) has directed HECC staff to revise the model to focus more on student success. They have put a work group together and have been meeting for over a year and are looking at the proposed model and seeing how they can add student support and student success to current funding formula. With this student-centered funding approach, enrollment will be based on head count (based on multiple and priority populations), using a three-year weighted average and it will include both progression and completion metrics, using a three-year weighted average. Final development of the funding model rules and details need to be done by the June 2023 HECC meeting and there will be a period for public comment. DeMent discussed that the plan is to implement the funding model in the 2023/2025 biennium, starting in July 2023 with twenty-five million (just over 3 % of current allocation), with the amount being redistributed in the second year and increasing each of the three years. The intended target is a 10 % increase by 2029. The funding model will be reviewed in a few years for unintended consequences, and every five years thereafter ongoing.

McKeel followed DeMent's presentation asking for clarity on the review of unintended consequences and the timeline, stating that it seemed ambiguous. DeMent responded to the question stating that the HECC is in the process of writing the rules and next year the rules will be modeled, with implementation happening the following year. She stated, in 2025, the college will have made it through it's first biennium and that is when the unintended consequences can begin to be reviewed. McKeel followed her first questing asking if the HECC is the one who provides oversight for the funding model and DeMent answered saying yes. Bentley commented saying she is concerned, as well as McKeel, that the unintended consequences are not spelled out. Bentley also mentioned a concern over equity and diversity in terms of the pool and team defining the rules. DeMent responded that the HECC has an equity lens, that is very similar to MHCC's, and she is hopeful they will run the rules through this by June 2023.

Bentley asked about the distribution and if it is still a model where resources move around. DeMent responded saying yes, the pie is divided amongst all the schools and with a distribution model, there could be a re-distribution depending on results by individual schools. Bentley, asked what would implementation of the equity lens would look like. Skari responded saying that she submitted a letter to the HECC Funding and Achievement Committee, regarding the new funding model, stating areas of support, areas that need to be tracked, and areas of concern and that she would share that with the Board.

DeMent closed her presentation stating that more information on the budget will be available at the coming Board Retreat February 22, 2023, and at the March and April 2023 Board meetings.
Skari mentioned the importance of advocacy and to advocate for a high amount, because if the college can get 9.3% or higher the negative impacts won't be felt.

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

4.0   BUSINESS / ACTION
        4.1   Consent Agenda: Approvals & Information
                a) Minutes – Board Work Session 1076, January 04, 2023
                b) Minutes – Board Regular Session 1077, January 18, 2023
                c) Monthly Personnel Report
                d) Monthly Financial Report
                e) Monthly Head Start Report
                f) COVID-19 Activity Report
                g) Dental Remodel Change Order

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

        4.2   Board Policies Chapter 1 & 2 Review & Approval
The board conducted the second reading and vote to approve and rescind designated board policies in Chapters 1 and 2.

Speer began by extending the Board's appreciation for the feedback received on the proposed board policies, and for the campus involvement in the policy review process.

Mattson motioned to approve Board Policy 1200 – Mt. Hood College Mission. McKeel seconded the motion. There was a board vote and the motion passed unanimously.

McKeel motioned to approve Board Policy 2432 – President Succession. Mattson seconded the motion. There was a board vote and the motion passed unanimously.

Mattson motioned to approve the following Board Policies for recension. McKeel seconded the motion. There was a board vote and the motion passed unanimously.

1040	The People and Their Community College		Rescind – covered in BP 1200 and BP 5010
1065	Audit Committee		Rescind – covered in BP 6400
9082	Board Governance		Rescind – covered in current BP 2200
9120	Board-President Relationship		Rescind – covered in BP 2430 and president's contract
9140	Advisory Representatives to the Board		Rescind – covered in AR 2510
9160	Consultants to the Board		Rescind – covered in BP 6340

4.3   CTE Month Resolution

Dr. Skari presented the OCCA Career Technical Education (CTE) Month Resolution for approval. The resolution is to designate February 1-28, 2023, as CTE Month. It is imperative that all seventeen community colleges in Oregon agree and pass the resolution as a united front. This is a resolution to invest in Career and Technical Education programs, to ensure that employers have access to a qualified and thriving workforce, ensuring Oregon has a strong and competitive economy.

McKeel motioned to approve the CTE Month Resolution. Mattson seconded the motion. There was a board vote and the motion passed unanimously.

5.0   BOARD MEMBER & COMMITTEE/ LIAISON REPORTS

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

5.1   Legislative Update

Mattson is a member and the Chair of the Oregon Community Colleges (OCCA) legislative advisory committee and provided an update on their work. She shared that legislative information is available at OCCA17.com. Every Monday representatives from colleges across the state participate in meetings to discuss what is happening. The last Tuesday of every month

the legislative advisory committee meets. She stated that every Friday OCCA posts, on their website, bills (information, and the where and when) that will be heard the following week. She also discussed that OCCA has a Voter Voice Campaign, and there is a Voter Voice app that can easily be downloaded on users' phones, where users can do an automated or customized message to local state representatives, senators, and governors and be advised on latest bills. Mattson recommend users to customize their messages, which makes a bigger impact, than an automated message. If the app is not the desired form, communication can also be made through OCCA website, and by phone and email. Mattson also announced that OCCA will be hosting a Legislative Summit March 8, 2023 and March 9, 2023. March 8th will be the legislative Summit program and reception, with March 9th being the lobbying day, where schools set up meetings with individual legislatures. The keynote speaker for the summit program will be Senator Robert Wagner (D) of Lake Oswego.

6.0   CLOSING REPORTS
6.1   ASMHCC Representative
Cheyenne Winchell (ASMHCC President) – she gave an overview of winter term activities, including a Posada event in coordination with Transitions/Transiciones and the MDRC programs, Winter Term Food Drive for Barney's Pantry (donations accepted through March 16, 2023), and Valentine's Day Love Yourself event. Winchell also shared that Barney's Pantry received another truckload of donations from Amazon, ASMHCC began the 2023-2024 ASMHCC President and Vice President elections process, and on March 8, 2023, in collaboration with Transitions/Transiciones and the MDRC, they will be hosting a celebration for International Women's Day.

As a final mention to her report, Winchell announced that ASMHCC, in conjunction with the Student Fee Finance Councils, successfully completed the Student Fee Budget allocation process. This process took four months and the budget was approved February 14, 2023 by the ASMHCC Council. They are now working with the business office to have the budget submitted to the MHCC Board of Education for approval. To ensure a transparent process, students were able to provide feedback through in person and online student fee budget open forums.

6.2   Advisory Representatives
Tambi Boyle (FTFA) – she shared faculty and departmental activities, highlighted some exciting things happening including:

- The Math Department is restarting their Dead Mathematician's Society and is hosting a session on Geometric prime.
- Health and Physical Education (HPE) announced a possible basketball free throw shoot out between MHCC President Dr. Lisa Skari and Portland Community College (PCC) President, at the coming Wednesday, February 22, 2023, basketball game and that the first softball game of the season will be happening February 18, 2023.

- The Art Department hosted a student mug ceramics sale and raised twelve-hundred dollars for Barney's Pantry and is currently running a Fiber Art Exhibit (tight wire) through Feb. 22, 2023.
- Humanities, on March 9, 2023, will be holding a *Mouths of Others* literary reading, offered both on campus and via Zoom, with Author Janice Lee, who is a finalist for the 2023 Oregon Book Awards.
- Early Childhood Education (ECE) Department instructor, Yolanda Buenafe, applied through the Oregon Department of Education's, Early Learning Division, to get grant funding to help pay for students to take the math courses they need to obtain their degree, and was awarded the grant. This will allow fifteen students to take the math courses they need to graduate.
- The Teaching Learning Center (TLC) hosted a range of events, including a session on Incorporating and Assessing Cultural Competence. The current TLC Coordinator, Holly DeGrow, will be stepping down as her two-year term has been fulfilled, in which applications are going out to fill that position.
- The Full Time Faculty Association will be electing a new president, vice president, secretary, and treasurer and are currently in the process of those elections.

In closing, Boyle recognized and thanked the Classified Association for their efforts in highlighting all the different areas on campus, alongside the hard work they do to make the campus amazing for students.

Christy Weigel (CEA) – she provided an update on activities, including, having a team of classified employees working on a potential extension of their Covid memorandum of understanding (MOA). Weigel recognized Jenny Ruelas, who has been heading the Transitions/Transiciones program at the college. Ruelas and student support staff supported one hundred sixty-six students in fall term, amongst, the thirty students who already graduated MHCC that are needing continual support. This program focuses on women coming back to school, joining school for the first time, single moms, recently divorced women and others working to get their lives back together. For winter term, fourteen students attended orientation, to join the program, and they ended up enrolling fourteen more. In addition, Weigel shared they have been assisting their students with the College Match Savings Program and supporting a lot of events on campus.

Marilyn Pitts (PTFA) – did not attend meeting.

6.3   Executive Leadership
John Hamblin (Student Development) – he had no additional updates to report on.

Al McQuarters (Instruction) – he shared that in January 2023, the college held their first core outcomes assessment day, where instructional administrators and faculty participated, and they looked at core outcomes. The focus of the first session was to work on cultural competency and communication outcomes.

He highlighted that at the end of January 2023, the college received the Northwest Commission's approval request to be able to add the new degree level of Bachelor of Applied Science and, in addition, the Bachelor of Applied Science in Cyber Security was also approved. Next steps are to get the approval from the Department of Education for financial aid eligibility. McQuarter's thanked the faculty, deans, staff, and reviewers who were all involved in the process.

Mattson asked about a mention in McQuarter's report regarding a one-hundred-thousand-dollar sum received in media scholarships from the NBC Academy and if this was an endowment or if it will be distributed over a one-year period. McQuarter's responded stating that it is eighteen student scholarships that will be distributed along with resources being appropriated for the Integrated Media Department (trainings and development). Al Sigala clarified that the one hundred thousand dollars will be distributed over a two-year period, to eighteen students, as full year scholarships.

Jennifer DeMent (Administrative Services) – she had no additional updates to report on.

Al Sigala (College Advancement) –he reminded the Board that he will be providing a legislative update at board retreat on February 22, 2023.

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

Skari shared some sad news, that MHCC faculty member, Jerry Lyons, in the Ford Asset Program, passed away. She acknowledged that Lyons has been a large figure in our community and had done so much. The college is sending condolences and flowers to family and will make plans for a memorial and will communicate those arrangements.

As an update, Skari shared that the college has been advocating for a Pell grant for incarcerated individuals for years, and at a recent ACCT visit, it was discovered that this grant has been passed, and it will officially go into effect as of July 1, 2023.

Skari mentioned, as part of Career and Technical Education (CTE) Month, MHCC was featured. Pualani Derman, from the Natural Resources Technology Program, did a wonderful presentation and talked about the program, focusing on the unique parts and opportunities for students. Three students also shared their experiences in the program. The college will also be featured again next week.

Skari highlighted the college's Winter Wonderland event, held on February 11, 2023, which was coordinated by the college's Head Start Program, in conjunction with East County's Community Health. It was a very successful event with twelve-hundred in attendance, including sixty community partners, MHCC Presidents cabinet, staff, departments, many Head Start families, Transitions/Transiciones students (forty-eight signed up for the event), and members

from the community. She gave compliments to all who helped make the event happen and acknowledged Jennifer DeMent for her leadership.

Important dates to note by Skari:

- February 23, 2023- Skari and five other college presidents will present to the House Higher Ed Committee, on Community Colleges and the Secretary of States Audit. The presentation will be televised at 3:00 pm.
- February 24, 2023- As part of Black History Month, MHCC will host Clint Smith, New York Times Best Selling Author, for a virtual fireside chat to discuss his work, including his book, *How the Word is Passed* and a future book to be released *(March 2023) Above Ground*. The event will take place at 12:00 pm.
- March 9, 2023- MHCC Reads, will be doing a reading of *The Leavers* by Lisa Ko, facilitated by Holly DeGrow, English Department faculty member. This is a hybrid event and can be participated either in person or online at 7:00 pm.

7.0   ADJOURNMENT

McKeel motioned to adjourn. Bentley seconded the motion and it passed unanimously. The meeting was adjourned at 8:37 p.m.

_____
        Clerk   Board Chair

Minutes recorded by Roxanne Richardson, Executive Assistant to the Board of Education.

STRATEGIC ENROLLMENT MANAGEMENT BOARD UPDATE

- Refresher on SEM

- SEM process

- Work accomplished to date

- SEM plan update

- Upcoming prioritization

WHAT IS SEM

Strategic enrollment planning is a continuous and data-informed process that:

- Provides realistic, quantifiable goals

- Uses a return-on-investment (ROI) and action item approach

- Aligns the institution's mission, current state, and changing environment

    ... to foster planned long-term enrollment and fiscal health

Planning @ MHCC
(a quick reference)

	Purpose	Measure	Plan	Approver
MISSION	Why we exist	Key Performance Indicators (holistic)	Strategic Plan	MHCC Board
VISION	Where we aspire to be	Key Performance Indicators (holistic)	Strategic Plan	MHCC Board
GOALS	What we are trying to achieve	Key Performance Indicators (by goal)	Strategic Plan	President
STRATEGIES /OBJECTIVES	How we intend to get there	Objectives	Area Plans	Executive Manager
TACTICS	What we do every day to be successful	Unit Metrics	Unit Plans	Unit Manager

SEM PROCESS

PREPARATION AND DATA ANALYSIS
- Organizing for ISP
- Mission and vision review
- KPI identification
- Data collection
- Dashboard construction
- Situation analysis development

STRATEGY DEVELOPMENT
- Strategy ideation
- Strategy pre-prioritization
- Action plan development
- ROI analysis
- Strategy prioritization

PLAN FORMATION AND GOAL SETTING
- Revenue and fiscal projections
- Goal setting
- Vision (re)framing
- Plan documents development

TRACK PROGRESS TOWARD GOALS
- Strategy and overall plan implementation
- Development of structures to monitor and refresh the process
- Strategy monitoring and evaluation
- Plan refresh

11 AREAS OF FOCUS

- Systems and communication

- Community engagement

- Program flexibility and innovation

- Program demand and capacity alignment

- Student basic needs

- Financial aid and financial literacy

- Early alerts

- Student onboarding

- Advising

- Sense of belonging

- Student employment

COLLABORATIONS AND ENGAGEMENT

- Student Success Inventory- 400+ participants

- Staff and faculty engagement- 65+ employee participants

- Steering committee has broad representation from all employee groups

  - Prioritization summit in Winter of 2022

  - Resulted in identifying strategies for 22-23 and funding opportunities

WORK ACCOMPLISHED TO DATE

- Hub restructure and staffing increase

- Communications audit (review findings on 2/20/23)

- Student Basic Needs and Barneys Pantry expansions

- Fall enrollment/retention campaigns

- Student Information System (SIS) replacement project

- FAFSA workshops

- ECMC contract for financial literacy and default management

SEM PLAN

- SEM Plan complete

- Provides a high level view of goals of the plan, decision making, and future initiatives (high level)

- Detailed annual plans will be managed by steering committee and implementation teams

- SEM plan be available on the Intranet and shared via email to our campus this week

WHAT'S NEXT?

- SEM Steering Committee has been meeting all year

- 23-24 SEM prioritization on 3/1

- Budget prioritization of activities for 23-24

- Annual report presented at ACU by end of spring term

- Questions?

MHCC Aquatics Center
MHCC Board Meeting
Aquatics Center Informational Session
February 15, 2023

Aquatics Update Agenda

- Progress update on 50 Meter Retractable Roof Project Fundraising

- Progress update on the 25 yard indoor pool construction

- Progress update on the roll out of the Swim Lesson Promise Program (SLPP)

Retractable Roof Update

- Meeting held today, 2/15/23 with Jenn Dooher, a representative from the Sport Oregon organization, and Lynn Snodgrass of the Gresham Area Chamber to facilitate further connection with Oregon/Portland tourism initiatives.

- Sport Oregon will facilitate an additional meeting soon with the larger organizations Travel Portland and Travel Oregon to facilitate future discussion about financial support for facility sound, scoreboard, and the retractable roof project.

Next Steps-Retractable Roof Update

- The Retractable Roof Subcommittee is requesting funds to create a professional donor prospectus with project details, local financial impact, tourism benefits, and details of naming rights parameters and other prospective donor benefits.

- Lynn Snodgrass with the Gresham Area Chamber and Dennis Baker of Mt Hood Aquatics have identified and listed prospective donors they are affiliated with that they will share this donor prospectus with once it has been completed in concert with MHCC Foundation representatives.
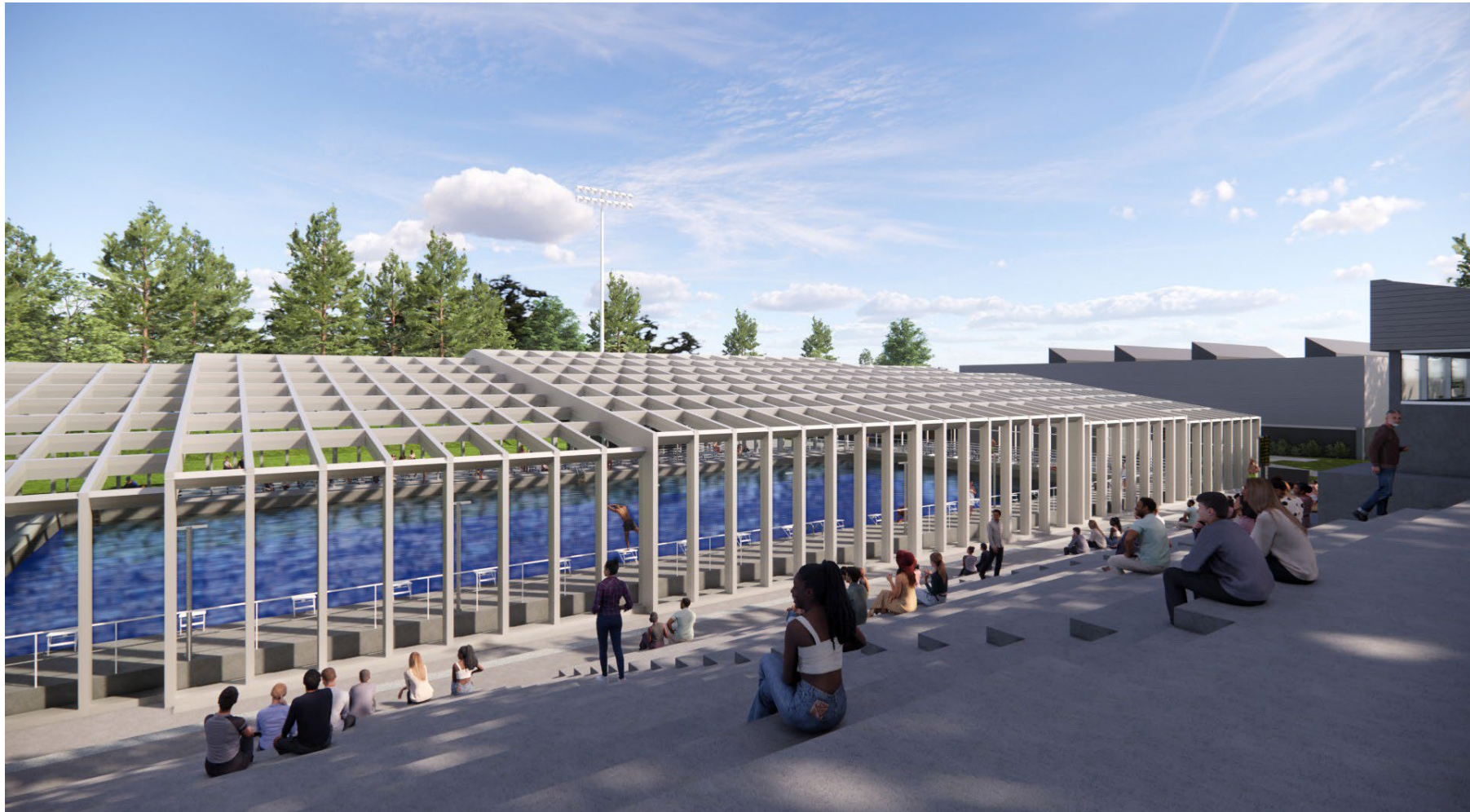
25 Yard Indoor Pool Update

- Project entailed:

  - Significant repair and retrofit of concrete gutters
  - Sourcing and installing new viewing windows
  - Replacing underwater lights
  - Replacing the original tile surrounding the pool deck with a durable non-slip epoxy

- Finishing this project will allow for the return of many additional community swim lessons, water exercise classes, and MHCC student swim courses

- It will also allow for many additional rentals for local swim teams events and practices which bring in significant off season revenue

- Full reopening anticipated in early March 2023

- Special thanks to Facilities team Charles George and Doug Schleichert for managing this project

Swim Lesson Promise Program (SLPP) Update

- SLPP will roll out in March 2023

- 50% discounted rate for swim lessons provided to low income families utilizing SNAP benefits, Section 8 housing, or Medicaid

- Cost of the program will be offset by donated funds in concert with the MHCC Foundation's recent approval of this use of funds

- Partnerships with organizations representing individuals of exceptional need are being explored as well as additional opportunities to continue raising donated funds for this program

Discussion / Questions

Thank you! ☺

Mt. Hood Community College

State Revenue Update
February 15, 2023

Resources

State Support

Legislatively Approved
Budget (LAB)

Agency Requested Budget - ARB

2021-23 Base	699,022,295	
+ Current Service Level (CSL)	65,061,861	
2023-25 CSL	764,084,156	9.3%
208-01, CCSF	90,850,603	
208-02, Other Support	50,000,000	
+ Policy Option Package (POP)	140,850,603	20.1%
2023-25 TOTAL Request	**904,934,759**	**29.5%**

Governor's Requested Budget - GRB

2023-25 GRB: $743,759,722

*6.4% over current legislatively approved budget

Budget estimates for 2023/24
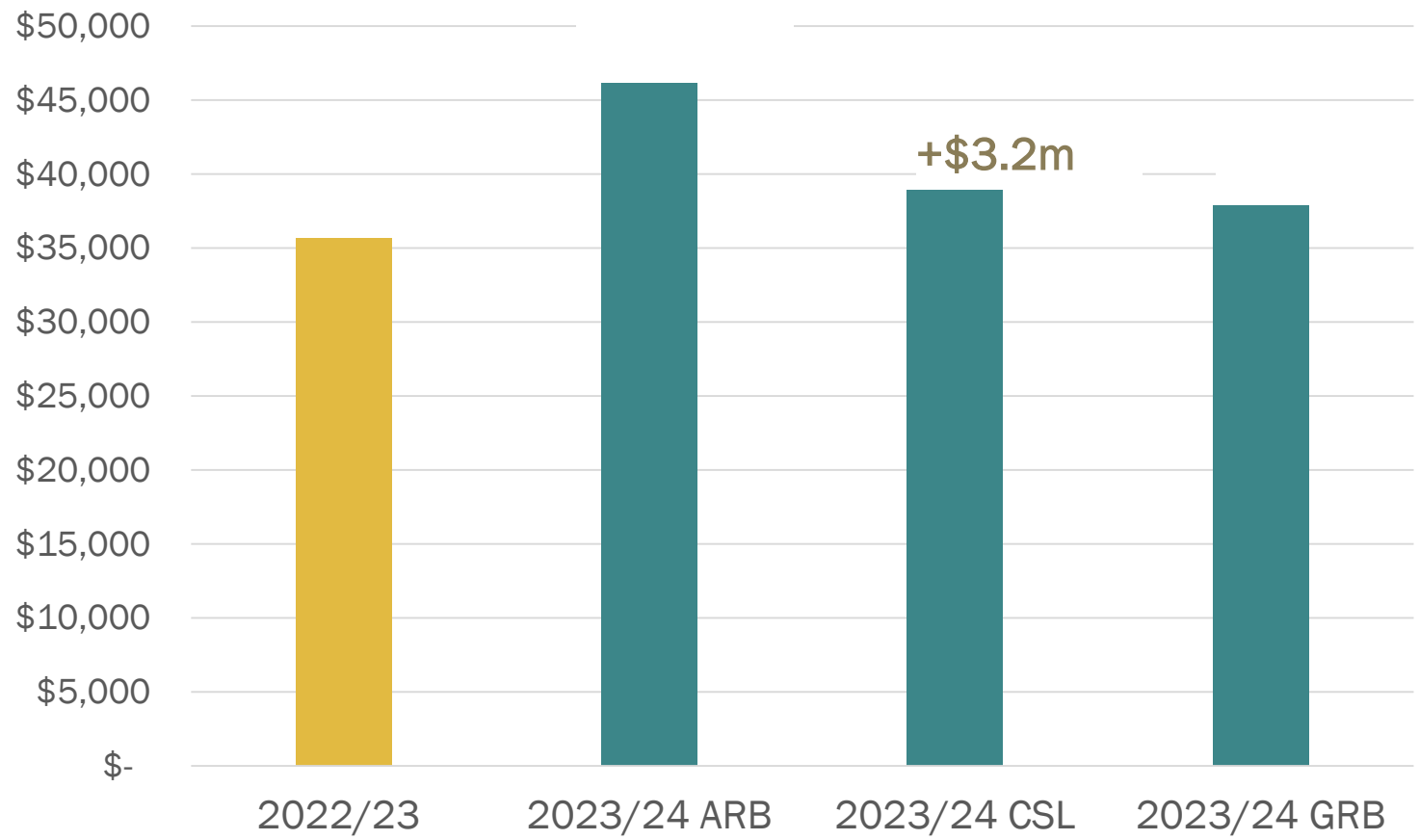
In thousands

Current Model

CATEGORICAL FUNDING	BASE FUNDING	ENROLLMENT FUNDING
Taken off the top to support contracts out of district, corrections education, distance learning and strategic fund.	Provides stable, predictable funding for basic district operations. Weighted to provide sufficient resources to small districts.	Considers Total Public Resources to ensure equality, three-year weighted average to ensure stability, and Growth Management to prevent erosion of funding to provide predictability.

2%
5%
93%

- Categorical Funding
- Base Funding
- Enrollment Funding
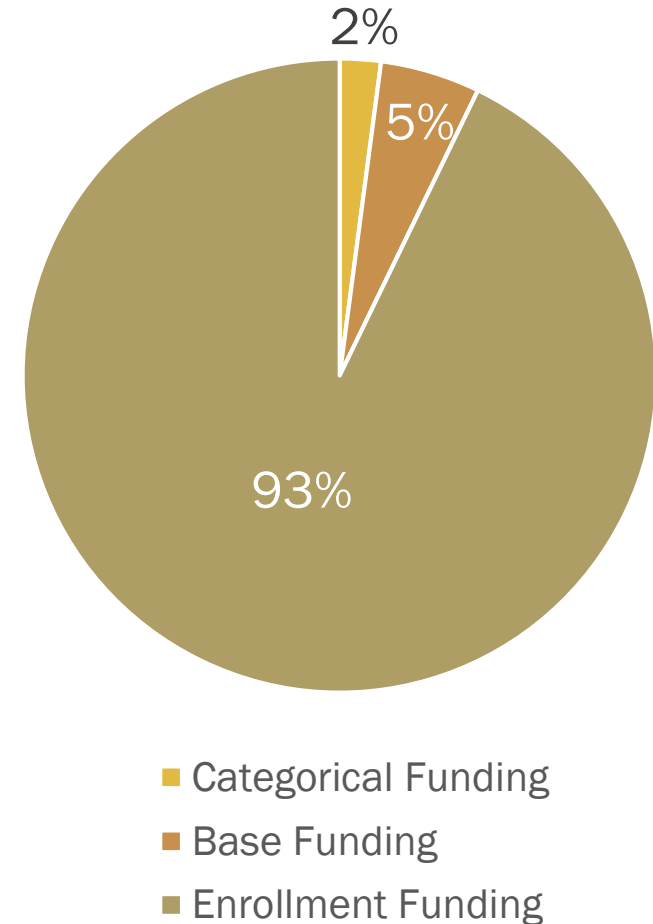
Formula Review Workgroup Proposed Model

Base Payment

Enrollment

Student Support

Student Success

Both components focus on populations who face the highest barriers to success.
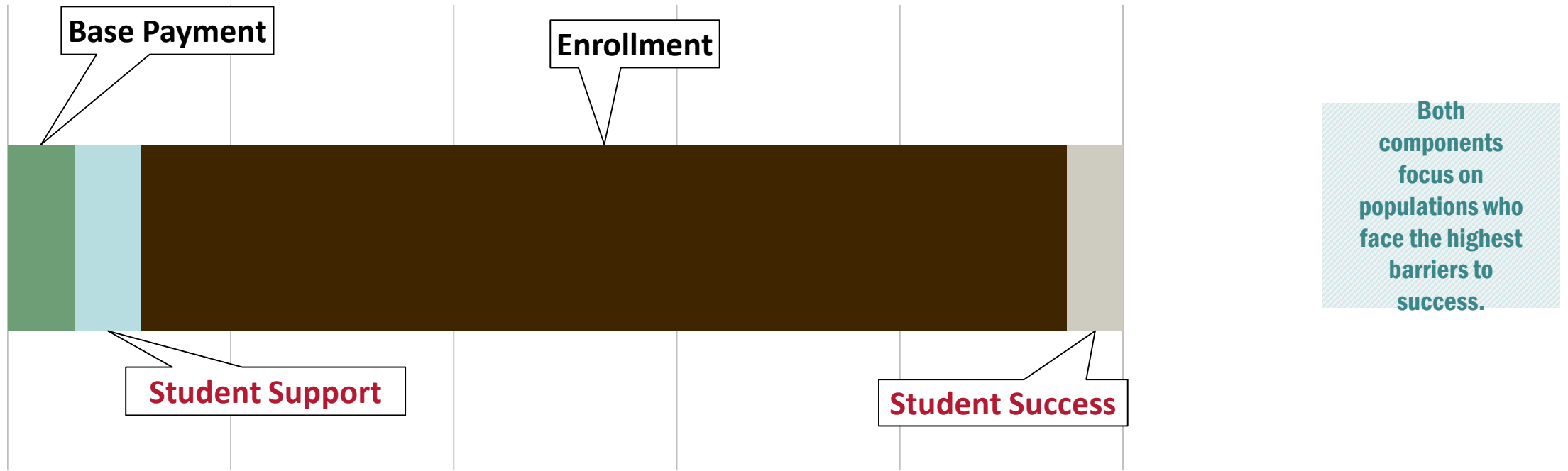
Student Centered Funding

Student Support

- Based on headcount; using three-year, weighted average
- Additional weighting is included for students from multiple populations (20%, 30%, 40%)
- Students funded are those from priority populations:
  - Low-income (Pell recipient)
  - Adults (Age 25+)
  - Underrepresented (race/ethnicity)
  - CTE/Workforce Training (course based)

Student Success

- Includes both progression and completion metrics using three-year, weighted average:
  - Earned 15+ hours
  - Earned 30+ hours
  - Non-credit thresholds
  - Completed college-level Math, English, or Writing course
  - All credential completions
- Additional weight of 50% for completions in priority populations

Implementation

- Develop model rules and work through details before June HECC meeting

- Implement 2023/25 biennium with $25 million; redistribute funding in second year

    - Increase in subsequent biennium with a target of 10% by 2029

- Review in a few years for unintended consequences, commit to ongoing reviews every five years

thank you

Jennifer DeMent

Vice President, Finance & Administration

Jennifer.dement@mhcc.edu

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1b

CONTACT PERSON: *Roxanne Richardson, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES – February 22, 2023

Session 1079

A meeting of the Mt. Hood Community College District Board of Education was held on February 22, 2023 with a Board Retreat at 1:00 p.m., held via Zoom.

2.0   CALL TO ORDER
Members present: Andrew Speer, board chair, Diane McKeel, board vice chair, Annette Mattson, Diane Noriega, Marie Teune, Kenney Polson, ShaToyia Bentley

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

Andrew Speer called the board retreat to order at 1:08 p.m.

3.0   BUSINESS
    3.1   Shared Equity Leadership
Traci Simmons did a follow-up presentation, to previous board trainings and discussions on Diversity, Equity, and Inclusion (DEI). Skari provided some DEI primer questions for the group to consider prior to the presentation. Simmons opened her presentation asking three questions:

1. What is next to continue moving this work forward at the board level?
2. What is possible?
3. How will you ensure from your fifty feet view that the equity-centered strategic plan is implemented?

Next, Simmons recommended the group look at performance indicators and then move to the framework for shared equity leadership.

Mattson stated the Board wants regular reports on their progress in these areas as they align with the strategic plan and that this work should be embedded and a continual focus so it does not get lost. She also discussed having more diversity within college faculty. Bentley asked about having a standard equity question, so that any program or department coming to the board with information, can be informed what their equity lens is and how it aligns with the strategic plan. She also mentioned having an evaluation tool for this information, prior to it even being brought before the Board. Noriega asked how we assess outcomes and make continual changes as things progress. Simmons followed these questions by presenting the Strategic Plan dashboard and performance indicators listed including:

1. Student Success Indicators – Completion, Retention, Credit Accumulation Rate
2. Student Learning Indicators – Core Learning Outcomes
3. Community Indicators – Valued by the Community, High School Intake Rate
4. Diversity, Equity, and Inclusion – Employees Diversity, Students Diversity

Simmons indicated that baseline data is missing and that the Board should be asking for this as a starting point for understanding and tracking. Mattson followed up asking how often this data is made available to the Board. Skari replied stating that as part of the Strategic Plan, data is to be turned in at the end of the year, which is when the numbers are audited and that the Board will receive a formal annual update, that focuses on the different performance indicators, during the summer retreat. This information is also shared with the community to keep them informed on how the college is progressing. Skari mentioned that she sometimes provides updates on enrollment and retention, both in her oral and written reports to the Board, and if they would like this to be done quarterly and in a more formal format she can do that upon request.

Simmons asked some important questions to move the conversation and work forward:
1. Does the community see us as a valuable part of the community?
2. What is the perception out there?
3. How are we supporting dual credit?
4. What does it look like for us to be more representative?
5. What is happening with outreach and recruitment practices and hiring and onboarding practices?
6. How are we shifting culture to make it more inclusive for people who are coming from different backgrounds, that have been historically excluded from higher education?
7. What does it look like to retain employees (policies around promotion, career growth, lateral transfers, and opportunities specifically for those who have been excluded)?

McKeel mentioned, as part of the Board's community outreach work, they could conduct surveys or gather comments that have been made regarding wants from the Board. and incorporate that feedback into their presentations. Mattson commented that many of the councils are still predominantly white and that it would be a good idea, in presentations, to discuss the college's shifting demographics in our communities.

Speer asked about tangible ideas that the group has that they can focus on for the remainder of the academic year and into the coming year. Skari commented that she would like the Board to think through some of the operational examples of things that can be done, that Simmons provided. If there are things that the Board would like to Skari do, she recommended to let her know, so she can work through them and help move some of those things forward.

Bentley asked how the board could encourage a cultural shift, not only on campus but a policy shift as well. Noriega followed up stating that the Board could do a campus climate survey in order to tap into the current college culture and obtain more information.

Speer asked what do we as a board and as a collective have as ideas to drive these outcomes for students. He stated the outcomes for students are impacted by the policies we create and then flow down throughout the organization and that racism is imbedded into institutions. He followed that by asking how can we think about decoupling and breaking apart those institutional racist behaviors and polices to then insight change for students. Speer challenged the group to bring a tangible idea, that is within the Boards sphere of influence and scope, for governance, to allow for a discussion on implementation.

Simmons noted that outside of the performance indicators, included within the Strategic Plan, there are other things that board members can be doing. She commented that four new board member positions are coming up (elections take place May 16, 2023) and this is the time to support other board members running and 1. If you are moving out of your board position, to assist in finding in a replacement candidate for your position, and 2. If you are continuing in your board position, to assess the work you are doing and make sure you have a presence in the community.

Simmons closed her presentation stating she will send the documents on Shared Equity Leadership to the Board, for future discussion on accountability at the board level.

This conversation and work will continue at the next Board Work Session on April 5, 2023.

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

     3.2   Strategic Plan Metrics/ Monitoring

Sergey Shepelov presented on the college's Strategic Plan metrics and the monitoring of those metrics. He stated the Strategic Plan is made up of five goals and thirty objectives, so approximately five to seven objectives per goal. Currently these are all in different stages from planning, to implementation, to being completed. As a conversation opener, he asked the group what data would make them feel informed on the progress of the Strategic Plan implementation, so he can better target his work to what they would like to see. Speer commented saying he would like to see the individual objectives that are aligned with each goal and that he is also interested in the demographic data and retention of students that are already embedded as part of those goals. He specifically pointed out the demographics for faculty and staff. Shepelov commented that there is some work being done around faculty and

staff demographics, which will be available within two weeks, but it is not part of the Strategic Plan Dashboard and that he would discuss that later in the presentation.

Shepelov introduced and went over the Strategic Plan Status dashboard, which provides up to date, detailed information, on each of the goals and their corresponding objectives. Information will be entered into the system monthly, but this may be adjusted to quarterly. The dashboard shows what phase the goals are in, their status, and the impact they have made. The goals can be looked at-a-glance, but also clicked on for more detailed information. He stated the demographic data for retention, is already available on the college's Key Performance (KPI) Student Success Dashboard, which includes diversity as a category. This dashboard measures the diversity of our students, college employees, and district. Both dashboards will be available for the public to view which will be very important for transparency and accountability purposes. Teune asked if the Strategic Planning dashboard team would be open to feedback on the dashboard. Shepelov responded saying that there will be discussion amongst different work groups on campus, but that they would not be soliciting feedback at this time from outside the college, but that this is an area that they need to consider.

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

3.3   Budget Development

Jennifer DeMent provided an update on tuition (including history and sensitivity analysis), and student cost of attendance, which was requested by the Board during a prior board meeting. DeMent worked alongside college financial aid staff, to come up with a four-year cost of attendance, which is for a full-time student (taking fifteen credit hours), attending three terms per year, who is paying rent or a mortgage, and not living with their parents.

2019-2023 Student Cost of Attendance Numbers:
- Accumulated budget increased $3,033 over 4 years, or 15% compared to 2019-2020 in 2022-2023.
- Tuition and fees increased 4%, primarily because we didn't increase tuition for 2020-2021, books and supplies decreased 6% due to OER adoptions.
- Room and board increased 22%, which is the primary driving factor for the increase.

Tuition History

DeMent presented a ten-year history look back at tuition, which included tuition rates, increases, and student/ college fees. Three new fees were implemented in 2021-2022, which replaced and consolidated a bunch of fees resulting in one flat dollar amount per term.

- Instructional Access & Support Fee Replaced Online Learning Course Fee in 2020-2021
- College Service Fee Replaced per term College Service Fee in 2021-2022
- Security Access Fee Replaced per term College Access Fee in 2021-2022

Tuition Sensitivity Analysis

DeMent prepared a sensitivity analysis of changes to tuition rate, per credit for the presentation, and the results include:

- $120 per credit (no change) -$0-dollar impact to tuition revenue
- $121 per credit ($1 change)- $147,936 impact to tuition revenue
- $122 per credit ($2 change)- $295,871 impact to tuition revenue

If there are no increases, cuts will have to be made, and if there are small increases and not enough of an increase, that would result in increases needing to be even larger in future years to cover the deficit.

2023-2024 Current Budget
DeMent provided the current budget overview. Based on following assumptions:
- State Aid will increase 6.5%, based on GRB
- Tuition will increase 2%
Salaries and Health insurance will increase 3%
- PERS bond will increase 1.5%
- Taxes and benefits will increase 0.4%
- Materials & services will increase 2%
- Grants in Aid will increase 2%
- We will already be in deficit of $6.5 million, and reducing ending fund balance to 7.5%
- This is based on forecasted amounts. We are in the process of reviewing budget requests. We also have $1.8 million in new fund requests, which require an accompanying equity lens decision making tool, which will guide decisions on any new funding requests

DeMent stated that the next step in the budget process is to come to the March 2023 board meeting with a request for tuition and fees, and April 2023, a proposed budget will be presented to the Board.

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

3.4   Legislative Strategy
Al Sigala provided a 2023 legislative strategy update, including what the college is doing.

The three priorities for Oregon community colleges are:
- Increase Community College Support Fund (CCSF)
- Increase Oregon Opportunity Grant (OOG)
- Bachelor of Science in Nursing (BSN)

Strategy:
- Legislative Visits - One on one visits with legislators, and attending Legislative Days March 8th and March 9th, 2023 (MHCC staff, Board members, and students will be in attendance).

- Career & Technical Education (CTE) -Throughout the month of February 2023, different community colleges throughout the state are featuring their CTE programs.
- Workforce Wednesdays – Every Wednesday at 12 pm noon different college programs are featured. MHCC has shared their Natural Resources Technology and Integrated Media programs. These program visits are recorded and made available to legislators who are not able to attend.
- Board Resolutions – A Board resolution was passed by the MHCC Board in support of what community colleges need out of the legislative session.
- Voter Voice App – Free app to assist individuals in communicating to legislatures, which can be downloaded at occa17.com. Additional resources can also be found at https://occa17.com.advocacy-toolkit/

Bills Affecting Community Colleges
Sigala discussed the following bills that could affect the college:
- Senate Bill's 122, 416, 424, 523
- House Bill's 2979, 2611, 2615, 3089

Mattson noted there is a presentation to the Higher Education Coordinating Commission (HECC) February 23, 2022, and Lisa Skari will be presenting, which was announced in the February 17th newsletter, and includes a link for a live stream to the presentation.

A copy of the presentation is attached to the minutes.

3.5 Community Engagement Plans

McKeel led a discussion and check-in on the Board's calendar for presentations to local city councils, Chambers, and the MHCC Foundation Board. Dates and presenters were reviewed for completeness, and some changes and updates were made:
- Al Sigala, March 21, 2023, will be presenting in place of Skari, alongside Speer and Bentley, to the City of Gresham.
- The date for the presentation to the MHCC Foundation Board was selected to be April 26, 2023.
- The Sandy Chamber of Commerce still has not provided information on a meeting date. Noriega will follow up to see if she can get this solidified.

Skari provided a update on the PowerPoint, phrasing, and script that will be used for the presentations.

3.6 Other Business

a) Foundation Auction Update-McKeel provided an update on the foundation auction, the theme this year is "Onward and Upward." Twenty-five tables are available, many of which have already been purchased, so she encouraged anyone wanting a table to do this right away. Auction items are also currently being accepted and should be submitted as soon as possible. There will be a

live, in person auction, along with a silent auction online. Donations for the event will go to student scholarships.

4.0   ADJOURNMENT
The board retreat was adjourned at 4:27 p.m.

_____
       Clerk   Board Chair

Minutes recorded by Roxanne Richardson, Executive Assistant to the Board of Education.

Shared Equity Leadership

The Role of the Board of Education
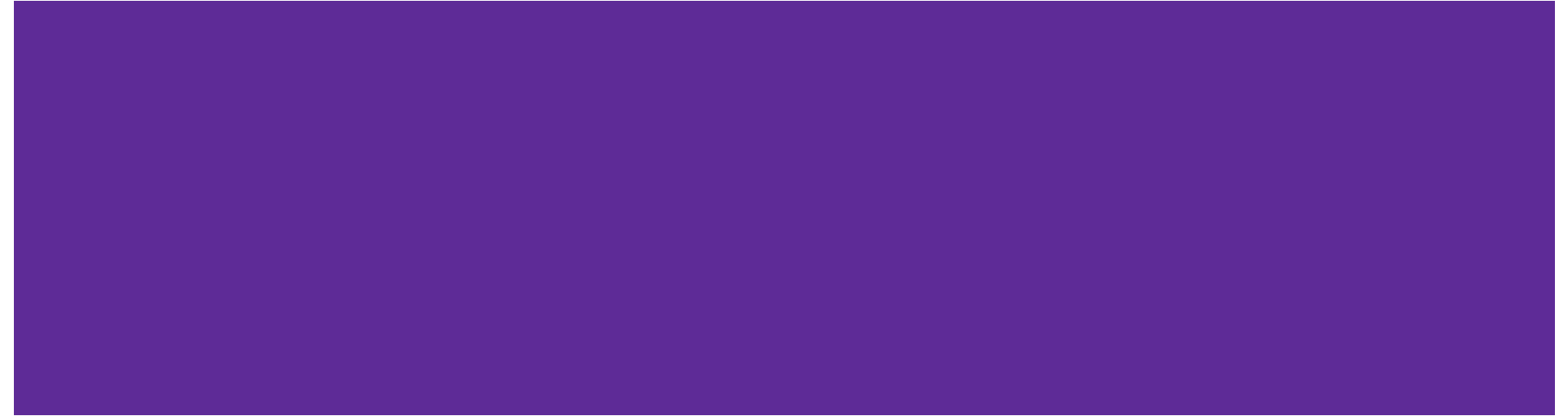
Group Agreements

Be mindful

Stay engaged

Step Up, Step Back

Use 'I' statements

Consider impact vs. Intent

Be honest and vulnerable

Listen to understand

Avoid assuming the intent of others

Offer grace

Suspend blame, shame, guilt, fear, and denial

Confidentiality

Accept non-closure

Agenda

- DEI Definitions
- Defining the Role of the Board of Education in advancing DEI
- Retrospective: DEI work and the MHCC Board
- Brief Overview:
  - Framework of Shared Equity Leadership
  - Structure of Shared Equity Leadership
- Exploring what's possible

Definitions

Diversity

Diversity Considerations

Does the college have diversity represented? (think ACCT Equity Agenda)

Are students from different backgrounds encouraged to ask questions and get support? (language, ethnicity, gender/gender expression, ability, etc.)

Does the diversity of the workforce and board match the diversity of the student body? How about the surrounding community?

Is your definition of diversity expansive?

Equal vs. Equitable
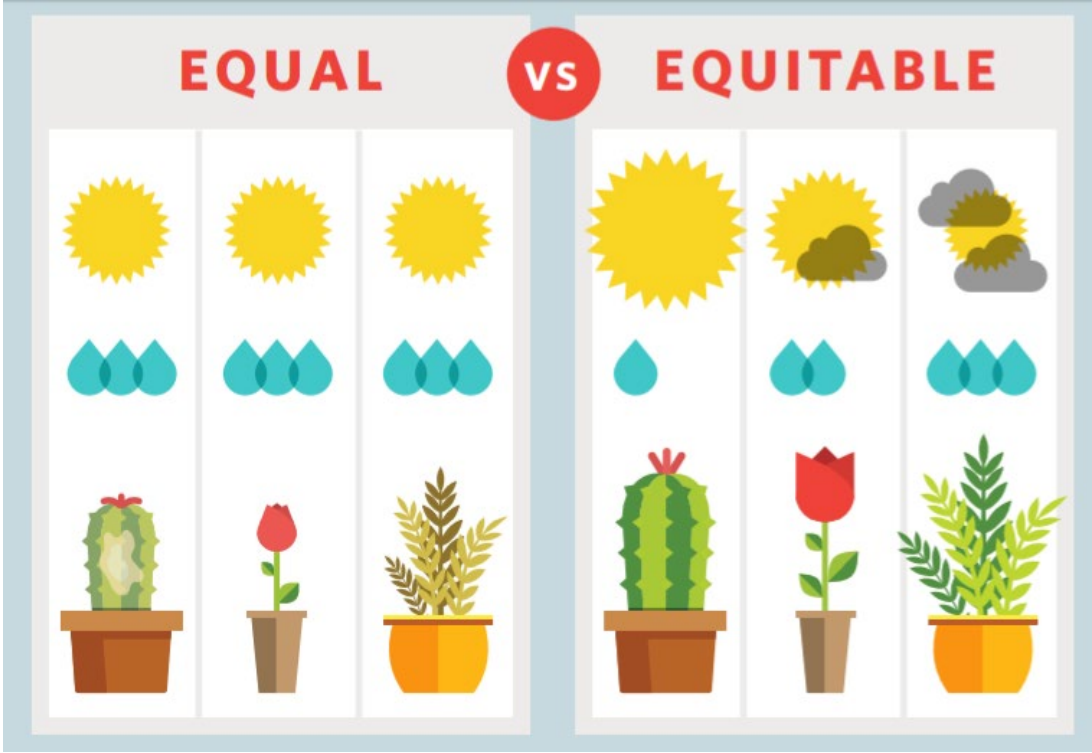
Equity vs. Equality Considerations

Do people have a fully fleshed understanding of the complementary aspects of these two concepts without conflating them?

Is it clear that people need to be treated as perfectly imperfect beings, but not necessarily be given the exact same resources?

Unconditional positive regard is a great tool for equality.

Equality, Equity, and Justice
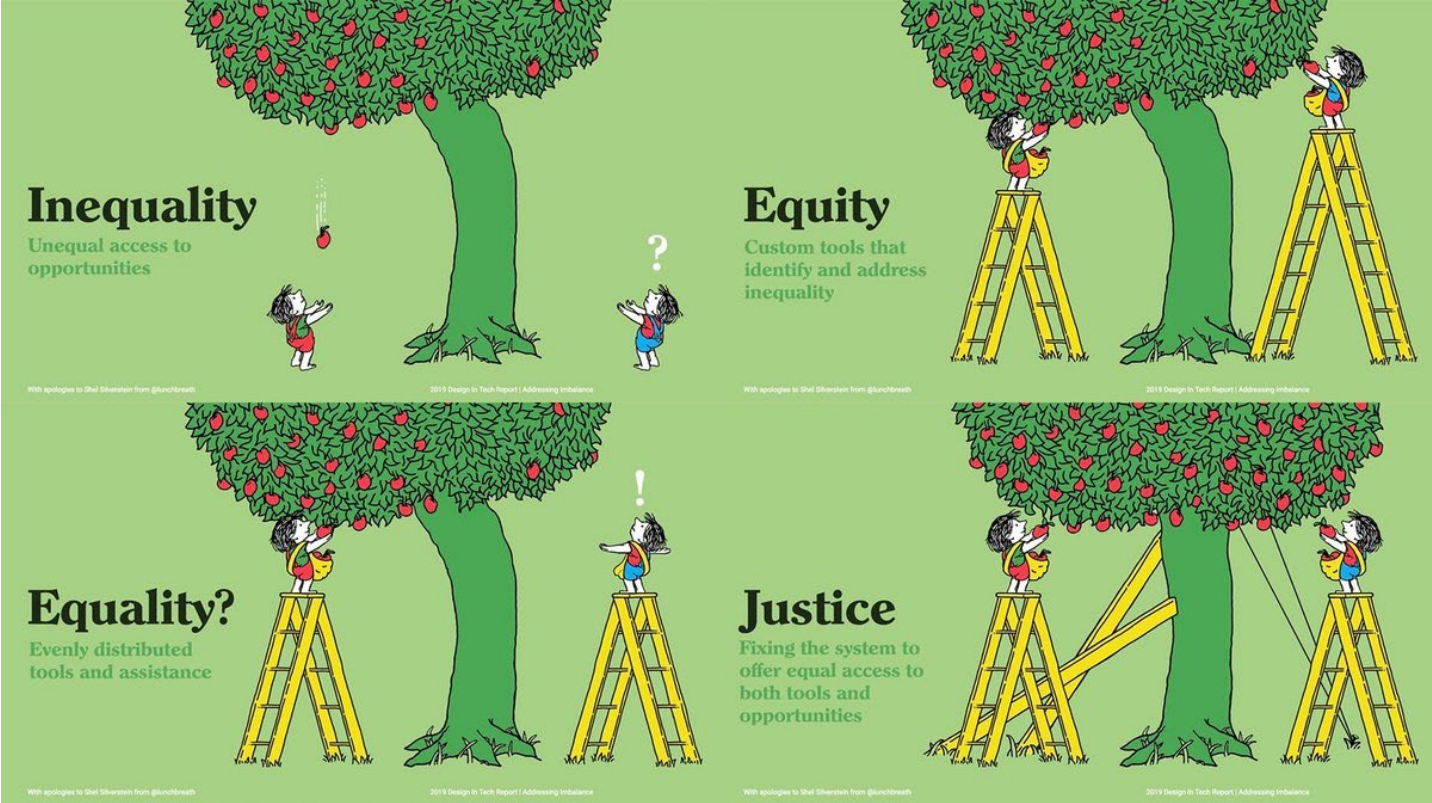
Considerations

If we focus solely on equality, we never address historical harm

If we focus solely on equity, we will always need to provide resources to those historically excluded and marginalized

If we focus on both and fixing systems, we will make a better future and create the conditions for all people to thrive

Inclusion

Considerations

Sometimes we want to discuss inclusion without examining ways we/higher education have/has been structured around exclusion

Inclusion is more than having a seat at the table, but rather having a voice that is listened and responded to

Belonging

What is the is the role of the Board of Education to advance DEI?

- What mechanisms and levers can be utilized?
- What relationships will need to be engaged?
- What may present as barriers to success?
- How will the board know if their efforts are successful?
- What data will be needed to assess progress?

  Pair share 10 minutes

What is the optimal structure for the Board of Education to advance DEI?

- What is the current structure?
- What should we be working towards?
- What will need to happen for that to work?
- What are some barriers to success?

Celebrating the Wins

- Board Approved Equity Lens Tool
- Continued affirmations and action planning to address racialized/marginalized/minoritized groups (LGBTQ+, Black Lives Matter)
- 2021 Charles Kennedy Award winners
- Investments in Student Basic Needs
- Equity-Centered Strategic Plan

Where to go from here?

What is next to continue moving this work forward at the board level???

What is possible?

How will you ensure from your 50K ft view that the equity-centered strategic plan is implemented?

ACE Framework of Shared Equity Leadership (SEL)

Overview:

- For equity to be effectively advanced in a complex organization each member of the organization must have responsibility for advancing equity (micro/macro)
- Structure of Shared Equity Leadership must be conducive to whole organization engagement for transformational change
- There must be accountability measures in place to ensure the strategic equity goals are accomplished (ie. progress made)

Next Up: What does accountability mean to you?

What does it mean for your leadership?

How do you help others understand their responsibility for SEL independent of role and positionality?

How do you currently hold the people on your team accountable?

Reframing Accountability

- How did accountability become a dirty word?
- What structures in higher education have historically been in place with regard to accountability?

Pair share 6 minutes

The relationship between responsibility and accountability

What is the difference of these two concepts?

And how do they interact?

What are historic and contemporary barriers to accountability?

What are historic and contemporary barriers to accountability?

- Bargaining agreements
- Exclusion
- Framing
- Detractors
- Fear

For next time Accountability cont

Review Performance indicators and bring your questions/concerns/

- ➢ Five goals/30 objectives
- ➢ Different stages from planning to implementation to being done
- ➢ Projects may be on time, delayed;
- ➢ May result in an improvement or not
- ➢ A quick way to see progress at a glance
- ➢ Or detailed information on what's happening with each project
- ➢ How up to date is the data?

- ➢ What data would make you feel informed
  of the Strategic Plan implementation progress?
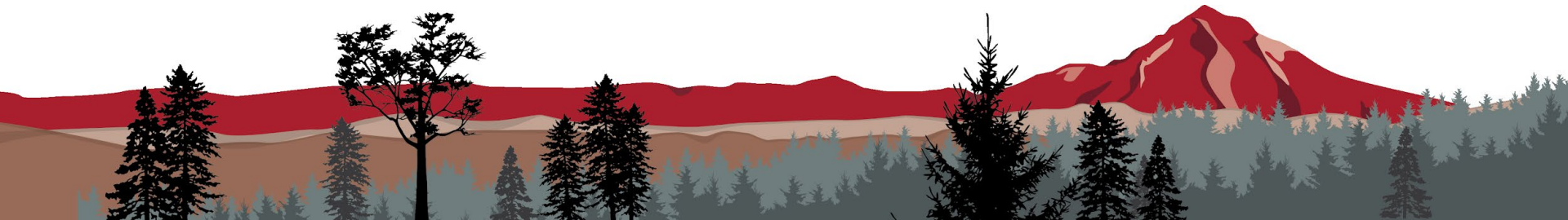
Mt. Hood Community College

Budget Update: Tuition and Student Cost of Attendance Analysis
February 22, 2023

2019-23 Student Cost of Attendance

Legend: ■ Tuition & Fees ■ Books and Supplies ■ Room and Board ■ Transportation ■ Personal Expenses

Category	2019/20	2020/21	2021/22	2022/23
Personal Expenses	$1,089	$1,089	$1,089	$1,200
Transportation	$1,635	$1,665	$1,665	$1,800
Room and Board	$9,810	$10,212	$10,212	$11,979
Books and Supplies	$1,440	$1,461	$1,461	$1,350
Tuition & Fees	$6,132	$6,151	$6,267	$6,368
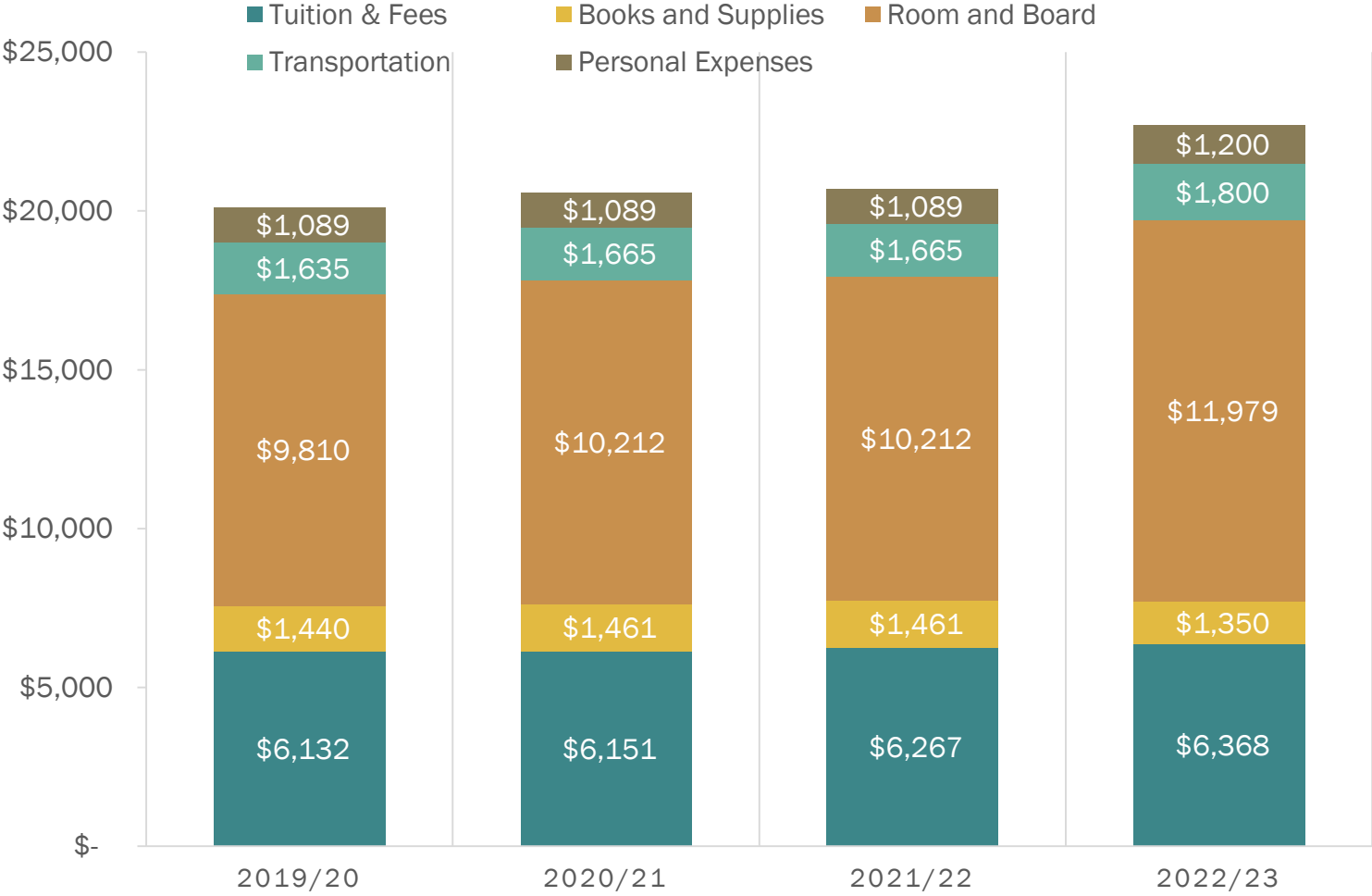
Tuition History

Fiscal Year	Tuition	Tuition Increase Amount	Tuition % Increase	Student Fee ASG	Student Fee Technology	Instructional Access & Support	College Service Fee	Security Access Fee	Total Cost Per Credit
2022-23 Approved	$120.00	$ 2.00	1.7%	$ 4.25	$ 6.75	$ 3.50	$ 3.50	$ 3.50	$ 141.50
2021-22	$118.00	$ -	0.0%	$ 4.25	$ 6.50	$ 3.50	$ 3.50	$ 3.50	$ 139.25
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 (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
2013-2014	$ 89.00	$ -	0.0%	$ 3.00	$ 5.25				$ 97.25
2012-2013	$ 89.00	$ 5.00	6.0%	$ 3.00	$ 4.75				$ 96.75

Tuition Sensitivity Analysis

Sensitivity Analysis of Changes to Tuition Rate, per Credit	$120 per Credit (no change)	$121 per Credit	$122 per Credit
Impact to Tuition Revenue	$0	$147,936	$295,871

2023-24 Current Budget

Legend: Increase, Decrease, Total
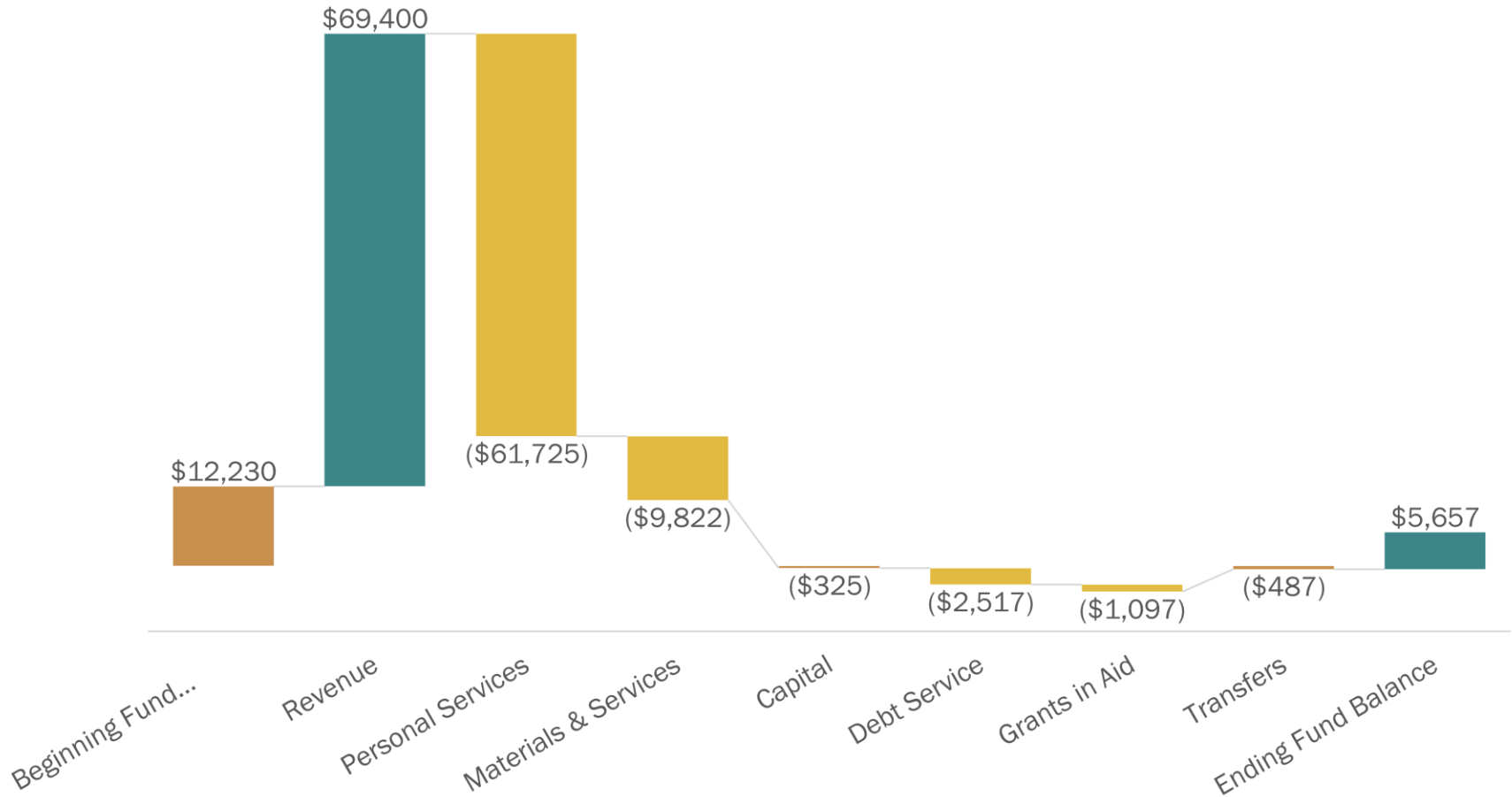
- Beginning Fund...: $12,230
- Revenue: $69,400
- Personal Services: ($61,725)
- Materials & Services: ($9,822)
- Capital: ($325)
- Debt Service: ($2,517)
- Grants in Aid: ($1,097)
- Transfers: ($487)
- Ending Fund Balance: $5,657

thank you

Jennifer DeMent
Vice President, Finance &
Administration

Jennifer.dement@mhcc.edu

Priorities

Oregon's Community Colleges

2023 Oregon Community College Association Legislative Priorities

During each legislative session, Oregon Community College Association identifies several priorities for which to pursue legislation to support the state's 17 community colleges. This document highlights the three primary legislative priorities for the Oregon Community College Association for the 2023 Legislative Session.

Increase Community College Support Fund (CCSF)

Increase the CCSF by 20.1% to $855 million for the 2023-25 biennium

Support $50 million in ONE-TIME funding to assist colleges in transitioning out of the pandemic & from federal aid

Increase Oregon Opportunity Grant (OOG)

Increase the Oregon Opportunity Grant by a <u>minimum</u> of 100%, from $200 million per biennium to $400 million per biennium. The OOG is Oregon's primary source of state need-based financial aid for college students.

Bachelor of Science in Nursing (BSN)

Empower community colleges to offer a BSN if they meet the necessary requirements. The nursing industry doesn't recognize the current Bachelor of Applied Science in Nursing degree; a BSN would make the degree more valuable.

OCCA Oregon Community College Association 📞 503-399-9912 🌐 www.occa17.com ✉ OCCA Deputy Director John Wykoff, jwykoff@occa17.com

Strategy

- Legislative Visits
  - One on one
  - Legislative Days
    - March 8 & 9
- February is CTE Month
- Workforce Wednesdays
  - Natural Resources Technology
  - Integrated Media
- Board Resolutions
- Voter Voice

Strategy

- Voter Voice App
  - OCCA has organized this possibility to assist individuals in communicating to legislators.
  - Download and search organization Oregon Community College Association
  - OCCA crafts campaigns and messages

Strategy

OCCA Toolkit

- https://occa17.com/advocacy-toolkit/

ADVOCACY TOOLKIT

Support advocacy efforts during the 2023 Legislative Session by utilizing this Advocacy Toolkit. This toolkit can be utilized by college presidents, board members, Campus Advocacy Coordinators (CACs), college government affairs staff, students and other stakeholders. Contact OCCA Communications Director Casey White-Zollman with any questions.

Informational One-Pagers

2023 Legislative Priorities

- View
- PDF best for printing

2023 Budget Request

- View
- PDF best for printing

Bachelor of Science in Nursing (BSN)

- View
- PDF best for printing

Oregon Opportunity Grant (OOG)

- View
- PDF best for printing

Talking Points

- **2023 Budget Talking Points**
- **Budget Key Messages**
- **BSN Talking Points**
- **Oregon Opportunity Grant Talking Points**

Other Advocacy Resources

- **Social Media Resources**
- **Voter Voice App Instructions**
- **Advocacy Training Video** (*from 10.21.22 virtual advocacy training*)
- **2023 Advocacy Plan Timeline**
- **Budget Background, Advocacy Campaign & Messaging PowerPoint**

Bills Affecting Community Colleges

- Almost 2,000 presession bills have been filed
- OCCA is tracking about 150 of those bills that in some way affect us

Bills Being Followed Closely

• SB 523 - This bill would enable the Higher Education Coordinating Commission (HECC) to allow community colleges to offer Bachelor of Science in Nursing (BSN) degrees. Currently, colleges may offer a Bachelor of Applied Science in Nursing (BASN) degree, but this title is not accepted in the nursing industry and decreases the value of the degree. A BSN would be recognized by the nursing industry, as well as provide more access to a BSN for place-bound students.

• SB 424 - This bill would prohibit colleges and universities from withholding a student's transcript when a student owes money to the institution.

Bills Being Followed Closely

- HB 3089 – Works to address hunger at colleges and universities by providing grants.

- HB 2979 – Directs the HECC to establish a grants program to promote dental assistant and dental hygienist training programs.

- HB 2611 – Requires that dental and vision are included in health benefits available to part-time faculty.

Bills Being Followed Closely

- HB 2615– Would allow veterans to participate in the Oregon Promise program.

- SB 122 – Directs the HECC to implement a grant program to distribute grants to eligible community colleges for matching amounts for Article XI-G bond amounts.

- SB 416 – Would require colleges to pay part-time faculty at the same hourly rate as a full-time faculty.

Questions

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1c

CONTACT PERSON: *Susanne Rose, Human Resource Data Manager*

SUBJECT: MONTHLY PERSONNEL REPORT

MONTHLY PERSONNEL ACTIVITY REPORT

NEW EMPLOYEES:

Name	Position	Department	Hire Date
Antonyuk, Vicki	Swim Instructor/Pool Lifeguard	Health & Physical Education, Athletics, Aquatics and Recreation	2/1/2023
Crawford, Daniel	Customer Service Representative	Health & Physical Education, Athletics, Aquatics and Recreation	2/1/2023
Pena-Alfaro, Hilda	Executive Director	Child Development & Family Services	2/13/2023
Gustafson, Ian	Admissions and Transcript Specialist	Enrollment Services	2/15/2023

TRANSFERS/CHANGE IN STATUS:

Name	Position	Department	Effective Date
Hart, Jeffrey	Application Database Engineer	Information Technology	2/1/2023
Hart, Christi	Director of Student Development Technology	Student Services	2/1/2023
Smith, Cynthia	Associate Director	Child Development & Family Services	2/6/2023

SEPARATIONS/RETIREMENTS:

Name	Position	Department	Term Date
Brady, Maura	STEP Program Coordinator	WorkSource Portland Metro East	2/1/2023
English, Stephanie	Student Success Specialist	Learning Success Center	2/3/2023
Kidane, Eden	Food Service Aide	Child Development & Family Services	2/6/2023
Noble, Katherine	ERSEA Specialist	Child Development & Family Services	2/10/2023
Lyons, Jerry	Instructor - Automotive Technology	Industrial Technologies & Apprenticeship	2/14/2023
Lane, Eliza	Instructional Services Coordinator	Instructional Services	2/15/2023
Menke, Jenny	Learning Specialist	AVID	2/17/2023
Quintero, Jonathan	Family Worker	Child Development & Family Services	2/17/2023
Yang, Nou	Fiscal Services Coordinator	Child Development & Family Services	2/27/2023

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1d

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

SUBJECT: MONTHLY FINANCIAL REPORT

This report reflects 2022/23 activity through the month of January.

Revenues:

MHCC's General Fund operations are funded in fiscal year 2022/23 52% ($35.7M) from the State, 24% ($16.7M) from tuition and fees, 22% ($14.7M) from property taxes, and 2% ($1.6M) from other revenues.

- State support revenue is received quarterly in August, October, January, and April. The amount budgeted for 2022-2023 reflects Mt. Hood's estimated share of the biennial state support amount of $699 million.

- The counties distribute property tax revenue monthly, with the most significant payments received in November and December. The 2022-2023 adopted budget includes a 3% increase in property tax revenue over 2021-2022.

- Summer term enrollment in tuition-bearing courses decreased by 17.46% (-55 students) and fall term enrollment in tuition-bearing courses decreased by 3.41% (-38 students) compared to January 2022. Summer and fall terms combined tuition and fee revenue year to date is 3.8% ($247,157) below this time last year. Summer term and fall term[1] enrollment are forecasted to be flat compared to last year. Although summer term continued to show a double-digit percentage decline over this time last year, fall term enrollment decline percentage improved significantly with year to date revenue for fall term $49,728 over the budgeted amount. Preliminary enrollment numbers show winter term enrollment in tuition-bearing courses

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[1] Final enrollment numbers for each term are measured at the close of the third week of each term.

increased by 3.1% (29 students) compared to this time last year and year to date tuition and fee revenue for winter term is currently $341,279 over budgeted amount.

Tuition & Course Fee Revenue
(in thousands)

	SUMMER	FALL	WINTER	SPRING
Actual	$1,330	$4,944	$4,755	$2
Budgeted	$1,477	$4,894	$4,414	$4,415
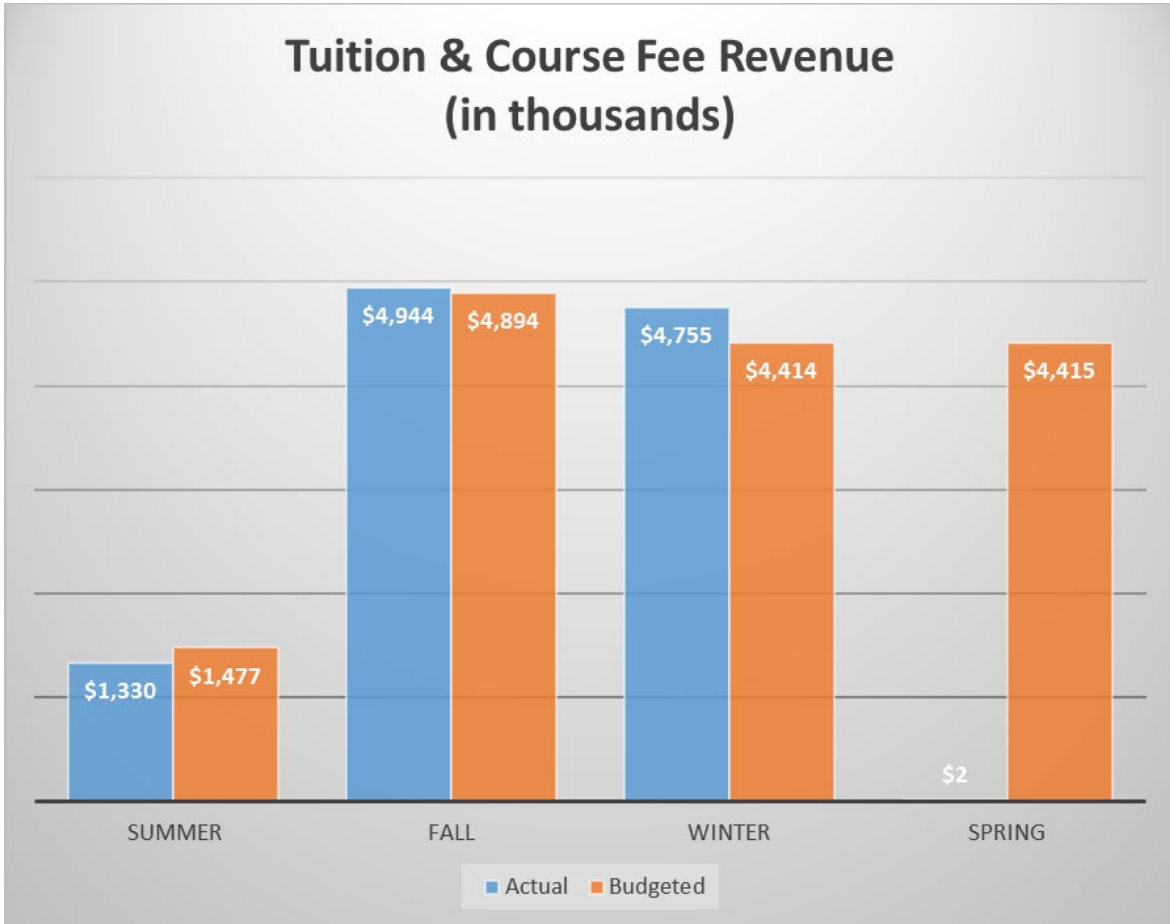
Expenditures:

As of January 31, year-to-date expenditures were $715,205 (3.99%) above 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 occur in June and include budgeted amounts of $87,292 for aquatic center support, $200,000 for student aid required federal match, and $4,000,000 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 2022/23
As of January 31, 2023

	Actual Year to Date January 2021	Actual Year to Date January 2022	Actual Year to Date January 2023	$ / % Increase (decrease) over prior year		Amended Budget 2022 23	Percentage of Budget Remaining
Beginning Fund Balance	**9,557,976**	**15,402,319**	**20,549,976**	**5,147,657**	**33.4%**	**19,535,549**	
Revenues							
State Support	24,098,110	26,210,155	26,398,133	187,978	0.7%	35,729,173	26%
Property Taxes	13,008,287	13,517,648	13,955,805	438,157	3.2%	14,699,468	5%
Tuition and Fees	15,986,053	12,122,356	12,122,198	(158)	0.0%	16,698,196	27%
Federal Grants	-	238,781	-	(238,781)	-100.0%	-	0%
Other Revenues	252,531	230,175	697,555	467,381	203.1%	1,622,522	57%
TOTAL REVENUES	**53,344,981**	**52,319,115**	**53,173,692**	**854,577**	**1.6%**	**68,749,359**	23%
Expenditures							
Salaries	18,612,396	18,311,127	18,359,310	48,183	0.3%	40,149,857	54%
Health Care	3,762,107	3,174,860	3,366,615	191,755	6.0%	6,677,421	50%
Fringe/Taxes	6,873,719	6,838,856	6,426,084	(412,772)	-6.0%	13,978,860	54%
Personnel Subtotal:	*29,248,222*	*28,324,843*	*28,152,009*	*(172,834)*	*-0.6%*	*60,806,138*	*54%*
Materials & Supplies	3,797,951	4,199,748	5,086,242	886,494	21.1%	10,146,967	50%
Grants in Aid/Tuition Waivers	518,208	464,425	470,387	5,962	1.3%	1,030,914	54%
Debt Service	452,113	422,013	417,596	(4,416)	-1.0%	2,543,427	84%
Transfers to Other Funds	-	-	-	-	0.0%	4,287,292	100%
TOTAL EXPENDITURES	**34,016,493**	**33,411,029**	**34,126,235**	**715,206**	**2.1%**	**78,814,738**	57%
Rev Greater (Less) Than Exp	**19,328,488**	**18,908,086**	**19,047,457**	**139,371**	**0.7%**	**(10,065,379)**	
Beginning Fund Balance	**9,557,976**	**15,402,319**	**20,549,976**			**19,535,549**	
Ending Fund Balance						**9,470,170**	
As a percentage of expenditures						*12%*	

GLOSSARY

Revenues:

State Support includes funds received through the Community College Support Fund allocated to each of the 17 community colleges in Oregon. Funding allocations are based on student full-time equivalent (SFTE) and a growth management component. The amount budgeted for 2022-2023 reflects Mt. Hood's estimated share of the biennial state support amount of $699 million. 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 2022/23 is $120.00 per credit hour recorded in the General Fund. A technology fee of $6.75 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.

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 (25%), Social Security (6.2%), Early Retirement (3.5%), Medicare (1.45%) and Long-term disability, life, workers compensation, unemployment insurance, statewide transit tax and tax-sheltered annuity payments (combined 1.3%).

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

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

Debt Service consists of principal and interest payments on general long-term debt. Transfers to Other Funds represents the required general fund match for the federal financial aid programs and transfers from the general fund for facilities capital projects.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1e

CONTACT PERSON: *Hilda Pena-Alfaro, Executive Director of 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 2023

Feb 2023

Goal B-Educational Programs and Support Services Provide the Full Range of Educational and Support Programs and Services Needed to Allow Students to Meet their Educational, Career, and Personal Goals

Objective B.1: *Identify and align programs and offerings internally and with local and regional partners and community-based organizations to better meet industry and community needs.*

- **CDFS** partnered with MHCC to hold a community outreach event where more than 1,200 community members attended. At this event more than 50 car seats were given or installed, 50 tablets were handed out, and other resources were provided to the community.
- **CDFS** held 5 parent events to engage with families around engineering. The sessions were offered in English, Spanish, Arabic, as well as a session for fathers. Parents were provided engagement materials to be able to participate in the activities.

Objective B.14 *Identify and align support services to parallel student needs and interests (student basic needs, Barney's pantry, Head Start, etc .).*

- **CDFS** families had opportunities to participate in the First Time Home Buyers Workshop, Male Engagement Event, Oregon Department of Education Workshop for Parents, and were provided Food Pantry resources. Our central kitchen continued their work on providing food bags to program families.

Goal C - Organizational Structure, Systems, & Processes, Align the College's Organizational Structure, Systems, and Processes to Reflect the Diversity of the Communities We Serve:

Objective C.2: *Create a structural framework for equity to be a part of the student and employee experience throughout the life cycle.*

- **CDFS** provided opportunities for learning throughout Black History Month with classroom activities, library resources, and sharing community events with families.
- **CDFS** also kicked off a "Kindness Week" social media event sharing book resources, inspirational activities, and shared community interaction to support kindness and respect for each other.

Goal E: Coordinate Community Connections, *Increase Our Visibility and Strengthen the Connection Between the College and Our Local and Regional Community Partners:*

Objective E.2: *Ensure the College is authentically engaging with historically excluded and multilingual communities.*

- **CDFS** continues to add Arabic translations to program materials for families and staff.

Administrative Services Update

- **CDFS** partners with Growing Gardens to offer gardening lessons and resources to our families supporting the development of scientific inquiry in children and promoting self-sufficiency for families.

Enrollment Report for February 2023

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 2023 Data:

EHS funded: **263**

EHS Enrollment: **554**

EHS Waitlist: **404**

HS Funded: **903**

HS Enrollment**: 554**

HS Waitlist**: 226**

Average Daily Attendance by Head Start or Early Head Start Center 2022-23

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

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

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

Average Daily Attendance Head Start
January 2023

Center	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Cascade Crossing			72%	70%	76%	53%	70%	69%					
David Douglas High School													
Davis			79%	66%	73%	76%	80%	87%					

Center	July	Aug	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Division			94%	91%	100%	*nr	95%	*nr					
Early Childhood Center	78%	65%	86%	84%	73%	74%	78%	82%					
Fairview			77%	79%	72%	73%	77%	81%					
Gateway			80%	78%	69%	73%	79%	50%Virtual					
Gethsemane	83%	80%	*nr	*nr	*nr	*nr	*nr	*nr					
Gresham United Methodist			60%	58%	65%	64%	68%	70%					
Hazelwood	64%	66%	91%	90%	88%	72%	86%	91%					
Kelly Place	72%	67%	80%	80%	87%	77%	82%	80%					
Knott			77%	80%	64%	64%	71%	72%					
Mt. Hood			82%	86%	*nr	*nr	*nr	*nr					
North Powellhurst			*nr	*nr	*nr	*nr	*nr	*nr					
Rockwood 181			75%	76%	70%	71%	74%	72%					
Rockwood Stark			*nr	*nr	*nr	*nr	*nr	*nr					
Russellville	68%	72%	93%	85%	90%	72%	81%	80%					
Sunrise			84%	79%	76%	71%	79%	70%					
Troutdale			66%	84%	80%	78%	83%	77%					
Program ADA	**78%**	**84%**	**80%**	79%	74%	71%	779%*%	77%					

Average Daily Attendance for Early Head Start

Center	July	Aug	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Division			*nr	*nr	*nr	*nr	*nr	*nr					
Earl Boyles			*nr	*nr	*nr	*nr	*nr	*nr					
Early Childhood Center	87%	75%	84%	80%	73%	74%	78%	82%					

Gethsemane (2 EHS, 6 BP)	93%	82%	*nr	*nr	*nr	*nr	*nr	*nr				
Hazelwood	88%	88%	88%	94%	82%	69%	86%	92%				
Rockwood Stark			*nr	*nr	*nr	*nr	*nr	*nr				
Russellville	79%	90%	83%	66%	65%	63%	81%	80%				
Troutdale												
Willow Tree	92%	88%	93%	82%	82%	91%	81%	88%				
Program ADA	**78%**	**78%**	**86%**	81%	76%	74%	77%	85%				

*nr = not reported.
Attendance CCP

David Douglas Highschool: 87%

Gresham High School: 25%

Kinder care: 93%

Little Friends Day school: 83%

Little Pixie:100%

Love Bugs: 79%

Love Bugs two: 64%

Melody Munchkin: 75%

Melody Munchkin Little Bloom: 94%

Pixie Childcare: 85%

Reynold Learning Academy: 41%

Average CCP daily attendance: 66

November, December 2022 7 January 2023

Mt. Hood Community College Head Start Financial Report

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

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

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

Budget July 2022 - June 2023	
FUNDING SOURCE	TOTAL FUNDS
Federal Head Start	4,415,244
State Head Start	10,808,890
State Training	386,687
State EHS	1,068,152
Federal HS & EHS Training	112,359
Federal EHS	3,653,682
EHS - Child Care Partnerships	1,777,930
Children's Levy HS	592,747
Children's Levy EHS	579,865
MIECHV	200,000
Preschool Promise	291,000
Baby Promise	151,200
TERC-HSE	64,768
TERC-Dialogos Harnessing	8,000
USDA	804,584
DHS	0
COVID/ARP	229,481
Total	25,144,590

Expenditure Report - November 20202

Budget Category	Budget	November	YTD Total	Percentage Spent YTD
Personnel/Salaries	10,661,616	741,648	2,038,127	26%
Fringe Benefits	7,007,311	428,523	1,135,045	22%
Travel	97,349	8,140	2,850	11%
Equipment	0	0	0	#DIV/0!
Supplies	1,413,447	68,547	98,850	12%
Contractual	2,048,979	108,704	244,242	17%
Facilities/Property Services	1,271,137	90,610	404,542	39%
Other	519,098	19,333	56,884	15%
Indirect	2,202,095	84,821	144,180	10%
Total	25,221,033	1,550,327	4,124,720	23%

Expenditure Report - December 20202

Budget Category	Budget	December	YTD Total	Percentage Spent YTD
Personnel/Salaries	10,661,616	712,761	2,779,776	33%
Fringe Benefits	7,007,311	416,938	1,563,568	28%
Travel	97,349	10,580	10,989	22%
Equipment	0	0	0	#DIV/0!
Supplies	1,413,447	61,567	167,396	16%
Contractual	2,048,979	69,609	352,946	21%
Facilities/Property Services	1,271,137	92,954	495,153	46%
Other	519,098	14,819	76,217	18%
Indirect	2,202,095	69,758	229,001	14%
Total	25,221,033	1,448,986	5,675,047	28%

Expenditure Report - January 2023

Budget Category	Budget	January	YTD Total	Percentage Spent YTD
Personnel/Salaries	10,661,616	585,968	4,078,505	38%
Fringe Benefits	7,007,311	366,103	2,346,609	33%
Travel	97,349	5,332	26,901	28%
Equipment	0	0	0	0%
Supplies	1,413,447	76,114	305,078	22%
Contractual	2,048,979	110,579	533,134	26%
Facilities/Property Services	1,271,137	94,221	682,327	54%
Other	519,098	66,499	157,535	30%
Indirect	2,202,095	72,617	371,376	17%
Total	25,221,033	1,377,431	8,501,464	34%

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

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

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

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

This data will be provided in next month's report.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: **4.1f**

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

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SUBJECT: COVID-19 ACTIVITY REPORT

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

- The number of COVID-19 related reports submitted to the college;
- A quantified rate of responsiveness to these concerns;
- The number of outstanding/open concerns requiring closure; and
- Differentiate internal and external cases and concerns (outbreak tracking) and 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
4/15/2022	4	4	0
4/30/2022	10	10	0
5/15/2022	9	9	0
5/31/2022	25	25	0
6/15/2022	6	6	0
6/30/2022	3	3	0
7/15/2022	3	3	0
7/31/2022	1	1	0
8/15/2022	4	4	0
8/31/2022	5	5	0
9/15/2022	0	0	0
9/30/2022	11	11	0
10/15/2022	7	7	0
10/31/2022	1	1	0
11/15/2022	2	2	0
11/30/2022	5	5	0
12/15/2022	4	4	0

12/31/2022	2	2	0
1/1/2023	3	3	0
1/15/2023	8	8	0
2/1/2023	4	4	0
2/15/2023	3	3	0

COVID-19 Concerns Reported & Addressed
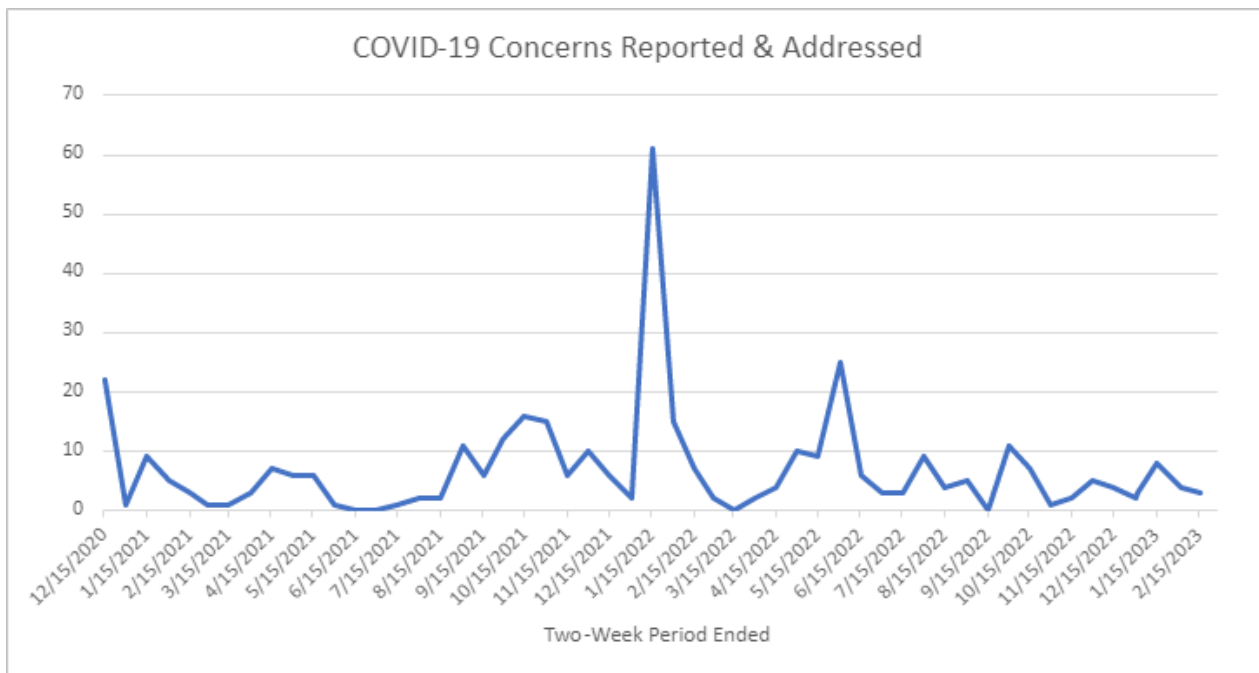
NOTES:
Site Control/outbreak information: MHCC has had **no** outbreaks on campus at this time.
Institutional Effectiveness Council: No recent updates

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: **4.1g**

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

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

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

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

Adult Basic Education	211,887
Adult Basic Education, Accountability	37,112
Adult Basic Education, IELCE	199,718
Adult Basic Education, IET	13,300
Adult Basic Education, Program Improvement	12,600

Funds to offer adult and basic education instruction for people who have less than an eighth-grade education or did not complete high school. (Federal)

Childcare Resource & Referral	1,787,760
Childcare Resource & Referral, CHIF Child Care Project	1,807,132
Childcare Resource & Referral, Child Care Stabilization	1,150,063
Childcare Resource & Referral, OTCC Child Care Challenge NDWG	230,015
Childcare Resource & Referral, Preschool for All	4,302,213

Funds to provide child care referral services to parents; child care provider training and business/employer awareness of child care support options and related work-life issues; with the overall goal of improving child care affordability, access and quality. (Federal, State, Other)

Dept of Labor Apprenticeship Building America	2,999,983

Funds to support registered apprenticeship programs and quality pre-apprenticeship programs that will lead to registered apprenticeship programs. (Federal)

Future Ready Oregon Capacity Building	300,000

Funds to provide activities to increase Grantee's capacity to launch, expand, sustain, or support workforce programs in the health care, manufacturing, and technology industry sectors. (State)

Head Start, Miechv	208,000

Funds to provide services to low income or special needs families with infants, toddlers, preschoolers and pregnant mothers. (Federal, State, Local)

Small Business Development Center	123,051

Funds to provide comprehensive services and resources to existing and potential small businesses; and to account for program income generated by the Small Business Administration federal grant. (Federal, Other)

Workforce Connections, IRCO Worksource	4,158
Workforce Connections, Career Connect Learning Navigator	200,034
Workforce Connections, Liaison Services	100,000
Workforce Connections, Navigator	131,590
Workforce Connections, SNAP	700,000

Funds to provide re-employments and/or retraining opportunities for dislocated workers. (Federal, State, Other)

Total	14,518,616

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1h

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

SUBJECT: RESOLUTION TO TRANSFER BUDGETED APPROPRIATIONS

Whereas, on July 13, 2022, the Board of Education of Mt. Hood Community College District resolved to amend the Adopted Fiscal Year 2022-23 Budget; and whereas the budget amounts appropriated for the fiscal year beginning July 1, 2022, are in excess of actual needs in certain appropriation categories and not sufficient to accommodate actual in others.

Whereas, Mt. Hood Community College District has determined that it is necessary to make the following transfers between appropriation categories for the fiscal year beginning July 1, 2022, therefore, BE IT RESOLVED that on March 15, 2023 the Board of Education hereby transfers the following amounts between appropriation categories of funds as delineated below for the fiscal year beginning July 1, 2022.

It is requested to transfer the appropriated budget from General fund (01) Instruction to General fund (01) Instructional Support in the amount of $112,000. This is for temporary rental space for the dental clinic.

It is requested to transfer the appropriated budget from General fund (01) Instruction to General fund (01) College Support Services in the amount of $15,000 for the purchase of college wide copy paper.

It is requested to transfer the appropriated budget from General fund (01) Instruction to General fund (01) Contingency in the amount of $529,143 which represents salary savings.

General Fund (01)	Amended Budget November 2022	Transfer	Amended Budget
Function			
Instruction	31,781,285.00	(656,143.00)	31,125,142.00
Instructional Support	10,686,117.00	112,000.00	10,798,117.00
Student Services	7,783,955.00		7,783,955.00
Community Services	103,562.00		103,562.00
College Support Services	17,186,932.00	15,000.00	17,201,932.00
Plant Operations and Maintenance	5,629,276.00		5,629,276.00
Plant Additions	325,405.00		325,405.00
Financial Aid	1,030,914.00		1,030,914.00
Transfers	4,287,292.00		4,287,292.00
Contingency	7,738,757.00	529,143.00	8,267,900.00
Total Appropriations	86,553,495.00	-	86,553,495.00
Unappropriated Fund Balance	1,731,413.00	-	1,731,413.00
Total Budget	88,284,908.00	-	88,284,908.00

General Fund (01)	Amended Budget November 2022	Transfer	Amended Budget
Object			
Personnel Services	60,806,138.00	(656,143.00)	60,149,995.00
Materials & Services	9,821,562.00	127,000.00	9,948,562.00
Capital Improvements	325,405.00		325,405.00
Debt Service	2,543,427.00		2,543,427.00
Grants in Aid	1,030,914.00		1,030,914.00
Transfers	4,287,292.00		4,287,292.00
Contingency	7,738,757.00	529,143.00	8,267,900.00
Total Appropriations	86,553,495.00	-	86,553,495.00
Unappropriated Fund Balance	1,731,413.00	-	1,731,413.00
Total Budget	88,284,908.00	-	88,284,908.00

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1i

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

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

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

The following projects have been competitively bid or are exempt from procurement regulations:

Vendor Name	*Project Name*	*Amount*
Opsis	Comprehensive Facilities Master Plan (RFP)	$170,000
	Bookstore Remodel - Architectural Services (Exempt)	$99,500

RECOMMENDATION: Approval to award the contracts as listed herein

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: **4.1j**

CONTACT PERSON: *Hilda Pena-Alfaro, Executive Director of Child Development & Family Support Programs*

SUBJECT: **HEAD START CONTINUATION GRANT APPLICATION**

Head Start & Early Head Start

Non-Competing Continuation Federal Grant Application

Contents

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

Recent federal reviews 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®*. The results are aggregated and analyzed quarterly using *GOLD®*. The aggregated data is used to inform program planning and governance, and for training, resources, and supports for staff and families.

An Extended Administrative Team meets weekly to address high-level issues *(Executive Director, Associate Directors, key Managers)*. The Program Planning and Evaluation (PPE) Team meets bi-monthly *(Content Area Managers, Facility and Environmental Safety Manager, Administrative Office and Technology 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 two times a month. Each site also holds a site meeting every month and there are three all-staffs over the course of the academic year.

A solid 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 2022 school year for each program objective. As of March 2022, MHCC returned to in person services for all enrolled children by consolidating sites to assure adequate staffing. In September 2022, all but three CDFS locations opened for services. As detailed in Table 1 progress notes, some 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 PPE team which is tasked with data analysis and program planning, the Education Advisory Committee - composed of staff, managers, community members, and parents - and the Education/Inclusion 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 learning path across nine domains. *GOLD®* has a family component and is based on Volume 6 of the *Creative Curriculum*. MHCC uses it for child assessments quarterly. Teachers at MHCC must be Inter-rater Reliable in use of *GOLD®*. The Education/Inclusion 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 2022-2023 are illustrated in Table 2 and the accompanying charts.

MHCC Child Outcomes Winter 2021-22 to Winter 2022-23

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	2%	1%	-7%	-3%
2	Gross Motor	4%	4%	0	2%
3	Fine Motor	1%	10%	0	-4%
4	Language	1%	-9%	10%	-16%
5	Literacy	1%	-8%	2%	3%
6	Mathematics	-13%	14%	-25%	-12%
7	Cognitive	-7%	4%	-7%	-3%

The following charts display the percentage of children meeting or exceeding the widely held expectations by developmental domain. The comparison is of data from Winter 2022 and Winter 2023. Due to staffing challenges stemming from the pandemic, the data represents a mix of in-person and limited virtual services.
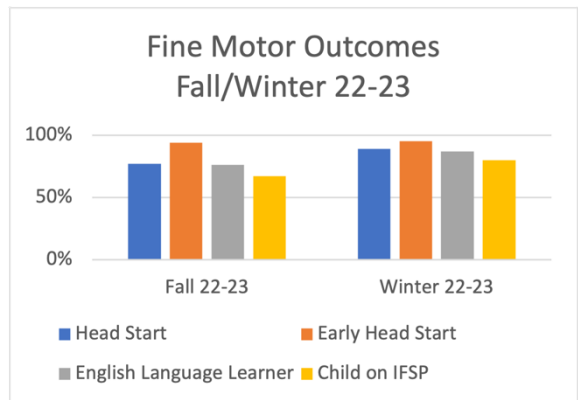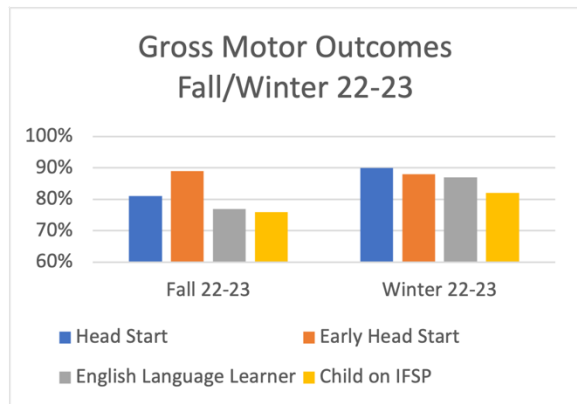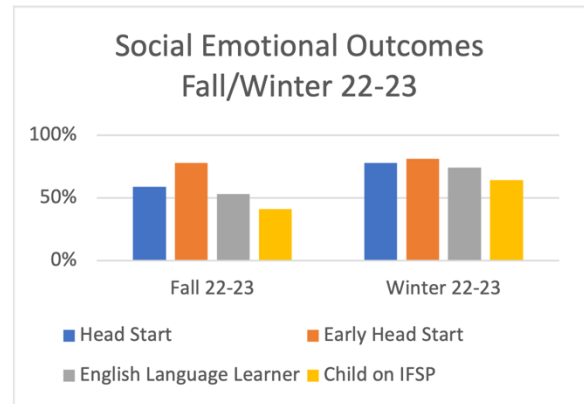
Social Emotional Outcomes Fall/Winter 22-23

Gross Motor Outcomes Fall/Winter 22-23

Fine Motor Outcomes Fall/Winter 22-23

Language Outcomes Fall/Winter 22-23

Literacy Outcomes Fall/Winter 22-23

Mathematics Outcomes Fall/Winter 22-23

Cognitive Outcomes Fall/Winter 22-23
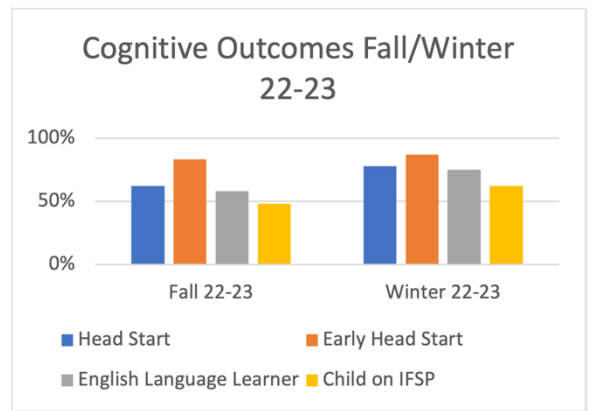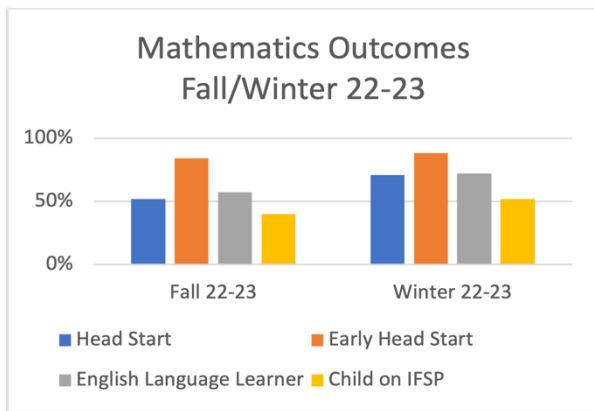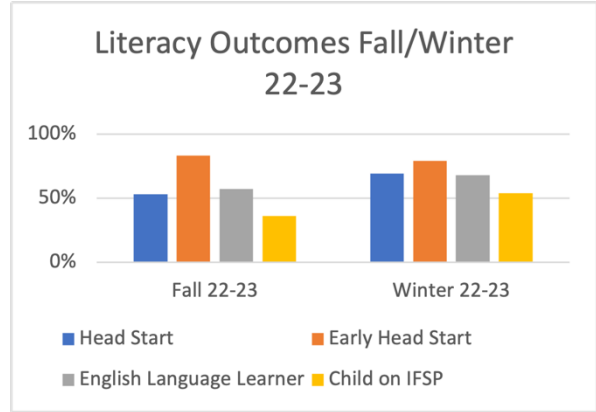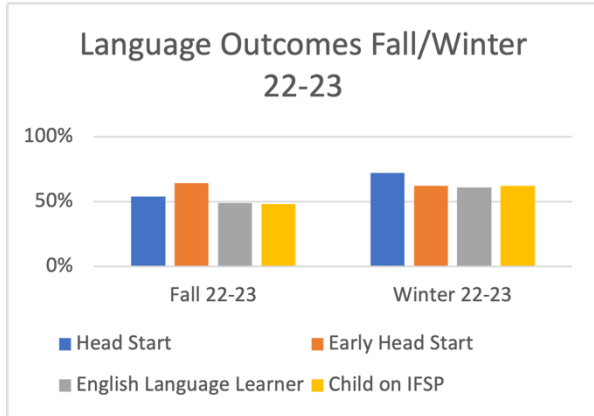
The following charts display the percentage of children meeting or exceeding the MHCC SRGs by developmental domain.

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

SRG: Social Emotional
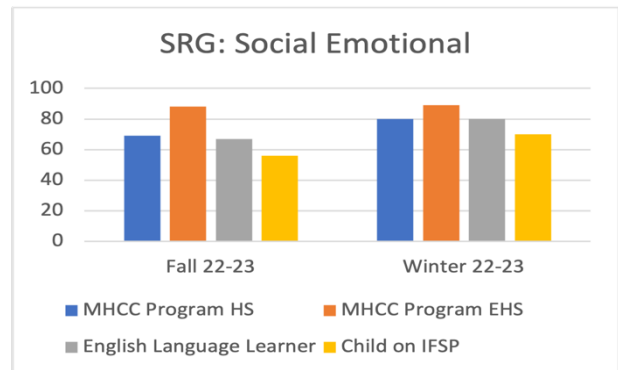
• Children will acquire and develop gross motor skills in multiple areas (TSG 4) • Children will demonstrate growth in their fine motor abilities (TSG 7(a)(b))

SRG: Gross Motor

SRG: Fine Motor
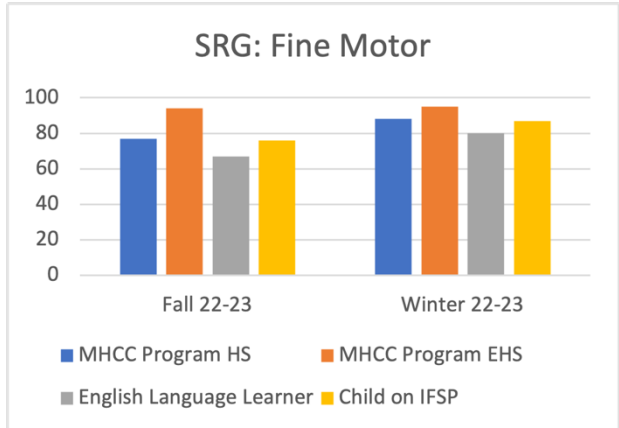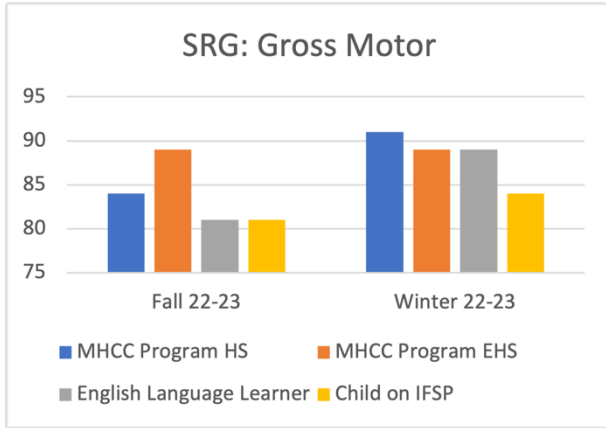
SRG: Language and Literacy

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

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

SRG: Language

SRG: Literacy
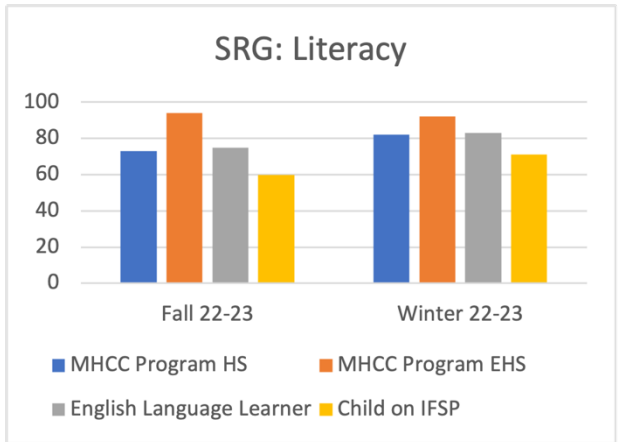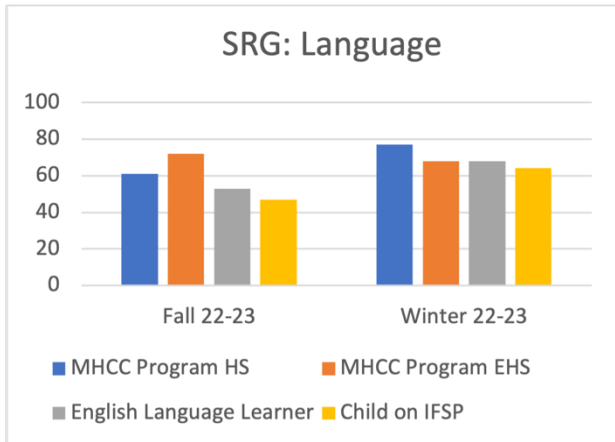
SRG: Cognition and General Knowledge

- 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)
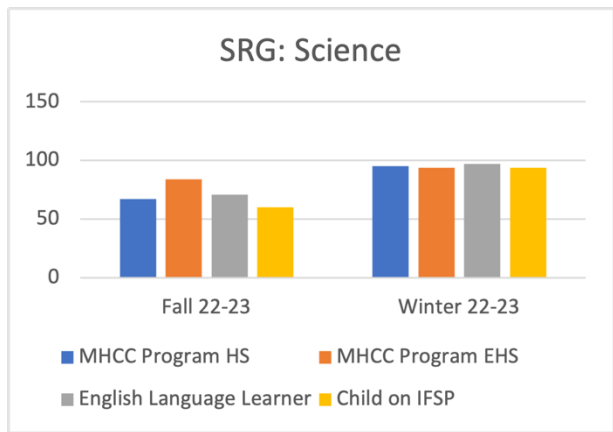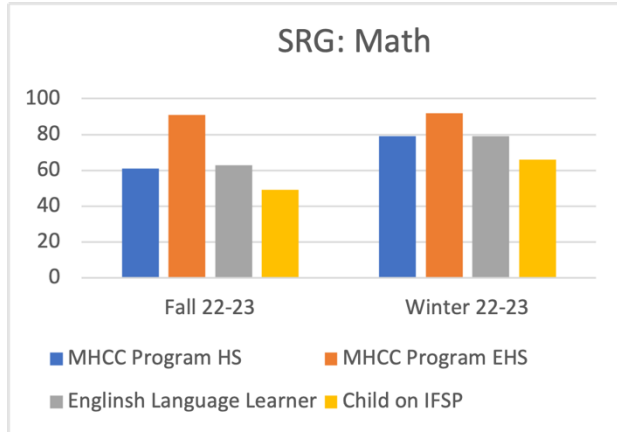
SRG: Approaches to Learning

• 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.
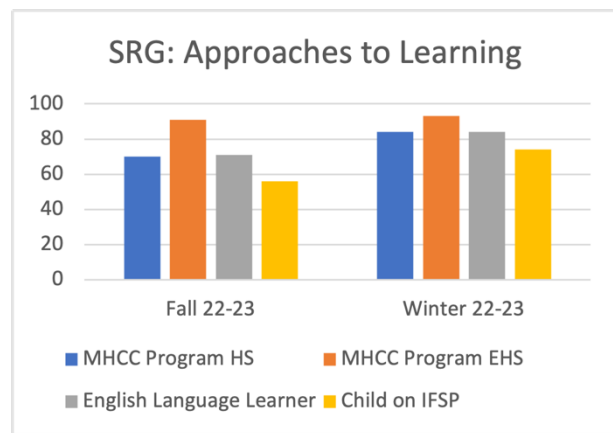
Mt. Hood Community College Child Development & Family Support Programs Head Start and Early Head Start Center Locations Map
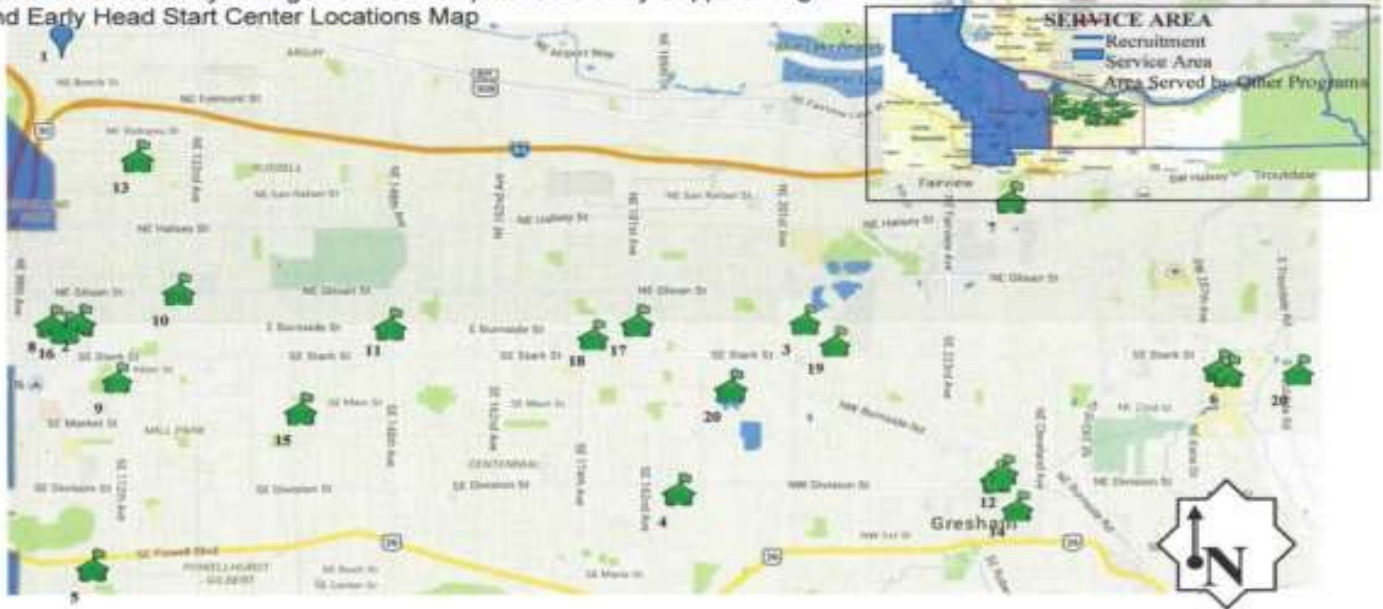
Sub-Section B: Service Delivery

B1. Service and Recruitment Area

There are no changes to the service area or recruitment area. The service area that MHCC-CDFS program continues to be served is outside the Portland Public School District with the Northern boundary being the Columbia River and the Southern border being the Multnomah County and Clackamas County lines. The MHCC-CDFS program serves families and children in East Multnomah County, encompasses six school districts, Centennial, Corbet, David Douglas, Gresham-Barlow, Parkrose, and Reynold in 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.

MHCC will also 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 classroom. See the following maps.

Administrative Office

10100 NE Prescott St

Head Start Program Sites

1. Cascade Crossing Center 10619 E. Burnside St
2. Davis Elem School – 19501 NE Davis St
3. Division Center – 18630 SE Division St
4. Early Childhood Center and Mt Hood Center – 26000 SE Stark St
5. Fairview Center 22737 NE Halsey St
6. Gateway Center -10225 E. Burnside St
7. Gethsemane Center – 11560 SE Market St
8. Glisan EHS Home Based Center – 11905 NE Glisan St
9. Hazelwood Center 35 NE 148th Ave

10. Kelly Park Center and Willow Tree Center – 303 NE Division St
11. Knott Center – 11456 NE Knott St
12. Gresham United Methodist Center – 620 NE 8th Ave
13. Russellview Center- 10420 E. Burnside St
14. Rockwood Center 181- 124 NE 181 Ave
15. Rockwood Stark Cehter – 17805 SE Stark St
16. Sunrise Center – 18905 SE Stark St

MHCC Early Head Start CCP Locations
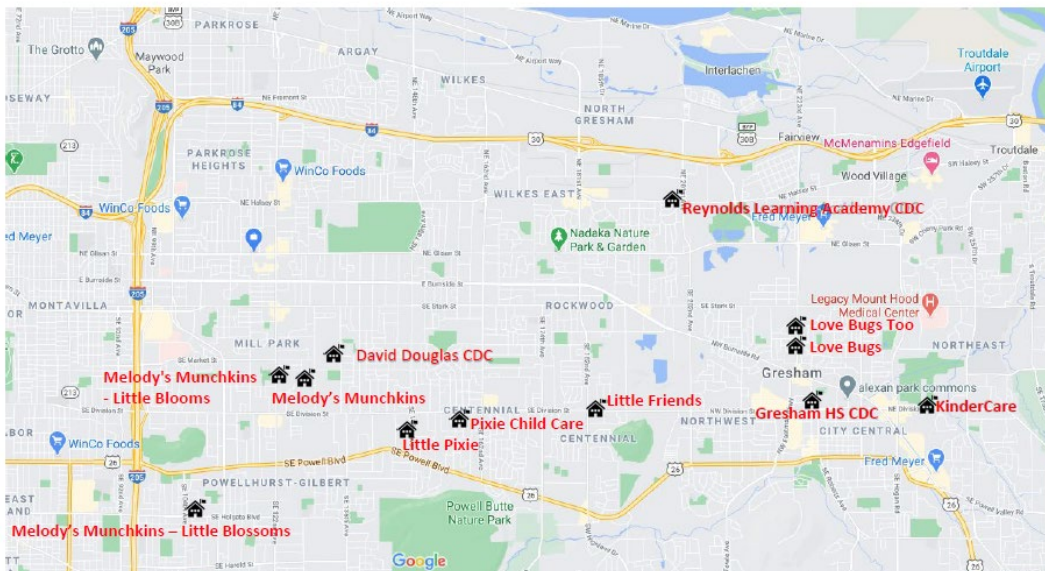
Certified Family Child Care

1-Little Friend's Day School (Charene Simmons); 18805 SE Division Street, Gresham 97030 *(503)618-0032

2-Little Pixie (Tracy Gabriel) 3500 SE 164th Avenue, Portland 97236 *(503) 761-4341

3-Love Bugs (Diane Augur); 1965 NE Cleveland, Gresham 97030 *(971)275-2790

4-Love Bugs Too (Diane Augur); 1995 NE Cleveland, Gresham 97030 *(971)275-2790

5-Melody's Munchkins (Melody Norris); 2045 SE 145th Ave., Portland 97233 *(503) 334-9949

6-Melody's Munchkins Little Blooms (Melody Norris); 14124 SE Mill St., Portland 97233 *(503) 334-9949

7-Melody's Munchkins Little Blossoms (Melody Norris); 10201 SE Holgate, Portland 97266 *(503)334-9949

8-Gresham KinderCare (Mariah Johnson); 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

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

B2. Needs of Children and Families

a. Race - According to the U.S. Census Bureau – 2021 American Community Survey, the estimated population in East Multnomah County in 2022 is 507,079, about 23,328 children who are under 5 years old. Table 3 is the most current data available on the makeup of community within the MHCC – CDFS program's service area that is extracted from the U.S. Census Bureau.

Table 3 Demographic Data Demographic	City of Gresham	City of Troutdale	City of Fairview
Population	152,893	16, 353	10,439
Children under 5 years old	6.9%	9.2%	4.4%
White	74.8%	80.7%	71.7%
Black or African American	4.4%	2.0%	11.4%
American Indian & Alaska Native	1.0%	1.0%	1.0%
Asian	4.4%	4.4%	0.1%
Native Hawaiian & Pacific Islander	1.2%	0.2%	3.4%
Two or more races	9.6%	6.7%	4.7%
Hispanic	18.8%	15.2%	20.1%
Non-Hispanic	81.2%	84.8%	79.9%

b. Early Childhood Education Services - There are three big cities in the MHCC-CDFS program's service area. According to the U.S. Census, in 2021, there were fewer than 13% of children ages 3 and 4 years old to receive Early Education Services in the City of Gresham and the City of Troutdale. The City of Fairview had the highest number of children enrolled in early education programs. See table 4. The data shows that more than 80% of 3- and 4-year-old children who live in East Multnomah County need early care and education services.

Table 4. Early Childhood Education Enrollment Status						
Age	City of Gresham		City of Troutdale		City of Fairview	
	Number children Enrolled	Number children Non-Enrolled	Number children Enrolled	Number children Non-Enrolled	Number children Enrolled	Number children Non-Enrolled
3-4 years	469	3352	80	549	61	146
Under 3	N/A	N/A	N/A	N/A	N/A	N/A

c. Poverty - In East Multnomah County, comparing to other geographic areas within the MHCC-CDFS program's service area, the City of Gresham has the highest poverty rate of 21.4% and has more people who are receiving public assistance benefits the past 12 months. In addition, poverty data specific to families show substantial disparities in East Multnomah. Poverty rates are highest among families with a single mother and children under 5 in both the City of Gresham and City of Troutdale (Table 5). It is important to note that the U.S Census Bureau doesn't capture the impacts of the COVID -19 pandemic. For example, in 2022, the program enrollment data shows that the number of families receiving public assistance, including Food Stamp increased significantly. The current program year 2022 – 2023, the MHCC-CDFS program served more than 36% of families that are receiving Food Stamp benefits. Compared to the previous program year, the program served 27.6% more SNAP families this program year – see table below.

Table 5. Poverty Status in the past 12 months of families		
Geographic area	Married couple with related children under age 5	Families with female household, no spouse with related children under age 5
City of Gresham	11.0%	30.8%
City of Troutdale	16%	56%
City of Fairview	19%	13.7%

d. Enrolled Families have been receiving Public Assistant – MHCC – CDFS program's data

Table 6. Families Receiving Public Assistance	
MHCC – CDFS Program – Program Year 2022- 2023	
Public Assistant	Food Stamp - SNAP
123 families (14%)	310 families (36%)
MHCC – CDFS Program- Program Year 2021-2022	
Public Assistant	Food Stamp - SNAP
99 families (12.8%)	65 families (8.4%)

e. Homelessness - In 2022, the rate of public school students who experience homelessness decreased significantly across metrics such as living in a shelter, sharing a living space- doubling up, and not having a living space; however, the number of unaccompanied public school students and the number of students living in a hotel or motel increased. The highest rate of homelessness in the MHCC-CDFS program's service area is Reynold School District.

Table 7. Homelessness					
2020-2021 Pre-K-12th Mckinney-Vento Data by MHCC Service Area School Districts					
District	Shelter	Doubled-Up	Unsheltered	Motel/Hotel	Unaccompanied
Parkrose SD 3	10	111	*	28	39
Reynolds SD 7	66	405	14	32	70
Gresham-Barlow SD 10J	22	236	27	26	98
Centennial SD 28J	19	159	13	*	27
David Douglas SD 40	60	200	17	11	74
2019-2020 Pre-K-12th Mckinney-Vento Data by MHCC Service Area School Districts					
District	Shelter	Doubled-Up	Unsheltered	Motel/Hotel	Unaccompanied
Parkrose SD 3	23	134	0	10	30
Reynolds SD 7	46	535	6	22	54
Gresham-Barlow SD 10J	10	256	15	21	63
Centennial SD 28J	29	154	*	7	28
David Douglas SD 40	94	351	17	11	104

Data on the number of children from birth to age five who are experiencing homelessness is not publicly available. However, as of February 28, 2023, for the 2022-2023 school year, the MHCC CDFS program served 250 children and families experiencing homelessness. For the 2021-2022 school year, the program served 158 homeless children and families. Comparing to last school year, the current program year, the MHCC – CDFS program served more than 36.8% of homeless population.

f. <u>Children in Foster Care -</u> 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. By the end of February 28, 2023, the MHCC-CDFS program provided services for 36 children in foster care, which is 4.1% of all enrolled children. In 2021, according to the Oregon Department of Human Services, in Multnomah County, there were 653 children under the ages of 5 experiencing at least one day in foster care. The U.S. Census Bureau didn't capture the foster care data in the City of Troutdale and The City of Fairview

where the MHCC-CDFS program's services area. The program enrollment data shows that the program continues to support foster children although the current program year, the number of foster children enrolled in the program less than 1.3% compared to the previous school year.

g. Children with Disabilities - Table 8 shows that the City of Gresham has the highest rate of children with identified disabilities, 5% of all 8,396 children who are under the ages of five. During the 2021-2022 school year, the MHCC- CDFS program served 211 children with developmental delays. Of all the children enrolled from September 2021 to March 2022, 23% of children received services from MECP. Of those 23%, 48.9% were classified with a developmental delay, 37.6% with a communication disorder, 10.7% with autism, 1.7% with a health impairment, and .6% for both hearing impairment and specified learning disability. Providing classroom staff with needed resources and strategies to help children who need more support is a priority the funders of the Oregon Pre-kindergarten Program. Of the program's 29 Head Start and six Early Head Start classrooms currently offering in-person instruction 15 are operating with 30% or more children who require additional supports in the classroom, and six classrooms are operating with 29%. The 2022-2023 school year, the MHCC served 262 children with development tall delay, which is 33.7%. Of those 33.7%, 10.7% with autism, 52.6% were classified with developmental delay. To support the needs of families, the MHCC – CDFS program is continuing to partner with MECP and other health care professionals to serve children with disabilities and help them close the gaps with other children and achieve school readiness goals successfully.

Table 8. Characteristics of Children Under 6 years in household					
Characteristics		City of Gresham	City of Troutdale	City of Fairview	City of Portland
Children under 5 years old		8,396	1,512	463	3,251
Relationship with householder	Biological /adopted child	89.4%	12.5%	18.8%	91.5%
	Relatives	8.4%	N/A	2.1%	6.0%
	Foster care	2.6%	N/A	N/A	2.5%
Family Income Status	Public Assistance	36.8%	31%	12.1%	27.4%
	Poverty status – under 100% Poverty guideline	21.4%	7.9%	11%	10.4%
Disability Status	Children with any disability	5%	1%	0.1%	5.2%

Based on the data of the program's community needs assessment update, following are recommendations that the MHCC-CDFS program plans to implement to respond to the needs of community, children, and families in the program's service area.

1. Exploring Expanded Childcare Options

    a. Referring over income waitlist children to other Early Childhood and Early Care services

       in community such as Preschool For All.

b. Explore expanding Head Start Family Childcare Partnership option to enroll working

families that need 10.50 hours care.

2. Increasing community collaborations - the program will develop partnerships and MOUs with

school districts or local education agencies and current community-based services agencies to

identify new opportunities for collaboration to enhance early childhood education services for

families based on needs that identified finding from the assessment.

3. Increasing awareness about the MHCC-CDFS – Head Start and Early Head Start program through

outreach events.

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

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

Table 9. 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	90	NA	NA	46	46	22	70 federal 20 other
Center Base Full Day	50	10	M-F	1588 Hours	2	NA	42 federal 8 other
Center Base FD Student	24	8.5	M-F	1385 Hours	2	NA	24 federal
Center Base Partners	51	10	M-F	50	2	NA	51 federal
LDO 2-3 Year Olds	24	4	2 days	68 Days	13	5	24 other
Family Childcare Partners	32	10	M-F	50	2	NA	24 federal 8 other
Total	271						

Table 10. Head Start program options and enrollment							
Model	**# of Children**	**Hours per day**	**Days per week**	**Weeks per year**	**#home visits**	**# of Socializations**	**Funding Source**
Center Base Part Day	260	3.5	T-F	131 Days	2	NA	260 other
Center Base Duration	468	7	M-F	1039 Hours	2	NA	170 federal 298 other
Center Base Full Day	108	10	M-F	1588 Hours	2	NA	90 federal 18 other
Center Based Full Day Student	36	8.5	M-F	1206 Hours	2	NA	36 federal
Center Based Duration Partner	31	7	M-F	1039 Hours	2	NA	2 federal 29 other
Total	**903**						

The following tables describe the staffing patterns for each program model option.

Table 11. 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.
Center Base Full day	Each classroom is staffed by 1 full time Lead Teacher, 1 full time Associate Teacher, 1 full 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 16co-enrolled children per site.
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 per site.

Table 12. Head Start program options and Staffing Patterns	
Model	Staffing Pattern
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
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 day	Each classroom is staffed by 1 full time Lead Teacher, 1 full time Assistant Teacher, and 1 full 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

b. N/A

c. There are no changes with this application. Program options are currently honoring the needs indicated in the community assessment. full day Since the pandemic, staffing EHS classrooms has been a challenge. In the Part Day classrooms, services are provided Monday through Thursday. In the Duration classroom, services are provided Monday through Friday for seven hours per day and are the program's preferred slots with families. The full day program provides 8.5 hours of care Monday through Friday.

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

This was designed to serve our toddlers currently in the home base program as part of their transition process into HS/preschool. This provides the opportunity for children to be in a small group with other children without their parent before they join a larger group size upon entering HS/preschool.

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

B4. Centers and Facilities
In MHCC's EHS CCP program has 75 federal and eight state awarded childcare slots total.   There are 51 slots that are center-based and 32 family childcare slots. Three of the family childcare providers are members of the BIPOC community. Eight slots were converted from center-based to family childcare and added an additional family childcare site. With the above changes, it means that the number of childcare partners increased by one location for a total of 32 children at seven sites in the family childcare model.

     a.   N/A – This proposal does not include renovations.

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

B5. Eligibility, Recruitment, Selection, Enrollment, and Attendance
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 the Department of Human Services and local offices, and all (85)

community partners every quarter to update them on our recruitment efforts through mail, email, and social media campaigns. In April 2022, the Office of Head Start expanded the Public Assistance statute. Previously, Public Assistance, as used in the Head Start status only included Temporary Assistance for Needy Families (TANF) and Supplemental Security Income (SSI) as Head Start categorical eligibility. The new Public Assistance definition includes the Supplemental Nutrition Assistance Program (SNAP) and makes SNAP families become eligible for Head Start Services under categorical eligibility. The program updates individual program flyers/brochures and application that outline all of service models the program offers accordance with the change. The MHCC-CDFS program also updated the program's selection criteria to ensure that SNAP families get prioritized enrollment for Head Start Services. The program continues to partner with MHCC's Communications Department to renew HS outreach materials and explore other options of messaging within the community.

Recruitment of teen parents in the partner school districts has increased although many have opted to stay in online school programs. 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.

In alignment with school readiness goals, the importance of attendance is reviewed with families and Attendance Works materials were bought and shared with families during the enrollment process. 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. 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 support the family continuously enrolling in the HS/EHS program. For example, the program provides bus tickets to support families in short term crisis and offers rain boots and umbrellas to support family attendance in winter months. This plan can take many forms and should be reflective of the family's needs and current situation. No child will be dropped from the program simply because they cannot attend every service day.

This program year, the program uses ChildPlus Attendance App to track daily attendance and document absence reasons. 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 the 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. CCP Program Manager and Family Educator Specialist monitor attendance as entered into ChildPlus by all partner sites. 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.

B6. Education and Child Development

There are no changes with this application.

a. Center-based or family care programs

All MHCC center-based classrooms and Child Care Partnerships (CCP) programs use the evidence-based *Creative Curriculum*, aligning with the ages and settings (classroom and family childcare) children are served. Curriculum is used to guide classroom management, curriculum development, and teacher-child relationships.

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).

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.

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*®. The aggregated data is used to inform program planning and governance, and for training, resources, and supports for staff and families.

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

In center-based EHS classrooms, including CCP programs, the Infant Toddler Environment Rating Scale and the Family Child Care Environment Rating Scale is used to assess teacher child interactions and classroom environments twice a year. The EHS education inclusion manager and CCP managers are trained in its use and facilitate evaluation.

Education Specialists and CCP Family Educator Specialist are in contact with or 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 one to four times a month with assigned staff. Monthly coaching collaborations are provided by each Education Specialist with the expectation that all lead teachers attend. Practice based coaching is the adopted coaching approach. The program is exploring use of Swivel for videotape coaching as well.

a. Home-based programs:

Parents as Teachers (PAT) is 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.

The PAT curriculum is evidence-based and has been proven to narrow the achievement gap by helping parents to improve their parenting knowledge and skills[2]. The PAT curriculum is part of the DOHVE compendium of measures for MIECHV Grantees (measurement resources relevant to home visiting programs). MHCC puts 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-being[3]. 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 family[4]." iii. MHCC home-visiting staff receive full training in the PAT curriculum, understand how to implement it with fidelity while also tailoring it to the unique needs of individual children and families. PAT certification is renewed and maintained throughout the duration of staff employment in the home-based model.

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 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 *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.

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[2] https://parentsasteachers.org/research-and-quality-improvement-index

[3] https://eclkc.ohs.acf.hhs.gov/curriculum/consumer-report/curricula/parents-teachers-foundationalhttps://eclkc.ohs.acf.hhs.gov/curriculum/consumer-report/curricula/parents-teachers-foundational-curriculum-prenatal-3curriculum-prenatal-3

[4] Florida State University, https://cpeip.fsu.edu/phb/phb13.cfm

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 such as trips to parks, farmer's markets, libraries, and other community locations are incorporated to expand the curriculum.

b. *The Ages and Stages Questionnaire, Third Edition (ASQ-3)* and the *Ages and Stages Questionnaire: Social Emotional (ASQ-SE-2)* screening tools are used 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 programing (EHS, CCP, LDO, & HS), *Teaching Strategies Gold (GOLD®)* is the tool used to assess children's development across the ten domains important to school readiness, and in alignment with ELOF including (1) social-emotional, (2) physical, (3) language, (4) cognitive, (5) literacy, (6) mathematics, (7) science and technology, (8) social studies, (9) the arts, and (10) English language acquisition (when applicable). To the extent possible, children are evaluated in their home language and English language acquisition.

GOLD® is a norm-referenced assessment tool that provides electronic management of each child's education and learning path across the developmental domains. *GOLD®* has a family component and is based on Volume 6 of the *Creative Curriculum*. It also integrates well with *ChildPlus*, and the use of *GOLD®* is mandated for Oregon Pre-Kindergarten programs. We use it for child assessments three times a year for most of our classrooms, while year-round programs assess children four times a year. Teachers are required to be interrater reliable in the use of *GOLD®*. All teachers must successfully complete the interrater reliability test every three years provided by *GOLD®*. This ensures teachers can accurately and reliably assess children's development across domains important to school readiness. The education and inclusion managers monitor 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* "Presents a highly reliable, criterion-referenced measure based on specific developmental standards; helps meet Early Head Start and federal assessment requirements; allows you to gather information from multiple perspectives, giving a more well-rounded picture of the child's development; takes a natural, whole-child approach to observation; helps educate parents so that they can become more involved in decisions about their children; and supports early intervention for at-risk kids." 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 data is gathered 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. There is a partnership the Immigrant and Refugee Community Organization (IRCO) to periodically supply interpretation services between staff and families. The program also works closely with the local library to identify children's books in multiple languages for use in classroom and distribution to families, and regularly translate all parent materials in Spanish, Arabic and Russian.

Education staff work with families to individualize for each child in creating learning experiences that are personally meaningful and responsive. staff seek family input and feedback on home visit, classroom, and socialization content, as well as child observations and plans for future visits. The nearly 200 parent handouts included in the Partners for a Healthy Baby curriculum and thousands of handouts included in the *Parents as Teachers* curriculum are used by staff to promote parent learning about their child's development across all the ELOF domains.

Home-based and EHS CCP teen socializations reflect the interests of children and family members, provide experiences to support children's learning and development, and facilitate family-led activities. . 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 and reflect on child and family feedback.

Following a changed made during COVID-19, the program continued using the ASQ screening tools online with families. Families can choose their preferred language (Spanish and English) to complete the screenings. Families are encouraged to share child observations with their teacher or home visitor; this is included in the child's ongoing assessment and used 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 2022, the program provided Enrollment/Signing and Health Fair days for all new and returning families. Community health care partners Dental3, East County Community Health, and Casey Eye ELKS were available to complete screenings and exams so all participants meet the 45-day and 90-day health requirements per HSPS 1302.42. 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.

Program staff provide opportunities for all families to enroll in WIC. A Nutrition Consultant conducts home visits through referrals. Nutrition screening is completed for all families at enrollment, and the program offers two to three nutrition classes for parents each year.

On the MHCC Gresham campus there is a central kitchen that prepares and delivers meals to all but two locations within the program. A second production kitchen has been opened to support the central kitchen at the Rockwood site. Food supplies are delivered to the kitchen a day in advance; meals are

prepared by Food Service Aides at each location. 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.

Family service staff refer families to health care providers and specialists. Follow up is offered 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. Our community health nurse offers all new babies a two-week visit which supplies information related to birth and post-partum topics.

Mental health services are provided in partnership with Multnomah County Behavioral Health and a local mental health agency, Morrison Child and Family Services, 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. EHSCCP and Preschool Promise contract 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, program staff needs 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 IRCO for interpretation services when we are unable to supply direct services in the family's home language. Staff also takes into consideration the culture of teen parents who may live with their parents and other diverse family dynamics.

Family workers in center-based models all provide a minimum of two home visits a year, covering family partnership agreements, goal setting, health and dental follow up, attendance issues, and referrals and follow up. Many families have additional contacts as needed. 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 are building trusting and respectful relationships. In the CCP program the family educator specialists share family service responsibilities with our partners that are individualized to meet family needs.

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 it is 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 which offer additional avenues of continuing parent education around these topics.

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

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

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

MHCC offers a variety of English as a Second Language (ESL) courses throughout the 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 credential in conjunction with ESL courses offered through the Child Care Resource and Referral.

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 we began piloting the parenting curriculum, Ready Rosie, with 70 HS and 30 EHS CCP families targeting teen and FCC children. Key program strategies for family partnership services, include the following.

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

EHS CCP has developed a program self- reflection tool for childcare partners based on From Parents to Partners: Building a Family-Centered Early Childhood Program and the PFCE Framework to guide discussion and implementation of inclusive, equitable and intentional family engagement activities within our childcare partner sites. 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 45 interviews of families per caseload with families who had received more than a year of services in EHS/HS. Data collected from interviews are used to find themes, trends, and reflect on the impact services have on families. Program management uses data to analyze and examine how well the program and its families are doing in terms of Family Outcomes. This data is used to inform changes in programming to improve outcomes. The qualitative nature of Project Impact focuses on families' stories and self-reflection to allow the program to share data in accurate, appealing, and accessible ways.

e. MHCC has many partnerships throughout the 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 supplies clothing, diapers, toys, books, shoes, formula, kid's furniture etc. to our families.

Immigration attorneys offer free consultations to families on a regular basis. We serve 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 Multnomah County Library, Multnomah County Health Department for health and mental health services, Multnomah Early Childhood Programs (our local LEA), and Department of Human Services in Child Welfare and Self Sufficiency.

MHCC holds a Family Services Advisory Committee meeting (composed of parents, staff, community partners and managers) to offer insight and feedback related to family services. The group uncovers potential opportunities to improve referral processes and partnerships for MHCC families and supporting our community partners. The Family Services Advisory Committee group this year has partnered with community organizations to provide three male-engagement activities.

B9. Services for Children with Disabilities
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 Individual Family Service Plan (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 5, enabling a seamless system of mutual referrals. MHCC's Education Inclusion

Managers access children's Individual IFSP in the MECP database. IFSP goals are used 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 ERSEA and Data manager partner together to ensure equitable distribution of children with identified disabilities across individual classrooms and caseloads.

MECP, the region's LEA partners with MHCC to provide individualized services for children experiencing a disability. MECP staff and MHCC staff share training opportunities and meet at least monthly to jointly plan for the individual needs of the children. MECP staff work in our classrooms alongside program 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, there are 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. The two classrooms are expected to meet fidelity in the year 2024. This 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). The selected classroom   is piloting 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 last program year to support this initiative and to analyze and implement program-wide changes through policies, procedures, and trainings to support inclusion in all MHCC classrooms. The education inclusion manager is the Program Coach for MHCC and attends monthly state inclusion meetings.

B10. Transition

There are no changes with this application. Strategies and practices to support successful transitions include the following.

In EHS home-base, enrolled pregnant women are provided weekly home visits with a Family Support Specialist 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 3. EHS transition families are encouraged to visit potential future preschool program locations.

The program continues to provide the LDO model as done in 2020-2021. Children turning 2 years old by September first are eligible to enroll in a two day a week 4-hour class with two home visits a month during the academic year. The model offers 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 out of EHS, 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.

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). The program hosts events for parents to learn from kindergarten teachers and other parents about what to expect in kindergarten.

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

During the first home visit staff ask families about their prenatal care and if there is a need for access to prenatal care and if they have insurance. As needed, EHS staff support families through the process of obtaining coverage and care. The health services manager and contracted nurse serve as resources in this process.

The curricula include prenatal and postpartum content, resources and referrals shared with families during regular home visits. Topics include but are not limited to: fetal development, prenatal/postpartum/infant nutrition, food assistance, oral health care, mental health services, and substance abuse prevention and treatment. All EHS and CCP partner staff have been trained in Safe Sleep for Oregon's Infants[5] and use that to ease discussions with families about safe sleep environments, routines, and habits.

Home based education and all family service staff have been trained in "One Key Question" a pregnancy intention screening tool. Family planning education is offered and families may make use of pregnancy planning kits obtained through a community partnership. Prenatal care in the state of Oregon can be accessed through the Oregon Health Plan. Family support specialists complete a prenatal services checklist with pregnant women at enrollment, and an Expectant Family Home Visit Record at each weekly home visit.

 Within two weeks of birth, a contracted community health nurse home visits families, providing support around birth and post-partum topics.

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[5] https://oregonearlylearning.com/providers-educators/professional-development/Self

B12. Transportation

During the pandemic the program was not able to offer transportation. Beginning in January 2023, the program was able to supply limited transportation to 20 families. Transportation was supplied for children by MHCC-owned buses. Parents were surveyed in February 2023 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; 13% of families (7 out of 52) indicated they would need transportation to get their children to classrooms. This led to a revision of the HS application to include transportation services to better support families and children to participate in the program.

The program supplied limited bus tickets to support families in short term crisis. The program continues to do this. In the 2022-2023 school year, staffing challenges have limited our transportation offerings.

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; however, more representatives are elected for larger centers have multiple representatives depending on the size and make-up of the center. All enrolled parents are eligible for PC membership. Language interpretation is provided at parent meetings and Policy Council (Spanish simultaneous interpretation). Policy Council representatives are elected at the first parent center committee meeting, every October. Each center also elects alternate(s) who attend

PC meetings as a non-voting member (and votes when the primary representative is absent). Policy

Council members can serve for up to five years, consecutive or non-consecutive terms. When new

programs are added Policy Council and the Board has input and approves a plan for the type of

representation. 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 third 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.

b. HS follows all fiscal policies of MHCC.

c. 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 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, Wellness and Staff Satisfaction, 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 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.

See organizational chart on page 50

a. This program has a solid system in place to ensure that enrollment in the Central Background

Registry (CBR), which includes the Sex Offender Registry, is completed. Background checks are

completed for every employee, consultant, and contractor before they start working with this

program. Background checks are incorporated into the hiring/onboarding process and human

resources ensures that they are completed before a job offer is made or partnership launched. Each

step of the CBR enrollment is tracked in the hiring status report, to ensure enrollment before an

individual begins working with the program. Each recommended new staff is enrolled 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 verification of enrollment in the CBR for each new employee,

consultant, or contractor is received, the hiring/ onboarding process can continue. Additionally, CBR

enrollment is tracked in the program database along with the end date so it can be monitor and

support staff can renew their background check promptly. EHS-CCP Program Manager reviews staff

qualification reports quarterly with partners to ensure CBR enrollment remains current for all

partner site staff.

b. Orientation and onboarding processes ensure the program meets all requirements as well as

supplying a quality, meaningful introduction for new employees, consultants, MHCC ECE student

teachers, and volunteers. The EHS-CCP program manager provides annual program orientation to

partners. The goal is to supply a comprehensive introduction and overview of HS/EHS while ensuring

\ new employees/volunteers feel as prepared as possible to begin their new role. Additionally, it is

the program's hope that a successful onboarding program will improve retention.

c. The onboarding process includes an in depth orientation and time to job shadow and can vary

according to position. The orientation involves an introduction to HS/EHS (which includes the

history), presentation of 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, Foundations for Learning, Safe Sleep, FERPA,

Blood Borne Pathogens, and Harassment).

d. After the new employee's orientation with HR, they meet with their supervisor for a more in-depth

orientation about their specific position and role. The new employee shadows before they start in

their new position. This is 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. The program offers 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 in-service

training days throughout the school year. Professional development opportunities are also provided

to education staff at least once a month throughout the year. Our program has a professional

development committee made up of a variety of staff in various positions. They review professional

development opportunities in the community, state and nationally and make recommendations on

who should attend or who to hire for in-service trainings. This committee develops a staff survey to

help guide them as to the professional development needs of the program. Program procedures for

requesting professional development funds are developed in partnership with this committee. Staff

can request professional development funds for local conferences, books and tuition. These

practices lead to better outcomes for families because staff's ongoing professional development is

supported, helping with retention, and a well-trained workforce along with employee satisfaction.

e. Four HS education inclusion specialists and one EHS education inclusion specialist provide practice-

based coaching to all education staff. The family educator specialists provide practice-based

coaching to partners in the 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.

Mt. Hood Community College Child Development & Family Support Programs
Head Start/Early Head Start Organization Chart
2022-2023

Chief Operations Officer
Jennifer Dement

MHCC Board of Educ.
Andrew Speer, Chair

Executive Director
Dr. Hilda Peña-Alfaro

MHCC Fiscal Dept.
Jamie Simms

MHCC HR Dept. Director
Travis Brown

MHCC Policy Council
Grace Dietrich Chair

Associate Director (Sites/Operations)
TBA

Associate Director (Content/Facilities)
Dr Chris Cooper

Admin. Office & Tech Manager
Nathalie Duer

HR Coordinator
TBD

Education Site Managers

Julie Allen
Henry Obellnicki
Carrie Schulz

Nahed Salib

Anne Rinker
Krisy Womack
Stephanie Bryan

EHS Home Based Managers
Rosa Ramirez
Sandra Rodriguez

Health Manager
Ahmed Marjan

HS Education/Inclusion Manager
Suzie Campbell

Education Specialists

EHS Education/Inclusion Manager
Brenda Dolan

Education Specialists

Admin. Assist. HR

Program Assist. HR

Health Specialist

IT Specialist

EHS Home Visitors

Program Asst. Health

Family Services Manager
Vanessa Valdez

Program Assistants

Center Staff
Family Workers
Teachers
Asst. Teachers
Aides

Contracts
Nurse and Nutrition Consultant

PFCE Specialists

ERSEA & Data Manager
Tuong Vy Le

Fiscal Manager
TBD

Contract Mental Health Consultants

Facilities & Environmental Safety Manager
Laura Fonte-Black

Transportation Specialist
Angela Zapf

Training Specialist
Michelle Fitzsimmons

Admin. Assist. Data ERSEA Specialist & Staff

Admin. Assist. Fiscal

Head Start & EHS Bus Drivers
N/A

EHS Childcare Partnerships Manager
DyLynn Robertson

Food Service Manager
Kara Carsner

Facilities Technician

Admin. Assisant. Fiscal

EHS CCP Staff
Family/Ed. Specialists
Family Workers
Assoc. Teachers

Nutrition Specialist
Central Kitchen Staff

Executive Assist.
Sumiko Taylor-Hill

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, Associate Directors, and key managers 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, EHS CCP Manager, Facility and Environmental Safety Manager, Administrative Office Manager, ERSEA/ 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 manager's meeting consisting of all HS/EHS managers meets monthly. Each site has a monthly site meeting. In addition, there are three 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 groups generate plans and implement

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

c. The PPE Team oversees the annual self-assessment and planning for improvement. Oftentimes, this

work intersects with goal attainment. 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.

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 2021. Salaries shown include a step as required by the Oregon School Employees Association Contract. Union negotiations were completed in Feb 2022. This Contract was ratified by our Governing Bodies. Personnel costs for the HS and EHS programs are supported by the HS Federal Grant, ODE State Funds, and a small portion of CACFP and DHS reimbursement funds. In addition, the program receives funding from other sources.
b. Fringe Benefits	Fringe benefits are based on the contract negotiated in 2022 with OSEA. This contract was ratified and approved by the 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. Fringe rates depend on employees' classification and FTE. At MHCC fringe benefits are treated as a direct cost and is comprised of Medical/Dental/Vision insurance; Life Insurance; Employer PERS/Early Retirement; and Disability/ Workers Comp/ Unemployment/ Social Security.
c. Travel	
Travel Detail	The college pays the federal rate per diem and uses Western States Contracting Alliance (WSCA) which provides federal (lower) rates for hotels. Corporate Travel Management company is used to book travel. In alignment with our program goals, staff professional development, and the needs of families, conferences attended may include, but are not limited to: National Black Child Institute; Parents as Teachers National Conference, National Association for the Education of Young Children (NAEYC) Natl. Conference; Parent and Family Engagement Conference; Northwest - Positive Behavior Intervention and Support; National Head Start Association and Oregon Head Start Association. Travel costs are outlined in the training plan.
d. Equipment	
Equipment	When equipment over $5,000 is budgeted, A CDFS manager works with the MHCC Procurement Manager to obtain quotes from at least three sources, comparing cost and quality of quotes and determines which quote to accept. All purchases are approved through an on-line approval process, which includes the CDFS Executive Director, using a digital system.
e. Supplies	

Expense	Description and Justification
1. Office Supplies	
Office Supplies	This program contracts with 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.
Graphic Services	Printing materials for parents and community including annual report, Policy Council Handbook, and Parent Calendar.
Copies	Per college agreement.
Postage	Mailings to Policy Council, recruitment mailings, etc.
Computers	The college IT department supplies the program with desktop computers. The program purchases iPads to support documentation and communication on various platforms. The program purchase replacement laptops, LCD projectors, and a variety of computer parts.
2. Child and Family Supplies	
Health Supplies	Includes supplies for staff use with children in the classroom and for home visits including health screening related supplies and devices.
Instruction Supplies	Includes classroom and home visit materials including manipulatives, books, carpets, replacement furniture, curricula and supports.
Inclusion Supplies	Resource materials for staff working with children who are experiencing a disability, resource materials for parents and adaptive materials to meet IFSP goals.
Site Supplies	Site budgets are computed annually using a formula based on number of children and program model. Supplies include, but are not limited to, 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.
Family Services Supplies	Resource materials for staff and families including, but not limited to, brochures, books, and other educational materials for families. Includes emergency family needs such as bus tickets, children's rain boots or umbrella to encourage higher attendance in bad weather.
3. Food Service Supplies	
Kitchen	This includes central kitchen supplies including, but not limited to, Cambro containers, serving dishes and utensils, pots and pans, small appliances, chlorine strips, and materials for classrooms.
Child Food	Children's snacks and meals for socializations for the EHS Home Base program.
4. Other Supplies	

Expense	Description and Justification
Community	Cohost community meetings – Health Services Advisory, Family Services Event Advisory, etc.

f. Contractual

Other Contracts

Expense	Description and Justification
CCP Provider Subsidy	Cost to cover EHS requirements in all CCP program models, teen, CFCC, and CCC.
Courier Service	Contract with Business Courier for regular mail pick-up and delivery across sites and central office.
Translation	Contract with Immigrant & Refugee Community provides translation and interpretation services. A telephone language bank is also used. In addition to these, we also pay a bilingual stipend of 5% to designated program staff as determined by program need.
Software systems	Contracts –are for data, communication, parenting, curriculum, screening, and ongoing child assessment systems.
Janitorial	Contract with America Cleaning Solutions.
David Douglas School District	Mental health and trauma services.

g. Construction

	NA

h. Other

Expense	Description and Justification
Rent	MHCC is not allowed to own property and therefore, rents all of their spaces. The sites and lease amounts are listed in the budget workbook.
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 and cell phones for multiple staff positions.
Child Liability Insurance	Secondary insurance is in partnership with MHCC.
Building Maintenance and Repair	Plumbing, electrical maintenance, repair, replacement appliances for kitchens, bathrooms and laundry facilities, painting, playground repair and upkeep, and a variety of minor facilities- related needs at program sites.
Staff mileage	Reimbursement for staff travel between program work sites, home visits, and meetings. We apply mileage according to the federal mileage reimbursement rate.
Vehicle Insurance	Bus and van insurance is covered by MHCC.

Expense	Description and Justification
Mechanical	Bus, van and food truck repairs, replacement tires, and annual inspections.
Fuel	Gas for buses and vans. Gas is purchased through Associated Petroleum Products.
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
Multnomah County Nurse	Community Health Nurse consults with program staff to manage health needs on a regular basis.
Mental Health Consultants	Mental Health Consultants partner with staff and families to address mental health needs in all program models.
Nutrition Consultant	Consultation includes menus, technical assistance, training for staff and parents, home visits and parent groups.
Supplies Parent Services	Funds for parent activities including parent education groups, parent engagement activities, workshops, parent events, parent incentives and parent supplies such as translation equipment. This includes funds for Policy Council to use to cover membership costs.
Parent Training	Conference registration and travel expenses, workshops, groups, parent workshops, and training supplies.
Staff Training and Professional Development	This includes pre-service and in-service workshop speakers. The professional development committee oversees the process for approving local trainings, books, tuition, etc. for staff to access individualized professional development.
Assigned Training	This pool of funds covers local training workshops and classes to include, but is not limited to, CORE classes for Drivers through OPTA, Integrated Pest Management, CLASS reliability, Child Development Associate (CDA) for designated staff, local Parents as Teachers (PAT) and other local classes, workshops, including conferences.
Assigned Training continued	Additional funds will be used to send staff to other local conferences and pay for classes.
Fees and Dues	Dues are paid to Oregon Head Start Association, National Head Start Association, and Parents as Teachers.
Child Care Licensing & Inspections	Payment for sanitation inspection, fire inspection and licensing fees to maintain state licensing.
Medical Dental	Medical or dental payment for treatment for children whose families lack insurance or other means of payment.

Expense	Description and Justification
Marketing/ HR	Advertise for job openings through various sites and multiple platforms that include, targeted ads in culturally specific populations based on community needs.
j. Indirect Charges	
	MHCC is not requesting a waiver for administrative costs. Per 45 CFR 75.414(f) Indirect (F&A) costs, MHCC would elect to use the established Indirect Cost rate agreement with HHS for this grant.
Total Requested	For this Continuation Grant Application, we are requesting a total of $9,959,215 See budget workbook for budget breakdown.
Non-Federal Share	State of Oregon: $12,263,729 Other funding: $1,172,612

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: **4.1k**

CONTACT PERSON: *Hilda Pena-Alfaro, Executive Director of Child Development & Family Support Programs*

SUBJECT: HEAD START COMMUNITY ASSESSMENT

Mt Hood Community College – Child Development and Family Support Program
Community Assessment Update
Program Year 2022-2023

1302.11 Determining Community Strengths, Needs and Resources

According to the Head Start Performance Standards (HSPS), a Head Start program must conduct a community assessment at least once over a five-year grant period to design a program that is based on the strengths and resources of the community in order to meet the needs of children and families. In addition, Head Start programs must update the community assessment annually to reflect significant changes in community demographic and resources that could impact early childhood education and childcare services. Therefore, Mt Hood Community Head Start (MHCC) – Child Development and Family Support (CDFS) program uses the findings from the community assessment update as the guidance for strategic planning and outreach for the program term 2023-2024.

Per HSPS, section 1302.11, community assessment requirements include:

1. The number of eligible infants, toddlers, preschool age children and expectant mothers, including their geographic location, race, ethnicity, languages that they primarily speak at home, including:
   a. Children experiencing homelessness
   b. Children in foster care
   c. Children with disabilities

2. The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being;

3. Typical work, school, and training schedules of parents with eligible children;

4. Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served;

5. Resources that are available in the community to address the needs of eligible children and their families; and,

6. Strengths of the community.

MHCC – CDFS's Service Area

The service area continues to be the school districts east of Portland Public Schools, with the northern boundary the Columbia River and the southern border the Multnomah County/Clackamas county line. MHCC-CDFS program serves families in East Multnomah County, encompassing 6 school districts, Centennial, Corbett, David Douglas, Gresham – Barlow, Parkrose, and Reynold in the City of Gresham, the City of Troutdale, and the City of Fairview.

Methodology

Data collection methods include needs assessments and reports that are gathered from county, state departments, community agencies, and families along with information gathered from publicly available sources, including the U.S. Census and the American Community Survey.

Demographic Makeup of MHCC – CDFS – Head Start Eligible Families

This document is the 2022 update to the 2019 MHCC - CDFS program Community Assessment that was prepared by Portland State Population Research Center. According to the U.S. Census - 2021 American Community Survey, the estimated population of Multnomah County in 2021 is 803,377. As stated in last year's Community Assessment Update, the population of Multnomah county was 711,330. It indicates that the population of Multnomah County increased 13%.

Below is the most current data available on the makeup of community within MHCC – CDFS's service area in the 2022.

a. <u>Race</u>

Demographic	City of Gresham	City of Troutdale	City of Fairview
Population	152,893	16, 353	10,439
Children under 5 years old	6.9%	9.2%	4.4%
White	74.8%	80.7%	71.7%
Black or African American	4.4%	2.0%	11.4%
American Indian & Alaska Native	1.0%	1.0%	1.0%
Asian	4.4%	4.4%	0.1%

Native Hawaiian & Pacific Islander	1.2%	0.2%	3.4%
Two or more races	9.6%	6.7%	4.7%
Hispanic	18.8%	15.2%	20.1%
Non-Hispanic	81.2%	84.8%	79.9%

Demographic - Table 1

Estimated Demographics for Multnomah County 2021 – Table 2

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

In 2021, the Native Hawaiian & Pacific Islander population in Multnomah County was less than 1%; however, in 2022, the Native Hawaiian & Pacific Islander population in our program's services area, East Multnomah County was about 4.8%. This change affects the services that MHCC-CDFS program provides for this population. The MHCC – CDFS program's enrollment data shows that the program serves almost 1.2% more Native Hawaiian & Pacific Islander families in 2022. The increase is not only for the Native Hawaiian & Pacific Islander population but also for Asian, Black or African American, and White population as well. Comparing the data from previous years – Table 2, overall population has been increasing in 2022.

Table 1 shows that the City of Gresham has the highest number of children who are under 5 years old. Racial and ethnic diversity in the MHCC – CDFS program's service area in Table 1, show that the majority of the population program wide is White. The MHCC- CDFS program's service area, City of Gresham, City of Troutdale, and City of Fairview continue to have the greatest portion of Hispanic or Latin individuals. The data from table 3 indicates that there are more Hispanic people in MHCC-CDFS program's service area than the other geographic area, the City of Portland as an example.

Ethnicity as a percentage of the population by geographic area (2022) – Table 3

Geographic Area	Hispanic Any race	Hispanic – Mexican	Hispanic – Puerto Rican	Hispanic – Cuban	Hispanic – Other
City of Gresham	18.8%	14.6%	0.3%	0.4%	3.5%
City of Troutdale	15.2%	12.5%	0.5%	0.2%	1.9%
City of Fairview	20.1%	17.6%	0.2%	0.2%	2.1%
City of Portland	11.4%	7.9%	0.5%	0.3%	2.8%

b. Language

Linguistic diversity also varies by geographic area. English is the primary language spoken at home in the MHCC – CDFS program's service area. The City of Fairview has the highest percentage of the population that speaks Spanish as their primary language, 16.1% (Table 4).

Languages spoken at home – Table 4

Geographic Area	English	Spanish	Asian Languages	Others
City of Gresham	76.7%	11.2%	3.2%	3.5%
City of Troutdale	25%	12.2%	7.5%	8.4%
City of Fairview	77.6%	16.1%	2%	1.6%

c. **Early Childhood Education Services**

There are 3 big cities in the MHCC-CDFS program's service area. According to the U.S. Census, in 2021, there were less than 13% of children who were 3 and 4 years old to receive Early Education Services in the City of Gresham and the City of Troutdale. The City of Fairview had the highest number of children enrolled in early education programs. See table 2. The data shows that more than 80% of 3- and 4-year-old children who live in East Multnomah County need early care and early childhood education services.

Early Childhood Enrollment Status – Table 5

Age	City of Gresham		City of Troutdale		City of Fairview	
	Enrolled	**Non-Enrolled**	**Enrolled**	**Non-Enrolled**	**Enrolled**	**Non-Enrolled**
3-4 years	469	3352	80	549	61	146
Under 3	N/A	N/A	N/A	N/A	N/A	N/A

d. **Parental Status**

In the MHCC-CDFS program's service area, family's composition trends toward children living with their own parents. There are; however, communities within the service area, particularly, the City of Gresham where the rate of living with relatives is higher than other areas.

Characteristics of Children Under 6 years in household – Table 5

Characteristics		City of Gresham	City of Troutdale	City of Fairview	City of Portland
Children under 5 years old		8,396	1,512	463	3,251
Relationship with householder	Biological /adopted child	89.4%	12.5%	18.8%	91.5%
	Relatives	8.4%	N/A	2.1%	6.0%
	Foster care	2.6%	N/A	N/A	2.5%
Family Income Status	Public Assistance	36.8%	31%	12.1%	27.4%
	Poverty status – under 100% Poverty guideline	21.4%	7.9%	11%	10.4%
Disability Status	Children with any disability	5%	1%	0.1%	5.2%

Poverty Status in the past 12 months of families – Table 6

Geographic area	Married couple with related children under age 5	Families with female household, no spouse with related children under age 5
City of Gresham	11.0%	30.8%
City of Troutdale	16%	56%
City of Fairview	19%	13.7%

e. Poverty and Receiving Public Assistant Benefits

In East Multnomah County, comparing to other geographic areas within the MHCC-CDFS program's service area, the City of Gresham has the highest poverty rate of 21.4% and has more people who are receiving Public Assistance benefits the past 12 months. In addition, poverty data specific to families show substantial disparities in East Multnomah. Poverty rates are highest among families with a single mother and children under 5 in both the City of Gresham and City of Troutdale (Table 6). It is important to note that the U.S Census Bureau doesn't capture the impacts of the COVID -19 pandemic. For example, in 2022, the program enrollment data shows that the number of families receiving public assistance, including Food Stamps increased significantly. The current program year 2022 – 2023, the MHCC-CDFS program served more than 36% of families that are receiving Food Stamp benefits. Comparing to the previous program year, the program served 27.6% more SNAP families this program year – See Table 7.

Enrolled Families have been receiving Public Assistant – Table 7

MHCC – CDFS Program – Program Year 2022- 2023

Public Assistant	Food Stamp - SNAP
123 families (14%)	310 families (36%)

MHCC – CDFS Program- Program Year 2021-2022

Public Assistant	Food Stamp - SNAP
99 families (12.8%)	65 families (8.4%)

f. Homelessness

In 2022, the rate of public school students experiencing homelessness decrease significantly in living status such as living in a shelter, sharing a living space- doubling up, and not having a living space; however, the number of unaccompanied public school students and the number of students living in a hotel or motel lightly increased. The highest rate of homelessness in the MHCC-CDFS program's service area is Reynold School District – See table 8.

Homelessness Data – Table 8

2020 2021 Pre K 12th Mckinney Vento Data by MHCC Service Area School Districts					
District	Shelter	Doubled Up	Unsheltered	Motel/Hotel	Unaccompanied
Parkrose SD 3	10	111	*	28	39
Reynolds SD 7	66	405	14	32	70
Gresham-Barlow SD 10J	22	236	27	26	98
Centennial SD 28J	19	159	13	*	27
David Douglas SD 40	60	200	17	11	74

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

Data on the number of children from birth to age five who are experiencing homelessness is not publicly available. However, as of February 28, 2023, for the 2022-2023 school year, the MHCC CDFS program served 250 children and families experiencing homelessness. For the 2021-2022 school year, the program served 158 homeless children and families. Comparing to last school year, the current program year, the MHCC – CDFS program served more than 36.8% of homeless population.

g. **Children in Foster care**

During the 2021-2022 school year, there were 48 children in foster care enrolled in the MHCC-CDFS program, which is 5.4% of all children enrolled. By the end of February 28, 2023, the MHCC-CDFS program provided services for 36 children in foster care, which is 4.1% of all enrolled children. In 2021, according to the Oregon Department of Human Services, in Multnomah County, there were 653 children under the ages of 5 experiencing at least 1 day in foster care. The U.S. Census Bureau didn't capture the foster care data in the City of Troutdale and The City of Fairview where the MHCC-CDFS program's services area. The program enrollment data shows that the

program continues to support foster children although the current program year, the number of foster children enrolled in the program less than 1.3% compared to the previous school year.

h. Children with Disabilities

Table 5 shows that the City of Gresham has the highest rate of children with identified disabilities, 5% of all 8,396 children who are under the ages of five. During the 2021-2022 school year, the MHCC- CDFS program served 211 children with developmental delays. Of all the children enrolled from September 2021 to March 2022, 23% of children received services from MECP. Of those 23%, 48.9% were classified with a developmental delay, 37.6% with a communication disorder, 10.7% with autism, 1.7% with a health impairment, and .6% for both hearing impairment and specified learning disability. Providing classroom staff with needed resources and strategies to help children who need more support is a priority the funders of the Oregon Pre-kindergarten Program. Of the program's 29 Head Start and 6 Early Head Start classrooms currently offering in-person instruction 15 are operating with 30% or more children who require additional supports in the classroom, and six classrooms are operating with 29%. The 2022-2023 school year, the MHCC served 262 children with development tall delay, which is 33.7%. Of those 33.7%, 10.7% with autism, 52.6% were classified with developmental delay. To support the needs of families, the MHCC – CDFS program is continuing to partner with MECP and other health care professionals to serve children with disabilities and help them close the gaps with other children and achieve school readiness goals successfully.

Needs of Eligible Children and Families

The needs of children and families in the East Multnomah County differentiate in each geographic area. In February 2023, the MHCC-CDFS program conducted surveys with community partners and families to understand issues that impact families' and children's well-being and also to learn resources and strengths of the community. The results from those surveys show consistently the needs of families that are identified as barriers that limit families to access to available resources. Those identified needs or barriers are listed below in Table 8.

Identified the needs of families – Table 8

Priority	Families' responses	Community's response.
1	Housing	Housing
2	Career/Job support – having good paying jobs	Career /Job support – having good paying jobs
3.	Child Care	Child Care
4.	Health Insurance	Health Insurance
5.	Health care services, including mental health and oral health	Health care services, including mental health and oral health
6	Access to transportation services	Access to transportation services

Fifty-two families responded to the assessment survey questionnaire. Thirty-two of the families (61.5%) participate in Head Start classrooms that are operated 7 hours per day. Nine of the families

(17.3%) participate in classrooms that are operated 3.5 hours per day. Three of the families (5.8%) participate in full day classrooms that are operated 8.50 hours per day.

Program Strengths

1. **High Quality Services**

Staff qualifications remain a priority and professional development is offered on an ongoing basis in accordance with the Head Start Performance Standards, federal, state, and local regulations to ensure that staff stay current on trends in Early Childhood Education and Family Center-Based practices. The program emphasizes partnerships with families to increases outcomes for children and strengthen parent-child relationship. The program offers families the opportunities to attend parent engagement events and trainings.

2. **Comprehensive Services**

The MHCC-CDFS program provides wrap around services to Early Head Start and Head Start families. Families can access opportunities such as Adult Basic Education, GED, ESL, Family Literacy, and parent trainings and workshops. The program also has bi-lingual qualified staff who provide support and technical assistant to families and children whose English is not their primary language.

3. **Community Resources**

Partnering with Community Based-Services agencies

The MHCC- CDFS program partners with 86 community-based services agencies, including the Oregon Department of Human Services and Oregon or Department of Education – Early Learning Division in Multnomah County to provide services to meet families' needs.

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

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

Maternal, Infant, and Early Childhood Home Visiting

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

Portland Children's Levy

The Portland Children's Levy (PCL) is also a resource for the Portland community. PCL funds 91 programs throughout the city for children age birth through 24 years-old. PCL's primary focus is on providing supports for positive early development, school engagement and academic achievement, high school graduation, and family safety and stability. According to the PCL website, their community partners provide a range of services including "high quality preschool, enriching after school programs, caring adult mentors, therapeutic supports in times of trauma and crisis, and daily access to nutritious food. Programs receive funding through a competitive application process."

Preschool for All

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

Recommendation

1. Exploring Expanded Childcare Options
   a. Referring over income waitlist children to other Early Childhood and Early Care services in community such as Preschool For All.
   b. Explore expanding Head Start Family Childcare Partnership option to enroll working families that need 10.50 hours care.
2. Working with county and HUB to provide support for families that need assisting with housing issues.
3. Increasing community collaborations - the program will develop partnerships and MOUs with school districts or local education agencies and current community-based services agencies to identify new opportunities for collaboration to enhance services for families based on needs that identified finding from the surveys.
4. Increasing awareness about the MHCC-CDFS – Head Start and Early Head Start program through outreach events.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1l

CONTACT PERSON: *Hilda Pena-Alfaro, Executive Director of Child Development & Family Support Programs*

SUBJECT: HEAD START SELF-ASSESSMENT

INTRODUCTION:

Mt. Hood Community College Head Start serves around 1200 pregnant moms and children birth to age five in Early Head Start (EHS) and Head Start (HS). We provide home based services in EHS. In our center base model, we have 4 days a week 3.5-hour classes and 5 days a week 7 hour and 8.5-hour days in HS. In our center-based EHS, we provide 5 days a week 8.5-hour days. We have programing for working families and student families working on their GED or higher education.

METHODOLOGY:

The Program Planning and Evaluation committee met and identified the following service areas to focus our self-assessment on:

- ERSEA
- Administrative Office and Technology
- Education and Inclusion
- Facilities
- Safety
- Health
- Fiscal

Service Area -ERSEA:

Process

In the past, the self-assessment activity that the program has practically managed was reviewing physical eligibility records. This program year, we decided not to review electronic eligibility records randomly. The program used the ERSEA Assessment Tool that is recommended from Early Childhood Knowledge and Learning Center from Office of Head Start to conduct self-assessment for ERSEA's content area. The purpose of using the self-assessment tool is to evaluate the program's ERSEA

system to better understanding how ERSEA system supports the program's goals of reaching and maintaining full enrollment as well as the program's policies address unique family situations and support the integrity of eligibility determination.

Eligibility

- The acceptance of SNAP benefits has helped families in our service area. The ERSEA team collaborated with the Family Services team to verify SNAP eligibility documents quickly in accordance with the program's policies and Head Start Performance Standards. This indicates that the program has solid recordkeeping and a reporting system that tracks Head Start eligibility changes in accordance with Head Start Performance Standards. The program has established an eligibility point system; therefore, the program has a consistent process for selecting eligible children and over income children in accordance with Head Start Performance Standards. This indicates that the program's policy and procedures reflect regulatory changes to support staff when making decisions around eligibility determination.
- Since COVID 19 took place in 2020, families can access the program's application in multiple languages online. The program also makes accommodations to support families as needed (language and technology support)
- The program demonstrated an excellent eligibility system in following up on inquiries, processing applications and eligibility determination. However, we lack staff to complete all the follow-up necessary; therefore, it takes longer to complete the whole application process.

Enrollment – Selection

- The program has a sturdy enrollment and selection process that helps the ERSEA team place children in classrooms in accordance with children's and families 'needs. This year, there are changes that are related to reduction of facilities, staffing as well as classroom closures due to illness process. Decisions that are made based on these changes sometime do not give the enrollment team time to adjust the process.
- There is no ERSEA – Enrollment staff assigned to work on CCP – FCP program option; therefore, ERSEA specialist position takes on these responsibilities for the CCP – FCP on enrollment and selection process for this program model. This finding shows that there are gaps in enrollment planning, and we will work with the CCP-FCP program to carry out an inclusive and collaborative enrollment plan for the next program term.
- The program incorporates eligibility and enrollment data into its enrollment planning; therefore, all the program staff, including family services, health services, and education services team collaborate and get involved from the time a child is accepted, placed and starts their first day. This indicates that the program has concrete enrollment and eligibility data to guide the program in planning and responding to meet the program's enrollment goals.

Recruitment

- The program communicates through a variety of platforms such as flyers, texts, and social media: Facebook, Instagram, the program's webpage as part of marketing HS/EHS programs.
- Recruitment and outreach events are done within ERSEA and Family Services. The ERSEA team has learned that streamlined communication across departments about recruitment needs/events should take place and different departments should participate in recruitment activities.
- The ERSEA team needs to collaborate with CCP-FCP program staff to create inclusive recruitment strategies that help families understand more about CCP-FCP program model in order for them to feel comfortable to enroll their children in the CCP program option.
- The program application is now available online. Every week, the program receives about 50 to 100 applications. Families are familiar with the online application. The ERSEA team learned that having a tablet and hot spot at every recruitment event to help families complete online pre-application is helpful and benefits the program.
- The program receives more online applications that are referred to the program by community partners. This indicates that community partners know the program's basic eligibility criteria.

Attendance

- Although this year, CP attendance app was implemented in September; however, the instruction has not been set up since the app was used in classrooms. Therefore, there have been a few inconsistencies with data entry in CP. For example, the reason for absence has been left blank in CP, sometimes added to the attendance report.
- In the past, the program used a One call system to follow up on daily attendance issues; however, this year, we don't use it because we use CP text message. The instruction is not created during the training; therefore, some errors found in CP when children who arrive late to class.
- In the past, the program's Data Manager sent monthly attendance reports to staff; however, this year, monthly attendance reports have not been sent as usual. In addition, some classrooms switched from in person to virtual services and vice versa, making some errors in attendance data in CP.
- The CP Attendance app was implemented in September for other Center Based program options except CCP-FCP. CCP-FCP program option just recently began using the Attendance app. That is the reason the program's attendance report misses CCP-FCP's attendance data.

Recommendations

- The program should have one more enrollment staff who is assigned to work with CCP-FCP program model. The program should also have one more ERSEA program assistant who should assist with online applications.

- The program includes the ERSEA department in all communications and is part of the decision-making process if there is a change that could affect enrollment and selection process.
- The program should have other departments, particularly, CCP-FCP program get involved in recruitment and outreach activities.
- The program plans to provide eligibility training for community partners.
- The program provides detailed training and support around using the ChildPlus attendance app as well as more extensive ChildPlus training to key staff.
- The ERSEA/Data Manager reviews the ongoing monitoring attendance policy to support the program staff with attendance follow-up.

Completion Date

- December 2023

Service Area-Administrative Office & Technology:

Technology standardizes the device label scheme within the multiple program's tech tracking systems and the service provider, as well as properly allocating funds for accurate budgeting purposes and better management of tech inventory.

Process

- Check the multiple platforms and spreadsheets shared within the IT department at the college and the Administrative Office and Technology Manager (AOTM), as well as Jamf, an Apple Enterprise Management system that remotely connects, manages and protects Apple users, devices and services, and Bruin, a telecom expense management system. During this assessment we will identify the information that should be transferred to another system, agree on label schemes for iPads and iPhones, assign corrected cost centers, and update inventory in all tracking systems.
  - CDFS current equipment tracking system consists of:
    - CDFS Spreadsheet tracks the information from computers (desktop and laptops) that have been deployed to all CDFS, including Child Care Resource and Referral (CCRR) staff and HS sites.
    - Mobile Inventory Spreadsheet: keeps inventory of all iPads, hotspots, cellphones, printers, and other multiple types of technology devices used by the program.
    - Jamf: is the platform IT uses to keep Apple devices inventory and manage the settings each of these pieces of equipment should have in order to perform the tasks each position requires.
    - Bruin: is the platform where we can check on the consumption of voice, text, and data, as well as keeping inventory
  - Data will be gathered from spreadsheets and downloaded reports from Jamf and Bruin.

Findings

- The information from laptops is kept in both spreadsheets and in neither are complete.
- Identifying what tech belongs to CCRR and what belongs to HS is unclear, depending on the platform and the type of device
    - AOTM has about 200 devices which includes cellphones, hotspots, and wireless connectors that are tracked on one of the spreadsheets, almost 300 devices are in Bruin, and over 100 devices are in Jamf. These devices only have the phone, serial, and other combination of numbers in common, making them hard to read and easily locate information within platforms.
    - Names are not standardized in the way they look, and are added to the system
- Some staff have not returned their tech when they separate from the organization and there is not a solid off boarding process in place to secure tech, keys, and p-cards that are returned. The flow of information is not very clear and more defined processes is needed.
- There has not been any cleanup of our inventory in at least the last 5 years of the program. Spreadsheets are out of date, and there is old information that does not pertain to the program anymore.
    - Swapping or replacing tech is not properly recorded
    - Multiple funding sources with limited allocation for tech is not convenient
    - MetTel does not make the changes related to cost centers and accounts, causing AP to reach out to AOTM every other month to get updated information.

Recommendations

- Transfer the information about laptops to the "CDFS spreadsheet" and use that spreadsheet to track each laptop's movement.
    - Make sure that the same device goes to the same staff member when they return from summer vacation
- Clarify all devices label schemes on all platforms, to easily identify what is HS, CCRR, and what belongs to the college.
    - Change label scheme to a generic name organized by device and position, i.e. CDFS Phone FW 01-n
    - Create a data entry process for each system, including a standard on labeling items and considering capital and lower-case letters, spaces, numbers, etc. for easier readability.
- Assess who in the organization has what technology. Make sure that staff knows the process to check out devices and they return them back when not using them or at separation. Develop an onboarding and off boarding process for CDFS technology.
- Create a calendar for recurring Tech-related activities. Set clear expectations on who will be responsible for keeping the multiple data sources and physical inventory up to date throughout the year, adding changes to the system and verifying that information matches within all systems. Maintain constant communication with the Fiscal team about cost centers.

Completion Date

- June 20th, 2023

Service Area- Education and Inclusion:

Over the last year, we have seen increased requests to provide additional support to staff working with children on Individual Family Service Plans (IFSP) across program models. We acknowledge the impact of needs related to disabilities services has on classroom and play group dynamics, staff mental health, and perception of child and staff success in-group settings.

Process
- To dig deeper into what may be behind the feelings of challenge, we examined data for children currently enrolled on existing IFSPs, or in the evaluation process. We looked at the breakdown of services for enrolled children by program age and service provided. While there are also many children on the waitlist who have identified concerns, we determined the current enrollment to be an accurate sample of what enrollment in any given year or point in time may look like, and therefore concluded to not include waitlist data.
- A significant portion of children currently enrolled in EHS (44%) were over the age of 2 at the beginning of this school year, as were the number of children in HS (42%) under the age of 4. This age group encompasses the greatest number of children with delays in EHS and the age with the most significant educational needs in HS (as demonstrated by regulated limitations on enrollment numbers).

Data

Overall, there are 200 children enrolled with identified educational disabilities:
- 39 are in EHS out of 206 enrolled
  - 19% of total EHS enrollment
  - 0 children under the age of 1
  - 11 class age 1
  - 28 class age 2
- 161 are in HS out of 569 enrolled
  - 28% of total HS enrollment
  - 61 class age 3
  - 100 class age 4
- 26 have been diagnosed with autism
  - 2 EHS
    - 5% of disabilities
  - 24 HS
    - 15% of disabilities
- 114 have a developmental delay
  - 22 EHS
    - 56% of disabilities
  - 92 HS
    - 57% of disabilities

- 60 receive services for speech and language
  - 15 EHS
    - 38% of disabilities
  - 45 HS
    - 28% of disabilities

Families and children may work with:
- An independent medical provider such as a family doctor or development clinic
- A community mental health provider
- Multnomah Early Childhood Program (MECP) Early Childhood Special Education (ECSE) Teacher
- MECP Early Intervention (EI) Specialist
- Physical Therapist (PT)
- Occupational Therapist (OT)
- Speech-Language Pathologist (SLP)

Interpretation of Data
- Data demonstrates that 26% of children enrolled in our services have identified educational developmental delays. While not every classroom/caseload has the same percentage of children with a disability, we currently have multiple classrooms across both EHS and HS with 50%.
- At the time of application, families are assigned points based on eligibility criteria. We currently include points for children who are referred by another school or agency. As a program with a longstanding history of strong partnership with MECP, we receive referrals from most of the families they serve who would also qualify for our services. As a result, a significant percentage of children on our waitlist at any given time have disabilities, and due to the selection process, many of them are subsequently enrolled.
- We hear from families, and other community partners, that many children with disabilities are either not accepted, or are prevented from attending other community preschools as a direct result of their disabilities. It is increasingly known that the Head Start Performance Standards prevent us from excluding or expulsing children, which helps to make our program a welcoming environment for children who have otherwise been prohibited from attending preschool.
- Previously MECP would serve each child in any given classroom individually, allowing for the potential of multiple hours a week of additional support by MECP in any one class. They made a shift to overlap services for children with similar goals or needs, and prioritizing educating the adults working with children. As such, they have significantly reduced the quantity of time spent in classrooms, leaving staff feeling less supported. We intentionally provided a series of training courses this year on working with children with autism to help address this gap.
- In alignment with identified community needs and Head Start Performance Standards, there is a high number of children with developmental delays enrolled in our programs.

Recommendations

Considering the consistently high percentage of children with developmental delays enrolled in our programs, and the high number of children in the 2-3 age range, it behooves us to evaluate a course of action to ensure that staff have the needed resources to successfully educate all children, and children receive adequate and equitable educational opportunities. We propose the following recommendations as options to address this need.

- Reduction of class size
  - Having less children in each class with the same number of staff will allow children increased access to staff and allow staff to better individualize for child needs throughout the day
  - This also has the potential to serve an increased number of 3-year-olds in HS
- Co-teaching
  - Would it be possible to establish a procedure of assigning a co-teacher to any given classroom above a certain percentage of children with diagnosed disabilities to provide the additional support needed for children and staff success?
  - We propose setting this at 30% of funded enrollment for any given class
- Partnerships with community providers to assist in staff training
  - This year we had the support of Columbia Regional on the topic of autism
  - We would like to reach out to other community partners working with children with identified delays to involve them in our training plan for the year
- Potential edits to and clarification of selection criteria
  - Need to clarify "Are there any other family stressors causing disturbance to the family and child?"
    - For example, this would NOT be a place to make a note about not having a car and that impacting potential site placement
  - "Is there a disaster/tragedy/severe trauma currently affecting the child/pregnant mom (examples: loss of job, incarceration/conviction of a close family member, death of a parent or close family member, COVID-19 etc.)?"
    - Every person would say yes to COVID at this point
  - Additional training is needed for completion of Focus of Concern (FOC) to ensure we receive adequate information to arrange for needed support prior to enrollment
- Increase of services to 3-year-olds
  - Since there are other preschool programs available in the community (significantly more than in the past with the addition of Preschool for All and Preschool Promise funding), we could seek approval to use Fed HS funds to provide EHS services
  - In addition to the 3 EHS combo classes, we could consider offering a small number of 3-year-old classes to help prepare children for the entry to the HS classrooms
    - This could help alleviate the high number of 3-year-olds being enrolled in EHS and those on the WL because the existing EHS models offered don't meet their needs
    - 40% of the current EHS WL are children over the age of 2
    - 58% of the current HS WL are children under the age of 4

Service Area- Facilities:

Process

- Twenty-three samples were processed for certification at CDFS sites. The samples were tested for lead levels in the water using the Oregon Health Authority standards for clean water.

Findings

- From the testing, eight sites indicated unhealthy lead levels. Of those sites, six offered the opportunity for mitigation on our behalf.
- The financial burden for testing all sites was not budgeted and exceeded the facilities budget.

Recommendations

- Correct all non-compliances water levels with filtration systems mounted under sinks per location. This will correct the majority of the locations; the other sites will need to be reviewed for further mitigation measures.
- Additionally, with planning, self-testing of sites is possible in the following years using the Lead-in-Water Testing Order Form for Child Care Providers through the state of Oregon. This will save the program approximately four thousand dollars per year. https://www.portlandoregon.gov/water/81699

Completion Date

- December 2023

Service Area- Safety:

Process

- Eight HS locations are located in high crime areas without demonstrable police assistance quickly nearby. Data was collected on the number of times staff, families or community members reported to the program that they called the non-emergency line or 911.

Findings

- Four reports were made regarding separate burglaries and break ins for HS sites over the past year
- Four reports were made around vandalism and graffiti over the past year.
- Documented increase from six of our locations regarding homeless camps developing over long weekends.
- Three instances of shots being fired were reported at two of sites which triggered a lock-in of the locations

Recommendations

- Develop detailed plans with Pinkerton Detectives, who provide risk assessment and threat analysis, along with the college's Public Safety for a protocol instructing teachers and staff to use the "Run, Hide or Fight" federal training guidelines.
- Staff should be trained on how to lock down the facility, shelter in place, best practice for supporting children during emergency, how to request help from Police and staff, how to check for "all clear"
- Ring camera devices should be installed at locations that experience increased crime or violence.

Completion Date

- October 2023

<u>Service Area- Health:</u>

In order to ensure the effective implementation of the program performance standards and the organization policies that keep children safe and healthy all of the time, the health team visited the 16 MHCC CDFS sites including the home-based programs at Glisan and Yamhill to perform the self-assessment monitoring process.

The report below includes the sites visit findings, compliances, and quality issues that are discovered during the monitoring. In addition, the report provides supportive evidence, and the possible corrective actions and recommendations.

Process
- A checklist of six health and safety criteria was reviewed by the health team. These criteria include:
    - **Criteria 1**: Review all the updated written procedures that need to be posted/displayed at all the environmental areas including classrooms: these posters are:
        - Diaper procedure, toiling procedure, hand washing, First aid/CPR, classroom cleaning checklist, kitchen cleaning checklist, and restroom cleaning checklist.
    - **Criteria 2**: Medications
    - **Criteria 3**: Allergy
    - **Criteria 4**: First Aid Kits
    - **Criteria 5**: Sick child exclusion
    - **Criteria 6**: Child Plus documentation.

- By answering, Yes OR No on each of the self-assessment' questions, the auditor, then, recorded the number of Yes, and No for each criterial section, and then he/she used the

numbers of Yes as a trend for the program strength, and the number of No as a trend for the program opportunities for improvement.

Findings

Strengths:
- First, the health team would like to thank all the sites' members and different departments for providing great support and collaboration during the monitoring process.
- Most of the staff received the general medication before the beginning of the program.
- Good health documentation is found in ChildPlus (CP) database. No children with health issues were flagged incorrectly in CP.
- All medications were kept away from the children.
- No expired medications were found at the sites.
- Most sites had food allergy lists displayed in each classroom (only *two classrooms at two different sites had a wrong list and another needed an updated list)*
- Teamwork: The health team found integrated work from each department at all sites to support the other departments.
  - Example: in one classroom with a staffing issue, a Family worker helped the educational staff by providing active supervision while children were on the playground.

Opportunities

Criteria 1
- At the self-assessment monitoring visit, the health team found that many classrooms at different sites did not display all the required health and safety posters.
- The health team found that classrooms displayed and followed old COVID-19 procedures.
- Many of the classrooms have no sick child procedures. A direct question was asked for some of the teachers "what is the procedure if a child is sick, or what are the symptoms that required exclusion for him?" Some of teachers communicated that they don't know exactly what symptoms to be on the lookout for or what is the procedure is

Criteria 2 & 3 (Medications and Allergy):
- The health team found all of the medications are kept in Ziplock bags but some with wrong labeling. All of the data is deleted, and it is difficult to know to whom the bag belongs to.
- Some staff are unsure about the process of taking emergency medications when leaving the classroom and going to the playground.
- Some classroom staff who are taking care of children with critical health concerns have not received specialized training on the child's condition.
- Children who have been prescribed Epi-Pens do not have a care plan available.
- Medication for both an AM and PM classroom are kept in the same cabinet.
- Some errors in medication documentation were observed. For example, a medication permission for without an asthma action plan

- Epi-Pens are kept in a locked cabinet. In case of an emergency, there could be a delay in accessing the medication.
- Two classrooms had sunscreen lotion. Teachers said they have applied the lotion during the summer.
- In one classroom, a refrigerator that is designated for medication, but it has food items stored in it, without a temperature check log.
- In one classroom with controlled medication for one child, the medication is kept with other usual medication despite that fact, the special storage instructions are written at CP.
- The team found one over the counter medication that is not labeled with the child information.

Criteria 4: (First Aid Kits)
- There is an inconsistency with the contents of the kits for each site and for each classroom. The health team found different items in each bag back.
- No uniform or clear process for monitoring and restocking of the 1st aid kit contents.
- Some classrooms have backpacks only, others have fanny bags.

Criteria 5: (Sick child exclusion)

- No clear guidance about the sick child exclusion procedure.
- There is no training for the staff on the sick child procedure.
- Each site, and each classroom follows different procedure for dealing with the unknown absence of a child (there is a MHCC policy)
- Finally, a lack of communication between different departments was found. For Example, we found at least two preschool classroom teaches not practicing tooth brushing for children

Recommendations

- All of the up-to-date written procedures need to be posted/displayed in all learning environmental areas including classrooms, and for the purpose of monitoring, these items are added to the *quarterly center safety check list. The monthly and the quarterly safety check list policy will be updated, and implemented after it is shared with the safety committee.*
- Ensure all sites have required posters such as diapering procedure, toileting procedure, handwashing, first aid/CPR, tooth brushing, sick child procedure, and an updated COVID exclusion procedure.
- Create and implement an illness and injury procedure that includes a sick child exclusion procedure training. All staff need to get this training prior to the start of the program or as hired
- In collaboration with the registered nurse, the health team will update the medication administration policy that includes emergency, prescribing, and over the counter medications. The procedure should include steps of receiving, storage, and administrating of the medications.

- In addition, updating the medication administration training to include all of the required storage and handling of the emergency and non-emergency medications.
- In collaboration with the professional developmental team, improve the current training tracking system for both the general and specialized medication training
- The health team will create a medication administration monitoring checklist, and a monitoring process that will be performed by the team quarterly during the program year. At each monitoring visit, the findings will be shared with the ESM and the educational team at each site.
- Implement the new food allergy and asthma care plan. Any child with critical health concerns will not start without completing the required care plan, and specialized training, if needed for staff.
- If the agency moves to applying sunscreen, the health team will develop evidence base information that will include practice-based guidelines to follow by all staff.
- The health team to work with the safety committee to create a more standard content list and monitoring for first aid kits, backpacks, and fanny bags.
- As some of the health tasks are handled by the educational staff and others by the family services department staff, a plan that overcomes the communication gap between the three departments is essential. A regular meeting (monthly) between the health team, family and the educational manager will be arranged. Each department will share their updates, projects and any staff concern or issues.

Supportive Evidence

ORE 414-300-0230 Medications
ORE 414-300-0220 (1) © Illness or injury
414-300-0120 staff training
Oregon department of Education: 414-205-0100 (3) (a) (b)Registry family childcare, first aid.
(10) for sunscreen.
(12) (a) (b) (c) (d) care plan
HSPS 1302.47 (4) © (D)
HSPS 1302.16 (1)
MHCC Medication Administration policy

Date of completion

- March 31,2023

<u>**Service Area- Fiscal:**</u>

Process
- The fiscal team reviewed the number of unsigned Time and Effort reports each month. The data collected is as follows:
  - July 2022- Total 6
  - August 2022- Total 13

o September 2022- Total 12
o October 2022- Total 13
o November 2022- Total 42
o December 2022-Total 42

Findings

- Lack of processing and monitoring system
  o Data- review Time and Effort report and found missing report and incomplete report

Recommendations

- Establish a system so that time and effort report in process are traceable by completeness and ensure accountability. Also continue to monitor the process and system.

Completion date

- June 30, 2023

INTRODUCTION:0

Mt. Hood Community College Early Head Start Child Care Partnerships (EHS-CCP) serves 83 pregnant parents and children from birth to age four in school district teen parent programs, certified child care centers, and certified family child care homes. We provide weekly home visits for our teen families during the summer quarter. Our program is designed for EHS-eligible and working families using Employment Related Day Care (ERDC) or TANF/Jobs or students enrolled in the Oregon Department of Education Teen Parent Program.

In partnership with three school districts, Reynolds, Gresham and David Douglas, in East Multnomah County we deliver services to meet the needs of young pregnant parents, and their infants and toddlers through age three. At these sites, our services closely align with the services the districts provide, including child development, parenting supports, emergency family supplies, community resources and navigation towards higher education opportunities upon graduation for the teen parents. So far this year, we have served 9 prenatal to toddler aged children at these sites.

In our certified family child care homes, we are frequently serving families that have been with their providers for years with multiple siblings or extended family members. With the mixed-age learning opportunities and continuity of care, these sites provide, co-enrolled children stay with their primary care team through the month of their 4th birthdays. Most of these preschool aged children stay in our partner programs, with roughly 10% transitioning into Head Start sites. This year, we shifted slots to CFCC sites from CCCC sites – now serving 32 children among seven sites in this model.

Our larger certified child care programs are each unique and this is reflected in the communities they serve. Each of these sites provides care to 16-20 co-enrolled children, and like each of the other models, support s our EHS-CCP team to provide enhanced services including health screenings, developmental assessments and learning supports from teachers who engaged in continuous professional development, supported by coaching.

While our partnership sites have resumed pre-pandemic operations, we continue to see limited enrollment in settings that serve younger infants. Our highest level of enrollment for the current year has been just over 60%. Beginning in 2023, our sites have now only re-opened all classrooms or enrolled to full capacity due to continued staff shortages as well as shortages of staff qualified to work with infants and toddlers.

Team members included the following: EHS-CCP Partnerships Directors and Staff; EHS-CCP Associate Teacher, Family/Educator

Specialists, and Program Manager; CDFS Associate Directors and Executive Director, and the CDFS Data Manager, Family Services Manager, Health and Nutrition Manager, Education/Inclusion Managers, Facilities Manager, HR Coordinator, Fiscal Coordinator, and Policy Council further inform and support our work.

Data used: *Child Plus*; My Teaching Strategies *Gold* Online Assessment System and curriculum plans; Various tracking Excel spreadsheets; ERSEA policy and procedures; Child Plus teacher data base, Project Impact data.

STRENGTHS:

- EHS-CCP partners continue to provide year-around, full-day programming and utilized layered funds provided by state subsidies, EHS-CCP stipends, and various State capacity building funding opportunities to stabilize their programs.
- Our Family/Educator Specialists (FES) continue providing fully in-person family services and educational coaching at each of our site, with targeted family caseloads of 20-23 children and 5-7 teachers.
- EHS-CCP staff and partner staff continue to explore implementation of Pyramid Model classroom strategies through coaching, and provide online training modules as part of on-boarding new staff.
- EHS-CCP staff continued to publish a monthly SWAY newsletter for families and regular updates for partner staff. The newsletter provides community announcements, Policy Council reports, parenting, teaching and program-wide resources.
- EHS-CCP staff provide bi-annual activity bags for families linked our virtual PCCM meetings to encourage whole family participation. Virtual PCCM meetings continue to provide parent and child engagement opportunities as well as sharing of Policy Council reports and focus on child development, parenting, and family wellness.
- EHS-CCP staff provide quarterly curriculum kits for partner site teachers – focused on layered learning themes. This year we explored Sense of Identity, Sense of Belonging and Sense of Place.
- EHS-CCP Mental Health Consultant provides ongoing support to CCP and partner staff who are working directly with children, observations of classroom and child, and consultations with families upon their request.
- CDFS Fiscal Coordinator meets at least quarterly with EHS-CCP Manager to review budget, partner invoicing, payments, and monthly reporting.

Education/Inclusion	Suspension and Expulsion Prevention	CCP PM, FES & Partners
Findings	High school partners and 2 other site directors were unaware of the specific regulations and guidance around inclusion and suspension prevention strategies outlined in Oregon's Early Childhood Suspension and Expulsion Prevention Program 414-580-000.	
Recommendations	1. Seek resources from Oregon ELD and other community trainers/leaders 2. Provide shared exploration/discussion within EHS-CCP Leadership Group December 2022 3. Provide guidance and support in revising partner program handbooks where needed 4. Include in 23-24 EHS-CCP Partnership Agreements	
Timeline	December 2022 through June 2023	
ERSEA/Data Management	Attendance Follow-Up	CCP PM, FES and ERSEA Team
Findings	All 12 EHS-CCP partner sites provide paper copies of attendance at the end of each month, resulting in low follow-up and documentation of attendance barriers by EHS-CCP staff.	
Recommendations	1. January 2023 transition EHS-CCP partners to use of ChildPlus Attendance App 2. Update and replace iPads at partner sites 3. Provide training and tip sheets around use of ChildPlus Attendance App 4. Provide EHS-CCP staff further training around Attendance Procedures and use of ChildPlus Entry Express/Attendance to ensure accurate and timely attendance reporting and follow-up 5. Monitor and follow-up with support through March 2023 with targeted supports plans at sites where needed.	
Timeline	January 2023 through March 2023	

Family Engagement	Teen/Student Parent Outreach at School Districts	CCP-PM, Teen Counselors, Liaison

Findings	EHS-CCP received Gresham Barlow School District Teen Parent Liaison recommendations to address a very low percentage of pregnant and parent teens utilizing childcare services at GHS CDC. Reporting was not available from RLA or DD, but discussions with social worker and site director indicate similar understanding of limited outreach and access at those sites as well.	
Recommendations	1. EHS-CCP Program manager begin regular communication and meetings with GHS Teen Liaison as well as RLA/FS social worker, and counselors at DD High SCD – specifically during Fall and Spring with update recruitment materials. 2. Update EHS-CCP Teen Services fliers linked to new CDFS website 3. EHS-CCP FES continue to work closely with social workers, teen liaison specific to individualized services for children and families	
Timeline	Ongoing meetings/communications and fliers updated/distributed by May 1, 2023	
Facilities	**Review continued use of 11715 NE Glisan offices**	**CCP PM, CDFS Directors**
Findings	New property own management practices resulted in 4 months without heat at offices and parking lot lighting disengaged for 5 months. Both have impact safety and security.	
Recommendations	1. Install Ring doorbell/camera to ensure staff safety throughout the day and especially after dark in winter months 2. Continue working with Facilities Manager to engage property owner 3. Continue looking for new office location in East County 4. Consider consolidated office spaces with EHS-Glisan Home Based Services at new site	
Timeline	October 2022 and ongoing	

Fiscal	**EHS-CCP Partnership Agreements - pay for contracted slots**	**CCP PM, Partners, CDFS Directors**

Findings	EHS-CCP partners hire additional staff and lower group size/ratio from Oregon ELD requirements to meet Performance Standards. This does not change when no children are enrolled. Providing EHS-CCP stipend only for enrolled slots does not ensure partners are able to sustain additional staff.	
Recommendations	1. Continue to discuss and record the fiscal and staffing impact on EHS-CCP partners 2. Discuss other EHS-CCP practices in Region X and nationally – connect with TTA 3. Request additional re-deployment from TTA to continue updating work on our EHS-CCP Partner Agreements 4. Meet with EHS-CCP partners to review and record their input towards Agreements – February 2023 Leadership group and ongoing 5. Make recommended changes and process 23-24 EHS-CCP Partnership Agreements and Monthly Reports by May 31, 2023	
Timeline	February 2023, Ongoing through May 31, 2023	
Health & Safety	**22-23 CDFS Health and Safety Self-Assessment Checklist**	**CCP PM, Partner Directors, Health Manager**
Findings	Requirement for two Epi-Pens on site were not met or understood as necessary by our partner sites. Postings of exclusion policies, diapering procedures were missing in one site. Several sites reported that first aid backpacks are not checked monthly. EHS-CCP staff are not always immediately updated when partners complete new allergy, asthma or other medical plans with families.	
Recommendations	1. Work with CDFS Health Manager to create training/tip sheet for Epi-Pen requirement 2. Provide exclusion policies and diapering procedures at site missing items 3. Ensure sites add follow monthly checks for first aid supplies in red packs 4. Ensure timely exchange of information between families, partners and EHS-CCP staff 5. Add allergy, asthma/RAD and other medical plans to partner monthly report	
Timeline	Immediate implementations January – February 2023	
HR & Prof. Development	**Partner qualifications monitoring**	**CCP PM, Partners, CDFS Data & HR**

Findings	Staff Qualification monitoring was out of date for much of the pandemic due to high percentage of staff turnover, partner site reporting and EHS-CCP follow-up. CDA timelines continue to be unmet related to delay due to unavailability of local CDA Specialists to complete observations.
Recommendations	1. EHS-CCP FFES will follow up with specific staff who have not met CDA requirements 2. EHS-CCP Manager monitors quarterly staff update checklist for partners and monitor through ChildPlus 3. ChildPlus monitoring of licensing dates and documentation
Completion Date	January through March 2023

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1m

CONTACT PERSON: *Hilda Pena-Alfaro, Executive Director of Child Development & Family Support Programs*

SUBJECT: HEAD START COVID MITIGATION POLICY

MT. HOOD COMMUNITY COLLEGE

CHILD DEVELOPMENT AND FAMILY SUPPORT PROGRAMS

COVID Mitigation Policy and Procedure

Purpose: In order to safely serve families and protect staff against COVID, CDFS is issuing the following guidelines to help mitigate the spread of COVID. These guidelines are based on recommendations from the Centers for Disease Control and Prevention (CDC), state, and local guidance. Due to the evolving nature of COVID, Federal, State, and Local authorities may give orders that impact the operations of CDFS without notice, and may be contrary to this policy. In those events, the orders shall supersede this policy.

45 CFR 1302
88 FR 93
ACF-PI-HS-23-01

Procedures:

1. Daily Health Check/Symptoms Screening for children and staff.

a. Staff will ask each arriving parent or guardian the questions per the *Classroom Daily Attendance Log-COVID-19* If any question's answer is a 'yes,' staff will explain that the child may not attend. Staff will provide a copy of the *COVID-19 Exclusion Procedure Handout* and work with the family to make a return plan. If all questions are 'no,' follow up with next step.
b. Make visual inspection of the child for signs of illness, which could include new cough, flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness. (CDC)
c. If there is no sign of illness, take the temperature of the child. Individuals with fever of 100.4 °F and higher are not allowed to stay. Place a check mark that the screening was complete. Do not record symptoms or temperature in order to maintain privacy. Put check mark, do not use "Yes" or "No".
   1) Temperature may be taken under the arm for infants (add 1 degree with this method). Or you can use the non-touch thermometer. For all other children, use the touchless thermometer.
   2) Staff will follow the OHA isolation and exclusion Guidelines for Child Care Setting that dividing COVID-19 symptoms into Primary and non-Primary symptoms.
d. Document on Classroom Daily Attendance Log-COVID-19.
e. Staff will complete daily COVID-19 Check-In. Staff will complete the Site Daily Attendance Log- COVID-19 form.
f. If staff have a fever of 100.4 °F and higher, staff are not allowed to stay.

2. Face Coverings
   a. Children and staff are not required to wear masks. They may choose to wear a mask if they want.
   b. In the event of a positive COVID case, the infected staff person will be required to wear a mask in accordance with the COVID Exclusion Policy when returning to work.
   c. The program will follow all masking requirements as dictated by federal, state, or local authorities.

3. Hand Hygiene
   a. Everyone is encouraged to wash or sanitize their hands frequently during the day. Hand sanitizing dispensers and/or sinks are available in multiple areas of each building.
   b. According to the Centers for Disease Control (CDC), washing hands with soap and water is preferable to sanitizing gel. The gel may not be as effective as soap in terms of eliminating all types of germs, including some viruses.
   c. When hand washing is not possible, moist towelettes and hand sanitizer with alcohol content between 60-95% may be used for children over 24 months of age only, supervised by an adult. Hand sanitizer must be kept out of reach of children at all times.
   d. Children 2 and under have their hands wiped with baby wipes. DO NOT USE HAND SANITIZER.

e. Ensure clean water, soap, hand sanitizer with at least 60% alcohol and a way to dry hands are accessible throughout the school, including in each classroom.

f. Plan to demonstrate and monitor handwashing or use of hand sanitizer during times when germs are likely to spread, such as: • Before and after eating • After using the toilet • After blowing your nose, coughing, or sneezing • After touching garbage.

g. Follow Hand Washing Procedure.

4. Diapering and Toileting

a. Wash your hand before preparing the diaper changing environment.

b. Put gloves on.

c. Staff must adhere to the diapering and toileting procedure to ensure proper cleaning and disinfecting between diaper or toilet process.

d. Cleaning and disinfectant schedule for toilets, toilet seats, handwashing sinks after each bathroom use.

e. Clean, by soap and water, then disinfect the diaper change table by using the bleach disinfectant solution and follow its proper usage.

f. Place soiled diapers immediately in a nearby garbage that is lined with a garbage bag.

g. Ensure to wash your and child' hands after each diaper change and after using the toilet.

5. Infant and Toddler Feeding

a. Staff need to wash their hands before and after handling infants' bottles that are prepared at home or prepared at the site.

b. Bottles or bottles caps and their nipples that are using for feeding should be thoroughly cleaned after each used by washing in a dishwater or by using the bottle-brush with soap, and water.

6. Toothbrushing
a. Tooth -brushing in a group setting is resumed for all sites.
b. Wash hands with soap and water for at least 20 seconds before and after brushing or helping infants and children brush their teeth.
c. For toothbrushing at the classroom table and with staff supervising the brushing: clean and sanitize the table after brushing.

d. If toothbrushing at the classroom table is not possible, a small group of children can \

   brush at the sink, one child at a time, with staff supervising.

e. After each group of children brushes their teeth, clean and sanitize the sink.

f. Encourage children to avoid placing toothbrushes directly on the classroom table or

   other surfaces.

g. After children brush, ensure that they wash their hands with soap and water for at least
    20 seconds

7. Cleaning

   a. Definitions: Clean= Remove visible soil and/or wash with warm soapy water and rinse.
       Disinfect=covering area with bleach water solution and air dry.
   b. Staff will follow Hand Washing Procedure, Surface and Toy Cleaning Procedure, Kitchen
       Cleaning Procedure, and Shared Office Space Cleaning Checklist.
   c. Cleaning Documentation will be turned in monthly as part of monthly reports.

8. COVID Exclusion

   a. COVID Exclusion Guidelines based on recommendations from CDC, Oregon Health
       Authority, and other state entities.

9. Supporting Parents During Child Exclusion

   a. CDFS staff work with parents to ensure they have access to appropriate medical care.
   b. If a child is excluded, their Family Workers follows up on a regular basis to monitor the
       health of the child as well as to support the return of the child to the school once the child
       no longer fits the exclusion criteria.

10. Reporting COVID Cases

   a. Staff report student cases of COVID to their assigned ESM.
   b. Staff report personal cases of COVID to their assigned ESM.
   c. ESM reports all cases of COVID to Associate Director.
   d. Associate Director reports all COVID cases the college.
   e. Risk Management sends COVID notifications to affected centers and contacts close
       contacts. This can assigned to the Associate Director or ESM to complete.

11. COVID Outbreak

    a. When the program has 10 and more cases of COVID-19 in a two-week period, even if they are non-related, the Associate Direct will notify the County Health Manager and Multnomah County Public Health Department. Multnomah Public Health Department may declare an outbreak.

    b. The Associate Director and Health Manager will work with Multnomah County Public Health Department to address the outbreak. The county Public Health Department will provide any layered preventive and mitigation techniques that need to be followed by the sites involved in an outbreak. This may include:
    1. Promoting vaccination,

    2. Staying home when sick and getting tested,
    3. Ventilation,
    4. Handwashing and respiratory etiquette, and
    5. Cleaning and disinfecting, in accordance with the county Public Health instructions communication that may be developed to notify parents about disease outbreaks risks to students, families, and staff and/or control measures specific to the outbreak.

    c. The staff consult the Health Manager regarding any written communication that may be developed to notify parents about disease outbreaks, risks to students, families, and staff and/or control measures specific to the outbreak.

    d. The Associate Director, Health Manager, and Environmental Health Manager work closely with the local health department in needed cases for safety, communication, and follow up.

12. Supporting Plans

    a. New Staff and subs will be trained in on COVID Mitigation procedures.

    b. CDFS provides education and training to staff and students on everyday protective measures to reduce the spread of germs at school and outside of school.

    c. CDFS and MHCC post signs and other visuals, such as posters, displayed in common areas of the school to promote everyday protective measures and describe how to stop the spread of germs.

    d. CDFS ensures all trainings and communications available in languages that staff and students understand and accessible to persons with disabilities.

    e. Health Manager works with Office Manager and Family Services Manager A plan to send regular communications about everyday behaviors that reduce the spread of COVID-19 to staff, students, parents, caregivers, and guardians through social media and Family Sway.

References/Resources: *Office of Head Start, Centers for Disease Control and Prevention, Oregon Health Association*

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: **4.2**

CONTACT PERSON: *Tambi Boyle, Full-Time Faculty Association President; Deans*

SUBJECT: FACULTY TENURE RECOMMENDATIONS

March 1, 2023

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

FROM: Lisa Skari, EdD
            President

SUBJECT: Year Four Tenure Recommendations

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

Faculty	Discipline/Division
Olivia Castilleja	Nursing
Amy Drouin	Nursing
Angie Hansen	Health Professions
Jennifer Aubry	Health Professions
Dawn Markell	Health, Physical Education, Athletics, Aquatics & Recreation
Yolanda Buenafe	Humanities and Social Science
Rachel Falk	Human Development

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

cc: **Tenure-Track Faculty:** Olivia Castilleja, Amy Drouin, Angie Hansen, Jennifer Aubry, Dawn Markell, Yolanda Buenafe & Rachel Falk

       Faculty Association President: Tambi Boyle
       Administrators: Sydney Frost, Carri Claycomb, Sara Rivara, Kim Hyatt & Daniel Wenger

Olivia M. Castilleja, MSN, RN, CMSRN

32945 E. Historic Columbia River Highway, Corbett, Oregon 97019

503-621-2870 | osnook@gmail.com

Career Experience

Mount Hood Community College   September 2019- Present
Nursing Professor

- Full-time faculty professor for an ADN program on a tenure track. Teaching lectures, skills labs, and hospital clinical rotations focusing on acute care. Also, an advisor to students and a member of professional development committees.

Legacy Mount Hood Medical Center   September 2021- Present
RN Staff Nurse, Post Anesthesia Care Unit

Legacy Mount Hood Medical Center   November 2018- September 2021
RN Staff Nurse, Surgical Specialties

Legacy Mount Hood Medical Center   May 2017- November 2018
RN Case Manager

Legacy Emanuel Medical Center   March 2016-May 2017
RN Case Manager in the Neuro Trauma ICU

Moda Health   September 2014- March 2016
RN Care Coordinator

Legacy Mount Hood Medical Center   January 2008-August 2014
Staff Nurse, Medical/Surgical, ICU, Relief Charge Nurse, & House Supervisor

Educational Background

Western Governors University
Master of Science in Nursing Education
August 2021

Western Governors University
Bachelor of Science in Nursing
June 2014

Mt. Hood Community College
Associate of Applied Science in Nursing
August 2007

Certifications & Awards

- The DAISY Award January 2019
- ACLS
- BLS
- PALS
- CMSRN

Amy Drouin, MSN, RN, CCRN-K

6834 NE Morris Street, Portland, Oregon 97213
503.309.5289   drouina@gmail.com
Oregon RN license # 200842915RN

Education

Western Governors University	*MSN in Nursing Education,* September 2019
	BSN in Nursing, December 2018
Mt. Hood Community College	*AAS in Nursing*, August 2008
University of Texas at Austin	*BA in Psychology*, May 1998

Certifications/Committees

- Certified Radiology Nurse (CRN), 2017-2021
- Certified in Critical Care (CCRN/-K), 2014-2025
- Advanced Cardiac Life Support, 2010-2024
- Co-chair, Hospital Staffing Committee, 2014-2016

Teaching Experience

Mt. Hood Community College
1484 NW Civic Drive, Gresham, OR 97030 503.491.6422. www.mhcc.edu

Nursing Department   Nursing Instructor/Simulation Coordinator   09/19 - present
Full time tenure-track instructor teaching lecture, laboratory and clinical courses in community college associate degree nursing program. Courses taught include: NRS221A, NRS221B, NRS222B, NRS224, NRS231, NRS112B. Lecture courses taught include mental health, pharmacology and advanced chronic disease content. Lab focus covers all second-year skills, including advanced IV, advanced respiratory, advanced pain management, advanced wound care skills and simulation experiences. Clinical instructor supervising students in various acute care settings or practicum experiences. Faculty advisor of nursing students. Serving on departmental, college-wide and state-wide nursing committees.

Nursing Experience

Providence Portland Medical Center
4805 NE Glisan Street, Portland, OR 97213 503.215.1111 www.providence.org

Diagnostic Imaging Department   Radiology Nurse   06/16 – 5/22
Radiology nurse supporting interventional radiology procedures, credentialed for administration of moderate sedation and dedicated post-sedation monitoring. Duties also include: pre-procedural patient teaching, safe sedation pre-screening, anticoagulant hold management, contrast allergy screening and treatment, vascular access of peripheral IVs and ports, administration of IV/IM medications for diagnostic procedures, and providing nursing support to all radiology department patient status concerns, including rapid responses or codes within department. Fulltime until 9/19, then on-call.

Intensive Care Unit   Critical Care Float Nurse   10/12 - 06/16
Intensive care nurse responsible for critically ill patients in both medical/surgical teaching ICU and cardiac surgical ICU units. Patient populations served: pulmonary, cardiac, cardiothoracic surgery, neurosurgery, neurology, renal, GI, surgical and sepsis. Care included: hemodynamic monitoring, vasoactive medication management, ventilator and airway care, use of complex treatment algorithms, close collaboration with interdisciplinary team, and patient/family education of complex medical information. Participated in several unit planning/action committees and on hospital code team.

7 South Surgical Oncology Unit   Surgical Oncology Staff Nurse   11/08 – 10/12
Nurse on high acuity surgical oncology post-operative specialty floor caring for pancreatic, liver, upper/lower GI, gynecologic, and head/neck surgeries. Provided post-operative teaching, mobilization, pain management, wound, ostomy and tracheostomy care, and telemetry monitoring. Focus on holistic care of the oncology patient undergoing surgery.

Angie Hansen

Oregon City, OR | 971-227-2255 | angie.hansen@mhcc.edu

Education

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY | MT. HOOD COMMUNITY COLLEGE | JUNE 2011
ASSOCIATE OF GENERAL STUDIES | MT. HOOD COMMUNITY COLLEGE | JUNE 2011

Teaching Experience

CLINICAL COORDINATOR AND INSTRUCTOR | MT. HOOD COMMUNITY COLLEGE SURGICAL TECHNOLOGY PROGRAM | JANUARY 2019 – PRESENT

- Courses taught during tenure track:
    - Surgical Technology Theory I
    - Surgical Technology Theory IV
    - Surgical Technology Lab I, II, and Clinical Readiness
    - Surgical Technology – General and Pediatric Surgery
    - Surgical Technology – Obstetric, Gynecologic and Genitourinary Surgery
    - Surgical Technology – Orthopedic Surgery
    - Surgical Technology – Otorhinolaryngologic, Oromaxillofacial, Plastic, and Burn Surgery
    - Surgical Technology – Thoracic, Cardiovascular, and Vascular Surgery
    - Surgical Technology Clinical Practicum
- Clinical Coordinator duties:
    - Coordinate all aspects of clinical practicums of the program
    - Coordinate and monitor the clinical practicum experience each term for student placements
    - Assign students to clinical sites each term
    - Observe students in the clinical setting to evaluate performance
    - Maintain community partnerships with our clinical partners
    - Establish regular communication with clinical sites to monitor student progress
    - Maintain accurate records of clinical hours and procedures performed to meet graduation requirements
    - Manage part-time faculty in the clinical role, to include assigning them to cover clinical sites
    - Ensure appropriate resources are allocated for students and part-time Clinical Instructors, including lab equipment and supplies

Other Work Experience

CERTIFIED SURGICAL TECHNOLOGIST

- Kaiser Sunnybrook Medical Center: June 2018 – December 2018
- Providence Everett Medical Center (Pacific Campus): October 2016 – June 2018
- OneStaff Medical: March 2016 – June 2016
- Medical Solutions: November 2014 – March 2016
- Kaiser Westside Medical Center: May 2014 – October 2014

Addition Training/Certifications

- Online Academy at Mt. Hood Community College (Summer 2020)
- Certified Surgical Technologist (CST)

Affiliations

- Oregon Association of Surgical Technologists
- Association of Surgical Technologists

Volunteer Work

- MHCC Something Wonderful Project
- Providence Festival of Trees
- Northeast Emergency Food Program (NEFP)
- Weathered Hands of Portland

JENNIFER ANN AUBRY

Phone: (503) 409-1141   jentrow@yahoo.com
Gresham, OR 97080   Jennifer.Aubry@mhcc.edu

EDUCATION

MS   Portland State University, Education, Curriculum & Instruction   August 2012
Graduated Summa Cum Laude
Action Research: "Faculty Instruction and Evaluation and its
Effects on Student Performance and Attitudes," *June 2010-July 2011*

AAS   Mt. Hood Community College, Dental Hygiene   June 2003
Graduated with Academic Honors
Colgate Star Award Recipient, Class of 2003

BS   Oregon State University, Health Promotion and Education   August 2000
Graduated with Academic Honors
Minored in Community Health

TEACHING EXPERIENCE

Mt. Hood Community College, Gresham, Oregon   September 2007 – Present
Health Professions Division, Dental Hygiene Department
Program Director/Instructor, Full-time, *assigned January 2019*
Instructor, Part-time, *September 2007 – January 2019*

Mt. Hood Community College, Gresham, Oregon   Summer 2007
Career Pathways Curriculum Developer, Part-time, Adult Basic Skills
- Coursework design for Dental Sterilization Technician Training with Vocational ESL

PROFESSIONAL WORK EXPERIENCE

Expanded Practice Dental Hygienist, Oregon   June 2016 – Present
Volunteer, Community Dental Health Outreach Clinics

Private Practice Dental Hygienist, Oregon   July 2003 – May 2011

PROFESSIONAL LICENSES, PERMITS, ENDORSEMENTS, AND CERTIFICATIONS

Oregon Board of Dentistry, Dental Hygiene License   July 2003 – Present
- Local Anesthesia Endorsement, Nitrous Oxide Permit (7/7/2003)
- Expanded Practice Permit (6/19/2016)

PROFESSIONAL AFFILIATIONS

American Dental Education Association, participatory member, 2007-Present
American Dental Hygienists' Association, participatory member, 2001-Present
Northwest Dental Hygiene Education Association, participatory member, 2016-Present
- Board of Directors, contributory member, 2019-Present
Oregon Dental Hygienists' Association, MetroEast Component, participatory member, 2001-Present

PROFESSIONAL SERVICE

Community Outreach Coordinator, MHCC Dental Hygiene Program, 2008-Present
Assessment Action Team, MHCC, contributory member, biweekly, 2020-Present
Faculty Senate, MHCC, Health Professions Senator, weekly, Spring 2021-Winter 2022
OHA Dental Pilot Project Program Advisory Committee, invited guest, quarterly, 2021-Present
Dental Pilot Project #300 Advisory Board, Pacific University, member, biannually, 2020-Present
MHCC Dental Hygiene Program Advisory Board, Class of 2003 elected rep, 2001-2018, director, 2019-Present

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Dawn A. Markell

4675 SE 15th Street Gresham, Oregon 97080
(503)491-0450
dmarkell12@gmail.com

TEACHING EXPERIENCE

Instructor – Mt Hood Community College 2001-Present
- Instruction in Health, Nutrition, Anatomy/Physiology, Exercise Physiology, PE, Aquatics Gresham, Oregon
- Course outcome alignment with college outcomes and student learning objectives
- Open Educational Resource development and textbook publication for 3 courses
- Committee Contributions in Learner Success Council, Advisor task group, Navigate, OER development, Online Course Rubric development, Bookstore Transition

High School Water Polo and Swim Coach, 1999-Present
- Barlow HS Water Polo - Women's State Champs, Men/Women Conference Champs Gresham/Corbett
- Corbett HS Swimming – 7 State Meet top 10 rankings

Adaptive Physical Educator - Reynolds School District 1999-2002
- Curriculum development and delivery to meet federal and state outcomes. Focus Troutdale, Oregon
  on meeting diverse cultural, socioeconomic, and skill-based student needs through
  adaptive education practices. Position included curriculum development, outcome
  alignment, ADA compliance, department budget and equipment/facilities management.

EDUCATION

Master of Arts in Teaching 1995-1999
Bachelor of Science in Exercise and Sport Science, Health and Nutrition Minor Corvallis, Oregon
Oregon State University
- Oregon Laurels Scholarship 1997-1999
- Earned 100% of undergraduate education costs.
- Option in Adaptive Education for students with disabilities

Mt Hood Community College 1994-1995
- 65 credit hours towards transfer to Oregon State University Gresham, Oregon

LICENSURE

- **Certified Personal Trainer** with Nutrition Coach option– NASM
- **Quality Matters Online Course Development Certification**
- **Oregon Teaching Certification** Early Children, Elementary, Middle and High School
- **Nationally Certified Adaptive Physical Educator**

PROFESSIONAL DEVELOPMENT

VOLUNTEER EXPERIENCE

Youth Water Polo Clinic 2021-Present
- Plan and lead weekly learn-to-swim and water polo activities for youth age 6-14 Gresham, Oregon
- Focus on accessibility to students not being served by traditional swim lessons

College Talk 2021-Present
- Opportunity for high school student to meet in small groups to share and discuss Gresham, Oregon
  strategies for attending college or trade school

YOLANDA C. BUENAFE

EDUCATION

Master of Science Degree, Curriculum and Instruction. PORTLAND STATE UNIVERSITY
Bachelor of Arts Degree, Psychology. UNIVERSITY OF PORTLAND

WORK EXPERIENCE

FACULTY AND PROGRAM COORDINATOR, EARLY CHILDHOOD EDUCATION & FAMILY STUDIES

Mt. Hood Community College, Gresham, OR (2018 to present)
Adjunct Faculty Early Childhood Education 2006-2017

- Coordinate, oversee, and manage departmental responsibilities to include unit planning, course scheduling, hiring and evaluating part time faculty, consulting with advisory board, designing and distributing program marketing materials, goal setting with ECE College Navigator.
- Provide high quality classroom instruction and support for students of diverse cultural and socioeconomic backgrounds. Arrange practicum placements for students in early learning settings, observe and evaluate student teachers. Serve as advisor for all ECE students.
- Collaborate with college departments to support student success. Collaborate with external partners to include Multnomah County Preschool for All, Oregon Center for Career Development, Oregon Early Learning Division, Child Care Resource and Referral of Multnomah County

FACULTY, EARLY EDUCATION AND FAMILY STUDIES

Portland Community College, Portland, OR (2004 to 2018)

- Provided high quality instruction and practicum field supervision for students in ECE program.
- Appointed as lead faculty for ECE program self-study and renewal of national accreditation.

EARLY CHILDHOOD MASTER TRAINER

Oregon Center for Career Development ORO, Portland, OR (1993 to 2017)

- Oregon Registry Master Trainer
- Professional Development Specialist for CDA assessment process

CDA TRAINING SPECIALIST AND EDUCATION COORDINATOR

Migrant Head Start, Wilsonville, OR (1991-1993*)*

- **Central Office CDA Training Specialist:** Coordinated statewide Child Development Associate training program for eight Migrant Head Start centers throughout Oregon
- **Education Coordinator:** Responsible for hiring, scheduling, supervising, training, and evaluating education staff. Monitored quality of services in accordance with Head Start standards.

HEAD TEACHER/HOME VISITOR

MHCC Head Start, Gresham, OR

- Planned and implemented developmentally appropriate curriculum for preschool age children. Administered developmental assessments. Conducted monthly home visits with parents.

AFFILIATIONS

Member, National Association for the Education of Young Children (NAEYC), and Oregon (OAEYC)
Member, Oregon Infant Mental Health Association

Rachel Falk, MS, NCC, CRC, LPC-A

Portland, OR (503) 757-4650 rachelbfalk@gmail.com

Education

Portland State University, Graduate School of Education, Master of Science, Clinical Mental Health & Rehabilitation Counseling

New York University, Tisch School of the Arts, Bachelor of Fine Arts

Certifications, Trainings and Professional Memberships

- National Certified Counselor (NCC)
- Certified Rehabilitation Counselor (CRC)
- Licensed Professional Counselor Associate (LPC-A)
- Myers-Briggs Type Indicator® Certified Practitioner, GS Consultants
- Strong Interest Inventory® Certified Practitioner, GS Consultants
- Managing Discrimination, Retaliation and Disability in the Workplace, OHSU • Conflict Resolution Competence, OHSU
- LEAN Process Improvement, OHSU
- Change Acceleration Process (CAP), OHSU
- Multicultural Negotiations, Dr. Alon Ben-Meir, NYU
- National Career Development Association (NCDA), member
- Oregon Career Development Association (OCDA), member
- American College Counseling Association, (ACCA), member

Work Experience

Mt. Hood Community College (MHCC), OR, 2019 – Present

Faculty Counselor, Accessible Education Services

- Supports student retention and success through mental health and career counseling
- Counsels students with identified disabilities in support of their career exploration and decision making, goal setting, and achievement of academic goals
- Designs and delivers workshops to various departments/groups on campus related to mental health and wellness
- Understands, develops, and provides a learning environment that supports diversity and encourages sensitivity to diversity in the workplace
- Teaches classes in the Human Development (HD) department with an emphasis on career and life planning, college success, human relations, and personal development
- Uses appropriate technology such as instructional, communication, and data gathering tools and integrates adaptive technology into curriculum and instruction.
- Maintains current knowledge and skills in Accessible Education Services
- Consults with Behavioral Intervention and Threat Assessment (BITA) Team and Title IX Team

Mt. Hood Community College

2022 - 2023 Faculty Tenure
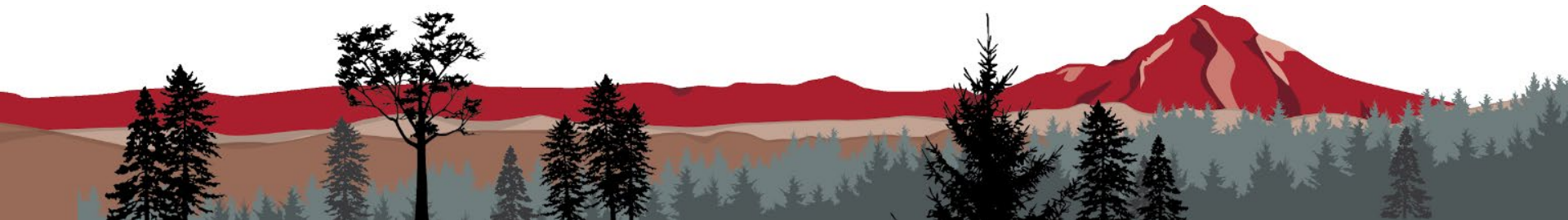
2022 - 2023 Faculty Tenure

- **Olivia Castilleja**, Nursing

- **Amy Drouin**, Nursing

- **Angie Hansen**, Surgical Technology / Health Professions

- **Jennifer Aubry**, Dental Hygiene / Health Professions

- **Dawn Markell**, Health and Physical Education / Health, Physical Education, Athletics, Aquatics & Recreation

- **Yolanda Buenafe**, Early Childhood Education / Humanities and Social Science

- **Rachel Falk**, Career Planning and Counseling Center / Human Development
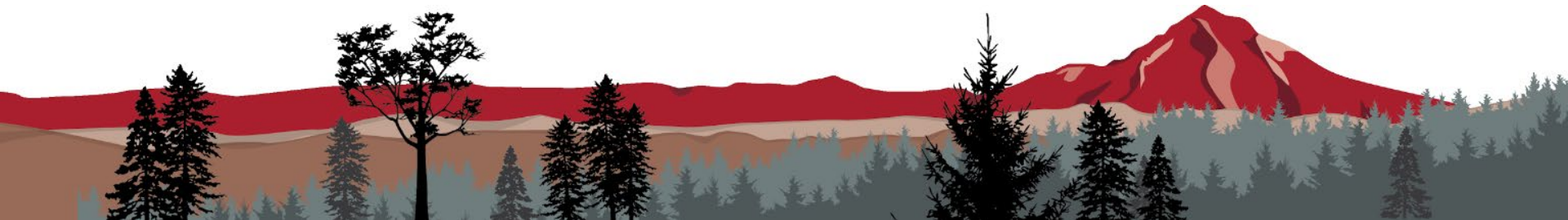
Dean Carri Claycomb

Nursing
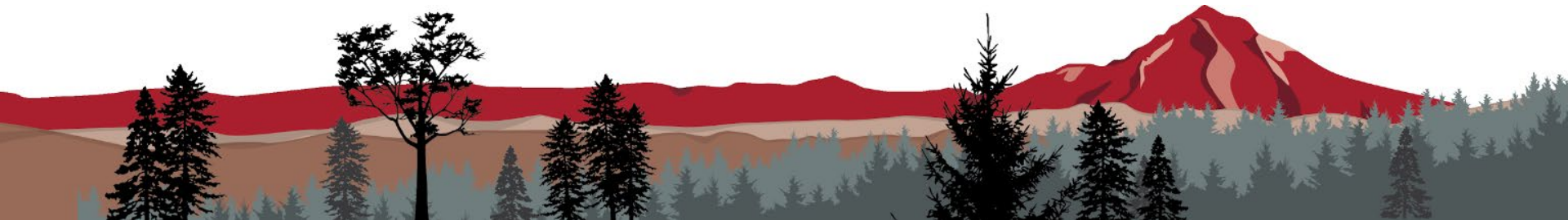
Olivia Castilleja

Nursing

Olivia Castilleja is an instructor in the Nursing department. Olivia completed the MHCC Nursing program in 2007. After passing the National Council of State Boards of Nursing licensure exam, she worked as a registered nurse at Mt. Hood Medical Center. Along the way she obtained a Bachelor of Science in Nursing in 2014 and a Master's of Science in Nursing Education in 2021 from Western Governors University. In 2019, Olivia came back to the MHCC Nursing program, this time as a Nursing instructor.

Olivia enjoys working with students as they begin their journey into the Nursing program. She particularly enjoys working with them in the clinical lab setting and helping them acquire new technical skills and gain confidence using these skills. Olivia's passion and talent for organizing has benefited the Nursing program immensely. She continues to look for ways to improve the clinical skills lab environment. We are very fortunate to have Olivia in the Nursing program.
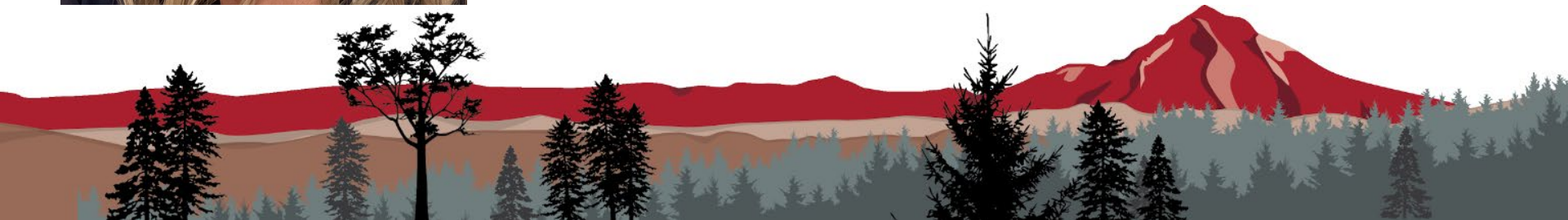
Amy Drouin

Nursing

Amy Drouin is a Nursing Instructor at MHCC. As a graduate of the MHCC Nursing program in 2008, Amy began her nursing career at Providence Portland Medical Center. She completed a Bachelor of Science in Nursing in 2018, and a Master of Science in Nursing Education in 2019 from Western Governors University. In 2019, Amy came back to MHCC, this time as a nursing instructor.

During her time at MHCC, Amy has been very involved in nursing simulation and in 2021, she took on the role of the nursing simulation coordinator. She is passionate about improving the simulation experience for students and helping them achieve the highest learning outcomes through simulation-based experiences. Amy is active on the Oregon Consortium for Nursing Education curriculum committee as well as being a member of the safety committee. She has a passion for increasing diversity, equity and inclusion at MHCC and within the Nursing program. We are lucky to have Amy at MHCC.
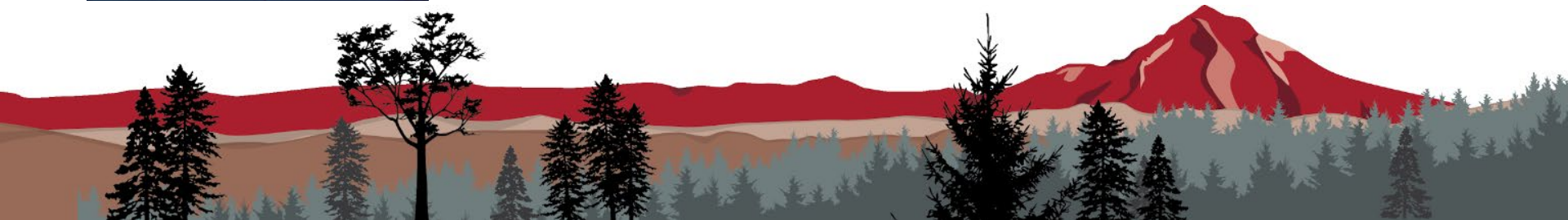
Dean Daniel Wenger

Health Professions
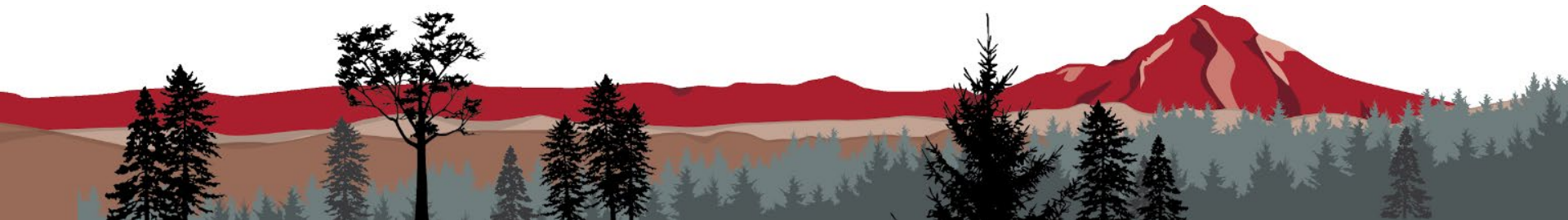
Angie Hansen
Surgical Technology
Health Professions

Angie Hansen is the Clinical Coordinator and Instructor for Surgical Technology, and is also a product of the program, having graduated in 2011. After a few years of gaining some job experience as a Surgical Tech in the Portland area, she packed up and traveled cross-country and back, fulfilling 13-week travel assignments. In 2018, she moved back to the Portland area and made the transition from clinician to educator. Having gone through this program herself, Angie takes pride in the reputation and success of MHCC Surgical Technology, and she shares her passion for the operating room with her students.

Angie teaches both first- and second-year students, seeing them through classes, lab, clinical rotations, and serves as a program advisor to half the students in the program. She teaches best practices and optimal patient care for the future Surgical Technologists in the world. Angie finds it rewarding to see current and past students in the clinical setting as they scrub in for surgeries alongside the rest of the surgical team.
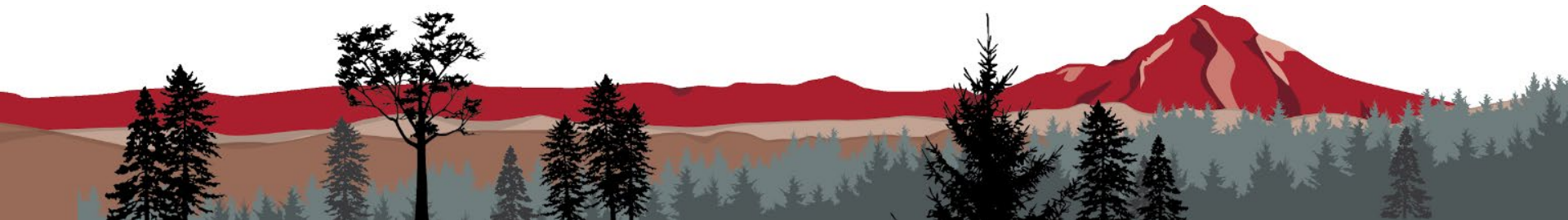
Jennifer Aubry
Dental Hygiene
Health Professions

June 2003, MHCC Commencement, DH Program Colgate STAR Award Recipient

Jennifer Aubry is an instructor in the Dental Hygiene department. She is a Class of 2003 program graduate. It was because of a MHCC dental hygiene faculty and a course reflective assignment, that she was inspired to one day become a dental hygiene educator. In 2007, Jennifer was honored to be hired as a part-time clinical instructor to teach in the very same clinic where she trained to become a hygienist and alongside many of the instructors she regarded so highly. Her public health undergraduate degree from Oregon State University in Health Promotion and Education, along with her passion for instruction and experience in dental hygiene, allowed her to begin teaching two of the program's didactic courses, Community Dental Health and Public Health and Dental Research the following year. Shortly thereafter, she fed her desire of continuous learning and reached a personal education goal when she received a Master of Science in Curriculum and Instruction. In January 2019, she was appointed program director.

In addition to her roles as an instructor and program director, Jennifer enjoys serving on the Dental Hygiene Program Advisory Board, and as the Program Community Outreach Coordinator interacting and building relationships with community organizations and implementing new learning opportunities into the curriculum for program students.
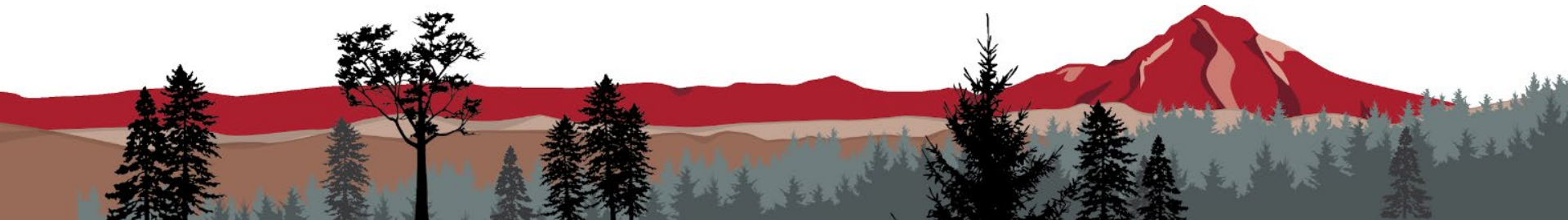
Dean Kim Hyatt

Health, Physical Education, Athletics, Aquatics & Recreation
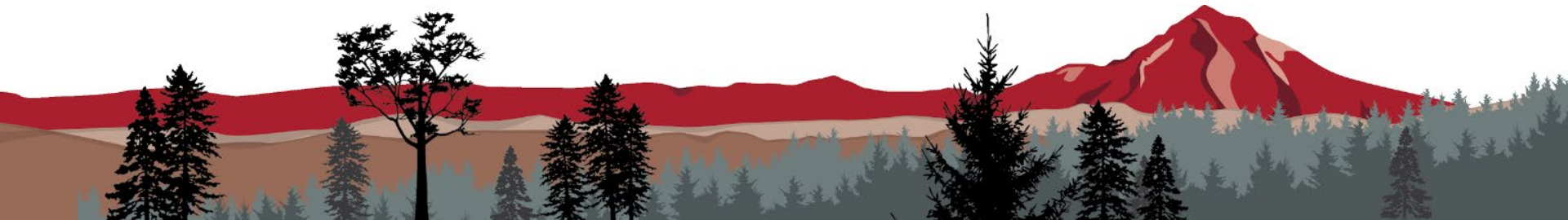
Dawn Markell
Health and Physical Education
Health, Physical Education, Athletics, Aquatics & Recreation

Dawn Markell has been teaching at MHCC since 2001, first as a part time instructor in HPE, then a temporary full-time instructor in HPE and Science, and then hired to full-time in HPEAAR.

Dawn received her Bachelor's of Science in Exercise Physiology with a Minor in Health and Nutrition and Master's in Physical Education with an option in Adaptive Education from Oregon State University (OSU). She is a Nationally Certified Adaptive Physical Educator.

As someone raised in East Gresham, Dawn is passionate about diverse educational opportunities and their accessibility to all members of our community. She is especially grateful for opportunities at MHCC to develop OER textbooks and create courses that are low in cost and accessible to all students.

In her free time, Dawn coaches for the Barlow High School Men's and Women's Water Polo Teams and Blue Crush Aquatic Club.

When not teaching or coaching Dawn enjoys time with her husband, Adam, and kids, Kaselyn and Hayden. They all share that crazy passion for Water Polo so you can often find them poolside or in the game. They also love camping, hiking, backpacking and kayaking with their dog Kona.
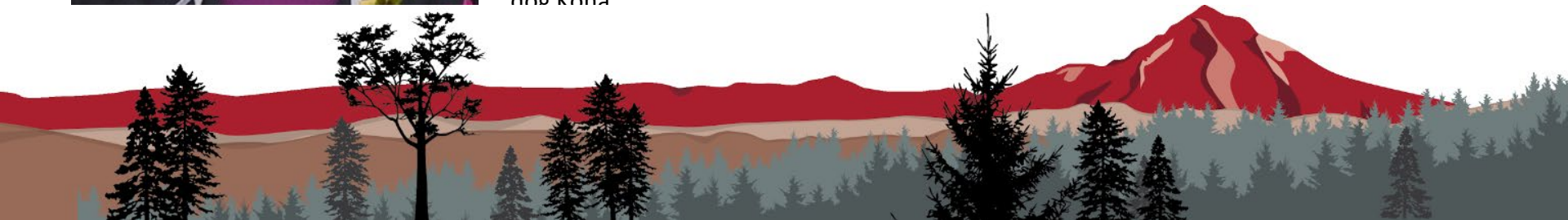
Dean Sara Rivara

Humanities and Social Science
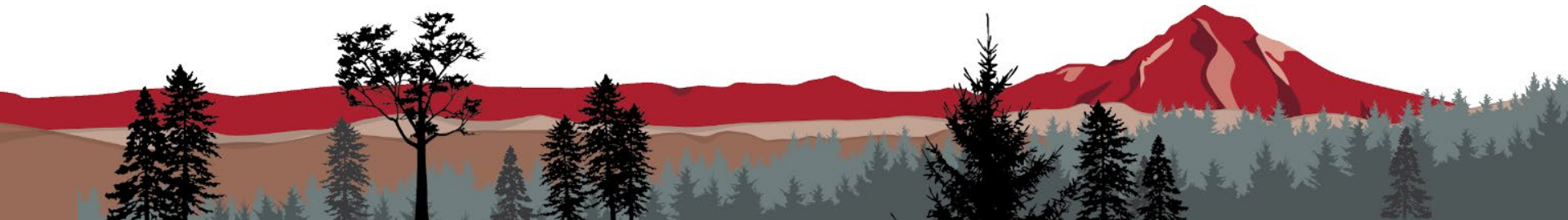
Yolanda Buenafe
Early Childhood Education
Humanities and Social Science

Yolanda Buenafe is the full-time faculty member and program director for the College's Early Childhood Education department. She is a tireless, passionate advocate for early childhood education, and in the four years she has been full time at MHCC, has revived a program that is crucial to our community. In her first four years, in addition to all of the normal requirements of the tenure process, she has revamped the curriculum to best meet student and industry needs, reimagined the schedule to a late afternoon/evening hybrid cohort that allows our students to remain employed while pursuing their education, and has developed a strong collaboration with Multnomah County's Early Learning and Care Division's Preschool for All initiative. She holds a BA in Psychology from the University of Portland, and an MS in Curriculum and Instruction from Portland State University. Yolanda is an incredible supporter of our students, and the community of East County, a phenomenal teacher and colleague, and we are so lucky to have her as a faculty member at MHCC.
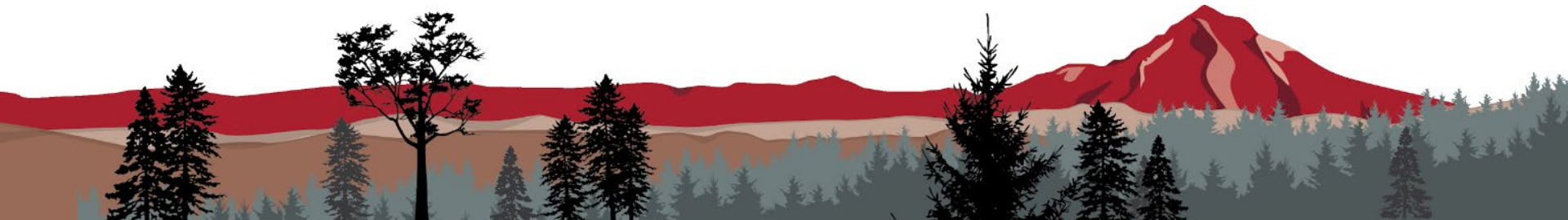
Dean Sydney Frost

Human Development
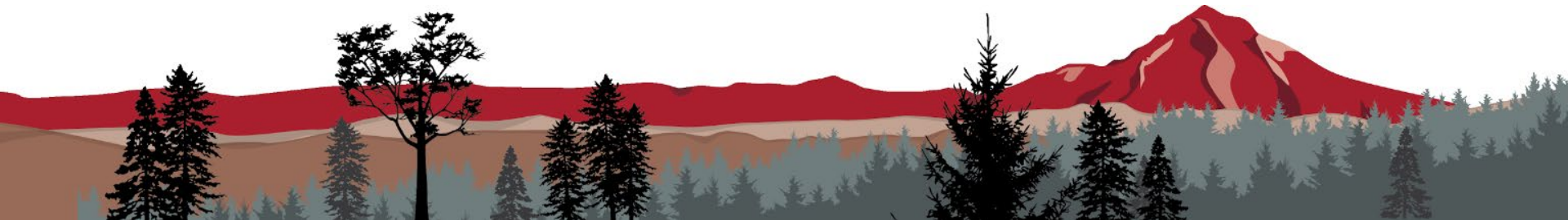
Rachel Falk
Career Planning and Counseling Center
Human Development

Rachel Falk is a faculty counselor serving the Career Planning and Counseling Center and Human Development departments, alongside a specialization with students involved with Accessible Education Services. She holds a BFA from NYU Tisch School of the Arts and an MS from Portland State University focused on Clinical Mental Health and Rehabilitation Counseling. She is a National Certified Counselor (NCC), Certified Rehabilitation Counselor (CRC), and Licensed Professional Associate (LPC-A).

Rachel joined us in January 2019 and brought her contagious curiosity and creative practicalities that have helped to reshape our identity, way of servicing, and unknowingly prepared us in advance for student readiness in a pandemic. Rachel is our Champion of the mental health "check-up" concept, including awareness campaigns and workshops with ASMHCC, student-athletes, and the Teaching & Learning Center. Her course development of HD130AT: Intro to Careers in Applied Technologies (AT) and its collaborative design with AT faculty exemplify her connector tendencies and hands-on delivery of career exploration. Whether in her counseling, teaching, or chatting, Rachel will find a way to make you laugh and feel like you and your full identity belongs.
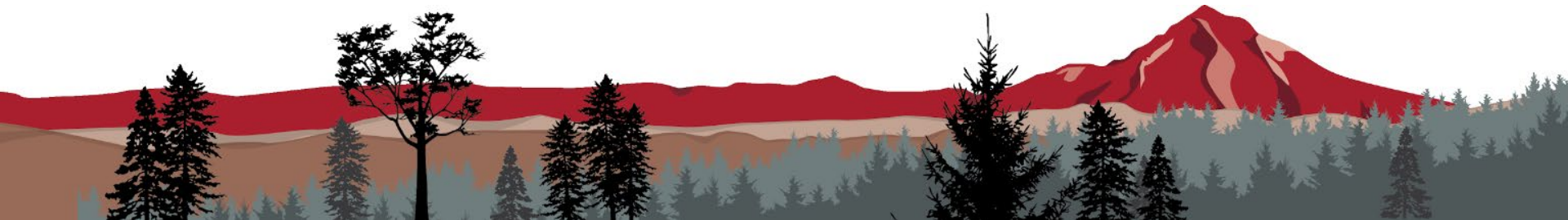
ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.3

CONTACT PERSON: *Dawn Forrester, Chair, Faculty Resource Development Board (FRDB)*

_____

SUBJECT: FACULTY SABBATICAL REQUESTS 2023-2024

RECOMMENDATION:
The President recommends the Board approve the 2023-24 Sabbatical Requests as presented.

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

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

Alternatives:
N/A

Financial Analysis:
The sabbatical requests are within the funded amount as required by Article 14 of the Collective Bargaining Agreement with the Mt. Hood Community College Full-Time Faculty Association.

The costs for a sabbatical are the replacement costs associated with hiring a part-time faculty member to cover the classes not taught by the faculty member for the sabbatical period. Faculty on a two-term sabbatical receive 75% of their salary, faculty on a three-term sabbatical receive 60% of their salary which offsets the costs associated with the replacement part-time faculty.

Communications:

Sabbatical leaves are granted only for the following purposes:

> 1. To learn new methodologies related to the faculty member's instructional area, program, or discipline,
> 2. To engage in planned travel directly related to improvement of instructional abilities in the faculty member's area, program, or discipline,
> 3. To undertake a specific creative, research, or other project related to the faculty member's area, program, or discipline,
> 4. To prepare a new course for the College, and/or
> 5. To enroll in studies or training programs and/or to complete the requirements for a degree or certificate.

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

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

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

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

Approvals:

College President: _____

Dr. Lisa Skari

Board Chair _____

Andrew Speer

DATE: March 15, 2023

TO: Dr. Lisa Skari
FROM: Dawn Forrester, FRDB Chair
SUBJECT: 2023 - 2024 FRDB Sabbatical Requests for Approval

The following individuals have applied for sabbaticals during the 2023-2024 academic year. It is recommended by the FRDB committee, based upon criteria established in Article 14 of the Collective Bargaining Agreement with the Mt. Hood Community College Full-Time Faculty Association, that the following requests be approved:

Name and Department	Terms	Sabbatical Goals
Stephen Konrad *Business*	W 24	My plan is to rebuild BA150 (Developing a Small Business), and BA250 (Small Business Management). I plan on introducing case studies (Case Center. Harvard Business) and create better continuity between these two courses. BA150 is designed for students to be introduced to important elements and steps involved in starting a small business. Students evaluate and quantify risk versus reward analysis, as well as appropriately test and protect business ideas • Review and update course content for both courses. Includes textbook review, content revisions, editing and rewrite for accessibility and DEI. • A minimum of 20 total video productions, each a length of 8 to 15 (short form) minutes in length. Some will include a workbook or guide. These will be mobile technology applications.
Zachary Canjar *Machine Tool Technology*	Spr 24	Summary of Goals for Sabbatical: 1. Build an online 1st year lab manual (available to students digitally as well as printable) 2. Utilize QR codes in the lab manual linked to videos demonstrating projects 3. Create 10 Mill project demonstration videos 4. Create 10 Lathe project demonstration videos 5. Utilize Blackboard to implement quizzes within the videos This would create an all-encompassing learning experience for students.
Dan Davey *Performing Arts: Music*	W 24	My proposed sabbatical leave would be used to improve and further develop my skills as a professional performing musician in order to further enrich our Music Program. By the end of the Winter 2024 term, I will have studied privately with a variety of professional musicians who represent the sound and skills I desire. I will compose/arrange several pieces in order to keep my skills in composition and arranging current and relevant. I will present my work in a final product, which could be a recording or performance/recital.

Name and Department	Terms	Sabbatical Goals
John Dryden *Engineering*	F + W 2023, Spr 2024	The principal goal of my sabbatical is developing new course resources for the Engineering program. Creating interviews, photographs, engineering documents and problem examples based on actual projects will engage students with current, local engineering projects and engineers. The materials will be developed for use in on-campus or online settings to support student-centric modalities and provide real-world engineering examples even remotely. Repeatedly engaging with a project from a student's first term, through graduation from MHCC, will support the connections/scaffolding of core engineering concepts that excite students about the material and demonstrate the real-world applications of their coursework.
Jack Green *Mathematics*	Spr 24	During my sabbatical I will learn JSX graphing code for the purpose of creating online, interactive graphs for online math activities. All graphs will be embedded into MyOpenMath (OER) and will remain OER. Therefore anyone in the world can use and even edit my work as they see fit for their own educational purposes. Also, I will attend the International Conference on E-Pedagogy, E-Learning and E-Teaching , May 13-14, 2024 in Amsterdam, Netherlands. My project directly correlates with the topics at this event and will provide me with the opportunity to learn about online education from an international perspective.

Name and Department	Terms	Sabbatical Goals
Anna Johnson *Business*	Spr 24	I have two goals for my sabbatical, both related to improving retention and completion in *BA131: Intro. to Business Computing*, which serves hundreds of students in MHCC's Business, Funeral Services, and Surgical Technology programs. Attrition and failure rates are higher in BA131 than in other BA courses. My two goals are: 1) To rewrite six assignments in BA131 to replace business scenarios that reflect a culture of privilege with scenarios that better represent the global majority and MHCC's demographics, informed by best practices in culturally responsive teaching. 2) To survey BA131 instructors at other colleges in Oregon to see how they grade in this course. At MHCC, a student can fail BA131 as early as Week 6. Does this grading standard align with other colleges? I will share survey insights and resulting proposed changes to grading standards with my colleagues who also teach BA131. I look forward to focused time during my sabbatical to research and implement these equity-minded changes in this foundational course.
Jason Pinkerton *Natural Resources Technology*	F + W 2023, Spr 2024	The primary outcomes of this sabbatical will be two parts. In part one I will develop quality content specialized instructional videos for three NRT courses; FT122-Forest Measurements I, FT222-Forest Measurements II and FT221-Aerial Photo Interpretation & GPS. Each video to 5-7 minutes focused on three essential components 1) story line, 2) imagery and editing quality and 3) specific tool instruction relevant to weekly field lab assignments. In part two I'll completely redesign the FT228/GEOG265 Introduction to Geographic Information Systems course, upgrading to the ArcPro 3.0 version of the ESRI software. All class lessons, assignments, instructional videos and links will be redeveloped.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.4

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

SUBJECT: CONSIDERATION OF TUITION & FEE ADJUSTMENTS FOR 2023/24

Tuition Adjustments

The administration recommends a $2 per credit hour tuition increase, effective Summer Term 2023. Upon board approval, tuition for the 2023/24 academic year will be adjusted as follows:

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

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

International tuition will be increased by 1.7% or $4 per credit hour. International tuition revenue represents about 3% of total tuition revenue. This increase is aligned with rates charged by other similarly sized Oregon community colleges.

Type:	In-District/ Out-of-District	Out-of-State	International
Tuition, per credit 1-18 credits	$122	$247	$265
Tuition, per credit over 18 credits	$61	$247	$265

Table 1. Proposed Tuition by Type

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

Fiscal Year	Tuition		Tuition Increase Amount		Tuition % Increase
2023-24 Proposed	$	122.00	$	2.00	1.7%
2022-23	$	120.00	$	2.00	1.9%
2021-22	$	118.00	$	-	0.0%
2020-21	$	118.00	$	3.00	3.0%
2019-20	$	115.00	$	8.00	8.3%
2018-19	$	107.00	$	7.00	7.3%
2017-18	$	100.00	$	4.00	4.2%
2016-17	$	96.00	$	2.00	2.1%
2015-16 Adjusted Fall 2015	$	94.00	$	(1.50)	2.2%
2015-16 (Summer Term only)	$	95.50	$	3.50	3.8%
2014-2015	$	92.00	$	3.00	3.4%

Table 2. Ten-year History of Tuition

Fee Adjustments

The administration recommends approval of the fee changes listed on the attached spreadsheet.

The following statements serve as the guideline:

1. Any fee that supports the student population will be weighed against the need to increase tuition.

2. Fees will be benchmarked against other Oregon Community Colleges.

3. Course fees cover the costs of unusual services, equipment, software, and/or materials.

4. Administrative fees cover the cost of transactions and are reasonable compared to revenue generation.

5. Other fees may be assessed to cover costs for special services and/or processing and materials furnished, i.e. testing, library fines, printing, etc.

The attached spreadsheet lists all of the current fees and proposed fees.

	Current Year	Proposed Fee	$	%	
Name of Fee or Course	2022-23	2023-24	Change	Change	Rational & Associated Criteria for Proposed Change
Administrative Fees					
Safety and Security Access Fee (Formerly Access Fee)	$3.50	No change	$0.00	0%	Per credit hour. Provides support for the safety and security of all College properties.
Student Activity	$4.25	No change	$0.00	0%	Per credit hour. This funds the Associated Student Government; both co-curricular and athletics needs.
Student Technology Fee	$6.75	$7.00	$0.25	4%	Per credit hour; up to 15 credits per term. IT costs continue to increase; HW/SW and services have all increased. Additionally, classroom and lab changes are needed due to hybrid now being available for more classes in addition to regular equipment refresh – more technology continues to be needed and requested to provided improved learning and student access to electronic options. Security risk also continue to increase requiring more resource and tools to manage and reduce risk.
College Services Fee	$3.50	No change	$0.00	0%	Per credit hour. Provides for processing and service costs for general admission applications, graduation processing, duplicate certificates/degrees, official transcripts, college placement testing and tutoring services
Instructional Access and Suport Fee (Formerly Distance Learning)	$3.50	No change	$0.00	0%	Per credit hour. Provides for the costs of distance learning infrastructure, personnel, help desk,

					testing, technology, and faculty training.
Solomon Fee	$0.10	**No change**	**$0.00**	**0%**	Per name. Processing fee for providing list of names to military recruiters.
International Student Fee	$120.00	**No change**	**$0.00**	**0%**	Per term. Fee specific to services provided as international enrollment grows
Application Fees					
International Student	$50.00	**No change**	**$0.00**	**0%**	One-time fee. Cost of processing
International Student I-20 Reissue Fee	$50.00	**No change**	**$0.00**	**0%**	In the case where a student defers their attendance or provides incorrect information, a new acceptance letter and I-20 must be re-mailed to them. (Federal regulations prohibit scanning or faxing I-20 documents)
Restricted-entry (except Nursing AAS) (in addition to first-time applicant)	$35.00	**No change**	**$0.00**	**0%**	Consistant admission fee that is equitable among programs. One-time fee. Cost of processing
Nursing AAS Restricted-entry (in addition to first-time applicant)	$35.00	**No change**	**$0.00**	**0%**	Consistant admission fee that is equitable among programs. One-time fee. Cost of processing
Late Registration Fee	$25.00	**No change**	**$0.00**	**0%**	Learner Success committee is reviewing late add policy
Alternative Credit					
Challenge (of current tuition)	$0.35	**No change**	**$0.00**	**0%**	Cost of processing
Portfolio (of current tuition)	$0.35	**No change**	**$0.00**	**0%**	Cost of processing
Assessment					
Myers-Briggs Type Indicator - students	$17.00	**No change**	**$0.00**	**0%**	For consistency with HD course fee costs with this assessment.
-non-students	$37.00	**No change**	**$0.00**	**0%**	For cost of materials & staff for score interpretations.
Strong Interest Inventory - students	$17.00	**No change**	**$0.00**	**0%**	For consistency with HD course fee costs with this assessment.
- non-students	$37.00	**No change**	**$0.00**	**0%**	For cost of materials & staff for score interpretations.
Other Assessment Charges					
Assessment Cost					
$0.00 - $3.00	$3.00	**No change**	**$0.00**	**0%**	
$3.01 - $5.00	$5.00	**No change**	**$0.00**	**0%**	
$5.01 - $10.00	$10.00	**No change**	**$0.00**	**0%**	
$10.01 - $15.00	$15.00	**No change**	**$0.00**	**0%**	
$15.00 - $20.00	$20.00	**No change**	**$0.00**	**0%**	
Testing					
CLEP	$25.00	**No change**	**$0.00**	**0%**	CLEP Recommendation

Proctoring fee (for non-MHCC & non-co-enrolled students)	$25.00	**No change**	**$0.00**	**0%**	Per exam. Standard across Colleges
Millwright Certification	$25.00	**No change**	**$0.00**	**0%**	Cost of certification
Multnomah County - Adult Care Home exam	$10.00	**No change**	**$0.00**	**0%**	Cost of exam, administrative fees for proctoring and processing
Library					
Learning Commons					
Material replacement fee for - Orbis materials	$90.00	**No change**	**$0.00**	**0%**	Orbis' fee is part of consortium contract
Material replacement fee for - MHCC books	$75.00	**No change**	**$0.00**	**0%**	MHCC's fee to ensure return
Material replacement fee for – MHCC Video	$75.00	**No change**	**$0.00**	**0%**	MHCC's fee to ensure return
Material replacement fee for – MHCC Laptop	$950.00	**No change**	**$0.00**	**0%**	Incorporates replacement cost, plus shipping/handling.
Miscellaneous					
High School Recovery (DE5)	$85.00	**No change**	**$0.00**	**0%**	Per .5 credit hour; instruction & materials cost
Adult HS Diploma Students (AHS7)	$65.00	**$50.00**	**-$15.00**	**-23%**	Per .5 credit hour; instruction & materials cost
Adult HS Diploma – Math Courses (AHS7)	$65.00	**No change**	**$0.00**	**0%**	Per .5 credit hour; instruction & materials cost
Returned Check	$20.00	**No change**	**$0.00**	**0%**	Per item
Late Payment on Student Account	$20.00	**No change**	**$0.00**	**0%**	Per month. $60 max per term.
Aquatic Center					
Lap/Open Rec Fees					
Student/Staff/Faculty/Dependent Use for Lap/Rec Swim	$0.00	**$0.00**	**$0.00**	**0%**	No charge for use
Daily Lap Swim - Adult one-time	$7.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
Daily Lap Swim – Child/Senior/Veteran one-time	$6.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
10-punch Card - Adult	$60.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
10-punch Card – Child/Senior/Veteran	$50.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
20-punch Card - Adult	$110.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
20-punch Card - Child/Senior/Veteran	$90.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
50-punch Card - Adult	$0.00	**$200.00**	**$200.00**	**100%**	New Fee; Additional Pass to Replace School Year/Summer Passes
50-punch Card - Child/Senior/Veteran	$0.00	**$150.00**	**$150.00**	**100%**	New Fee; Additional Pass to Replace School Year/Summer Passes
Hydrotherapy/Shower Use Only Fee	$0.00	**$5.00**	**$5.00**	**100%**	New Fee; Center frequently gets requests to use shower and/or hydro pool only
Lesson and Class Fees					

Group Children/Adult Swim Lessons (Per 30 minute class session)	$8.00	**$12.00**	**$4.00**	**50%**	Costs of Aquatic Center operation/minimum wage increases/Standardize at $12 per class/ Costs for low income community members will be offset by Swim Lesson Promise Program financial aid
Private Child/Adult Swim Lessons (Per 30 minute session)	$0.00	**$60.00**	**$60.00**	**100%**	New Fee
Private Adaptive Child/Adult Swim Lessons (Per 30 minute session)	$0.00	**$36.00**	**$36.00**	**100%**	New Fee
Water Exercise Fees					
Drop-in Water Exercise - Adult	$10.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
Drop-in Water Exercise - Senior/Veteran	$8.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
10-punch Water Exercise card - Adult	$90.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
10-punch Water Exercise card- Senior/Veteran	$70.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
20-punch Water Exercise card - Adult	$170.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
20-punch Water Exercise card- Senior/Veteran	$130.00	**No change**	**$0.00**	**0%**	Costs of Aquatic Center operation
50-punch Water Exercise card - Adult	$0.00	**$250.00**	**$250.00**	**100%**	Additional Pass to Replace School Year/Summer Passes
50-punch Water Exercise card- Senior/Veteran	$0.00	**$200.00**	**$200.00**	**100%**	Additional Pass to Replace School Year/Summer Passes
Aquatic Facility Rental Fees (per hour unless noted)					
Full Facility Rental (Per Day)	$0.00	**$10,000.00**	**$10,000.00**	**100%**	New Fee; Per Day Fee for exclusive use of facility for large events such as swim meets
50 Meter Outdoor Pool-Full Pool	$0.00	**$200.00**	**$200.00**	**100%**	New Fee; Standardizes event costs
50 Meter Outdoor Pool- 1/2 Pool	$0.00	**$115.00**	**$115.00**	**100%**	New Fee; Standardizes event costs
50 Meter Outdoor Pool- Per Lane Long Course	$0.00	**$50.00**	**$50.00**	**100%**	New Fee; Standardizes event costs
50 Meter Outdoor Pool-Per Lane Short Course	$0.00	**$30.00**	**$30.00**	**100%**	New Fee; Standardizes event costs
25 Yard Indoor Pool- Full Pool	$0.00	**$150.00**	**$150.00**	**100%**	New Fee; Standardizes event costs
25 Yard Indoor Pool- Per Lane	$0.00	**$30.00**	**$30.00**	**100%**	New Fee; Standardizes event costs
Learner Pool-Full Pool	$0.00	**$110.00**	**$110.00**	**100%**	New Fee; Standardizes event costs
Aquatics Center Classroom	$0.00	**$25.00**	**$25.00**	**100%**	New Fee; Standardizes event costs
GE 201 Rental	$0.00	**$25.00**	**$25.00**	**100%**	New Fee; Standardizes event costs
Scoreboard Use (Display Only)	$0.00	**$25.00**	**$25.00**	**100%**	New Fee; Standardizes event costs

Scoreboard and Clock Usage (Water Polo)	$0.00	**$50.00**	**$50.00**	**100%**	New Fee; Standardizes event costs
Scoreboard and Touchpad Usage (Swim Meet)	$0.00	**$100.00**	**$100.00**	**100%**	New Fee; Standardizes event costs
Event Participant Fee (Per participant, per day)	$0.00	**$5.00**	**$5.00**	**100%**	New Fee; Standardizes event costs
Staffing/Trash/Equipment Fee (per day/per 100 attendees)	$0.00	**$250.00**	**$250.00**	**100%**	New Fee; Standardizes event costs
Rock Wall					
Rock Wall – Community Members	$8.00	**No change**	**$0.00**	**0%**	Cost of Rock Wall operation and price of equipment
Rock Wall – MHCC Students	$6.00	**No change**	**$0.00**	**0%**	Cost of Rock Wall operation and price of equipment
10-Punch Card - Adult	$72.00	**No change**	**$0.00**	**0%**	Cost of Rock Wall operation and price of equipment
10-Punch Card – MHCC	$50.00	**No change**	**$0.00**	**0%**	Cost of Rock Wall operation and price of equipment
Rockwall Birthday Party - 1-6 people	$95.00	**$150.00**	**$55.00**	**58%**	Cost of Rock Wall operation and price of equipment
Rockwall Birthday Party - 7-12 people	$162.00	**$230.00**	**$68.00**	**42%**	Cost of Rock Wall operation and price of equipment
Rockwall Birthday Party - 13-18 people	$225.00	**$315.00**	**$90.00**	**40%**	Cost of Rock Wall operation and price of equipment
Rockwall BP– add on (to original booking) 1-6	$70.00	**$122.00**	**$52.00**	**74%**	Cost of Rock Wall operation and price of equipment
Rockwall BP– add on (to original booking) 7-12	$137.00	**$204.00**	**$67.00**	**49%**	Cost of Rock Wall operation and price of equipment
Rockwall BP – add on (to original booking) 13-18	$200.00	**$286.00**	**$86.00**	**43%**	Cost of Rock Wall operation and price of equipment
Course Fees by Division					
Adult Basic Skills					
Adult Basic Education (DE_GED)					
DE4GED	$20.00	**no change**	**$0.00**	**0%**	Supply costs – in alignment with all Dev Ed courses
DE6GED	$30.00	**no change**	**$0.00**	**0%**	Supply costs – in alignment with all Dev Ed courses
Adult Basic Skills (ABS)					
ABS8MTH, ABS9MTH, ABS10MTH, ABS11MTH	$30.00	**no change**	**$0.00**	**0%**	Supply costs – in alignment with all Dev Ed courses
ABS8LA, ABS9LA, ABS10LA, ABS11LA	$30.00	**no change**	**$0.00**	**0%**	Supply costs – in alignment with all Dev Ed courses
ABS8CB	$25.00	**no change**	**$0.00**	**0%**	Supply costs – in alignment with all Dev Ed courses
English Second Language (ESL)					
ESL85A/B/C/D/E	$60.00	**no change**	**$0.00**	**0%**	Supply costs – in alignment with all Dev Ed courses
ESL85DC, ESL85DR, ESL85EC, ESL85ER	$15.00	**no change**	**$0.00**	**0%**	Supply costs – in alignment with all Dev Ed courses

ESL85DRC, ESL85DW, ESL85ERC, ESL85EW	$30.00	no change	$0.00	0%	Supply costs – in alignment with all Dev Ed courses
ESL85DW, ESL85EW International section	$2,400.00	no change	$0.00	0%	Supply costs – in alignment with all Dev Ed courses
Allied Health & Nursing					
Allied Health (AH)					
AHX20	$100.00	no change	$0.00	0%	Supply cost
Dental Hygiene (DH)					
DH219	$300.00	no change	$0.00	0%	Supply cost
DH112, 122, 124, 132, 134, 212, 213, 217, 218, 222, 225, 232, 235	$600.00	no change	$0.00	0%	Supply cost and clinical cost
DHX240	$750.00	no change	$0.00	0%	Supply cost
DHX222	$1,750.00	no change	$0.00	0%	Remediation clinic transition
Funeral Service Education (FSE)					
FSE211, 212, 213	$600.00	no change	$0.00	0%	Supply, testing (MATS), and lab instructor cost
Medical Assistant (MA)					
MA210L	$500.00	no change	$0.00	0%	Lab fees, specific equipment needs, diagnostic testing materials, AHA certification and training
MA110L	$300.00	no change	$0.00	0%	Supplies specialized equipment needed for electronic records; group licensing for system
Medical Office (MO)					
MO110	$15.00	no change	$0.00	0%	Standardized test
MO230, 231, 232, 240, 241	$35.00	no change	$0.00	0%	Hybrid or specialized laboratory fee, equipment
MO242	$25.00	no change	$0.00	0%	Special software and hybrid course
Nursing (NRS)					
NRS110A, 111A, 112A, 221A, 222A	$335.00	no change	$0.00	0%	Incorporate Next Generation NCLEX resources and testing methods into each course in the curriculum to prepare students for the upcoming changes to the nursing licensure examination. Includes cost of ATI student software
NRS110B	$787.00	**$787.00**	$0.00	0%	
NRS111B	$864.00	**$864.00**	$0.00	0%	In addition to ATI, 111B is a clinical course. At this time with COVID and severe staffing shortages in all healthcare settings, we need to use virtual simulation to replace clincial hours that we can't get in person at the healthcare sites. Shadow Health is a virtual clinical software that proivdes clincial content to meet the course objectives and student learning outcomes for the clinical portion of NRS110B.

NRS112B, 221B, 222B	$710.00	**$710.00**	**$0.00**	**0%**	
NRS221BL, 222BL	$250.00	no change	**$0.00**	**0%**	
NRS221BC, 222BC	$300.00	no change	**$0.00**	**0%**	
NRS224A	$160.00	**$160.00**	**$0.00**	**100%**	224A should have course fees associated for capstone and predective testing for NCLEX-RN. ATI fees of $2550/student include a 3 day live capstone course that is used in 224A as well as predective and a final comprehensive exam for determining readiness to sit for the nursing licensure exam.
NRS224B	$810.00	**$810.00**	**$0.00**	**0%**	
NRS230, 231, 232, 233	$220.00	**$220.00**	**$0.00**	**0%**	
Physical Therapy (PTA)					
PTA101L, 102L, 103L, 121, 122, 123, 201L, 202L, 203L	$50.00	no change	**$0.00**	**0%**	Supply and lab fee
PTA258	$100.00	no change	**$0.00**	**0%**	Cover costs of mock National Board exams
PTA261, 262	$150.00	no change	**$0.00**	**0%**	supply & equipment costs, clinical site supervision costs; fee now includes testing for students
PTA263	$50.00	no change	**$0.00**	**0%**	supply & equipment costs, clinical site supervision costs; fee now includes testing for students
Registered Nurse (RNX)					
RNX27	$200.00	no change	**$0.00**	**0%**	supply & equipment costs, clinical site supervision costs
Nursing Assistant (NAX)					
NAX10, NAX10A	$1,595.00	no change	**$0.00**	**0%**	Job Corp will be paying the same amount as other students. supply & equipment costs, consistent with other student fees
NAX13	$1,075.00	no change	**$0.00**	**0%**	
Respiratory Therapy (RT)					
RT121	$25.00	no change	**$0.00**	**0%**	Dedicated multimedia room
RT122, 220	$25.00	no change	**$0.00**	**0%**	Supply cost
RT141, 142	$200.00	no change	**$0.00**	**0%**	Equipment rental
RT150	$100.00	no change	**$0.00**	**0%**	Clinical cost
RT231	$200.00	no change	**$0.00**	**0%**	Demo equip cost
RT232	$45.00	no change	**$0.00**	**0%**	NBRC testing fee
RT251, 252, 253	$400.00	no change	**$0.00**	**0%**	Clinical cost
Surgical Technology (ST)					
ST111, 112	$175.00	no change	**$0.00**	**0%**	supply & equipment costs
ST155	$175.00	no change	**$0.00**	**0%**	supply & equipment costs

ST221	$130.00	**no change**	**$0.00**	**0%**	clinical and travel costs evenly spread across second year
ST222	$350.00	**no change**	**$0.00**	**0%**	clinical and travel costs evenly spread across second year
ST223	$350.00	**no change**	**$0.00**	**0%**	clinical and travel costs evenly spread across second year, National Board testing
Business /Computer Information					
Business (BA)					
BUS286	$30.00	**$0.00**	**-$30.00**	**-100%**	Remove fee - no longer needed
WE280BUA – L	$10.00	**$0.00**	**-$10.00**	**-100%**	Remove fee - no longer needed
Business Technology (BT)					
BT116, 125, 126,	$25.00	**$0.00**	**-$25.00**	**-100%**	Remove fee
BT210s (generic)	$25.00	**no change**	**$0.00**	**0%**	Fee is waived for online instruction
WE280OPA – L	$10.00	**$0.00**	**-$10.00**	**-100%**	Remove fee
Hospitality & Tourism (HT/HTX)					
HT112	$40.00	**no change**	**$0.00**	**0%**	Supplies
Information Systems					
Computer Information Systems (CIS)					
CIS122, 125GA, 145A/B/C, 197WAG, 197XML, 225, 276, 279A, 284NS, 288, 295CMS	$65.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
CIS135, 235	$65.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
CIS135GRA	$35.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
CIS151, 152, 153	$35.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
CIS235UNA, 235UNB	$55.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
CIS135GMA, 135GMB, 135GMC, 135GRB, 135XTP, CIS235ANM, 235CPX, 235DD, 235RIG, 235ST, 235TLC	$65.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
WE280CAA – L	$10.00	**$0.00**	**-$10.00**	**-100%**	Remove fee
Information Systems and Technology Management (ISTM)					
ISTM183C, 189	$35.00	**no change**	**$0.00**	**0%**	Technology unique to this program
ISTM, 284E, 297	$35.00	**no change**	**$0.00**	**0%**	Technology unique to this program
ISTM140L, 283CO1, 283CO2, 285W	$35.00	**no change**	**$0.00**	**0%**	Technology unique to this program
ISTM235MA, 235MB	$20.00	**no change**	**$0.00**	**0%**	Maintenance/replacement of equipment
ISTM283CC	$60.00	**no change**	**$0.00**	**0%**	Technology unique to this program/end of term competition costs
ISTM283B, ISTM283F	$35.00	**no change**	**$0.00**	**0%**	Software
ISTM285EE	$75.00	**no change**	**$0.00**	**0%**	Technology unique to this program
HPEAAR					
Health Education (HE)					

HE251	$51.00	**no change**	**$0.00**	**0%**	Wilderness First Aid certification
HE252	$32.00	**$30.00**	**-$2.00**	**-6%**	Amer. Red Cross certification and supplies
HE261	$27.00	**$30.00**	**$3.00**	**11%**	Cost of certification and supplies
HE262	$0.00	**$10.00**	**$10.00**	**100%**	Cost of certification and supplies
HE289	$433.00	**no change**	**$0.00**	**0%**	Certification fee
HE289L	$153.00	**no change**	**$0.00**	**100%**	
HE289R	$0.00	**$140.00**	**$140.00**	**100%**	
HE299	$100.00	**no change**	**$0.00**	**0%**	
HE299L	$40.00	**no change**	**$0.00**	**0%**	
Health & Physical Education (HPE)					
HPE110	$62.00	**$0.00**	**-$62.00**	**-100%**	Removing fee. No longer going to another facility for the course.
HPE120	$0.00	**$23.00**	**$23.00**	**100%**	Cost of supplies
HPE170	$0.00	**$650.00**	**$650.00**	**100%**	This fee will be charged only to students seeking certification in second section; section 1 will not be charged; increased cost of certification
HPE172	$0.00	**$549.00**	**$549.00**	**100%**	This fee will be charged only to students seeking certification in second section; section 1 will not be charged
HPE174	$549.00	**$650.00**	**$101.00**	**18%**	This fee will be charged only to students seeking certification in second section; section 1 will not be charged; increased cost of certification
HPE260	$0.00	**$15.00**	**$15.00**	**100%**	The class has moved to face to face and this fee will cover the cost of the supplies
HPE285OL	$61.00	**$5.00**	**-$56.00**	**-92%**	Reduced. No longer includes the certification or field trip
HPE291	$32.00	**no change**	**$0.00**	**0%**	Certification fee
HPE295	$0.00	**$25.00**	**$25.00**	**100%**	This is includes use of the ACT room for the lab portion of the class. It was removed during COVID and needs to be added back to the class.
Physical Education (PE)					
ORLX30	$40.00	**no change**	**$0.00**	**0%**	Certification and transportation costs
PE Courses: All 185 (PE courses with a higher fee excluded)	$5.00	**no change**	**$0.00**	**0%**	Equipment repair and replacement
PE185BK	$138.00	**no change**	**$0.00**	**0%**	Equipment repair and replacement
PE185CG, PE185CS, PE185PF	$25.00	**no change**	**$0.00**	**0%**	Equipment repair and replacement
PE185CSW	$10.00	**no change**	**$0.00**	**0%**	Assist with cost of lifeguard

PE185GC	$71.00	no change	$0.00	0%	For monitor; access to climbing gym; equipment
PE185KY	$137.00	no change	$0.00	0%	Transportation costs; also rentals
PE185KYI	$137.00	no change	$0.00	0%	Transportation and equipment costs
PE185OJ	$152.00	no change	$0.00	0%	Transportation and equipment costs
PE185OT	$167.00	no change	$0.00	0%	Transportation and equipment costs
PE185OB	$83.00	no change	$0.00	0%	Transportation and equipment costs
PE185RK	$87.00	no change	$0.00	0%	Transportation and equipment costs
PE185RKI	$116.00	no change	$0.00	0%	Transportation and equipment costs
PE185RS	$28.00	no change	$0.00	0%	Transportation and equipment costs
PE185RT	$97.00	no change	$0.00	0%	Transportation and equipment costs
PE185RTI	$97.00	no change	$0.00	0%	Transportation and equipment costs
PE185SB (section 1)	$18.00	no change	$0.00	0%	equipment costs ; without transportation
PE185SB (section 2)	$56.00	no change	$0.00	0%	equipment costs ; Includes transportation
PE185SS	$83.00	no change	$0.00	0%	Transportation and equipment costs
PE185WBT	$149.00	no change	$0.00	0%	Transportation and equipment costs
PE185WTA	$17.00	no change	$0.00	0%	Transportation and equipment costs
REC5PF	$30.00	$35.00	$5.00	17%	Increased cost of staffing and aligning more with local facilities
Human Development					
Human Development (HD)					
HD110	$17.00	$0.00	-$17.00	-100%	Remove fee - No longer administering an assessment with this course.
HD199S	$10.00	no change	$0.00	0%	
HD130	$5.00	$0.00	-$5.00	-100%	Remove fee - course is currently taught only as a College Now course.
HD208	$208.00	$30.00	-$178.00	-86%	Two assessments included in the course Myers-Briggs & Strong Interest Inventory
Humanities					
American Sign Language (ASL)					
ASL101, 102, 103, 201, 202, 203	$10.00	no change	$0.00	0%	Software for tutoring
Japanese (JPN)					
JPN101, 102, 103, 201, 202, 203,	$10.00	no change	$0.00	0%	Software for tutoring
Spanish (SPAN)					
SPAN101, 102, 103, 201, 202, 203	$10.00	no change	$0.00	0%	Software for tutoring
Writing (WR)					
WR240, 241, 244	$10.00	no change	$0.00	0%	Course materials.
Industrial Technology					
Automotive (AM)					
AM103	$55.00	no change	$0.00	0%	Supplies usage; combined lab/lecture costs

AM105, 112, 114, 140, 154, 158, 224, 232, 238, 242, 244, 246	$5.00	**no change**	**$0.00**	**0%**	Supplies usage lecture costs
AM142	$5.00	**$35.00**	**$30.00**	**600%**	Supplies usage; combined lab/lecture costs
AM228	$5.00	**$55.00**	**$50.00**	**100%**	Supplies usage; combined lab/lecture costs
AM229	$0.00	**$35.00**	**$35.00**	**100%**	Supplies usage; combined lab/lecture costs
AM104, 106, 113, 115, 117, 123, 141, 151, 155, 159, 161, 225, 227, 233, 237, 241, 243, 245	$35.00	**no change**	**$0.00**	**0%**	Supplies usage lab costs
AM239, 247	$0.00	**$35.00**	**$35.00**	**100%**	Supplies usage lab costs
AM281, 281B, 282, 283, 284	$10.00	**$0.00**	**-$10.00**	**-100%**	Remove fee - Instructor travel costs
Light Repair & Maintenance					
AMD111, 119, 120, 133, 137, 157, 217, 254, 257	$35.00	**no change**	**$0.00**	**0%**	Supplies usage; combined lab/lecture costs
Automotive-Ford (AMF)					
AMF101, 102, 111, 117, 119, 133, 135, 137, 153, 157, 217, 252, 254, 257, 259,	$35.00	**no change**	**$0.00**	**0%**	Supplies usage; combined lab/lecture costs
AMF110, 116, 118, 132, 134, 136, 152, 156, 216, 251, 253, 256, 258	$5.00	**no change**	**$0.00**	**0%**	Course materials.
AMF116, 134	$5.00	**no change**	**$0.00**	**0%**	Course materials.
AMF171, 172, 173, 174	$50.00	**no change**	**$0.00**	**0%**	Supplies usage; combined lab/lecture costs
AMF271, 272, 273, 274	$50.00	**no change**	**$0.00**	**0%**	Supplies usage; combined lab/lecture costs
AMF281, 282, 283, 284	$10.00	**no change**	**$0.00**	**0%**	Co-op fee to cover instructor travel costs.
Integrated Metals (IMTL)					
IMTL110, 114, 118, 24, 130, 130B, 134, 150, 154, 236	$5.00	**no change**	**$0.00**	**0%**	Course materials
IMTL111, 131, 131B, 151	$80.00	**no change**	**$0.00**	**0%**	Supplies usage/costs
IMTL116, 116B, 143, 160, 215,	$25.00	**no change**	**$0.00**	**0%**	Equipment and supplies
IMTL120, 140, 152	$10.00	**no change**	**$0.00**	**0%**	Equipment and supplies
IMTL121, 141, 161, 163	$90.00	**no change**	**$0.00**	**0%**	Equipment and supplies
IMTL128	$0.00	**$10.00**	**$10.00**	**100%**	Equipment and supplies
IMTL129	$40.00	**no change**	**$0.00**	**0%**	Equipment and supplies
IMTL135, 136	$15.00	**no change**	**$0.00**	**0%**	Supplies and materials
IMTL257	$20.00	**no change**	**$0.00**	**0%**	Equipment and supplies
IMTL153	$65.00	**no change**	**$0.00**	**0%**	
IMTL156	$60.00	**no change**	**$0.00**	**0%**	Equipment and supplies
IMTL157	$20.00	**no change**	**$0.00**	**0%**	Computer lab fee to support instructional costs
IMTL171, 172, 173	$30.00	**no change**	**$0.00**	**0%**	Equipment and supplies
Machine Tool Technology (MFG/X)					

MFG212	$75.00	**no change**	**$0.00**	**0%**	Materials cost, equipment replacement
MFG213	$5.00	**no change**	**$0.00**	**0%**	Course materials
MFG216	$15.00	**no change**	**$0.00**	**0%**	
MFG214, 232, 251	$80.00	**no change**	**$0.00**	**0%**	Materials cost, equipment replacement
MFG217, 234, 254	$5.00	**no change**	**$0.00**	**0%**	Supplies
Engineering Transfer (ENGR)					
ENGR201, 248	$25.00	**no change**	**$0.00**	**0%**	In alignment with CIS
GE101, 102, 115	$25.00	**no change**	**$0.00**	**0%**	In alignment with CIS
Engineering Technology (ET/ETX)					
ET122, 150, 235, 240, 250, 261, 263, 265	$25.00	**no change**	**$0.00**	**0%**	In alignment with CIS
ET249	$25.00	**no change**	**$0.00**	**0%**	In alignment with CIS
ET266	$25.00	**no change**	**$0.00**	**0%**	In alignment with CIS
Mechatronics (MEC)					
MEC101, 134	$45.00	**no change**	**$0.00**	**0%**	Equipment and supplies
MEC110, 121, 122, 123, 131, 132, 133, 141, 142	$80.00	**no change**	**$0.00**	**0%**	Equipment and supplies
MEC112	$80.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.
MEC113, 115	$45.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.
MEC243, 250	$15.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.
MEC160, 270	$80.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.
MEC231, 232	$150.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.
MEC211	$45.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.
MEC251, 252	$85.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.
MEC241	$80.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.
MEC242	$25.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.
MEC290, 291	$105.00	**no change**	**$0.00**	**0%**	Supplies/consumables and the software licenses for the different courses.

Welding Technology (WLD/WLDX)					
WLD116	$55.00	no change	$0.00	0%	Costs for supplies, equipment
WLDX11	$55.00	no change	$0.00	0%	Costs for supplies, equipment
WLDX13	$52.00	no change	$0.00	0%	
WLDX19A-D	A = $45				Lab fees associated with regular (not X) classes
	B = $60				Costs for supplies, equipment
	D = $90	no change	$0.00	0%	
Performing Arts, Visual Arts and Integrated Media					
Art (ART)					
ART115	$40.00	no change	$0.00	0%	Because of the closing of the bookstore, students can no longer use scholarships or financial aid to purchase materials for art courses. To resolve this course fees are used to purchase materials in bulk, and create kits of art supplies. This provides equity, streamlines operations, improves retention, and increases the capacity for teaching and learning.
ART116	$40.00	no change	$0.00	0%	
ART117	$60.00	no change	$0.00	0%	
ART 198A, 198B, 198C	$55.00	$60.00	$5.00	9%	
ART294, 296, 297	$40.00	$50.00	$10.00	25%	
ART231, 232, 233, 234, 235, 236	$35.00	no change	$0.00	0%	
ART219A, 219B, 219C	$25.00	no change	$0.00	0%	
ART225, 226, 227	$40.00	no change	$0.00	0%	Specialty software
ART215P	$10.00	no change	$0.00	0%	Supply costs
ART240, 241	$25.00	no change	$0.00	0%	Supply costs
ART244	$30.00	no change	$0.00	0%	Supply costs
ART254, 255, 256, 291, 292, 293	$55.00	$60.00	$5.00	9%	Increased supply costs and to fund repairs and small equipment.
ART257, 258, 259	$75.00	no change	$0.00	0%	Supply costs and to fund repairs and small equipment.
ART260, 261, 262	$65.00	no change	$0.00	0%	Supply costs
ART271, 272, 273	$50.00	no change	$0.00	0%	Supply costs
ART281, 282, 283	$40.00	$50.00	$10.00	25%	Increased supply costs
ART291, 292, 293	$60.00	no change	$0.00	0%	Supply costs
Music –Band-Jazz-Vocal (MUP)					
MUP101, 201, 205	$10.00	no change	$0.00	0%	Costs for sheet music, tuning, repair and replacement of instruments.
MUP105, 146, 205	$10.00	no change	$0.00	0%	Supply costs
MUP114, 214	$10.00	no change	$0.00	0%	Sheet music and college-owned instrument repairs
MUP115, 121, 215, 221	$10.00	no change	$0.00	0%	Sheet music
MUP171A-192A.01	$330.00	$100.00	-$230.00	-70%	1 credit Individual music classes; lesson instructors now paid through PFTA

MUP171B-192B.01	$660.00	**$100.00**	**-$560.00**	**-85%**	2 credit Individual music classes; lesson instructors now paid through PFTA
MUP271A-292A.01	$330.00	**no change**	**$0.00**	**0%**	1 credit Individual music classes; new few structure for wages plus fringe benefits
MUP271B-292B.01	$660.00	**no change**	**$0.00**	**0%**	2 credit Individual music classes; new few structure for wages plus fringe benefits
MUP246	$10.00	**no change**	**$0.00**	**0%**	Supply costs
Music (MUS)					
MUS101	$10.00	**no change**	**$0.00**	**0%**	Sheet music, tuning, repair and replacement of instruments.
MUS105	$10.00	**$0.00**	**-$10.00**	**-100%**	Online instruction. No supplies
MUS111, 112	$0.00	**$10.00**	**$10.00**	**100%**	Class materials
MUS117, 118, 119	$25.00	**no change**	**$0.00**	**0%**	Software, hardware and upgrades for computer based class.
MUS121, 122, 123, 137, 211, 221, 222, 223	$10.00	**no change**	**$0.00**	**0%**	Costs of sheet music, piano tuning, music licensing fees
MUS212, 213	$10.00	**$0.00**	**-$10.00**	**-100%**	Remove fee, no materials supplied
MUS131, 132, 133, 161, 162, 231, 232	$10.00	**no change**	**$0.00**	**0%**	Sheet music, tuning, repair and replacement of instruments.
MUS198A/B/C	$10.00	**no change**	**$0.00**	**0%**	Sheet music, piano tuning, music licensing fees
Theater (TA)					
TA211, 213	$20.00	**no change**	**$0.00**	**0%**	Supply costs
TA121	$20.00	**no change**	**$0.00**	**0%**	Supply costs
TA134A/B/C	$10.00	**no change**	**$0.00**	**0%**	Supply costs
TA135A/B/C	$10.00	**no change**	**$0.00**	**0%**	Supply costs
TA136A/B/C	$10.00	**no change**	**$0.00**	**0%**	Supply costs
TA153A/B/C/D, TA253A/B/C/D	$10.00	**no change**	**$0.00**	**0%**	Supply costs
TA198A/B/C	$10.00	**no change**	**$0.00**	**0%**	Supply costs
TA211	$20.00	**no change**	**$0.00**	**0%**	Supply costs
TA227	$20.00	**$100.00**	**$80.00**	**400%**	Provide students with required materials
TA234A/B/C	$10.00	**no change**	**$0.00**	**0%**	Supply costs
Integrated Media					
Digital Photography (DP)					
DP152, 153, 249, 250, 252	$50.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
DP165	$75.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
DP260	$40.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
Graphic Design (GD)					
GD 150, 151, 152, 160, 165, 250, 251, 252	$50.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
GD260	$40.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
Integrated Media (IM)					

Course	Current	Proposed	Change	%	Justification
IM120	$10.00	**$100.00**	**$90.00**	**900%**	We will purchase the SSD card and other materials students are required to have for success in the field.
IM121, 122, 123, 124, 125	$10.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
IM150, 152, 185, 190, 270, 272	$50.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
IM165, 178	$40.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
IM260	$40.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
IM290	$75.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
IM271 (was IM195)	$40.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
IM282GA, GB, VA, VB	$20.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
Radio Broadcasting (RB)					
RB150, 151, 152, 160, 165, 248, 251, 253	$50.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
Television –Video –Film (TV)					
TV150, 151, 152, 160, 165, 250, 251, 253	$50.00	**no change**	**$0.00**	**0%**	Specialty software and hardware
Mathematics					
Mathematics (MTH)					
MTH10, 20, 58, 60, 65, 84, 95, 98, 105, 111, 112, 211, 212, 213, 241, 243, 244, 251, 252, 253, 254, 256, 261, 299	$6.00	**no change**	**$0.00**	**0%**	**No fee for online only sections.** Cost of copies. Students are using less paper as more of them bring tablets, laptops, etc. to classes and do their work electronically.
MTH255	$10.00	**no change**	**$0.00**	**0%**	
Science					
Biology (BI)					
BI100, 101C	$25.00	**no change**	**$0.00**	**0%**	Equipment repair and replacement; lab supply costs
BI102, 102A, 103, 103A, 103B, 103D, 112	$20.00	**no change**	**$0.00**	**0%**	Lab Supplies
BI121, 122	$25.00	**no change**	**$0.00**	**0%**	Lab Supplies
BI101, 101A, 132, 133, 211, 212, 213	$20.00	**no change**	**$0.00**	**0%**	Lab Supplies (BI213 Field Trip)
BI231, 232, 233	$25.00	**no change**	**$0.00**	**0%**	Equipment repair and replacement; lab supply costs
BI234	$35.00	**no change**	**$0.00**	**0%**	Equipment repair and replacement; lab supply costs
Chemistry (CH)					
CH170	$25.00	**no change**	**$0.00**	**0%**	Lab Supplies and increased Material & Disposal Costs
CH104, 105, 106, 151, 221, 222, 223, 241, 242, 243	$25.00	**no change**	**$0.00**	**0%**	Lab Supplies
Environmental Science (ESR)					
ESR271	$35.00	**no change**	**$0.00**	**0%**	Lab supply costs
Natural Resources-Forest (F)					
F141	$25.00	**no change**	**$0.00**	**0%**	Lab supply & field trip costs

F200	$25.00	no change	$0.00	0%	Lab supply & field trip costs
F240	$25.00	no change	$0.00	0%	Lab supply & field trip costs
Fish Biology (FI)					
FI101, 102, 103, 111, 112, 113, 201, 202, 203, 221, 222, 241	$30.00	no change	$0.00	0%	Lab supply & field trip costs
FI223	$25.00	no change	$0.00	0%	
Forest Measurement (FT/X)					
FT122, 222	$25.00	no change	$0.00	0%	Lab supply & field trip costs
FT221	$25.00	no change	$0.00	0%	Instructional Supplies and transportation for field labs
FT228	$25.00	no change	$0.00	0%	Lab supply & field trip costs
FT235	$25.00	no change	$0.00	0%	Field Trips
Wildlife (FW)					
FW252, 253, 254	$25.00	no change	$0.00	0%	Lab supply & field trip costs
Geology (G)					
G148B, 148C, 201, 202, 203	$30.00	no change	$0.00	0%	lab supply & field trip costs
G165	$60.00	no change	$0.00	0%	lab supply & field trip costs
General (Physical) Science (GS)					
GS104	$25.00	no change	$0.00	0%	Lab supply costs
GS105, GS105A, GS105B	$25.00	no change	$0.00	0%	Lab Supplies
GS106	$30.00	no change	$0.00	0%	Lab supply & field trip costs
Natural Resources (NR)					
NR144, 160, 230, 238, 242, 244, 246	$25.00	no change	$0.00	0%	Lab supply & field trip costs
NR140	$25.00	no change	$0.00	0%	Field Equipment and Field Trips
Astronomy/Physics (PH)					
PH104	$25.00	no change	$0.00	0%	Supply costs
PH109C	$25.00	no change	$0.00	0%	Field Trips
PH121, 122, 123	$25.00	$0.00	-$25.00	-100%	Remove fee
PH121B, 122B, 123B	$0.00	$25.00	$25.00	100%	New proposed courses
PH201, 202, 203, 211, 212, 213	$25.00	no change	$0.00	0%	Lab supply costs
Social Sciences					
Criminal Justice (CJA)					
CJA214	$15.00	no change	$0.00	0%	Special software for criminal investigation.
Early Childhood Education (ECE)					
ECE158, 173, 258	$20.00	no change	$0.00	0%	Supply costs
ECE256	$10.00	no change	$0.00	0%	Materials/consumable supplies
Geography (GEOG)					
GEOG265	$15.00	no change	$0.00	0%	Geographic Information Systems (GIS) software.
Workforce Training					
Emergency Medical Technician (EMT)					

EMTX12	$1,595.00	**$1,645.00**	**$50.00**	**3%**	EMT is a fee based program (not tuition). The fee has not been raised in at least 10 years. The cost of our instructors and supplies has increased. Therefore, we feel a $50 increase is needed. This new fee is still similar (or less) than what a student would pay at PCC or CCC.
Other					
HEX22	$100.00	**$100.00**	**$0.00**	**0%**	VESL CAN CPR
MATHX31	$494.00	**$494.00**	**$0.00**	**0%**	IBEW Aptitude Test prep

Table 3. Administrative and Course Fees for 2023-24

Divisional Updates for
Student Development Division

A) Teaching & Learning

TRIO Programs recently partnered with the **MHCC Teaching and Learning Center** to provide upcoming workshops for faculty and staff. These workshops are centered around exploring best practices to serve students who are the first in their family to attend college (first generation college students).

B) Educational Programs & Support Services

TRIO Programs recently partnered with Oregon Health & Science University (OHSU) to provide extended opportunities to our TRIO Educational Talent Search Program participants to participate in a mini medical day. This program is designed to enhance the learning and growth for our underrepresented youth who desire to learn more about a career in the medical field.

AATC: As part of their Personal Development Plans (PDPs), several AATC staff have created initiatives focused on supporting specific student populations. Vanessa Rojas-Flores is developing an intervention to help current high school College Now students make a more successful transition to MHCC. Graham Philipps has been supporting MHCC student-athletes, who too often have unique challenges when having to balance eligibility requirements for athletics with their academic responsibilities. Often these students are recruited far away from home and the extra support is meaningful. Emma Zwaschka is working with Ukrainian refugees and contacting them with program at MHCC (more on that in "Community connections" below)

AES: We continue to provide internal outreach and training for new employees regarding accessibility for our students and services. We completed training this week with our Academic Advising and Transfer Center.

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Student Development Update

Financial Aid: As noted last month, we have secured a three-year contract with ECMC, a well-known default management and financial literacy partner in the state of Oregon. The contract officially begins March 1, 2023, so we began roll out communication to all active MHCC students and all staff/faculty this week (week of Feb. 27) regarding the financial literacy platform (ECMC Learning) and we have planned two future TLC sessions to demo the platform for staff/faculty and will be offering workshops for students as well. Additional communication will be rolling out soon regarding ECMC's resources available to student loan borrowers from ECMC Solutions.

Financial Aid: In the months of February and March, we have been holding regular hours in the Hub every Wednesday from 2-4pm with FA Advisers available to assist students with completing their FAFSA/ORSAA or other aid applications.

Student Life:

- We are actively seeking students who are willing to learn and to find a place to shape their moments of inspiration and experience to join the Associated Students of MHCC for the upcoming academic year. The application is open for the President & Vice President elections for 2023-2024. The President and Vice President hold integral roles in student government, being the voice for the student body to share the student experience with many groups across campus including the Board of Education & various committees. Student can learn and apply at https://www.mhcc.edu/ASG/ . Student can contact Rozina and Doctor if they for questions and help.

- Members of the MHCC Forensics Team participated in two tournaments last week, The National Online Forensics Asynchronous Spring Classic and the National Online Forensics Synchronous Quarter #3 invitational. We have many new students this term and had a chance to try a competition. The team brought home awards from both tournaments. At the NOF Asynchronous Tournament: Team members Deva Temple, Chelsea Hall, Jessica Thomason, Edith Ramirez, Dianne Juarez Beltran, and Avery Diep participated in the tournament by uploading their video performances to the tournament and then the videos were judged over the course of the week. Deva Temple advanced to the final rounds and was awarded as a bronze medalist in both College Extemp and College Impromptu. At the NOF Quarterly #3 Synchronous Tournament that was held on Saturday, February 18th: Team members Temple, Thomason, Diep, and Beltran were joined by teammates Danny Stevens, Alexander Ernst, and Nicole Verdugo for a day of competition! Bringing home awards were Jessica Thomason: Gold Medalist/Champion – Open Impromptu Speaking and Bronze Medalist in College Platform. Deva Temple: Gold Medalist – IPDA Debate and was the tournament's 3rd best speaker. Avery Diep: Silver Medalist – IPDA Debate The team will have a busy schedule right up to finals week. This weekend, the team will be getting up 3 hours earlier than usual to participate in the Bowling Green State University – Pirates of the Caribbean Swing.

- ***Transitions/Transiciones:*** Transitions and Transiciones staff and students attended the Soroptimists International of Gresham annual scholarship award ceremony with Dr. Lisa Skari and Al Sigala. Four (4) MHCC students were awarded the 2023 Soroptimists scholarship. Two of the students were Transitions and Transiciones students.

Brittany Gossard, Transitions Coordinator was also one of the recipients of the award. We are so grateful for this partnership with Soroptimists International of Gresham and other community Partners.

Student Development Update

C) Organizational Structure, Systems, & Processes

AATC: As part of the SEM initiative, we have a cross-divisional team collaborating with faculty to strengthen MHCC's academic advising culture. Advising to a critical piece of student success but is often overlooked. We hope to build a strong foundation of training, guidelines and expectations for staff and faculty. One that is student focused and highly proactive.

E) Community Connections

TRIO Programs recently partnered with the David Douglas, Centennial and Gresham-Barlow School District (DDSD) to provide mentorship opportunities to low-income, first generation and students with a documented disability. TRIO has also extended its outreach to Ron Russell, Clear Creek and Centennial Middle School to provide an opportunity for its 6-8 grade students to attend a law-school mock trial at the Lewis and Clark college.

Financial Aid: On Friday, February 17, MHCC hosted the quarterly meeting of all community college financial aid directors. 10 of the 17 directors were in physical attendance and the were a few attending remotely. These quarterly meetings are valuable opportunities to stay abreast of

state and federal happenings in the world of financial aid as well as share resources, specifically as it relates to community colleges. It was a privilege to host this amazing group of individuals.

AATC: Adviser Emma Zwaschka has been doing outreach, using her language skills to connect with recent immigrants from Ukraine. She has connected with local churches and community centers – helping folks connect with MHCC to improve their English and connect to programs that will help them find meaningful employment.

Goal A: Teaching & Learning:

A.1: Provide ongoing trainings and time for teaching staff to integrate best practices for effective and inclusive teaching into their classes, including culturally responsive teaching, experiential learning, and community connections.

- Mt. Hood Community College Head Baseball Coach, Korey Kier, participated in the Northwest Athletic Conference Winter Conference including a training on "Developing a Positive Psychology in Challenging Times. "
- Mathematics faculty Jon Spindor and Nick Chura, presented two lectures for students, staff and guests in the Dead Mathematicians Lecture series.

A.3: Improve and/or develop assessment of course, program, and core outcome levels, creating a cycle of continuous improvement for teaching and learning.

- Integrated Media, Health Professions, Fisheries, Business, and Automotive programs participated in the 2023 NW Youth Career Expo and recruited advisory board members from historically underrepresented groups.

A.5: Increase student success by maintaining high academic standards while reducing the overall DFWI (D, F, withdrawal, incomplete) rate through improved course learning conditions and enhanced co-curricular support.

- In February, AVID and Learning Success Center services continued to serve students remotely and, increasingly, on campus. Our services include tutoring, computer skills and technical support, academic coaching and supporting instruction through class usage of our computer lab facilities. So far this month, the Campus Computer Lab has recorded 225 unduplicated students who've come to use the lab services 528 times. Tutors and AVID Learning Specialists have worked with 270 unduplicated students from 85 classes. Collectively, these students have made more than 1,000 visits to our services this month.

Goal B: Educational Programs & Support Services:

B.6: Expand the community college's academic program planning and review process and prepare an updated Academic Program Plan that is integrated with the Strategic Enrollment

Instruction Update

and Comprehensive Facilities plans, to include the values, mission, vision and meet the goals of the Strategic Plan.

- The Academic Program Plan (APP) subcommittee of the Learning Success Council (LSC) continues to work on developing the college's Academic Plan. The group developed three information gathering tools to solicit feedback from faculty, students, and non-faculty employees.

Community Connections:

E.4: Partner with local organizations to create a community hub to exchange and share resources.

- The Mt. Hood Community College men's and women's basketball teams supported the Winter Wonderland Health and Family Fun event along with our coaching staff, Rachelle Ham, and Dr. Kim Hyatt by assisting with the set-up and tear-down of their event which served over 1200 community members.

Administrative Services
Jennifer DeMent
March 2023

Goal B-Educational Programs and Support Services Provide the Full Range of Educational and Support Programs and Services Needed to Allow Students to Meet their Educational, Career, and Personal Goals

Objective B.1: *Identify and align programs and offerings internally and with local and regional partners and community-based organizations to better meet industry and community needs.*

- CDFS met with Head Start and Early HUB directors to address concerns about **mental health and postpartum depression screening**.

Objective B.14 *Identify and align support services to parallel student needs and interests (student basic needs, Barney's pantry, Head Start, etc.).*

- CDFS acquired 60 IPADS that will be distributed in the different classrooms to better **communicate with families**.

Goal C - Organizational Structure, Systems, & Processes, Align the College's Organizational Structure, Systems, and Processes to Reflect the Diversity of the Communities We Serve:

Objective C.2: *Create a structural framework for equity to be a part of the student and employee experience throughout the life cycle.*

- A new Payroll Specialist joined the Payroll team, for a total of three specialists serving employees.
- All manager Individual Strategic Plans have been submitted to Human Resources. These plans serve as the continue performance development plans a manager and the manager's manager work on together to promote growth and development and encourage feedback.

Goal D - Facilities & Technology, *Provide Facilities and Technology Platforms to Serve The Needs of All Students:*

Objective D.2: *Improve MHCC's website presence to streamline, improve readability level, include language translation and refine focus to ensure it is geared towards student and the community.*

- IT **Web Services reports** and monitors various website indicators monthly. Some information from IT's most recent MHCC Website Reporting:
  - For February, there were 145 service requests related to the MHCC website. Most have been requested updates for HPE, Admissions/Registration, HR, Business Office, IT, and President's office.

MT. HOOD
COMMUNITY COLLEGE

Administrative Services Update

- o Our Accessibility dropped 1.8 points for a score of 79.1, with the industry benchmark being 85.7. This score varies monthly due to new information and documents loaded and other changes.
- o Our Quality Assurance score measures the credibility and user-facing aspects of a site. Our current score is 91.6.
- o There were 5,461 internal searches for the month – the top three searches were Calendar, Jobs, and Nursing.

- o   We had 62,683 visits to our website.
  - o   Our SEO score increased by 0.6 points, measuring at 70.6. Our score is 12 points below the industry benchmark score of 82.6.
  - o   54.8% accessed our site using a desktop, 44.2% utilized a mobile device, and 1.0% utilized a tablet.
- The **MHCC Website Redesign Project** continues to make progress. We are now working on Phase 3: Website Planning and Design – this phase is on target, with some work starting on Phase 4: Content Creation.
  - o   Regular MHCC operational project meetings include team members from Marketing and Communications and Information Technology.
  - o   Communication and collaboration remain good with our partner MAC.
  - o   The project is generally on-track despite some delays due to MHCC holiday schedules.
  - o   The team is adjusting as needed to ensure communication and stakeholder involvement while remaining as close to the milestone target dates as possible.

Objective D.3: *Spread awareness of IT and facilities initiatives and improvements on Campus.*

- Facilities presented current progress to the Foundation Finance Committee on the Dental Hygiene Lab and Student Diversity and Resource Center projects.

Objective D.5: *Ensure student and employee facing electronic systems, including the Community College website and registration system, are user friendly and easy to navigate; utilizing business process review to identify and prioritize improvements.*

- **IT Applications Services** lost a key team member who retired after many years of dedicated service to MHCC. This position is key to supporting and improving current student-facing systems. The team works diligently to reprioritize as needed; however, we expect some impact on service until we fill the position.

Objective D.6: *Update the comprehensive facilities plan to be integrated with the Academic Program and Strategic Enrollment plans, and proactively seek funding sources or partnerships to implement strategies that will support a welcoming, safe, and inclusive physical setting.*

- Monthly stakeholder team meetings and phase one information gathering are in progress. The team gathers room usage, classroom info, drawings, library information, and student and staff info for space analysis. The goal is to understand how we currently use our buildings and property for Phase 2 analysis.

Objective D.7: *Ensure that all employees and students have modern and up-to-date office and classroom technology that is consistent of current workplace/industry needs.*

Administrative Services Update

- IT deployed 20 laptops to MHCC staff whose roles required them to connect to MHCC systems remotely. These devices replace desktop systems and ensure that staff uses an MHCC device when working hybrid to **reduce cyber risk**.
- IT configured over 20 laptops for **Dental** classes to be remote, among other changes to support them.
- The IT team implemented monthly **Ford Asset** software updates on over 20 systems to support ongoing classes.
- IT completed the **Time and Attendance** project for all college areas with the completion of CDFS.
- IT also completed and fully implemented the **CDFS Onboarding** project after doing a "soft launch" before the holidays.
- **Cyber-Security – Recap of risks identified and/or blocked for February:**
  - 54 MHCC account alerts required manual review
    - 17 false positives or failed attack attempts
    - 37 needed password changes, and their O365 sessions revoked (confirmed suspicious activity)
  - Email:
    - 9,308 instances of phishing blocked
    - 38,434 instances of Spam blocked
    - 49 instances of email malware blocked (27 were attachments, the remainder (22) were URL links)
- The Dental Hygiene Lab project is progressing on schedule for August 1st completion. Pictured below is the future space of the 20 new dental chairs and stations. There will also be a mural on the entire far wall.

Goal E: Coordinate Community Connections, *Increase Our Visibility and Strengthen the Connection Between the College and Our Local and Regional Community Partners:*

Objective E.4: *Partner with local organizations to create a community hub to exchange and share resources.*

On February 11th, CDFS held the first Head Start event at the Yoshida Event Center as a **health resource fair for the Gresham/ East County Area**. Over 600 people attend, with 70 community partners giving out car seats, helmets, food boxes, and vaccines.

College Advancement and District Communications
Al Sigala

March 2023

Website Development
We are finalizing Stage 3 of the development of the new site. We completed testing of the Information Architecture with students and staff. We also tested messaging with students following several messaging workshops with staff. We are now finalizing both and will be entering Stage 4, the beginning of content editing/creation.

Teaching and Learning:
District Communications (DC) assisted the Office of Instruction in the publicizing of the new academic partnership with NBCU Academy through printed and digital promotion.

Our team also assisted multiple academic programs with marketing collateral to help spread the brand image of MHCC at the 2023 Northwest Career Expo.

Education Programs and Support Services:
Scholarship application workshops were held for students and prospective students as the annual application period is in progress. Four zoom workshops were held in which student are provided guidance on filling out the application.

Staff attended the PNW Workforce Expo at the Oregon Convention Center to promote Foundation scholarships to high school students. Staff joined several college programs who were promoting their career technical possibilities.

Efforts continue in seeking sponsorships of the annual Foundation auction and dinner. Special thanks go out to those district board members who have signed up to sponsor a table. While all tables are sold, we are still working to fill other sponsorship possibilities. The live auction is set for April 22nd, with an online auction taking place from April 19 – 23.

District Communications has continued to provide monthly support to the Office of Student Life through the design and production of monthly student newsletters and posters ensuring students are up to date regarding important updates as well as upcoming events across campus. Many of these events embody the college's commitment to honoring diversity and equity; February's events surrounded Black History Month and highlighting the voices of prominent Black Americans.

Organizational Structure, Systems, & Processes:
Our area, along with all college areas, worked to finalize our Unit Planning and Budget for 2022 – 23. Al worked with our new AVP of Marketing and Communications, Megan Nugent, to involve the new staff members in that area and familiarize them with these processes.

College Advancement and District Communications Update

District Communications continues its effort to fully staff the department and has begun interviews for Content and Public Relations Coordinator, who will serve as the public relations liaison and copy editor for all college communications internally and externally.

Our AVP of Marketing and Communications is in the drafting stage of adding another full-time employee to the team and has begun work with Human Resources to get the position of Digital Marketing Strategist posted online with hopes of interviews beginning in March.

DC is currently partnering with Enrollment and Recruitment in the development of a Strategic Enrollment Management (SEM) plan, which will highlight strategic goals and objects to be obtained by both departments to continue the work of enrollment increases and a more streamlined experience for potential students. Some of these initiatives include researching a new SIS system, launching the new website, creating a new marketing committee and touring all departments in-person to create more brand buy in an effort to have a more aligned institutional brand and more!

Facilities and Technology:
As mentioned, development of the new website continues to be one of our major efforts as we work toward having the site up by the middle of October. In addition to a review of wire frames and a brand content position, the DC team is working with the project manager of the website revamp to determine best practices for inter-departmental website updates after the launch of the website.

Our team is working with the Office of Sustainability in the coordination and development of a marketing strategy to highlight and announce the recent partnership with PGE and the sustainability charging stations. We have created a logo lockup for the office as well as beginning planning meeting with PGE to coordinate larger marketing efforts as the launch draws nearer.

Community Connections:
February was CTE Month as part of our legislative outreach efforts. We worked with OCCA and other colleges to schedule what we called Workforce Wednesday. Each Wednesday we held a noontime zoom session for legislators in which we featured different CTE programs from various colleges. MHCC's Natural Resources program was featured the second Wednesday of the month and our Integrate Media program on the last Wednesday. We also held several meetings with legislators including Rep. James Hieb, Rep. Jeff Helfrich, Rep. Zack Hudson and Rep. Travis Nelson. Our meetings are ranging from 1 hour to 2 hours per legislator and have included tours of campus programs.

Our fundraising efforts included meeting with the new owners of Hannah Ford in Sandy. The dealership was previously owned by Foundation board member Nancy Jaksich and her family. We met with Jason Hannah, CEO of Dick Hannah Dealerships, Jennifer Hannah, VP of the

dealerships and Tony Hornback, GM of the Sandy dealership. The meeting included a tour of the automotive technology labs.

Alumni outreach efforts included the planning of an event in conjunction with the college theatrical play, The Secret Garden. Staff organized a pre-event Tea Party where some 75 alumni signed up to attend. The Tea Party allows staff to greet and meet MHCC alumni and provided them with free tickets to the play. Unfortunately, the Tea Party and play were cancelled due to the college weather closure and rescheduled for March.

Production of the alumni newsletter continued with interviews performed with district board members and alumni, Annette Mattson and Diane McKeel. Alumnus Todd Field will also be featured. He was nominated for an Academy Award for his film Tar.

Many of us volunteered and took part in the MHCC Resource Fair Day at the Yoshida Event Center. District Communications lent support to Head Start for the promotion and coverage of the community resource fair by providing printed deliverables, digital communication and day-of photography and social media coverage. The event saw more than 1,200 community members receive support and resources.

District Communications concluded the design of the Spring 2023 *College plus Community* (C+C) which focused on the new MHCC Strategic Plan, highlighting the college's equity, mission and value statement along with its values and goals for the five-year plan. The project is currently in the printing phase and is set to be delivered in mailboxes mid-March.

DC created marketing materials to continue to spread community awareness of the MHCC offerings at local events such as the NW Career Expo.