



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 20, 2024, with an Executive (Closed) Session at 6:00 p.m. and a Regular Board meeting at 6:30 p.m. The Executive (Closed) Session will be held in the President's Office (AC 2350) and the Regular Board meeting will be held in the Board Room (AC 2359) at Mt. Hood Community College, 26000 SE Stark Street, Gresham, Oregon, and via Zoom.

Join Zoom Webinar: Click URL to join

<https://mhcc.zoom.us/j/96566531309?pwd=cXE2eXM4NmRsQlZaTW9nKzV5Zkjdz09>

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

Webinar ID: 965 6653 1309

Passcode: 926376

AGENDA ****UPDATED****

SESSION 1100

- | | | | |
|----------------|------------|--|-------------------|
| 6:00 pm | 1.0 | CONVENE EXECUTIVE (CLOSED) SESSION <i>The board will convene in a closed executive session in accordance with ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.</i> | |
| | 2.0 | LABOR NEGOTIATIONS | Andrew Speer |
| | 3.0 | ADJOURN EXECUTIVE (CLOSED) SESSION | |
| 6:30 pm | 4.0 | CONVENE REGULAR SESSION/CALL TO ORDER/DECLARATION OF QUORUM | |
| | 4.1 | Approval of Agenda | Andrew Speer |
| 6:35 pm | 5.0 | PUBLIC INPUT <i>Persons wishing to provide public comment can sign up by using the "Hand Raise" feature available at the bottom right corner of the Zoom screen by clicking on the three horizontal dots labeled "More". If you join by phone, please press *9 to raise your hand. Please clearly state your full name, address, and organizational affiliation, if any, for the public record. Please limit comments to 3 minutes per speaker. Persons who wish to provide written comments can submit by email to 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.</i> | |
| 6:50 pm | 6.0 | REPORTS (10 min report & 5 min Q & A) | |
| | 6.1 | Correspondence | Lisa Skari |
| | 6.2 | Joint Meeting with Policy Council & Annual Head Start Goals | Hilda Pena-Alfaro |



- 6.3 [First Reading of Head Start Eligibility Policy](#) Hilda Pena-Alfaro
- 7:15 pm 7.0 BUSINESS / ACTION**
- 7.1 Consent Agenda: Approvals & Information
- a) [Minutes – Board Executive - Regular Session 1097, February 14, 2024](#)
 - b) [Minutes – Board Retreat Session 1098, February 23, 2024](#)
 - c) [Monthly Personnel Report](#)
 - d) [Monthly Financial Report](#)
 - e) [Monthly Head Start Report](#)
 - f) [Acceptance / Expenditure of Projects Funded in Whole or Partially by Non-District Funds](#)
 - g) [Consideration of Head Start Federal Grant Continuation Application](#)
 - h) [Approval of Head Start Goals](#)
 - i) [Resolution to Transfer Budgeted Appropriations](#)
 - j) [Approval to Utilize Goods and/or Service Contracts in Excess of \\$150,000](#)
- 7.2 [Faculty Sabbatical Requests, 2024-2025](#) Dawn Forrester
- 7.3 [2024-2025 Consideration of Tuition and Fees Adjustment](#) Jennifer Dement
- 7.4 [FTFA/ MHCC Collective Bargaining Agreement](#) Ross Hume
Terry Rogers
- 8:15 pm 8.0 BOARD MEMBER & COMMITTEE/LIAISON REPORTS (3 min each)**
- 8:40 pm 9.0 CLOSING REPORTS**
- 9.1 ASMHCC Report
- 9.2 Advisory Representatives
- Full-Time Faculty
 - Classified Employee Association
 - Part-Time Faculty & Tutors
- 9.3 Executive Leadership (3 min each)
- [Student Development](#)
 - [Instruction](#)
 - [Administrative Services](#)
 - [College Advancement](#)
- 9.4 President's Report
- 9:15 pm 10.0 ADJOURNMENT**

Note: A board dinner is scheduled prior to the board meeting and is optional as a social gathering, and board business will not be discussed. The next regular board meeting is scheduled on April 17, 2024.

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



OFFICE OF THE PRESIDENT
Lisa Skari, Ed.D
President
503-491-7211
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March 5, 2024

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

FROM: Lisa Skari, EdD
President

SUBJECT: Board Letter for March 2024

While this month is often associated with March Madness, the bustle extends beyond the hardwood. It signals final papers and exams, submitting grades, enrollment activity for spring term, and the end of the legislative session.

The short session ended in Salem with few surprises. We were pleased the bill associated with greater Oregon Opportunity grant transparency passed, and while HB 4154 did not pass, direct allocations to community colleges and universities were made. MHCC will receive a little over \$1.6 million to spend in fiscal year 2024-25 to support growing the semiconductor workforce. Two bills resulted in activity that will impact us in the 2025-27 session and that we need to track. A corequisite workgroup will make recommendations on steps and resources required for community colleges to transition from traditional prerequisite developmental education to evidence-based corequisite models. This report is due December 15, 2024 and we can expect to see the recommendations result in some action next year. The second item was the direction of the Higher Education Coordinating Commission to begin funding colleges for their applied baccalaureate (AB) programs. Without any new funding, this action will dilute our reimbursement from the state for our associate degree and certificate programs; an action the Oregon Presidents Council has opposed. I anticipate you will be advocating strongly for new funding for AB degrees the next session.

Lastly, I want to highlight the launching of our new website. This has been a long and complex project, and I cannot complement our District Communications and Information Technology staff enough. This was a major objective in our strategic plan, and it is exciting to see it come to fruition.

Annual goal update

Diversity, equity, and inclusion

The college hosted two amazing speakers in the last month. Debby Irving, author of New York Times best seller "Waking Up White, and Finding Myself in the Story of Race" presented a session titled "I'm a Good Person! Isn't that Enough?" The workshop was designed to support people in making the paradigm shift from 'fixing' and 'helping' those believed to be inferior, to focusing on internalized white superiority and its role in perpetuating racism at the individual, interpersonal, institutional and culture levels. Justin Brown, a well-known author, speaker and diversity instructor, and creator of the Diversity Awareness Program presented on "Bystander Intervention." He shared how to deescalate and dismantle racially biased aggression and hatred.

Community engagement

Planning is underway for the bond information sharing sessions to be held over the next few months. The goal is to start meeting with groups in April, and continue the activity through the term.

Bond campaign

The Bond Development Workgroup (BDW) has held three meetings since January, leading up to their Build-a-Bond exercise this month. An update will be provided to the Board at the April 3, 2024 work session. To keep campus informed, we will be incorporating regular updates into our biweekly (virtual) All Campus Update meeting, and are exploring additional avenues with the employee groups.

Accreditation

We received our reaffirmation letter of accreditation this month, and are quite pleased with the results. The campus community is to be congratulated for their work in getting us to this outcome.

In closing, I am looking forward to spring break. Campus activity lightens, and many of our faculty and staff take a well-deserved break. Next month kicks off our final term of the academic year, and I having a feeling it will be a frenzy of activity. I look forward to working with you to build our foundation for the future.

Community/Educational Presentations and Selected Outreach Activities

| | |
|----------------|--|
| <i>Feb 1</i> | <i>Oregon President's Council (OPC) Meeting</i> |
| <i>Feb 2</i> | <i>Oregon Community College Association (OCCA) Board Meeting</i> |
| <i>Feb 5-7</i> | <i>American Community College Trustees (ACCT) National Leadership Summit</i> |
| <i>Feb 5</i> | <i>Investing in American Listening Session hosted by the White House</i> |
| <i>Feb 5</i> | <i>ACCT Advisory Committee of Presidents meeting</i> |
| <i>Feb 6</i> | <i>Meeting with Senator Merkley</i> |
| <i>Feb 6</i> | <i>Meeting with Representative Chavez DeRemer</i> |
| <i>Feb 6</i> | <i>Meeting with the U.S. Department of Commerce</i> |
| <i>Feb 8</i> | <i>MHCC Bond Development Workgroup meeting</i> |
| <i>Feb 12</i> | <i>ACCT Preparing Community College Students Kickoff meeting</i> |
| <i>Feb 13</i> | <i>Meeting with Senator Gorsek</i> |
| <i>Feb 13</i> | <i>Meeting with Senator Jama's staff</i> |
| <i>Feb 13</i> | <i>Meeting with Representative Ruiz</i> |
| <i>Feb 13</i> | <i>Meeting with Representative Nguyen</i> |
| <i>Feb 13</i> | <i>Meeting with Representative Nelson</i> |
| <i>Feb 13</i> | <i>Meeting with Representative Hieb</i> |
| <i>Feb 13</i> | <i>Meeting with Representative Helfrich</i> |
| <i>Feb 14</i> | <i>OCCA Executive Committee meeting</i> |
| <i>Feb 14</i> | <i>OCCA Legislative Committee meeting</i> |
| <i>Feb 14</i> | <i>Rotary Club of Gresham meeting</i> |
| <i>Feb 14</i> | <i>MHCC Board meeting</i> |
| <i>Feb 15</i> | <i>Semiconductor Talent Coalition meeting</i> |
| <i>Feb 15</i> | <i>Meeting with Directors Speer and McKeel</i> |
| <i>Feb 16</i> | <i>Technology Industry Consortium Executive Leadership meeting</i> |
| <i>Feb 20</i> | <i>Technology Industry Consortium Funding Working Group meeting</i> |
| <i>Feb 20</i> | <i>OPC Special meeting</i> |
| <i>Feb 22</i> | <i>Dental Hygiene Open House Event</i> |
| <i>Feb 23</i> | <i>OPC Executive Committee meeting</i> |
| <i>Feb 23</i> | <i>MHCC Board Retreat</i> |
| <i>Feb 26</i> | <i>Meeting with Director McKeel</i> |
| <i>Feb 27</i> | <i>Meeting with Director Teune</i> |
| <i>Feb 27</i> | <i>Meeting with Director Mattson</i> |
| <i>Feb 27</i> | <i>MHCC Bond Development Workgroup meeting</i> |
| <i>Feb 28</i> | <i>MHCC Foundation meeting</i> |
| <i>Feb 28</i> | <i>East Metro Leaders Roundtable meeting</i> |
| <i>Feb 29</i> | <i>Technology Industry Consortium meeting</i> |
| <i>Feb 29</i> | <i>Meeting with Steve Bass, CEO, Oregon Public Broadcasting</i> |

Select Media Mention

Enrollment Surges Following Streamlined Admission Process

<https://www.mountaintimesoregon.com/lead-stories-1/enrollment-surges-following-streamlined-admission-process>

Remarks as Delivered by Secretary Jennifer Granholm at Association of Community College Trustees (ACCT) National Legislative Summit

<https://www.energy.gov/articles/remarks-delivered-secretary-jennifer-granholm-association-community-college-trustees-acct>

Readout of White House Convening with Community College Presidents and Provosts

<https://www.whitehouse.gov/briefing-room/statements-releases/2024/02/06/readout-of-white-house-convening-with-community-college-presidents-and-provosts/>

Oregon's college students call for more state funding to meet basic needs

<https://www.opb.org/article/2024/02/09/oregon-student-emergency-needs-package/>

Mt. Hood Community College celebrates Black History Month with displays, talks, screenings

https://www.theoutlookonline.com/lifestyle/mt-hood-community-college-celebrates-black-history-month-with-displays-talks-screenings/article_d638820c-caa7-11ee-8e70-53992c64a957.html

Annual Gresham Soroptimist event celebrates, financially bolsters amazing women

https://www.theoutlookonline.com/news/annual-gresham-soroptimist-event-celebrates-financially-bolsters-amazing-women/article_9490e7de-d756-11ee-a375-435b867857e6.html

MT. HOOD COMMUNITY COLLEGE
CHILD DEVELOPMENT AND FAMILY SUPPORT PROGRAMS

SELECTION AND ENROLLMENT

Purpose: To ensure compliance with performance standards and special grantor contract requirements related to selection and enrollment of children and families

Applicable Performance Standards: 1302.10, 1302.12, 1302.13 – 1302.15, 1302.70(b), 1302.72(a)

Children and families will be selected for and enrolled in Head Start and Early Head Start using the following guidelines:

Eligibility

- a. Each family must present documentation so staff can verify income or categorical eligibility prior to a family being considered for enrollment
- b. A minimum of fifty-five (55) percent of enrolled families will have an income at or below the Federal Poverty Guidelines or will be categorically eligible for services. A maximum of thirty-five (35) percent of enrolled families may have an income between 100% and 130% of poverty.
- c. Families who are not income eligible will not be considered when there are income eligible families awaiting enrollment. The program may enroll a maximum of ten (10) percent of families who are above the income guidelines.
- d. Preference will be given to families with the lowest income and greatest need for comprehensive child development and family support services (Refer to Selection Criteria).
- e. In the event that a particular grant requires that enrollees meet additional criteria, those meeting the criteria and having the highest priority points will be selected.

Age

- a. Children from birth to three years old are eligible for Early Head Start. Once enrolled they remain enrolled for the duration of the Early Head Start program until age three.
- b. Children at least three years old on or before September 1st are eligible for Head Start. A child will be eligible to be enrolled in HS after their 3rd birthday. Children enrolled in Head Start as three year olds remain for a second year to complete Head Start.
- c. Once enrolled into Head Start, children remain eligible for two years.

Disability

- a. A minimum of ten percent of enrolled children will have a documented disability.
- b. An effort will be made to accommodate as many children with disabilities as possible while retaining a mainstream environment.

Location

- a. Families must reside in East Portland and East Multnomah County outside of the Portland Public School District.

Approved Policy Council
Approved Board of Education

- b. Families residing outside of specified bus service areas will be considered for enrollment if they agree to provide consistent transportation.
- c. Homeless families will be considered for enrollment regardless of address.

Additional Criteria - Full Day and Child Care Partnerships

- a. Families must work, attend school or attend job training programs and need full day child care.
- b. Family eligibility for the Full Day option will be reassessed annually, in Spring.

Transitions From Early Head Start To Head Start

- a. At least six months prior to each child's 3rd birthday, staff will work with the family to assess their needs and interests for their child's early childhood placement beyond Early Head Start.
- b. Income will be re-verified prior to a child transferring from EHS to HS.
- c. Over income families will not be guaranteed a space in HS.
- d. Child will transfer to the new placement as soon after their 3rd birthday as is practical and developmentally appropriate for the child.

When Families Move – Within and Outside of Service Area

Every effort will be made to provide support for effective transitions when families move to meet their needs in the community they live.

- a. If a family moves within the MHCC Head Start service area to an area served by a different center, the child may continue in their current placement if the parent is able to provide consistent transportation. If transportation is not available or becomes a barrier for consistent attendance, the child will be placed on the waitlist for the center with transportation serving the area the family lives in.
- b. If a family moves outside of the MHCC Head Start service area, the Family Worker will assist the family to transition to another Head Start or Early Head Start program. If no program serves the area, the Family Worker will assist the family to identify another early childhood program that meets their needs. If the family is not able to enroll due to waiting list and/or if it is late in the school year, and the family is able to provide consistent transportation, an exception may be made **for the duration of the school year only**.

Selection Criteria

The following criteria will be used to prioritize children for enrollment in Head Start and Early Head Start. Those children with the highest points will be enrolled first.

Approved Policy Council
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Head Start

Policy

| Eligibility | Points |
|---|--------|
| 1. Homeless | 75 |
| 2. Foster care | 75 |
| 3. Public Assistance: TANF, SNAP, SSI | 75 |
| 4. Income eligible (below 100% of Poverty Guidelines) | 50 |
| 5. Income between 101% - 130% | 25 |
| 6. Income above 130% | 0 |
| 7. Age from 3 years old to 3 years and 11 months old | 50 |
| 8. Age: 4 years old and older | 40 |

Early Head Start

| Eligibility | Points |
|--|--------|
| 1. Homeless | 75 |
| 2. Foster care | 75 |
| 3. Public Assistance: TANF, SNAP, SSI | 75 |
| 4. Income eligible (below 100% of Poverty Guidelines) | 50 |
| 5. Income between 101% - 130% | 25 |
| 6. Income above 130% | 0 |
| 7. Age: Prenatal to 5 weeks old | 50 |
| 8. Age from 6 weeks old to months old to 30 months old | 40 |
| 9. Age from 30 months old to 35 months old | 30 |

Social Service Needs and Other Factors (applied for both HS/EHS)

| | |
|---|----|
| 1. Parent /Guardian currently enrolled in school/job training | 10 |
| 2. Single parent household | 10 |
| 3. Disaster, tragedy, or severe trauma | 10 |
| 4. Domestic violence experience within the last 12 months | 10 |
| 5. In need of other community services | 10 |
| 4. Current incarceration experience (immediate family only) | 10 |
| 5. Having a chronic illness /disability | 10 |
| 6. Currently in the U.S. military or within the past 12 months | 10 |
| 7. Family's primary language is not English | 10 |
| 8. Having substance/alcohol misuse in the last 12 months | 10 |
| 9. Parent/Guardian is/was a teen parent (at birth of 1 st child) | 10 |
| 10. Parent/Guardian's education is less than GED or Highschool | 10 |
| 11. Not having access to health/mental care and /or clinical care | 10 |
| 12. Recently arrived immigrant family within the past 12 months | 10 |
| 13. Having eligible siblings | 10 |

References/Resources: *Selection Criteria Questionnaire Guide, Head Start Verification form, Child Plus, Transition Planning, Transition Summary form*

First Reading



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: 7.1a

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

SUBJECT: APPROVAL OF MINUTES – February 14, 2024

Session 1097

A meeting of the Mt. Hood Community College District Board of Education was held on February 14, 2024, with an Executive (Closed) Session at 6:00 pm held in the President's Office, and a Regular Board Meeting at 6:30 pm, held in the Board Room at Mt. Hood Community College, 26000 SE Stark Street, Gresham, Oregon, and via Zoom.

1.0 CONVENE EXECUTIVE (CLOSED) SESSION

Members present: Andrew Speer, board chair, Diane McKeel, board vice chair, Diane Noriega, Annette Mattson, ShaToyia Bentley, Dana Stroud, Marie Teune

Additional Attendees: Lisa Skari, president, Terry Rogers, associate vice president, Human Resources, Ross Hume, director, Labor and Employee Relations, Jennifer DeMent, vice president Finance and Administration

Speer called the executive (closed) session to order at 6:02 p.m.

2.0 LABOR NEGOTIATIONS

The board convened a closed executive session in accordance with ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.

3.0 ADJOURN EXECUTIVE SESSION

The executive (closed) session was adjourned at 6:30 p.m.

4.0 CONVENE REGULAR SESSION/CALL TO ORDER / DECLARATION OF A QUORUM

Members present: Andrew Speer, board chair, Diane McKeel, board vice chair, Diane Noriega, Annette Mattson, ShaToyia Bentley, Dana Stroud, Marie Teune

Additional Attendees: Lisa Skari, president, Jennifer DeMent, vice president, Finance and Administration, John Hamblin, vice president, Student Development, Betsy Julian, interim vice president, Instruction, Al Sigala, vice president, College Advancement, Marilyn Pitts, Part Time Faculty Association (PFTA) President, Michael Hein, Classified Education Association (CEA), Emily Phoun, vice



president, ASMHCC, Hilda Pena-Alfaro, executive director, Child Development & Family Support Programs

Speer called the board meeting to order at 6:34 p.m. and declared a quorum was present.

4.1 Approval of Agenda

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

5.0 PUBLIC INPUT

There was public comment provided by:

James Barker, MHCC employee, on behalf of his daughter, Ireland Barker, former MHCC student, discussed an ongoing enrollment issue and made a proposition to the President's Office to provide her with some experience (mentorship or apprenticeship type), in the interim of her issue being solved to keep her engaged at MHCC until she can enroll again.

Cheryl Johnson and Sarah Williams, representing the MHCC Full Time Faculty Association and the Faculty Bargaining group, discussed settling a fair contract that keeps up with inflation and compensates for work at the market rate. Mediation will be happening next week and they are hoping to work toward an agreement with administration to settle their contract.

6.0 REPORTS

6.1 Correspondence

There was no correspondence.

6.2 Head Start Quarterly Update, Annual Report, & Change in Scope Discussion

Hilda Pena-Alfaro presented the annual Head Start update/ report and proposal for a change in scope. She discussed program facts, impacts, MHCC student use statistics, current enrollment figures, and details of the change in scope and plans for the future of Head Start.

Facts and Impacts of Head Start Programs:

Participants show significantly better social-emotional, language, and cognitive development, are better prepared for kindergarten, are more likely to receive dental checkups and have healthy eating patterns, have a higher likelihood of graduating college, and Head Start parents are also more likely to increase their educational levels.

Head Start and MHCC Students:

- Approximately 13% of parents/ caregivers are MHCC students
- 38% are former students
- Currently have 60 slots for students

Head Start would like to survey this group to better understand need and eligibility for Head Start/ Early Head Start among MHCC students, in an effort to increase synergy between MHCC and Head Start. Pena-Alfaro Shared that Head Start is coming upon its 50th anniversary and are making plans to celebrate this achievement with the community.



Due to the program being understaffed, not all funded slots given can be filled to reach enrollment requirements required by the Head Start Association. Therefore, the program had been put on a 12-month under-enrollment plan, which has necessitated the program to work on an aggressive staff recruitment and retention strategy plan, in order to meet the needs of the program and grow enrollment numbers.

Full Enrollment Plan

The Head Start Act requires each Head Start agency to enroll 100% of its funded enrollment and maintain an active waiting list at all times with ongoing outreach to community and activities to identify underserved populations. Actual enrollment is less than full funded enrollment for at least four consecutive months. They were given 12 months to attain at least 97% enrollment, with a plan for reaching funded enrollment, by May 3, 2024. To meet this deadline, they implemented an enrollment and recruitment strategy, which was successful, hiring 51 new staff members, and moving 15 staff to new positions. Even though they have increased staffing, they are still under enrolled.

The current enrollment numbers are:

- Early Head Start (EHS) – 90 %, 262 children, 247 on waiting list
- Head Start (HS) – 60 %, 561 children, 344 on waiting list

Change in Scope:

Due to the under-enrollment status of Head Start, the program is working on a Change of Scope to include:

- Converting Head Start Oregon Prenatal to Kindergarten (OPK)- Pre-Kindergarten (PDPK) option to different Head Start and Early Head Start program options.
- MHCC currently has 242 Head Start OPK-PDPK slots. MHCC is proposing to change 242 slots to different Head Start and Early Head Start options.
- Converting Head Start Federal – Duration and full day to Early Head Start Center based program option
- MHCC currently has 172 Head Start Federal – Duration and 125 Federal Full Day Center based slots. MHCC is proposing to change those slots to Early Head Start based.

The idea for the Change in Scope is to:

- Better serve community needs
- Provide a foundation for the new 5-year grant
- More support for staff
- Less competition

In closing, Pena-Alfaro answered questions from the Board.

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

6.3 Financial Update – 2nd Quarter

Jennifer DeMent provided a 2023-2024 second quarter financial report, to include, changes in current year revenue, a five-year forecast, and budget assumption considerations:

- The college budgeted at the Governor's requested level, a 6.4% increase over last biennium.



- The legislature funded MHCC with a nearly 13.8% increase.
- The Higher Education Coordinating Council (HECC) set aside \$12.5m to implement student support and success funding in second year of biennium, dropping the increase in year one by 2%.
- It is estimated that the college will receive approximately \$1.6 million more than budgeted for the current year, and an additional increase next year when student support and success is implemented.
- State support is as of January and includes 2022-2023 enrollment and actual property tax amounts.
- Tuition revenue is up. Enrollment in tuition-based classes is up 9.3% for summer, fall, and winter. The college budgeted for a 4.5% increase so this is positive.
- Fee revenue is adjusted down based on actual results from last year. There is still forecasting precision work being done since shifting from per term to per credit fees in 2021-2022.
- Other income is anticipated to be higher than budgeted, due to investment returns.

Revenue Change Over Time (from 2016-2024):

- State Support - has increased at 63%
- Tuition Revenue - has declined at 29%
- Property Taxes – has slightly increased at 23%
- Transfers & Other – has had slight fluctuations but mostly stayed the same
- Federal Grants – have had slight fluctuations but mostly stayed the same

Revenue Forecast & Assumptions (next three biennium - to include the current biennium)

- Assumptions include a 2% annual growth in state aid and property taxes and 3% growth in tuition; a combination of improved retention and tuition increases.
- The college's combined annual growth rate over the past 5 years is 1.8% and the rate for the years displayed is 1.9%.

Expenditure Forecast

- Assumptions include a 3% annual growth rate in all categories except grants in aid and transfers, which are at 2%.
- The expenditure growth rate is slightly higher than the revenue growth rate, therefore, work is still being done around forecasting to use reserves.
- Personnel was underspent in 2022-2023, due to unfilled positions (intentional and unintentional). There were 9% savings in personnel services, which is higher than usual.
- The current year budget is only 4% higher than last year's budget.
- The Transfer amount for last year reflects a one-time transfer to facility's capital to match the state capital construction funds we received.
- The college's combined annual growth rate over the past 5 years is 1.8% and the rate for the forecasted years displayed is 1.7%.



Fund Balance Forecast

- Based on this forecast, it is expected that there will be relative stability throughout this biennium. The college still has an operating deficit; however, the deficit is similar to what is experienced annually in budget underspending.

Budget Assumptions for Next Year

- Tuition – forecast includes \$2 per year increase
 - generating approximately \$300,000 in revenue
- Cost of Living and Inflation
- Focus on Investments
- Enrollment Assumptions

DeMent closed the presentation answering questions from the Board also stating that additional details on the budget and budget assumptions will be available at the coming Board Work Session, March 6, 2024.

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

6.4 ASMHCC Student Activity Fee

John Hamblin presented on the ASMHCC 2024-2025 Student Activity Fee Process. He provided an overview of what went into this initiative to include:

- **Student Financial Council Process** – financial information is gathered from individual programs and students, by the council, to develop a budget to be given to ASMHCC, to be included in the college budget approval process.
- **Historical Fee Data**
 - Current fee is \$4.25 per credit (maximum of \$63.75 per student)
 - Since 2003 the fee has increased 5 times
 - Students proposing the fee increases have been cautious about increasing student cost of attendance.
 - Overall the fee generates over \$500k in revenue and is divided (after fixed costs) between Athletics and Co-Curricular.
 - Last fee increase of \$.25 was in 2019-2020
 - Students are currently considering a \$.10 increase for 2024-2025.
- **Reserves**
 - During the 2016-2017 academic year the budget was expected to be overspent.
 - A spending freeze was implemented that resulted in proposed reductions in allocations to programs.
 - During the finance council process a reserve account was established to ensure enrollment variability would not have detrimental impacts on programming.
 - This fund is currently at \$800k and very health with an additional \$54k being added (reserves) in the 2024-2025 proposed budget.



- **House Bill 2666 (2017 Legislature)**

During the legislative session in 2017, HB 2666 was established:

- The bill provides authority to ASMHCC (student government) to establish a fee, utilizing these funds for activities for students, and must request any increase to the fee to the president
- ASMHCC and the President must reach an agreement around the fee increase amount and if no agreement can be made the students can appeal to the board.
- HB2666, provides the authority to the President of the college to override a request to increase the fee if the fee increase is larger than the proposed % increase to tuition
- HB2666 also allows the board to require a campus referendum for a student vote to approve any new or adjusted fee.

Link to House Bill 2666 for reference:

<https://olis.oregonlegislature.gov/liz/2017R1/Downloads/MeasureDocument/HB2666/Enrolled>

- **Student Survey Responses**

In Fall, ASMHCC created a student survey to provide students a feedback opportunity around services that are made available from the fee, awareness of services, and overall support for an increase.

- 752 responses
- Over 75% felt the supports and services provided by the student fee were important to very important
- 60% of respondents felt that a \$.25 increase would be appropriate

- **Next Steps**

- ASMHCC met today to vote on a recommendation of a \$.10 fee increase from \$4.25 to \$4.35
- The goal is to expand a number a “basic need” supports like the pantry and increasing programming opportunities for students.
- This proposal will be presented to Dr. Skari
- If approved, this will be rolled into the overall budget/fee approval process
- If denied, ASMHCC can appeal the Board

Javier Estrada, current ASMHCC President, on behalf of MHCC students, stated that they have a reasonable ask on why they want to increase the student fee, to include, increasing the support of Barney’s Pantry, in order to be able to address food insecurity on campus and to invest more into providing quality student life programming. Hamblin closed the presentation answering questions from the Board.

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

7.0 BUSINESS / ACTION

7.1 Consent Agenda: Approvals & Information

- a) Minutes – Board Regular Session 1096, January 17, 2024
- b) Monthly Personnel Report
- c) Monthly Financial Report



- d) Monthly Head Start Report
- e) Resolution to Transfer Budgeted Appropriations
- f) Approval to Utilize Goods and/ or Service Contracts in Excess of \$150,000
- g) Head Start Change in Scope for Federal & State Slots

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

8.0 BOARD MEMBER & COMMITTEE/LIAISON REPORTS

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

9.0 CLOSING REPORTS

9.1 ASMHCC Representative

Emily Phoun (ASMHCC) – shared the following report of things happening with ASMHCC:

This past month, ASMHCC has been working hard to host events for our students and the community.

We had the privilege of accompanying the Oregon Student Association to lobby in Salem on January 11th. Three ASMHCC members joined other student representatives from U of O, OSU, WOU, Chemeketa, Rouge CC, PCC, and Linn-Benton CC to advocate for the 2024 Student Emergency Need Package. This proposed bill would provide one-time funding of \$5 million dollars to support Basic Need Navigators on campuses and \$1 million dollars to support the Open Education Resources program. During this lobby day, students got to meet with 9 legislators and attend the Committee on Higher Education. At the committee meeting, students and staff members who would be affected by the bill were able to give testimony, including our own ASMHCC Student Body President Javier Estrada who gave a moving testimony regarding his own experience with the basic needs program and why it should continue to be funded.

This week we were able to send four students on February 13 and two students on February 14 to lobby in Salem to advocate for the Oregon Opportunity Grant and the 2024 Student Emergency Need Package. During these lobby days, our students got to meet with more than ten representatives to discuss the importance of continued funding these programs for students.

The 2024-2025 ASMHCC Elections are underway. At this time, we have 1 applicant for President and the application deadline has been extended to allow for other students to join the race. We hope to have the elections happen at the beginning of Spring Term.

This month we are invited MHCC departments and programs to engage in an interdepartmental COMPETITIVE Food and Supply Drive to help raise food and hygiene supplies for our students. The competition began on Monday, February 12th, 2024, and concludes on Friday, March 8th, 2024. Each department that chooses to participate will receive a decorated bin for donated food items. The items received in the bins will be collected daily and their contents will be weighed and counted.

We hope you can help us and spread the word out to each of the departments to help Barney's Pantry flourish in donations.



Today we hosted a Valentine's Day event called the Heartbeat Retreat in the Student Union. We had lots of fun activities like games, bracelet making, a photobooth station with Barney, and a green and red flag board. We also served cupcakes and smoothies and there were also roses for everyone. We had over 250 students attend this event. It was our most successful event besides our community focused events.

Yesterday we hosted one of two of our annual Student Activity Fee Budget Forums. Students who came were able to meet with the co-curricular and athletic teams to ask questions and give comments on how they think the Student Activity Fee should be spent. On Monday, February 19th, from 12 pm to 1pm in the Student Union, we will be hosting another Student Activity Fee Open Forum where students who weren't able to make it this week will be able to see where their Student Fees are going, ask questions about programs, and have their voices heard.

The Finance Council will vote to approve their budgets on February 27 and then present their budgets to ASMHCC on February 28 for final approval before it is sent to the Board of Education.

Monday February 26th from 11am to 2pm in the Vista Dining, ASMHCC will host a Club Fair where students can learn about the different clubs, both active and inactive here on campus. As well as having the chance to join a club they are interested in.

And finally, on February 27th from 12pm – 1:30 pm we will be hosting a meet and greet with students and the President of the College Dr. Skari called "Pizza with ASMHCC" in the Student Union. The purpose of this event is to give students a chance to meet Dr. Skari as well as the ASMHCC student leaders and share ideas and ask any questions they may have.

9.2 Advisory Representatives

John Hasegawa (FTFA) – did not attend.

Michael Hein (CEA) – shared the following highlights of things happening with the CEA: The CEA wanted to express appreciation for those MHCC staff who came to campus during the winter inclement weather closure to help get the campus ready to re-open. Hein also stated that the CEA will soon begin bargaining sessions with the team representing the administration and are looking forward to productive negotiations as they work toward updating their bargaining agreement.

Marilyn Pitts (PTFA) – shared the following from the PTFA: The Part Time Faculty & Tutor Association (PTFA) winter term newsletter will be sent to be distributed to the Board.

9.3 Executive Leadership

John Hamblin (Student Development) – did not have anything to report.

Betsy Julian (Instruction) –shared additional details to give context to photographs provided in her report. The photographs were of students (from the Adult Basic Skills, English as a Second Language and GED) doing chemistry experiments with chemistry faculty to improve science skills to help them pass the GED, while building connections with credit faculty to help encourage them to think of themselves as college students.



Jennifer DeMent (Administrative Services) – did not have anything to report

Al Sigala (College Advancement) – gave a quick shout out to Dan Malinaric, vice president and Carly Petrovic, senior human resources manager, from Microchip Technology Inc., who joined the college for Community College Day at the Legislature in Salem on February 13, 2024. Malinaric and Petrovic shared with legislators about how their company and MHCC are working together to create the workforce for industry and also about some of the challenges that they face and the support that community colleges and universities need in creating that workforce. Sigala also reminded the group that the Foundation Auction will take place April 20, 2024.

9.4 President's Report

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

Skari opened her report by thanking Directors Stroud, Bentley, Speer, and Noriega for their representation at the recent Association of Community College Trustees (ACCT) National Legislative Summit in Washington, DC, which took place early February 2024, and stated that Mt. Hood really "showed up," there was even a shout out to MHCC from the Energy Secretary.

As a follow-up to a comment made by Speer regarding a meeting he participated in At ACCT, Skari provided additional context about how Mt. Hood was one of three colleges nationally selected to participate in a pilot program for global competence in career technical education (CTE), alongside Mesa College in Arizona, and Central Piedmont in North Carolina.

She also discussed the recent visit to Salem for Community College Day at the Legislature on February 13, 2024, stating that it was wonderful and that MHCC students did a great job to represent the college and needs of students, especially in areas of the Oregon Opportunity and Oregon Promise grants. There was even a call back from Representative Zach Hudson, to further discuss the current Oregon Promise Grant Senate Bill 1551.

To close, Skari highlighted that enrollment is up 10% for winter term and also up 7.8% to date for the 2023-2024 year.

10.0 ADJOURNMENT

McKeel motioned to adjourn. Noriega seconded the motion and it passed unanimously. The board meeting was adjourned at 8:47 p.m.

Clerk

Board Chair

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



MHCC Head Start/Early Head Start
February 14, 2024



Facts and Impacts

- Children that participate in Head Start programs receive innumerable benefits
- Early Head Start children show significantly better social-emotional, language, and cognitive development. Children who attend Early Head Start and transition to Head Start are more ready for kindergarten than children who do not attend Head Start. ([Love et al., 2002](#))



Facts and Impacts

- Head Start children are more likely to receive dental checkups and have healthy eating patterns than non-participants. They have lower BMI scores and are less likely to be overweight compared to children in other non-parental care. ([Lee et al., 2013](#))
- Head Start children have a higher likelihood of graduating high school, attending college, and receiving a post-secondary degree, license, or certification. ([Bauer and Schanzenbach, 2016](#))
- Head Start parents are more likely to increase their educational levels during their children's early years than other at-risk parents. ([Sabol and Chase-Lansdale, 2014](#))



Head Start and MHCC students

- Approximately 13% of parents/caregivers are MHCC students
- 38% are former students, MHCC may also consider conducting a survey of MHCC students.
- Survey to better understand need and eligibility for Head Start/Early Head Start among MHCC students.
- Currently we have 60 slots for students

The background is a white canvas filled with vibrant, multi-colored streamers and confetti. The streamers are long, wavy ribbons in shades of purple, pink, yellow, and green, scattered across the frame. The confetti consists of small, colorful dots and squares in various colors including blue, orange, green, and purple, creating a celebratory and dynamic atmosphere.

**Mt Hood Head Start
50th Anniversary**



Full enrollment Plan

- Head Start Act requires each Head Start agency to enroll 100 percent of its funded enrollment and maintain an active waiting list at all times with ongoing outreach to the community and activities to identify underserved populations.
- Actual enrollment is less than full funded enrollment for at least four consecutive months
- 12 months to attain at least 97 percent enrollment
- A plan for reaching funded enrollment. Due Date: May 3



Achieve 97% Funded Enrollment

- *Achieve and Maintain 97 Percent Funded Enrollment*
If the grantee is meeting at least 97 percent enrollment after the 12-month period has concluded, OHS will continue to evaluate to ensure the grantee maintains at least 97 percent enrollment for six consecutive months. Where the grantee has achieved and maintained at least 97 percent enrollment for six consecutive months following the 12-month period, a Letter of Completion will be sent to the grantee. The Letter of Completion will serve as official notice of successful completion of the underenrollment plan.
- *Fall Short of 97 Percent Funded Enrollment*
If the grantee is less than 97 percent of funded enrollment after the 12-month period has concluded, OHS has the authority to designate the agency as Chronically Underenrolled and take actions authorized under Section [641A\(h\)\(5\)](#). These actions include recapturing, withholding, or reducing the annual funding and funded enrollment. OHS is committed to continuing to support such agencies in achieving and maintaining full enrollment. Any reduction in funding will adjust the funded enrollment to be consistent with the historical, actual enrollment level.



Recruitment Strategy

- Successful
- 51 new staff members
- 15 transitioning to new positions



We are still underenrollment

- EHS 90% 262 Children 247 Waiting List
- HS 60% 561 Children 377 Waiting List



Change in Scope

- Converting HS OPK - PDPK option to different HS and EHS program options
- MHCC currently has 242 HS OPK-PKPK slots. MHCC is proposing to change 242 slots to different HS and EHS program options



Change in Scope

| HS – PDPK slot | Proposing to Change Program option | Proposing to covert slots |
|-----------------------|---|----------------------------------|
| 100 slots | HS – Duration Center Based | 36 |
| | HS – Family Childcare | 24 |
| | EHS Center Based | 12 |
| | EHS Home Based | 20 |
| | EHS Family Child Care | 8 |
| 80 slots | No change | No change |
| 62 slots | Reduction | Reduction |



Change in Scope

- **Converting HS Federal – Duration and Full Day to EHS Center Based program option**
- MHCC currently has 172 HS Federal – Duration and 125 Federal Full Day Center Based slots. MHCC is proposing to change those slots to EHS Center Based



Change in Scope

| HS – Duration Slot | Proposing to Change Program option | Proposing to convert slots |
|---------------------------|---|-----------------------------------|
| 67 | EHS Center Based | 48 |
| HS – Full Day Slot | Proposing to Change Program option | Proposing to convert slots |
| 18 | EHS Center Based | 8 |
| 18 | Reduction | Reduction |



- Better serve the community needs
- Foundation for the new 5 year grant
- More support to staff
- Less competition

2023/24 Second Quarter Financial Report

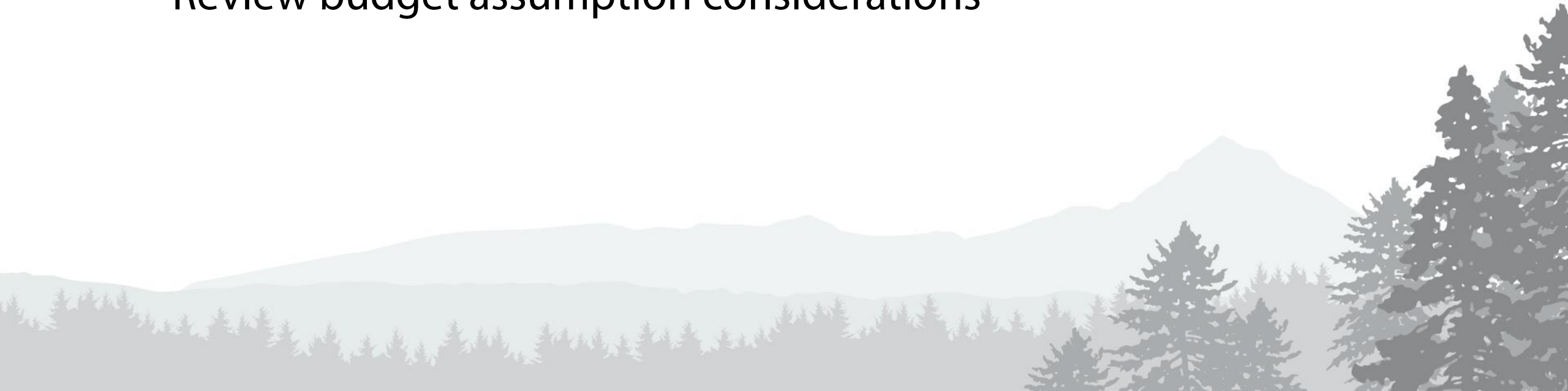
February 14, 2024



MT. HOOD
COMMUNITY COLLEGE

Overview

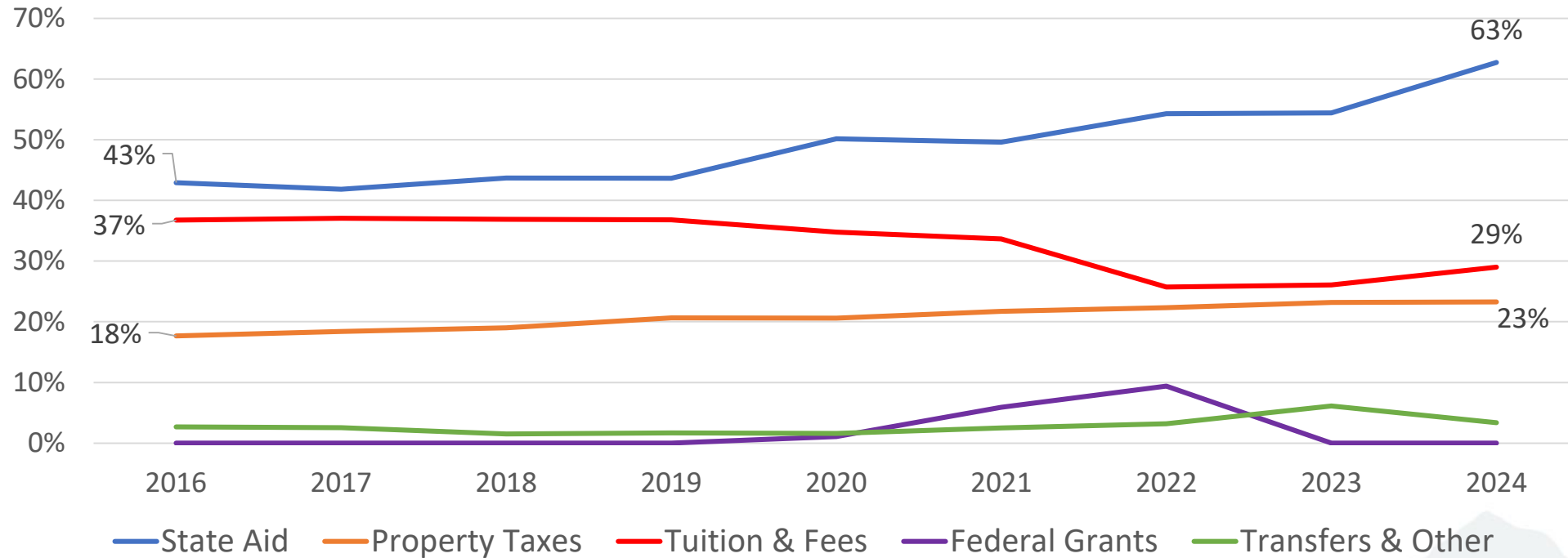
- Review changes in current year revenue
- Review five-year forecast
- Review budget assumption considerations



2023/24 Revenue Update

| | Budget | Forecast | Difference |
|-------------------|----------------------|----------------------|---------------------|
| State Aid | \$ 38,874,000 | \$ 40,563,000 | \$ 1,689,000 |
| Property Taxes | \$ 15,053,000 | \$ 15,053,000 | \$ - |
| Tuition | \$ 15,074,000 | \$ 15,646,000 | \$ 572,000 |
| Fees | \$ 3,367,000 | \$ 3,112,000 | \$ (255,000) |
| Transfers & Other | \$ 1,328,000 | \$ 2,172,000 | \$ 844,000 |
| TOTAL | \$ 73,696,000 | \$ 75,546,000 | \$ 2,850,000 |

Revenue Change Over Time



Revenue Forecast

| | | Biennium | | Biennium | | Biennium | |
|---|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Revenues <i>in thousands</i> | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| | Actual | Forecast | Forecast | Forecast | Forecast | Forecast | Forecast |
| State Aid | 35,177 | 40,563 | 41,763 | 42,598 | 43,450 | 44,319 | 45,205 |
| Property Taxes | 14,987 | 15,053 | 15,354 | 15,662 | 15,975 | 16,294 | 16,620 |
| Tuition | 13,981 | 15,646 | 16,115 | 16,598 | 17,096 | 17,609 | 18,138 |
| Fees | 2,868 | 3,111 | 3,142 | 3,173 | 3,205 | 3,237 | 3,269 |
| Transfers & Other | 3,968 | 2,172 | 2,194 | 2,238 | 2,282 | 2,305 | 2,328 |
| Total Revenues: | 70,981 | 76,544 | 78,568 | 80,269 | 82,008 | 83,765 | 85,561 |

Expenditure Forecast

| | | Biennium | | Biennium | | Biennium | |
|---|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Expenditures <i>in thousands</i> | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| | Actual | Forecast | Forecast | Forecast | Forecast | Forecast | Forecast |
| Personnel Services | 56,205 | 63,385 | 65,723 | 67,898 | 70,028 | 69,847 | 69,628 |
| Materials & Services | 8,367 | 10,719 | 11,041 | 11,372 | 11,713 | 12,064 | 12,426 |
| Capital | 2,255 | 319 | 328 | 338 | 348 | 359 | 370 |
| Debt Service | 2,969 | 2,661 | 2,661 | 2,635 | 2,672 | 2,404 | 2,762 |
| Grants in Aid | 816 | 1,102 | 1,124 | 1,146 | 1,169 | 1,192 | 1,216 |
| Transfers | 4,087 | 487 | 497 | 507 | 517 | 527 | 538 |
| Grand Total Expenses: | 74,700 | 78,673 | 81,373 | 83,896 | 86,448 | 86,394 | 86,940 |

Fund Balance Forecast

| | | Biennium | | Biennium | | Biennium | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <i>in thousands</i> | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| | Actual | Forecast | Forecast | Forecast | Forecast | Forecast | Forecast |
| Net Operations | (3,719) | (2,128) | (2,806) | (3,627) | (4,439) | (2,630) | (1,379) |
| <i>Operating Deficit as a % of expenses</i> | -5% | -3% | -3% | -4% | -5% | -3% | -2% |
| Ending Fund Balance | 16,586 | 14,458 | 11,652 | 8,025 | 3,586 | 956 | (423) |
| <i>Fund Balance as a % of expenses</i> | 22% | 18% | 14% | 10% | 4% | 1% | 0% |

Budget Assumptions for Next Year

- Tuition – forecast includes \$2
 - generates about \$300,000 in revenue
- Cost of Living and Inflation
- Focus of Investments
- Enrollment assumptions



Thank you

Jennifer DeMent

Vice President, Finance & Administration



MT. HOOD
COMMUNITY COLLEGE

**ASMHCC 2024-25
Student Activity Fee**

Feb 14, 2024



Overview

- Student Finance Council process
- Historical fee data
- Reserves
- HB 2666
- Survey response
- Next steps



Student Finance Council process

Each year ASMHCC establishes a finance council

- Council consists of representative from ASMHCC, Co-Curricular Programs, and Athletics
- Meetings begin at the end of Fall to establish timeline and process
- Each individual program develops a budget and presents to the larger finance council
- Budget forums are held with students in Feb to provide a feedback and Q&A opportunity
- Once Finance Council approves, ASMHCC approves recommended budget to be included in college budget approval process.



Historical fee data

- Current fee is \$4.25 per credit (maximum of \$63.75 per student)
- Since 2003 the fee has increased 5 times
- Students proposing the fee increases have been cautious about increasing student cost of attendance.
- Overall the fee generates over \$500k in revenue and is divided (after fixed costs) between Athletics and Co-Curricular
- Last fee increase of \$.25 was in 2019-20
- Students are currently considering a \$.10 increase for 24-25

Reserves

- During the 2016-17 academic year the budget was expected to be overspent.
- A spending freeze was implemented that resulted in proposed reductions in allocations to programs
- During the finance council process a reserve account was established to ensure enrollment variability would not have detrimental impacts on programming.
- This fund is currently at \$800k and very health with an additional \$54k being added (reserves) in the 24-25 proposed budget.



HB 2666

During the legislative session in 2017, HB 2666 was established

- The bill provides authority to ASMHCC (student government) to establish a fee, utilizing these funds for activities for students, and must request any increase to the fee to the president
- ASMHCC and the President must reach an agreement around the fee increase amount and if no agreement can be made the students can appeal to the board.
- HB2666, provides the authority to the President of the college to override a request to increase the fee if the fee increase is larger than the proposed % increase to tuition
- HB2666 also allows the board to require a campus referendum for a student vote to approve any new or adjusted fee.



Student Survey

In Fall, ASMHCC created a student survey to provide students a feedback opportunity around services that are made available from the fee, awareness of services, and overall support for an increase.

752 responses

Over 75% felt the supports and services provided by the student fee were important to very important

60% of respondents felt that a \$.25 increase would be appropriate



Next steps

- ASMHCC met today to vote on a recommendation of a \$.10 fee increase from \$4.25 to \$4.35
- The goal is to expand a number a “basic need” supports like the pantry and increasing programming opportunities for students.
- This proposal will be presented to Dr. Skari
- If approved, this will be rolled into the overall budget/fee approval process
- If denied, ASMHCC can appeal the Board



Questions?





ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: 7.1b

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

SUBJECT: APPROVAL OF MINUTES – February 23, 2024

Session 1098

A meeting of the Mt. Hood Community College District Board of Education was held on February 23, 2024 with a Board Retreat at 1:00 p.m., held in the Board Room at Mt. Hood Community College, 26000 SE Stark Street, Gresham, Oregon, and via Zoom.

1.0 CALL TO ORDER

Members present: Andrew Speer, board chair, Diane McKeel, board vice chair, Annette Mattson, Diane Noriega, Marie Teune, ShaToyia Bentley, Dana Stroud

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, Jeremy Wright, president, Wright Public Affairs, Kristin Lima, dean, Applied Technologies, Business and Information Systems

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

2.0 BUSINESS

2.1 Board Operations

The Classified Employees Association (CEA) asked the Board to provide guidance on what they want to hear from the CEA during their reports at Board meetings. The Board identified the following as possible topics, beyond their own ideas for representing their membership, and will report back to the CEA with their recommendations:

- Updates on the happenings of CEA
- Discussion of CEA priorities and how these align with the college strategic plan and their goals

2.2 Legislative Overview

Al Sigala provided a 2024 legislative strategy update:

Priority Bills for Oregon Community Colleges

- Increase Oregon Opportunity Grant (OOG) -SB 1552



- Increase Bachelor of Science in Nursing/ Applied Baccalaureate Degree Funding – SB 1552 (section 35-38)
- Semiconductor Workforce Education – HB 4154
- Student Emergency Needs Funding Package – HB 4162
- Extending Oregon Promise Eligibility to Pandemic High School Students-SB 1551
- Public Meetings – SB 1502

To close his update, Sigala answered questions from the Board and Mattson reminded Board members about the Voter Voice App, which is a free application to assist individuals in communicating to legislatures, which can be downloaded at occa17.com.

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

2.3 Bond Development

Speer, McKeel, and Mattson, who are on the Core Bond Planning Team (CBPT), provided a report out of their work and engagement with the team and the Bond Development Workgroup (BDW) Committee, to date. Lisa Skari, Al Sigala, and Jennifer DeMent, who are also part of this team, provided support and additional context for the group on varying bond items. Jeremy Wright, from Wright Public Affairs, one of the Bond consultants, joined the meeting to provide an update on the process and where the college is currently at with the development of the bond, and next steps. Board members, who are not part of the CBPT, asked questions of the group.

Work to Date:

- Internal feedback on the facilities plan has been completed and the BDW Committee feedback is being collected and will wrap up after their fourth meeting.
- Local community polling was conducted to test price, sensitivity, and other components.
- The BDW Committee has met twice, and will be having a third meeting 2/27/2024. These meetings are to look at the different components of the bond (based on the facilities plan mentioned above) and decide what will be included in the Bond and assigning a price to the package. The three meetings will lead to a fourth Build a Bond workshop meeting that will be held on 3/11/2024. The committee will be building/ recommending a package that will go before the Board for consideration. There will also be a fifth meeting held in April to discuss next steps for the committee.
- The CBPT meets every week to go over what has come out of the BDW meetings and make plans for what will be included in the meetings to follow.

Immediate Future Work:

- Identifying target audiences to connect with
- Putting together a political action committee, determining the “who, what, and where,” of that group
- Wright along with other members of the CBPT are looking at ways to utilize marketing (for example: mailers) to drive further connections between the district of the college and the community, including doing some localized messaging to increase awareness of how much the college serves the community.
- Getting out there to engage, educate, and gain feedback from the community



- Additional polling to finalize the bond package and bond ballot language
- The Board will make a final determination whether to go forward with the November 2024 election and if approved it will be filed.

Wright provided Board members, that are not part of the CBPT, with an option to attend a future drop-in session, where he will provide the full polling results to those interested. Further discussion and planning surrounding community engagement efforts for the Bond will continue at the March 6, 2024 work session.

2.4 BAS Philosophy

Jennifer DeMent, accompanied by Kristin Lima, Dean of Applied Technologies, Business and Information Systems, presented on the Bachelor of Applied Science (BAS) Tuition Philosophy Development and Traci Simmons co-presented to lead an exercise to help support the development of the philosophy.

DeMent discussed the following to take into account:

Review External Factors

- Consider state funding levels, inflation rates, and economic conditions.
- Examine peer institutions' tuition policies (see chart in presentation attached to the minutes).

Define Core Principles

- Articulate fundamental beliefs about tuition affordability, access, and quality education.
- Address equity, diversity, and inclusion.

Set Tuition Goals and Develop a Framework

- Determine desired outcomes (e.g., revenue generation, affordability).
- Balance institutional needs with students' ability to pay.
- Establish guidelines for annual tuition adjustments.
- Consider factors like cost of instruction, program-specific needs, and market demand.

Top Factors Influencing the Tuition Setting Process

1. Ensuring affordability for students,
2. The level of state general fund appropriations, and
3. The cost of instruction.

DeMent shared a projected budget with the Board to see how BAS tuition could affect revenue, expenditures, and personnel levels. Lima provided further context for the Board in terms of the actual BAS program specifics.

Next, Simmons walked the group through an exercise using the college's equity lens decision-making tool (categories listed below; also, on the MHCC website) and equity identity flash cards, to examine the most important things to consider in the development of the BAS philosophy.



Equity Lens Tool Categories of Consideration:

Race and Intersectionality

- Who are the racial/ ethnic and underserved groups affected?
- What is the potential impact of the decision, resources allocation, and/ or strategic investment to these groups?
- What is the racial makeup of the decision makers?

Challenge the Dominant Culture/ Status Quo

- How does the proposed policy, decision, program, and/ or practice challenge the way we have addressed the issue in the past?
- What barriers (institutional, structural, intrapersonal, interpersonal) may exist that could hinder implementation?

Commitment to Social Justice

- What is the potential impact on eliminating any existing opportunity or outcome gaps?
- Might the decision being made ignore or worsen existing disparities or produce other unintended consequences? How could these impacts be mitigated?
- How does the policy, decision, program, practice build community, capacity, and power in communities most affected by inequities?

Including the Voices of Those Most Impacted

- Have we solicited and received input from students and others closest to the issue?
- How are we meaningfully including or excluding people who are affected?
- Is there stakeholder support or opposition to the proposal, and if so, why?
- What process will we use to check back in with the stakeholders as part of a feedback loop?

DeMent noted feedback from the Board on each of the lens categories and will bring information to a future work session for continued discussion and work.

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

2.5 HB2864 Cultural Competency Report

Simmons presented on House Bill – 2864, a bill that requires Higher Education institutions (all public two- and four-year) in the State to report on the processes established to institutionalize cultural competency standards for employees and the institution, and explain what is required to implement these standards. MHCC has an Access and Diversity Council and Simmons, the Associate Vice President of Diversity, Equity, and Inclusion (DEI), who are working on these efforts. Students, faculty, staff, and administrators all participate in the council. Simmons is also working with the Presidents Cabinet, Instruction, Board, a group of Directors, Student Development, the TLC (to engage faculty), and Child Development and Family Services Division, amongst others, for ongoing training and development for everyone. This is all in an effort to continue the work being done around the shared equity leadership framework and its implementation as part of the Strategic Plan.



Some of the work being done includes:

- Considering a program for language accessibility
- Creating a scorecard for the organization
- Discussing the building, teaching, and learning within courses
- Providing professional development opportunities and learning around culturally relevant and trauma informed practices
- Working on learning outcomes, also as part of the strategic plan, to ensure cultural competency for students
- Providing support for Athletics around Title IX and non-discrimination
- Working with Human Resources on the new employee orientation and ongoing employee Safe College's orientation

Simmons closed the presentation stating that there is further work needed in the areas of how to assess the institution on the work that has been done and the work that will be done in the future.

A copy of the HB 2864 Cultural Competency Report is attached to the minutes.

2.6 Advancing Shared Equity Leadership Work, Part II

Simmons led a discussion, to further the work of the Board, on Advancing Shared Equity Leadership, that included:

- Getting on the same page with definitions
 - Diversity
 - Equity and Justice
 - Inclusion
 - Belonging
- Discussion of Anti-DEI in the region and state
 - DEI positions are being eliminated in a lot of states, including Oregon and Clackamas County.
 - If this is a trend, what is the future of this work?
- Exploration of future work of the Board in advancing DEI
 - Continuous improvement state to close gaps
 - How am I showing up as a Board member/ Trustee?
- Using data to measure progress
 - Looking at the Strategic Plan; places where the Board shows up to access data points
 - Considering the goals and objectives of the Strategic Plan and areas for continuous improvement; using MHCC Air site to see where the college is at in meeting goals and objectives
 - Seeking feedback from students

Simmons had Board members identify one of the areas that they are not already working on, that they would like to in the future. These will be discussed in a future Board work session.

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

2.7 Other Business

Stroud presented on putting together a draft letter, in support of College Housing Northwest, for



discussion and resolution to go before the Board for a vote. The Board will work on the resolution at the March 6, 2024 Work Session, and it will be voted on at March 20, 2024 Regular Board Meeting.

Stroud also discussed an issue regarding support for reproductive rights for community college students and will gather more information for further conversation on that topic.

3.0 ADJOURNMENT

The board retreat was adjourned at 5:05 p.m.

Clerk

Board Chair

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

2024 Legislative Session Update

Priority Bills



MT. HOOD
COMMUNITY COLLEGE

Priority Bills

- **Oregon Opportunity Grant (OOG) - SB 1552**

The Grant pays for tuition and fees but does not include basic needs, transportation, childcare, etc. The request is to meet the needs of students by allowing the grant to cover tuition, fees, and basic needs.

Status:

Ways and Means

SB 1552 is an Omnibus Bill sponsored by Sen. Mike Dembrow



Priority Bills

- **BSN/AB Degree Funding-
SB 1552**

Provides funding for these degrees through the CCSF beginning next year. College Presidents' asked that it not affect general funding for CC's but instead be allocated as its own fund and that implementation begin in 2025-26.

Status:

Ways and Means



Priority Bills

- **Semiconductor Workforce Education - HB 4154**

Provide funding to colleges and universities to expand their efforts in providing the workforce for the industry's growth. \$1-million for MHCC.

Status:

Ways and Means



Priority Bills

- **Student Emergency Needs Funding Package - HB 4162**

The 2024 Student Emergency Needs Package is a bipartisan, student-centered effort to support Oregon's Basic Needs Navigators and Textbook Affordability Program (Open Educational Resources, or OERs). \$5 million one-time funding.

Status:

Ways and Means



Priority Bills

- **Extending Oregon Promise Eligibility to Pandemic High School Students - SB 1551**

This bill would temporarily expand Oregon Promise eligibility -- to allow students who graduated high school in 2020-2021(Covid) to qualify for the grant to attend college.

Status:

Ways and Means



Priority Bills

- **Public Meetings -SB
1502**

Requires college boards to record meetings and to post a link to the recordings of the meetings on their website or social media site.

Status:

Passed in the Senate and now in the House



Thank you

Questions?



MT. HOOD
COMMUNITY COLLEGE

Bachelors of Applied Science (BAS)

Tuition Philosophy Development



MT. HOOD
COMMUNITY COLLEGE

Overview

- **Review External Factors**
- **Define Core Principles**
- **Set Tuition Goals and Develop a Framework**





A tuition-setting philosophy should align with the institution's values, support student success, and promote access to higher education



External Factors

- Consider state funding levels, inflation rates, and economic conditions.
- Examine peer institutions' tuition policies.



| School | Program Tuition | Fees | Total | Notes |
|------------------|-----------------|----------|-----------|---|
| Siena Heights | \$ 17,778 | \$ 1,278 | \$ 19,056 | \$550/semester credit+\$426 fees/session; 30 semester credits/10 courses; assumes 3 sessions |
| Univ. of Phoenix | \$ 31,840 | \$ - | \$ 31,840 | BS in Cybersecurity, \$398/credit (120 total credits, 24 credit/year=FT, 5 years) Assumes 40 credits transfer in |
| Clark College | \$ 22,163 | \$ - | \$ 22,163 | 90-credit 18-month program for students with an associate degree; upper division tuition for Washington and Oregon Border counties is \$246.26 per credit for the current year. |
| OIT | \$ 28,110 | \$ - | \$ 28,110 | Technology and Management (not cyber specific) \$308/credit + \$65 technology fee; (120 credits after 60 AAS credits); cost calc at 90 credits |
| MHCC-example | \$ 22,118 | \$ - | \$ 22,118 | 90 credits at \$224 per credit plus \$21.75 per credit in fees |

Define Core Principles

- Articulate fundamental beliefs about tuition affordability, access, and quality education.
- Address equity, diversity, and inclusion.



Set Tuition Goals & Develop Framework

- Determine desired outcomes (e.g., revenue generation, affordability).
- Balance institutional needs with students' ability to pay.
- Establish guidelines for annual tuition adjustments.
- Consider factors like cost of instruction, program-specific needs, and market demand.



TOP FACTORS INFLUENCING THE TUITION SETTING PROCESS

1. Ensuring affordability for students,
2. The level of state general fund appropriations, and
3. The cost of instruction.





HB 2864 - Cultural Competency at Post-Secondary Institutions Report

Date submitted: December 31, 2023
 Report submitted by: Traci Simmons
 Title: Associate Vice President of Diversity, Equity, and Inclusion
 Phone number: 503-491-7009
 Email: traci.simmons@mhcc.edu

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

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

| | the public institution of higher education and the institution's employees. | | <ul style="list-style-type: none"> ● Shared Equity Leadership Framework for implementation |
|---------------------------------------|--|-------------------------------------|--|
| 2(a)) 2(b)) | Include a broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students. | In development | <ul style="list-style-type: none"> ● Committee members titles. ● Clearly list categories: administrators, faculty members, staff members, and students. ● Working to identify work product of the council and create a committee structure to elevate people and their expertise |
| December 31, 2021 Requirements | | | |
| # | Text from Legislation | Status (met, in development, unmet) | Institutional Summary |
| 2(c)) | Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards. | Met/Continuing | <p>List relevant workshops, trainings, events. Include:</p> <ul style="list-style-type: none"> ● Ongoing Equity-Minded Leadership series with President's Cabinet ● President's Cabinet ● Monthly On-going Facilitation related to equity in leadership, transformational leadership in the DEI space ● Dates offered in 2023: 1/12, 2/9, 3/9, 4/13, 5/11, 6/8, 7/13, 8/10, 9/14, 10/12, 11/9, 12/14 ● Number of participating employees: 12 ● Ongoing Equity-Minded Leadership Series with the Board of Education ● Board Members ● On-going partnership between the Board of Education and DEI to institutionalize DEI as a prevailing value and principle of the organization ● Dates offered in 2023: Jan and Dec ● Number of participating: 9 |

| | | | |
|--|--|--|--|
| | | | <ul style="list-style-type: none"> ● Equity Minded Leadership series with the MHCC Equity Leadership Team (a team of managers in Student Development/Student Affairs & Instruction) ● Leaders in Student Development/Student Affairs and Instruction ● On-going partnership between MELT and DEI to institutionalize DEI in policy, practice, and procedure ● Date offered: First Thursday of each month ● Number of participating employees: 30-40 ● Inservice: Theme centers DEI with several sessions(facilitation) ● Intended audience: Whole College ● Description of event: Three day long in-service with multiple sessions and opportunities to engage with DEI ● Date offered: Week prior to fall term each year ● Number of participating employees: All employees/faculty/staff ● DEI series in collaboration with TLC ● Intended Audience: Faculty and whole college ● Monthly workshops on inclusive excellence in the instructional space/direct-service space (focus on intrapersonal awareness, interpersonal awareness, culturally-relevant and culturally-responsive curriculum and program design, interrogating and interrupting systems that produce inequitable outcomes, equity in grading) ● Date offered: monthly hosted by TLC ● Number of participating employees: varies by date from 100+ to mid 60s ● DEI collaboration with CDFS ● Intended Audience: Leadership and Staff in our Child Development and Family Services Division ● Regular workshops on inclusive excellence in the Early Childcare and Family Support space (focus on intrapersonal awareness, interpersonal awareness, culturally relevant and culturally responsive curriculum and program design, interrogating and |
|--|--|--|--|

| | | | |
|-----------|--|--------------|---|
| | | | interrupting systems that produce inequitable outcomes, cultural humility, social curiosity) |
| 2(d)) | Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds. | met/on-going | <p>List institutional goals, seeking alignment with Strategic Planning efforts.</p> <ul style="list-style-type: none"> ● Broad DEI Divisional goals <ul style="list-style-type: none"> ○ Become a more student centered organization ○ Become a more equity-minded organization ○ Become a more data-informed organization ○ Become a learning organization ● Specific goals <ul style="list-style-type: none"> ○ Continue training and facilitating difficult conversations about Diversity, Equity, and Inclusion ○ Continue teaming with organizational leaders to identify issues of DEI, and work on developing and implementing collaborative solutions ○ Continue working with both grassroots and high level leadership in the organization to institutionalize DEI as a highest value and principle of the college ○ Continue to build relationships and elevate the voices of students in all DEI work and planning ○ Continue to span-silos within the institution for better communication, collaboration, and interdisciplinary approach to arriving at solutions to challenges of DEI ○ Continue using data to drive goal-setting, goal-attainment, and assessment of DEI ● Learning outcomes <ul style="list-style-type: none"> ○ Specific to each individual facilitation and discussion that flows into action ● Strategies <ul style="list-style-type: none"> ○ regular communication about progress ○ regular communication and strategic intervention to eliminate barriers to equity within the institution ○ institutionalizing an appreciative spirit for the work and those poised to lead the institution along the path to advancing DEI ○ remaining committed but humble, in service to the students and the work ahead |

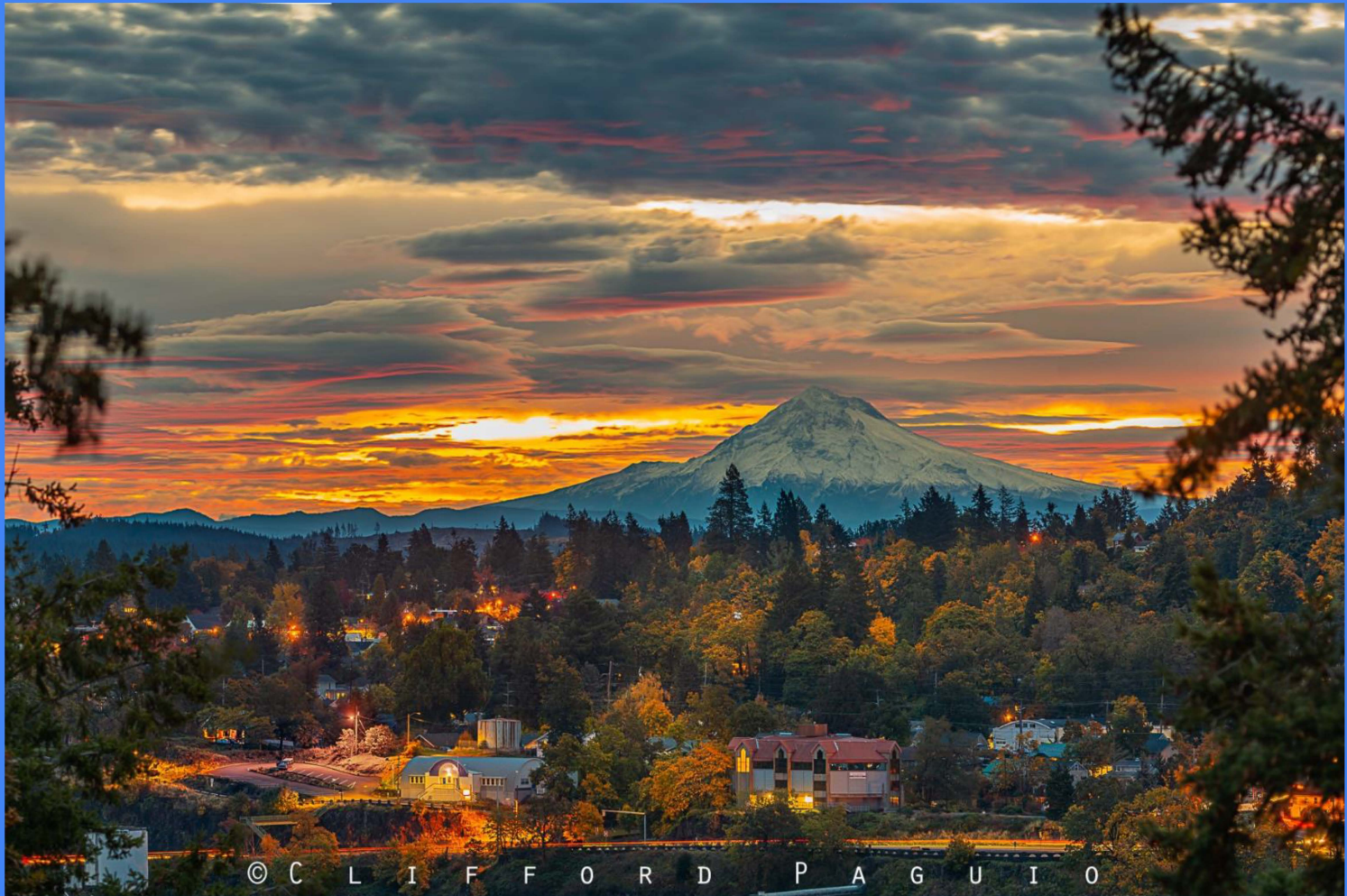
| | | | |
|-----------|---|-------------|---|
| | | | <ul style="list-style-type: none"> ● Assessment/measurement methods <ul style="list-style-type: none"> ○ climate survey ○ embedding DEI questions into our college satisfaction survey ○ using the metrics of MCOB to identify movement along the Multicultural Organizational Development Scale ● When are the goals reviewed/updated/modified? <ul style="list-style-type: none"> ○ on-going and as a part of unit-planning, and professional evaluation (both self and supervisor) ● In addition to all of this the college board of education approved our equity-centered strategic plan in 2022, that continues to be implemented and tracked. To view the full MHCC Strategic Plan visit: https://www.mhcc.edu/StrategicPlan/ |
| 2(e)) | Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this legislation. | . met | <p>Include:</p> <ul style="list-style-type: none"> ● Who prepares the report: Traci Simmons ● Timeline for presenting the report: Being presented to MHCC Board January/February 2024 |
| 2(f) | Recommend mechanisms for assessing how well the institution meets cultural competency standards. | on-going | <p>Options include:</p> <ul style="list-style-type: none"> ● A student Campus Climate survey (include time frame and future plans) (currently in development) ● An employee Campus Climate survey (include time frame and future plans) (currently in development) ● Self-assessments administered at the end of trainings (in-progress) ● A Student Services assessment plan (include time frame and future plans) (part of the Integrated planning process) ● Outcome data disaggregated by populations identified in legislation. (Include information related to how data will be used). (Equity Scorecard for the College is in-development) |
| 2(g)) | Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development. | met/ongoing | <p>Consider:</p> <ul style="list-style-type: none"> ● What information is included in position postings at your institution. <ul style="list-style-type: none"> ○ work is currently being done at MHCC to enhance the HR recruitment process. The recruitment refresh project is on-going and phase one has been reviewed by the councils ● What information is included in new employee orientation. |

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

The DEI Imperative

Communicating Across Difference, Presented by Traci Simmons





© C L I F F O R D P A G U I O

Land Acknowledgement

We honor the Indigenous people whose traditional and ancestral homelands we stand on, the **Multnomah, Cowlitz, Cayuse, Umatilla, Walla Walla, Grande Ronde, Siletz** and many other indigenous nations of the Columbia River.

It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants.

Labor Acknowledgment

We honor the enslaved people of Africa, whose bodies were stolen. They were brought to the Americas by force and their stolen labor was a vehicle for the United States to become an economic force in the world. We honor the descendants of enslaved African people and acknowledge the systemic work to right past wrongs.

Beyond Land and Labor Acknowledgment

While we recognize the historical theft of land, and also recognize the theft of labor that created the prosperous nation we live in today, an acknowledgement must not be performance.

Our role as participants in this society is to go beyond acknowledgment and move toward repair.

What does that look like for you as an individual and how does that extend to the institutions you serve?

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

For Today

- Getting on the same page with definitions
- Discussion of Anti-DEI in the region and state
- Exploration of future work of the Board in advancing DEI
- Using Data to Measure Progress

Definitions

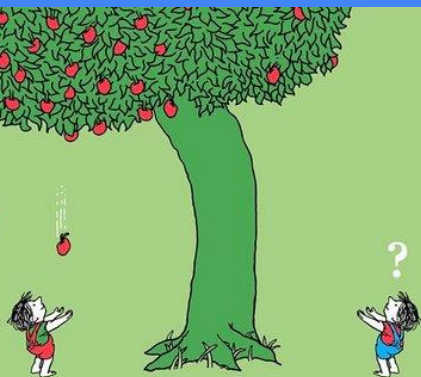
Diversity



Equity and Justice

Inequality

Unequal access to opportunities

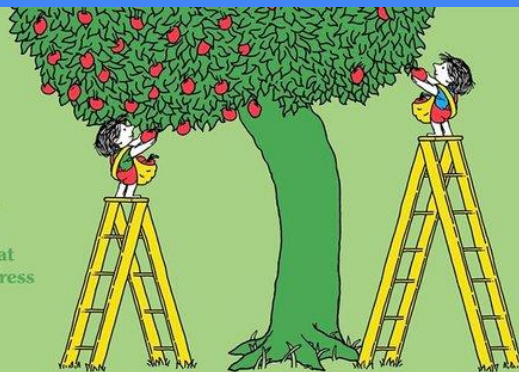


With apologies to Shel Silverstein from @lunchbreak

2019 Design In Tech Report | Addressing Imbalance

Equity

Custom tools that identify and address inequality

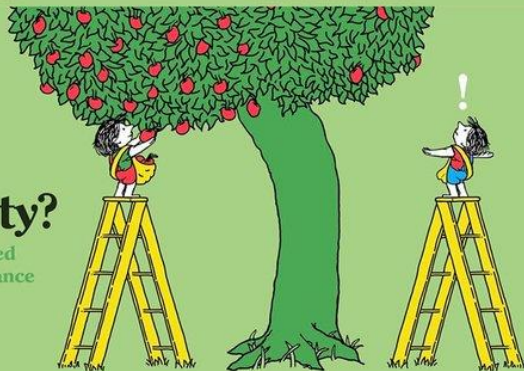


With apologies to Shel Silverstein from @lunchbreak

2019 Design In Tech Report | Addressing Imbalance

Equality?

Evenly distributed tools and assistance

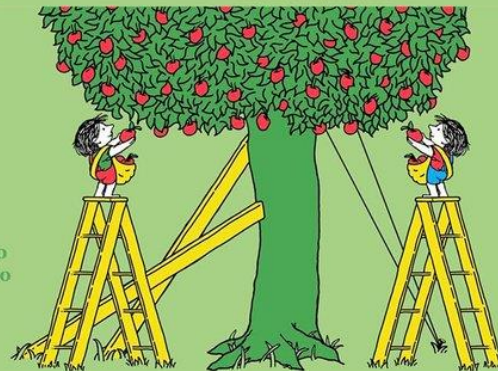


With apologies to Shel Silverstein from @lunchbreak

2019 Design In Tech Report | Addressing Imbalance

Justice

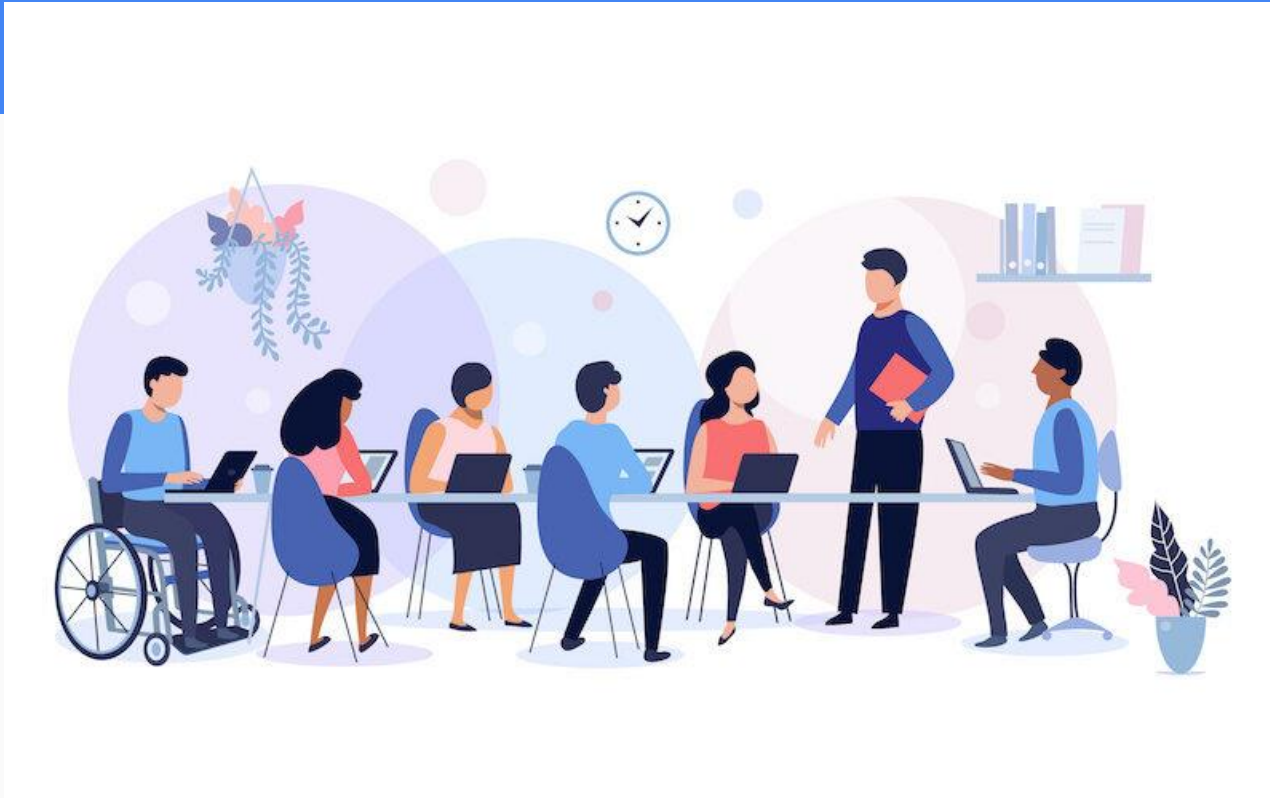
Fixing the system to offer equal access to both tools and opportunities



With apologies to Shel Silverstein from @lunchbreak

2019 Design In Tech Report | Addressing Imbalance

Inclusion



Belonging



Anti-DEI Efforts

Local Roll-Back on DEI

What have you all heard?

Clackamas County

Video

ACCT Equity Agenda

Where did it go?

The Future of Our Work

What are some of the efforts of which the board can align?

Please take a look at the strategic plan and identify leverage points for the board to lean in...

The Future of the Work

How do we get there?

- Without engaging those most impacted
- Without including the voices of those most burdened by past policies and practices
- Without considering the ways in which outreach is different than engagement

Exploring data to measure KPIs

Building an Equity Scorecard

- HECC Snapshots
- Data Dashboards
- Strategic Plan KPIs

Closing & Discussion

Contact

Traci Simmons, M.Ed, Consultant, DEIB Consulting by TRS

deibconsultingbytrs@gmail.com

503.449.2851



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: **7.1c**

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

SUBJECT: **MONTHLY PERSONNEL REPORT**

MONTHLY PERSONNEL ACTIVITY REPORT

| NEW EMPLOYEES: | | | |
|--------------------|--|---|-----------|
| Name | Position | Department | Hire Date |
| Anderson, Jennifer | Classroom Aide | Child Development & Family Services | 2/5/2024 |
| Mikhaeel, Mariam | On-Call Substitute | Child Development & Family Services | 2/12/2024 |
| D'Avanzo, Samuel | Student Recruiter | Enrollment Services | 2/12/2024 |
| Johnson, Tandi | ERSEA Specialist | Child Development & Family Services | 2/14/2024 |
| Tan, Xiao | Child Care Resource and Referral Coach -Bilingual Mandarin/Cantonese | Child Development & Family Services | 2/16/2024 |
| Bunting, James | Custodian I | Custodial Services | 2/19/2024 |
| Summers, Jeanna | Swim Instructor/Pool Lifeguard | Health & Physical Education, Athletics, Aquatics and Recreation | 2/20/2024 |
| Horton, Ellen | Swim Instructor/Pool Lifeguard | Health & Physical Education, Athletics, Aquatics and Recreation | 2/20/2024 |
| Benson, Heather | Swim Instructor/Pool Lifeguard | Health & Physical Education, Athletics, Aquatics and Recreation | 2/20/2024 |



| | | | |
|----------------------|---------------------------------------|-------------------------------------|-----------|
| Allen, Emily | Family Support Specialist | Child Development & Family Services | 2/20/2024 |
| Burns, Stefan | Classroom Aide | Child Development & Family Services | 2/20/2024 |
| Summerfield, Jessika | CCR&R Coach | Child Development & Family Services | 2/20/2024 |
| Aguilera, Jennifer | Registration Specialist | Enrollment Services | 2/20/2024 |
| Folorunso, Esther | Data Specialist - Adult Basic Skills | Adult Basic Skills | 2/23/2024 |
| Paw, Lay Lay | Classroom Aide | Child Development & Family Services | 2/26/2024 |
| Cabrales, Daniela | Student Services Hub Office Assistant | Enrollment Services | 2/26/2024 |
| Gonzales, Tram | Coach | Child Development & Family Services | 2/27/2024 |
| Verbelchuk, Yuliia | Assistant Teacher | Child Development & Family Services | 2/29/2024 |

| TRANSFERS/CHANGE IN STATUS: | | | |
|------------------------------------|--|-------------------------------------|-----------------------|
| Name | Position | Department | Effective Date |
| Damian-Rivera, Taysha | Student Success Specialist - Bilingual | Worksource | 2/1/2024 |
| Barbar, Nora | Coach | Child Development & Family Services | 2/12/2024 |
| Boyt, Mikki | Family Educator Specialist-CCP | Child Development & Family Services | 2/12/2024 |
| Madsen, Irma | Coach - CCR&R - Bilingual | Child Development & Family Services | 2/12/2024 |
| Mateo, Analiza | ERSEA Specialist | Child Development & Family Services | 2/14/2024 |
| Delaney, Princess | EHS Teacher | Child Development & Family Services | 2/22/2024 |



SEPARATIONS/RETIREMENTS:

| Name | Position | Department | Term Date |
|------------------------|---|-------------------------------------|------------------|
| Conrad, Katherine | Nursing Instructor | Nursing | 2/1/2024 |
| Sermon, Krista | Dental Hygiene Instructor | Dental Hygiene | 2/1/2024 |
| Pack, Sasheen | Instructor - Respiratory Therapy | Health Professions | 2/1/2024 |
| King, Tiffany | Instructor - Physical Therapist Assistant | Health Professions | 2/1/2024 |
| Moore, Michael | Respiratory Care Clinical Instructor | Health Professions | 2/1/2024 |
| Martinez, Monica | Administrative Coordinator | Health Professions | 2/1/2024 |
| Spiegelberg, Jeanne | Dental Hygiene Instructor | Dental Hygiene | 2/1/2024 |
| Miller, Julie | Clinical Instructor - Surgical Tech | Health Professions | 2/1/2024 |
| Bennett, Sandra | Dentist | Health Professions | 2/1/2024 |
| Miner, Aleesha | Clinical Instructor - Surgical Tech | Health Professions | 2/1/2024 |
| Guyer, Sally | Instructor Mental Health/Human Services | Health Professions | 2/1/2024 |
| Thulin, Nic | Surgical Technology Instructor | Health Professions | 2/1/2024 |
| Nelson, Lane | EMT Lab Assistant | Health Professions | 2/1/2024 |
| Ramirez Serrano, Diana | Family Worker | Child Development & Family Services | 2/9/2024 |
| Jackson, Sheryl | Custodian I | Facilities | 2/22/2024 |
| Gallagher, Rhianna | Instructor - Photography | Integrated Media | 2/23/2024 |



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: 7.1d

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

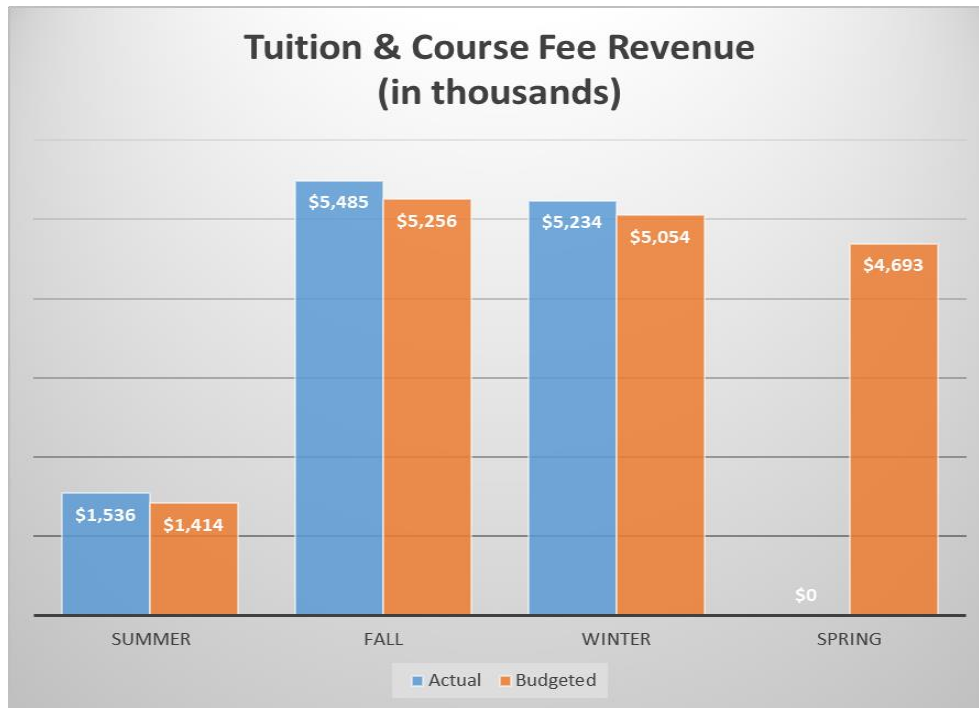
SUBJECT: MONTHLY FINANCIAL REPORT

This report reflects 2023/24 activity through January.

Revenues:

MHCC's General Fund operations are funded in fiscal year 2023/24 52.7% (\$38.9M) from the State, 24.5% (\$18M) from tuition and fees, 20.4% (\$15M) from property taxes, and 2.4% (\$1.8M) from other revenues.

- State support revenue is received quarterly in August, October, January, and April. In the last year of each biennium, the April payment is deferred until July. The amount budgeted for 2023-2024 reflects Mt. Hood's estimated share of the governor's requested budget level of \$744 million, based on available information at the time of adoption. The Oregon legislator approved \$796 million for the community college support fund, which includes \$12.5 million for new student support and success elements in 2024/25. This increased funding level is expected to generate about \$1 million more than budgeted.
- The counties distribute property tax revenue monthly, with the most significant payments received in November and December. The 2023-2024 adopted budget includes a 2% increase in property tax revenue over 2022-2023.
- Winter term tuition and fee revenues are 10.1% (\$479,227) more compared to January 2023. Enrollment in tuition-bearing courses for the winter term increased by 8.4% (82 students) over this time last year. Summer, fall and winter terms combined tuition and fee revenue year to date is 11.1% (\$1,226,279) above January 2023. Current year enrollment is forecasted to increase by 4.5%.



Expenditures:

As of January 31, year-to-date expenditures were \$2,783,797 (8.2%) above this time last year; however, they meet forecast expectations. As an educational institution, most 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. 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 the remaining budget 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 and \$400,000 for facilities capital projects.



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 2023-2024 reflects Mt. Hood's estimated share of the biennial state support amount of \$795 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 2023/24 is \$122.00 per credit hour recorded in the General Fund. A technology fee of \$7.00 per credit hour and an Associated Student Government (ASG) fee of \$4.25 per credit hour is in addition to the tuition rate and recorded in separate funds. A College Service Fee of \$3.50, a Safety and Security Access Fee of \$3.50, and an 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.

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 represent 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 20, 2024*

ITEM TITLE: 7.1e

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

SUBJECT: MONTHLY HEAD START REPORT



Child Development & Family Support Programs

10100 NE Prescott St. Portland, OR 97220 | www.mhcheadstart.org

Phone: 503-491-6111 | Fax: 503-491-6112

Mt. Hood Community College Head Start Program Report

February 2024

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Enrollment Report

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.

| October 2023 Enrollment | | |
|--------------------------------|----------|------------|
| | Enrolled | Waitlisted |
| Head Start | 446 | 108 |
| Early Head Start | 220 | 132 |

| November 2023 Enrollment | | |
|---------------------------------|----------|------------|
| | Enrolled | Waitlisted |
| Head Start | 482 | 110 |
| Early Head Start | 247 | 130 |

| December 2023 Enrollment | | |
|---------------------------------|----------|------------|
| | Enrolled | Waitlisted |
| Head Start | 506 | 367 |
| Early Head Start | 258 | 249 |

| January 2024 Enrollment | | |
|--------------------------------|----------|------------|
| | Enrolled | Waitlisted |
| Head Start | 516 | 377 |
| Early Head Start | 262 | 248 |

| February 2024 Enrollment | | | | |
|---------------------------------|----------|----------|------------|------------|
| | Enrolled | Accepted | Waitlisted | Processing |
| Head Start | 540 | 28 | 415 | 222 |
| Early Head Start | 280 | 7 | 461 | 97 |

Average Daily Attendance

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

2301 - Average Daily Attendance

Program Term: 2023-2024 EHS, 2023-2024 HS, Enrollment Status: Enrolled, Dropped Attendance Date: 2/1/2024 - 2/28/2024

MHCC CDFS

Early Childhood Center

| | Attendance Records | | | Operating Days | ADA ¹ | Funded Enrollment | | Actual Enrollment | |
|-------------------|----------------------|---------------------|----------------------|--------------------|------------------|-------------------|---------------|--------------------|---------------------------|
| | Present ⁴ | Absent ⁶ | Neither ⁷ | | | Count | % Attendance | Count ² | % Attendance ³ |
| ECC 1-FWD | 217 | 49 | 0 | 19 | 11.42 | 18 | 63.45% | 14.00 | 81.58% |
| ECC 2 | 210 | 60 | 1 | 17 | 12.35 | 18 | 68.63% | 15.88 | 77.78% |
| ECC 3 | 198 | 50 | 0 | 16 | 12.38 | 18 | 68.75% | 15.50 | 79.84% |
| ECC 4 | 203 | 52 | 0 | 16 | 12.69 | 18 | 70.49% | 15.94 | 79.61% |
| ECC 5 | 112 | 23 | 0 | 18 | 6.22 | 8 | 77.78% | 7.50 | 82.96% |
| ECC 6 | 99 | 32 | 0 | 17 | 5.82 | 8 | 72.79% | 7.71 | 75.57% |
| ECC 7 | 124 | 11 | 0 | 18 | 6.89 | 8 | 86.11% | 7.50 | 91.85% |
| ECC 8 | 99 | 36 | 0 | 17 | 5.82 | 8 | 72.79% | 7.94 | 73.33% |
| Site Total | 1,262 | 313 | 1 | 17.25 (avg) | 73.59 | 104 | 70.74% | 91.97 | 80.13% |

Fairview

| | | | | | | | | | |
|-------------------|------------|------------|-----------|--------------------|--------------|-----------|---------------|--------------|---------------|
| Fairview 1 | 185 | 65 | 0 | 16 | 11.56 | 18 | 64.24% | 15.63 | 74.00% |
| Fairview 2 | 180 | 35 | 14 | 16 | 11.25 | 18 | 62.50% | 13.44 | 83.72% |
| Site Total | 365 | 100 | 14 | 16.00 (avg) | 22.81 | 36 | 63.37% | 29.06 | 78.49% |

Gateway

| | | | | | | | | | |
|-------------------|------------|------------|----------|--------------------|--------------|-----------|---------------|--------------|---------------|
| Gateway 1 | 170 | 81 | 0 | 17 | 10.00 | 18 | 55.56% | 14.76 | 67.73% |
| Gateway 2 | 121 | 48 | 0 | 16 | 7.56 | 18 | 42.01% | 10.56 | 71.60% |
| Site Total | 291 | 129 | 0 | 16.50 (avg) | 17.56 | 36 | 48.99% | 25.32 | 69.29% |

Gethsemane

| | | | | | | | | | |
|-------------------|-----------|-----------|----------|-------------------|-------------|-----------|---------------|--------------|---------------|
| Gethsemane 1 | 58 | 17 | 4 | 10 | 5.80 | 19 | 30.53% | 7.50 | 77.33% |
| Gethsemane 2AM | 8 | 5 | 0 | 6 | 1.33 | 20 | 6.67% | 2.17 | 61.54% |
| Gethsemane 2PM | 9 | 14 | 0 | 5 | 1.80 | 20 | 9.00% | 4.60 | 39.13% |
| Site Total | 75 | 36 | 4 | 7.00 (avg) | 8.93 | 59 | 18.29% | 14.27 | 67.57% |

Gresham High School CDC

| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|--------------------|-------------|----------|---------------|-------------|---------------|
| Gresham HS CDC Infant | 15 | 18 | 0 | 17 | 0.88 | 1 | 88.24% | 1.94 | 45.45% |
| Site Total | 15 | 18 | 0 | 17.00 (avg) | 0.88 | 1 | 88.24% | 1.94 | 45.45% |

Gresham United Methodist

| | | | | | | | | | |
|--------------------|------------|------------|----------|--------------------|--------------|-----------|---------------|--------------|---------------|
| Gresham United 1 | 230 | 30 | 2 | 18 | 12.78 | 18 | 70.99% | 14.44 | 88.46% |
| Gresham United 2AM | 201 | 50 | 0 | 14 | 14.36 | 20 | 71.79% | 17.93 | 80.08% |
| Gresham United 2PM | 165 | 39 | 0 | 12 | 13.75 | 20 | 68.75% | 17.00 | 80.88% |
| Site Total | 596 | 119 | 2 | 14.67 (avg) | 40.89 | 58 | 70.62% | 49.37 | 83.36% |

Hazelwood

| | | | | | | | | | |
|-------------------|------------|------------|----------|--------------------|--------------|-----------|---------------|--------------|---------------|
| Hazelwood 1-FWD | 203 | 45 | 0 | 16 | 12.69 | 18 | 70.49% | 15.50 | 81.85% |
| Hazelwood 2 | 53 | 67 | 0 | 17 | 3.12 | 8 | 38.97% | 7.06 | 44.17% |
| Site Total | 256 | 112 | 0 | 16.50 (avg) | 15.81 | 26 | 60.38% | 22.56 | 69.57% |

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the sites classrooms.
5. Statuses counted as Present: Present(P), Virtual(V), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A)
7. Statuses counted as Neither: No Class (-), Not Scheduled (N)

2301 - Average Daily Attendance

Program Term: 2023-2024 EHS, 2023-2024 HS, Enrollment Status: Enrolled, Dropped Attendance Date: 2/1/2024 - 2/28/2024

MHCC CDFS

| Attendance Records | | | | Operating Days | ADA ¹ | Funded Enrollment Count | % Attendance | Actual Enrollment Count ² | % Attendance ³ |
|----------------------|---------------------|----------------------|--|----------------|------------------|-------------------------|--------------|--------------------------------------|---------------------------|
| Present ⁴ | Absent ⁶ | Neither ⁷ | | | | | | | |

KinderCare/PB

| | | | | | | | | | | |
|-------------------|-----------|-----------|----------|----------|--------------------|-------------|----------|---------------|-------------|---------------|
| Infant | 9 | 13 | 0 | 0 | 10 | 0.90 | 4 | 22.50% | 2.20 | 40.91% |
| Toddler | 31 | 2 | 0 | 0 | 14 | 2.21 | 2 | 110.71% | 2.36 | 93.94% |
| Two | 12 | 0 | 0 | 0 | 10 | 1.20 | 2 | 60.00% | 1.20 | 100.00% |
| Site Total | 52 | 15 | 0 | 0 | 11.33 (avg) | 4.31 | 8 | 59.09% | 5.76 | 77.61% |

Knott

| | | | | | | | | | | |
|-------------------|------------|------------|----------|----------|--------------------|--------------|-----------|---------------|--------------|---------------|
| Knott 1 | 176 | 42 | 0 | 0 | 17 | 10.35 | 20 | 51.76% | 12.82 | 80.73% |
| Knott 2 | 146 | 62 | 0 | 0 | 16 | 9.13 | 20 | 45.63% | 13.00 | 70.19% |
| Knott 3 | 172 | 52 | 0 | 0 | 16 | 10.75 | 20 | 53.75% | 14.00 | 76.79% |
| Knott 4 | 126 | 16 | 0 | 0 | 16 | 7.88 | 20 | 39.38% | 8.88 | 88.73% |
| Site Total | 620 | 172 | 0 | 0 | 16.25 (avg) | 38.10 | 80 | 47.69% | 48.70 | 78.28% |

Little Pixie

| | | | | | | | | | | |
|-------------------|-----------|----------|----------|----------|--------------------|-------------|----------|---------------|-------------|---------------|
| Little Pixie | 61 | 1 | 0 | 0 | 16 | 3.81 | 4 | 95.31% | 3.88 | 98.39% |
| Site Total | 61 | 1 | 0 | 0 | 16.00 (avg) | 3.81 | 4 | 95.31% | 3.88 | 98.39% |

Little Rascals

| | | | | | | | | | | |
|-------------------|-----------|-----------|----------|----------|--------------------|-------------|----------|---------------|-------------|---------------|
| Little Rascals | 52 | 12 | 0 | 0 | 16 | 3.25 | 4 | 81.25% | 4.00 | 81.25% |
| Site Total | 52 | 12 | 0 | 0 | 16.00 (avg) | 3.25 | 4 | 81.25% | 4.00 | 81.25% |

Love Bugs

| | | | | | | | | | | |
|-------------------|------------|-----------|----------|----------|--------------------|-------------|----------|----------------|-------------|---------------|
| Love Bugs | 126 | 18 | 0 | 0 | 18 | 7.00 | 6 | 116.67% | 8.00 | 87.50% |
| Site Total | 126 | 18 | 0 | 0 | 18.00 (avg) | 7.00 | 6 | 116.67% | 8.00 | 87.50% |

Love Bugs Too

| | | | | | | | | | | |
|-------------------|-----------|----------|----------|----------|--------------------|-------------|----------|---------------|-------------|---------------|
| Love Bugs Too | 64 | 8 | 0 | 0 | 18 | 3.56 | 6 | 59.26% | 4.00 | 88.89% |
| Site Total | 64 | 8 | 0 | 0 | 18.00 (avg) | 3.56 | 6 | 59.26% | 4.00 | 88.89% |

Melody's Munchkins

| | | | | | | | | | | |
|--------------------|-----------|----------|----------|----------|-------------------|-------------|----------|---------------|-------------|----------------|
| Melody's Munchkins | 18 | 0 | 0 | 0 | 6 | 3.00 | 4 | 75.00% | 3.00 | 100.00% |
| Site Total | 18 | 0 | 0 | 0 | 6.00 (avg) | 3.00 | 4 | 75.00% | 3.00 | 100.00% |

Melody's Munchkins Lit. Blossoms

| | | | | | | | | | | |
|---------------------|----------|----------|----------|----------|--------------------|-------------|----------|---------------|-------------|----------------|
| M/M-Little Blossoms | 9 | 0 | 0 | 0 | 10 | 0.90 | 4 | 22.50% | 0.90 | 100.00% |
| Site Total | 9 | 0 | 0 | 0 | 10.00 (avg) | 0.90 | 4 | 22.50% | 0.90 | 100.00% |

Melody's Munchkins Little Blossoms

| | | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|--------------------|-------------|----------|----------------|-------------|---------------|
| M/M - Little Blossoms | 82 | 32 | 0 | 0 | 19 | 4.32 | 4 | 107.89% | 6.00 | 71.93% |
| Site Total | 82 | 32 | 0 | 0 | 19.00 (avg) | 4.32 | 4 | 107.89% | 6.00 | 71.93% |

Pixie Child Care

| | | | | | | | | | | |
|--------------------------|------------|-----------|----------|----------|--------------------|-------------|-----------|---------------|--------------|---------------|
| Pixie Child Care Infant | 68 | 48 | 0 | 0 | 15 | 4.53 | 8 | 56.67% | 7.73 | 58.62% |
| Pixie Child Care Toddler | 37 | 51 | 0 | 0 | 15 | 2.47 | 8 | 30.83% | 5.87 | 42.05% |
| Site Total | 105 | 99 | 0 | 0 | 15.00 (avg) | 7.00 | 16 | 43.75% | 13.60 | 51.47% |

Reynolds Learning Academy - FS

| | | | | | | | | | | |
|-------------------|-----------|-----------|----------|----------|--------------------|-------------|----------|---------------|-------------|---------------|
| Reynolds FSA | 11 | 23 | 0 | 0 | 19 | 0.58 | 2 | 28.95% | 1.79 | 32.35% |
| Site Total | 11 | 23 | 0 | 0 | 19.00 (avg) | 0.58 | 2 | 28.95% | 1.79 | 32.35% |

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Virtual(V), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A)
7. Statuses counted as Neither: No Class (-), Not Scheduled (N)

2301 - Average Daily Attendance

Program Term: 2023-2024 EHS, 2023-2024 HS, Enrollment Status: Enrolled, Dropped Attendance Date: 2/1/2024 - 2/28/2024

MHCC CDFS

| Attendance Records | | | | Operating Days | ADA ¹ | Funded Enrollment | | Actual Enrollment | |
|----------------------|---------------------|----------------------|-------|----------------|------------------|-------------------|--------------------|---------------------------|--|
| Present ⁴ | Absent ⁶ | Neither ⁷ | Count | | | % Attendance | Count ² | % Attendance ³ | |

Rockwood 181st

| | | | | | | | | | |
|-------------------|------------|------------|----------|--------------------|--------------|-----------|---------------|--------------|---------------|
| Rockwood 181 1 | 214 | 34 | 1 | 16 | 13.38 | 20 | 66.88% | 15.50 | 86.29% |
| Rockwood 181 2 | 196 | 49 | 1 | 16 | 12.25 | 20 | 61.25% | 15.31 | 80.00% |
| Rockwood 181 3 | 214 | 43 | 0 | 17 | 12.59 | 20 | 62.94% | 15.12 | 83.27% |
| Rockwood 181 4 | 195 | 40 | 7 | 17 | 11.47 | 20 | 57.35% | 13.82 | 82.98% |
| Site Total | 819 | 166 | 9 | 16.50 (avg) | 49.69 | 80 | 62.05% | 59.75 | 83.15% |

Rockwood Stark

| | | | | | | | | | |
|--------------------------|----------|----------|----------|-------------------|-------------|----------|---------------|-------------|---------------|
| Rockwood Stark -Combo 2B | 9 | 3 | 0 | 2 | 4.50 | 8 | 56.25% | 6.00 | 75.00% |
| Site Total | 9 | 3 | 0 | 2.00 (avg) | 4.50 | 8 | 56.25% | 6.00 | 75.00% |

Russellville

| | | | | | | | | | |
|--------------------|------------|-----------|----------|--------------------|--------------|-----------|---------------|--------------|---------------|
| Russellville 1 FWD | 185 | 21 | 0 | 17 | 10.88 | 18 | 60.46% | 12.12 | 89.81% |
| Russellville 3 | 67 | 58 | 0 | 16 | 4.19 | 8 | 52.34% | 7.81 | 53.60% |
| Site Total | 252 | 79 | 0 | 16.50 (avg) | 15.07 | 26 | 58.06% | 19.93 | 76.13% |

Sunrise

| | | | | | | | | | |
|-------------------|--------------|------------|----------|--------------------|--------------|------------|---------------|--------------|---------------|
| Sunrise 1 | 206 | 46 | 0 | 16 | 12.88 | 20 | 64.38% | 15.75 | 81.75% |
| Sunrise 2 | 240 | 16 | 0 | 16 | 15.00 | 20 | 75.00% | 16.00 | 93.75% |
| Sunrise 3 | 215 | 47 | 0 | 18 | 11.94 | 20 | 59.72% | 14.56 | 82.06% |
| Sunrise 4 | 232 | 36 | 0 | 18 | 12.89 | 20 | 64.44% | 14.89 | 86.57% |
| Sunrise 5 | 204 | 50 | 0 | 17 | 12.00 | 20 | 60.00% | 14.94 | 80.31% |
| Sunrise 6 | 114 | 57 | 0 | 18 | 6.33 | 20 | 31.67% | 9.50 | 66.67% |
| Site Total | 1,211 | 252 | 0 | 17.17 (avg) | 71.04 | 120 | 58.79% | 85.64 | 82.78% |

Troutdale

| | | | | | | | | | |
|-------------------|------------|------------|----------|--------------------|--------------|-----------|---------------|--------------|---------------|
| Troutdale 1 | 186 | 38 | 0 | 16 | 11.63 | 18 | 64.58% | 14.00 | 83.04% |
| Troutdale 2 | 162 | 62 | 0 | 16 | 10.13 | 18 | 56.25% | 14.00 | 72.32% |
| Troutdale 3 | 70 | 20 | 0 | 16 | 4.38 | 0 | 0.00% | 5.63 | 77.78% |
| Site Total | 418 | 120 | 0 | 16.00 (avg) | 26.12 | 36 | 72.57% | 33.62 | 77.70% |

| | | | | | | | | | |
|----------------------|--------------|--------------|-----------|--------------------|---------------|------------|---------------|---------------|---------------|
| MHCC CDFS | 6,769 | 1,827 | 30 | 15.20 (avg) | 422.72 | 728 | 60.41% | 539.06 | 78.75% |
| Report Totals | 6,769 | 1,827 | 30 | 15.20 (avg) | 422.72 | 728 | 60.41% | 539.06 | 78.75% |

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Virtual(V), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A)
7. Statuses counted as Neither: No Class (-), Not Scheduled (N)

Fiscal Report

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

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

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

| Budget July 2023 - June 2024 | |
|-------------------------------------|----------------------|
| | |
| FUNDING SOURCE | TOTAL FUNDS |
| Federal Head Start (5100) | 4,746,838 |
| State Head Start (5102) | 10,645,101 |
| State Training (5102-5101) | 272,951 |
| State EHS (5229) | 1,079,807 |
| Federal HS Training (5101) | 63,048 |
| Federal EHS (5119) | 3,940,990 |
| Fed EHS - CCP (5113) | 1,876,442 |
| Children's Levy EHS (5120) | 500,789 |
| MIECHV (5237/38) -- ended 9/23 | 0 |
| TERC-HSE (5252) | 40,370 |
| USDA (5105) | 542,000 |
| DHS (5103) | 306,419 |
| Federal EHS Training (5101-5119) | 54,790 |
| Total | \$ 24,069,546 |

| Expenditure Report - December 2023 | | | | |
|---|-------------------|------------------|------------------|----------------------|
| | | | | |
| Budget Category | Budget | December | YTD Total | Percentage Spent YTD |
| Personnel/Salaries | 10,536,688 | 811,429 | 3,746,274 | 36% |
| Fringe Benefits | 6,903,389 | 474,967 | 2,191,094 | 32% |
| Travel | 103,752 | 9,245 | 46,516 | 45% |
| Equipment | 20,000 | 0 | 0 | 0% |
| Supplies | 992,128 | 67,272 | 221,932 | 22% |
| Contractual | 1,774,109 | 8,338 | 398,344 | 22% |
| Facilities/Property Services | 762,305 | 148,058 | 480,645 | 63% |
| Other | 793,494 | 38,359 | 197,336 | 25% |
| Indirect | 2,183,681 | 196,264 | 603,705 | 28% |
| Total | 24,069,546 | 1,753,931 | 7,885,847 | 33% |

US Bank Visa Purchasing Cards

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

US Bank Visa Purchasing Cards December 2023 for Head Start & Early Head Start

| | 5100/5101/5102/5102-5101 | 5119/5101-5119 | 5120 | 5113 | 5229/5229-5101 | |
|--------------------------|--------------------------|-------------------------|-------------------------------------|----------------------|--------------------------|-----------------|
| Description | HeadStart | Early HeadStart Federal | Children's Levy Early Head Start | Early Head Start CCP | Early HeadStart State | Totals |
| Center Supplies | 5,561 | 632 | 15 | | 136 | \$6,345 |
| Computer Supplies | 3,139 | 768 | | 195 | 196 | \$4,299 |
| Dental/Medical | | | | | | \$0 |
| Education Supplies | 332 | | | 173 | 21 | \$526 |
| Family Services Supplies | | | | 50 | 6 | \$56 |
| Health Supplies | | | | | | \$0 |
| Kitchen Supplies | 1,573 | 375 | | | 79 | \$2,027 |
| Office Supplies | 421 | 104 | | | 22 | \$547 |
| Other Costs | | | | | | \$0 |
| Parent Activities | | | | | | \$0 |
| Postage | 1 | | | | | \$1 |
| Pre-Employment | 656 | 162 | | | 34 | \$852 |
| Site Repair/Maintenance | 537 | 8 | | 37 | 6 | \$588 |
| Training | 9,802 | 5,183 | 339 | 754 | 1,273 | \$17,350 |
| Vehicle Costs | 236 | 58 | | | 12 | \$306 |
| Utilities | 3,721 | 1,042 | 523 | 7 | 523 | \$5,817 |
| Total | \$25,980 | \$8,333 | \$876 | \$1,216 | \$2,310 | \$38,715 |

Purchasing Card holders purchasing on behalf of CDFS with their College issued card and the stores they purchased from

| First Name | Last Name | Position | Account # | Frequent Vendors | Supplies |
|------------|--------------|--|---------------------|--------------------------|--|
| Ahmed | Marjan | Health Service Manager | various-7010 | Albertsons | PCCM Supplies |
| Anne | Rinker | Education Site Manager | 5100/5102-7401/7415 | Cash N Carry (Smartfood) | Parent Center Committee Meeting (PCCM) |
| Carrie | Schulz | Associate Director | various | Discount School Supply | Classroom Supplies |
| Collen | Meacham | Teacher | 5122-7090 | Dollar Tree | PCCM Supplies |
| DyLynn | Robertson | CCP Manager | 5113/5229-various | Fred Meyer | Classroom/Site/PCCM Supplies |
| Eryka | Island | Fiscal Service Coordinator | various | Grocery Outlet | PCCM Supplies |
| Iryna | Bashynskyy | Education Site Manager | 5100/5102-7413 | Home Depot | Site Repair Supplies |
| Jade | Cosico-Berge | Education Site Manager | various-7415 | Safeway | PCCM Supplies |
| Julie | Allen | Human Resource Service Coordinator | various | Target | Classroom/Site/PCCM Supplies |
| Kara | Carsner | Food Service Manager | various-7327/7410 | Walgreens | Site Supplies (Photo Processing) |
| Kristy | Wornack | Education Site Manager | 5100/5102-7402 | Walmart | Classroom/Site Supplies |
| Laura | Zubricky | Associate Director | various | US Foods | Food / Kitchen Supplies |
| Maria | Barragan | Education Site Manager | various-7412 | Walter E Nelson | Site Consumables |
| Mischelle | Strauser | Education Site Manager | various-7400/7412 | | |
| Nahed | Salib | Education Site Manager | 5100/5102-7400/7415 | | |
| Nathalie | Duer | Office and Data Manager | various-7000/7019 | | |
| Rosa | Ramirez | EHS Home Based Coordinator | 5120/5119/5229-7416 | | |
| Sandra | Rodriguez | EHS Family Support Coordinator | 5119/5229-7414 | | |
| Suzie | Campbell | HS Education & Inclusion Manager | 5100/5102-7020/7000 | | |
| Vlad | Selvanovich | Facilities & Transportation Specialist | various-7700/7061 | | |
| Vy | Le | Associate Director | various-7018/7500 | | |

Health Report

In collaboration with All Smiles (D3) Completed the Winter dental screening for kids as below

- Of the 362 screenings, 38% had a BSS 1 or higher (136 patients)
- Of the 362 screenings, 38% had untreated decay (136 patients)
- 362 of the 464 patients signed up to receive services were charted. 102 were marked absent

| | Date of Service | BSS0 | BSS1 | BSS1+ | BSS2 | Treated Decay | Untreated Decay |
|---------------------|-----------------|------|------|-------|------|---------------|-----------------|
| ECC | 2/5/2024 | 47 | 18 | 0 | 0 | 7 | 18 |
| Gateway | 2/6/2024 | 11 | 6 | 0 | 3 | 4 | 9 |
| Knott | 2/6/2024 | 24 | 13 | 0 | 0 | 3 | 13 |
| Fairview | 2/7/2024 | 14 | 10 | 0 | 0 | 5 | 10 |
| GUM | 2/7/2024 | 20 | 15 | 2 | 1 | 4 | 18 |
| Troutdale | 2/8/2024 | 21 | 10 | 1 | 0 | 6 | 11 |
| Sunrise | 2/12/2024 | 38 | 30 | 2 | 0 | 8 | 32 |
| Russellville | 2/13/2024 | 9 | 5 | 2 | 0 | 2 | 7 |
| RW181 | 2/13/2024 | 28 | 16 | 0 | 0 | 6 | 16 |
| Hazelwood | 2/14/2024 | 14 | 1 | 0 | 1 | 3 | 2 |
| | | 226 | 124 | 7 | 5 | 48 | 136 |



Completed the final immunization report and send it to the County Immunization Department for HS and EHS (except for CCP):

- 95% of kids are up to date on immunization,
- 9 kids were excluded on the exclusion date, At the end of Feb, 5 of them completed their immunization and returned to the program, and only 4 kids are still excluded

| For children in the adjusted enrollment, fill in the number of who have vaccines and exemptions | | | |
|---|-----|---|----|
| Number of children with vaccines | | Number of children with nonmedical exemptions | |
| DTaP (4 or more doses) | 591 | DTaP nonmedical exemptions | 7 |
| Polio (3 or more doses) | 614 | Polio nonmedical exemptions | 7 |
| Varicella (1 or more dose or history of chickenpox disease) | 617 | Varicella nonmedical exemptions | 15 |
| MMR (1 or more dose) | 617 | MMR nonmedical exemptions | 14 |
| Hepatitis B (3 or more doses) | 611 | Hepatitis B nonmedical exemptions | 8 |
| Hepatitis A (1 or more dose) | 618 | Hepatitis A nonmedical exemptions | 16 |
| Hib (Complete for Hib, or the child is 5 years old or older) | 609 | Hib nonmedical exemptions | 11 |
| All (Child has all the above doses) | 589 | All (Child has a nonmedical exemption for all vaccines) | 9 |

Completed the self-assessment health and safety screening for all of the sites. The final report of strengths, opportunities for improvements, and recommendations are sent.

A list of non-compliance reports is sent and discussed with each ESM, and finally, an action plan is created to be followed based on the priorities of the self-assessment findings.

Health will continue working on completing health screening and documentation requirements for the newly accepted kids.

Sites: Cascade Crossing, Early Childhood Center, Fairview, Gateway, Gethsemane, Gresham United Metho dist, Hazelwood, Kelly Place, Knott, Mt. Hood, Rockwood 181st, Rockwood Stark, Russellville, Sunrise

| Classroom | Operating Days | CACFP Free | CACFP Reduced | CACFP Paid | Breakfast | AM Snack | Lunch | PM Snack | Supper |
|-----------|----------------|------------|---------------|------------|-----------|----------|-------|----------|--------|
|-----------|----------------|------------|---------------|------------|-----------|----------|-------|----------|--------|

Report: CACFP Reimbursement Summary (Grid)

Agency: MHCC CDFS

Program Term: 2023-2024 EHS

Site: Early Childhood Center

| | | | | | | | | | |
|--|----|----|---|---|-----|---|-----|-----|---|
| ECC 5 | 19 | 8 | 0 | 0 | 83 | 0 | 108 | 88 | 0 |
| ECC 6 | 18 | 8 | 0 | 0 | 89 | 0 | 99 | 94 | 0 |
| ECC 7 | 19 | 8 | 0 | 0 | 128 | 0 | 130 | 98 | 0 |
| ECC 8 | 18 | 8 | 0 | 0 | 97 | 0 | 99 | 90 | 0 |
| Subtotals for Site: Early Childhood Center | | | | | | | | | |
| | 74 | 32 | 0 | 0 | 397 | 0 | 436 | 370 | 0 |

Site: Hazelwood

| | | | | | | | | | |
|-------------------------------|----|---|---|---|----|---|----|----|---|
| Hazelwood 2 | 18 | 9 | 0 | 0 | 53 | 0 | 57 | 43 | 0 |
| Subtotals for Site: Hazelwood | | | | | | | | | |
| | 18 | 9 | 0 | 0 | 53 | 0 | 57 | 43 | 0 |

Site: Rockwood Stark

| | | | | | | | | | |
|------------------------------------|---|----|---|---|----|---|----|---|---|
| Rockwood Stark - Combo 2A | 4 | 7 | 0 | 0 | 8 | 0 | 8 | 0 | 0 |
| Rockwood Stark -Combo 2B | 2 | 6 | 0 | 0 | 8 | 0 | 9 | 0 | 0 |
| Subtotals for Site: Rockwood Stark | | | | | | | | | |
| | 6 | 13 | 0 | 0 | 16 | 0 | 17 | 0 | 0 |

Site: Russellville

| | | | | | | | | | |
|----------------------------------|----|---|---|---|----|---|----|----|---|
| Russellville 3 | 17 | 8 | 0 | 0 | 63 | 0 | 69 | 36 | 0 |
| Subtotals for Site: Russellville | | | | | | | | | |
| | 17 | 8 | 0 | 0 | 63 | 0 | 69 | 36 | 0 |

Site: Troutdale

| | | | | | | | | | |
|-------------------------------|----|---|---|---|----|---|----|----|---|
| Troutdale 3 | 17 | 3 | 0 | 0 | 71 | 0 | 78 | 69 | 0 |
| Subtotals for Site: Troutdale | | | | | | | | | |
| | 17 | 3 | 0 | 0 | 71 | 0 | 78 | 69 | 0 |

Sites: Cascade Crossing, Early Childhood Center, Fairview, Gateway, Gethsemane, Gresham United Metho
dist, Hazelwood, Kelly Place, Knott, Mt. Hood, Rockwood 181st, Rockwood Stark, Russellville, Sunrise

| Classroom | Operating Days | CACFP Free | CACFP Reduced | CACFP Paid | Breakfast | AM Snack | Lunch | PM Snack | Supper |
|--|----------------|------------|---------------|------------|-----------|----------|-------|----------|--------|
| Subtotals for Program Term: 2023-2024 EHS | | | | | | | | | |
| | 132 | 65 | 0 | 0 | 600 | 0 | 657 | 518 | 0 |
| Program Term: 2023-2024 HS | | | | | | | | | |
| Site: Early Childhood Center | | | | | | | | | |
| ECC 1-FWD | 20 | 16 | 0 | 0 | 212 | 0 | 229 | 171 | 0 |
| ECC 2 | 18 | 16 | 0 | 0 | 181 | 0 | 215 | 193 | 0 |
| ECC 3 | 18 | 16 | 0 | 0 | 192 | 0 | 209 | 178 | 0 |
| ECC 4 | 17 | 16 | 0 | 0 | 196 | 0 | 215 | 190 | 0 |
| Subtotals for Site: Early Childhood Center | | | | | | | | | |
| | 73 | 64 | 0 | 0 | 781 | 0 | 868 | 732 | 0 |
| Site: Fairview | | | | | | | | | |
| Fairview 1 | 17 | 16 | 0 | 0 | 178 | 0 | 160 | 135 | 0 |
| Fairview 2 | 18 | 16 | 0 | 0 | 169 | 0 | 177 | 145 | 0 |
| Subtotals for Site: Fairview | | | | | | | | | |
| | 35 | 32 | 0 | 0 | 347 | 0 | 337 | 280 | 0 |
| Site: Gateway | | | | | | | | | |
| Gateway 1 | 18 | 17 | 0 | 0 | 154 | 0 | 174 | 122 | 0 |
| Gateway 2 | 17 | 12 | 0 | 0 | 119 | 0 | 120 | 99 | 0 |
| Subtotals for Site: Gateway | | | | | | | | | |
| | 35 | 29 | 0 | 0 | 273 | 0 | 294 | 221 | 0 |
| Site: Gethsemane | | | | | | | | | |
| Gethsemane 1 | 11 | 9 | 0 | 0 | 61 | 0 | 62 | 30 | 0 |
| Gethsemane 2AM | 7 | 3 | 0 | 0 | 9 | 0 | 9 | 0 | 0 |
| Gethsemane 2PM | 6 | 6 | 0 | 0 | 0 | 0 | 10 | 14 | 0 |
| Subtotals for Site: Gethsemane | | | | | | | | | |
| | 24 | 18 | 0 | 0 | 70 | 0 | 81 | 44 | 0 |
| Site: Gresham United Methodist | | | | | | | | | |
| Gresham United 1 | 19 | 16 | 0 | 0 | 231 | 0 | 233 | 211 | 0 |

Sites: Cascade Crossing, Early Childhood Center, Fairview, Gateway, Gethsemane, Gresham United Metho dist, Hazelwood, Kelly Place, Knott, Mt. Hood, Rockwood 181st, Rockwood Stark, Russellville, Sunrise

| Classroom | Operating Days | CACFP Free | CACFP Reduced | CACFP Paid | Breakfast | AM Snack | Lunch | PM Snack | Supper |
|--|----------------|------------|---------------|------------|-----------|----------|-------|----------|--------|
| Gresham United 2AM | 15 | 20 | 0 | 0 | 210 | 0 | 209 | 0 | 0 |
| Gresham United 2PM | 13 | 19 | 0 | 0 | 0 | 0 | 181 | 168 | 0 |
| Subtotals for Site: Gresham United Methodist | | | | | | | | | |
| | 47 | 55 | 0 | 0 | 441 | 0 | 623 | 379 | 0 |

Site: Hazelwood

| | | | | | | | | | |
|-------------------------------|----|----|---|---|-----|---|-----|-----|---|
| Hazelwood 1-FWD | 17 | 17 | 0 | 0 | 200 | 0 | 208 | 144 | 0 |
| Subtotals for Site: Hazelwood | | | | | | | | | |
| | 17 | 17 | 0 | 0 | 200 | 0 | 208 | 144 | 0 |

Site: Knott

| | | | | | | | | | |
|---------------------------|----|----|---|---|-----|---|-----|-----|---|
| Knott 1 | 18 | 13 | 0 | 0 | 158 | 0 | 170 | 132 | 0 |
| Knott 2 | 17 | 13 | 0 | 0 | 134 | 0 | 155 | 139 | 0 |
| Knott 3 | 17 | 14 | 0 | 0 | 160 | 0 | 147 | 148 | 0 |
| Knott 4 | 17 | 9 | 0 | 0 | 106 | 0 | 104 | 77 | 0 |
| Subtotals for Site: Knott | | | | | | | | | |
| | 69 | 49 | 0 | 0 | 558 | 0 | 576 | 496 | 0 |

Site: Mt. Hood

| | | | | | | | | | |
|------------------------------|---|---|---|---|---|---|---|---|---|
| Mt Hood 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mt. Hood 2 AM | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Subtotals for Site: Mt. Hood | | | | | | | | | |
| | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Site: Rockwood 181st

| | | | | | | | | | |
|------------------------------------|----|----|---|---|-----|---|-----|-----|---|
| Rockwood 181 1 | 17 | 16 | 0 | 0 | 216 | 0 | 217 | 167 | 0 |
| Rockwood 181 2 | 17 | 17 | 0 | 0 | 193 | 0 | 198 | 161 | 0 |
| Rockwood 181 3 | 18 | 16 | 0 | 0 | 194 | 0 | 205 | 129 | 0 |
| Rockwood 181 4 | 18 | 16 | 0 | 0 | 153 | 0 | 188 | 124 | 0 |
| Subtotals for Site: Rockwood 181st | | | | | | | | | |
| | 70 | 65 | 0 | 0 | 756 | 0 | 808 | 581 | 0 |

Site: Russellville

Sites: Cascade Crossing, Early Childhood Center, Fairview, Gateway, Gethsemane, Gresham United Metho
dist, Hazelwood, Kelly Place, Knott, Mt. Hood, Rockwood 181st, Rockwood Stark, Russellville, Sunrise

| Classroom | Operating Days | CACFP Free | CACFP Reduced | CACFP Paid | Breakfast | AM Snack | Lunch | PM Snack | Supper |
|--|----------------|------------|---------------|------------|-----------|----------|-------|----------|--------|
| Russellville 1 FWD | 18 | 14 | 0 | 0 | 178 | 0 | 180 | 115 | 0 |
| Subtotals for Site: Russellville | 18 | 14 | 0 | 0 | 178 | 0 | 180 | 115 | 0 |
| Site: Sunrise | | | | | | | | | |
| Sunrise 1 | 17 | 11 | 0 | 0 | 213 | 0 | 216 | 196 | 0 |
| Sunrise 2 | 17 | 8 | 0 | 0 | 256 | 0 | 255 | 243 | 0 |
| Sunrise 3 | 19 | 5 | 0 | 0 | 170 | 0 | 214 | 173 | 0 |
| Sunrise 4 | 19 | 7 | 0 | 0 | 237 | 0 | 242 | 231 | 0 |
| Sunrise 5 | 18 | 9 | 0 | 0 | 210 | 0 | 212 | 170 | 0 |
| Sunrise 6 | 19 | 7 | 0 | 0 | 117 | 0 | 118 | 76 | 0 |
| Subtotals for Site: Sunrise | 109 | 47 | 0 | 0 | 1203 | 0 | 1257 | 1089 | 0 |
| Site: Troutdale | | | | | | | | | |
| Troutdale 1 | 17 | 12 | 0 | 0 | 187 | 0 | 197 | 187 | 0 |
| Troutdale 2 | 17 | 14 | 0 | 0 | 161 | 0 | 169 | 156 | 0 |
| Subtotals for Site: Troutdale | 34 | 26 | 0 | 0 | 348 | 0 | 366 | 343 | 0 |
| Subtotals for Program Term: 2023-2024 HS | | | | | | | | | |
| | 538 | 422 | 0 | 0 | 5155 | 0 | 5598 | 4424 | 0 |
| Subtotals for Agency: MHCC CDFS | 670 | 487 | 0 | 0 | 5755 | 0 | 6255 | 4942 | 0 |
| Report Totals | 670 | 487 | 0 | 0 | 5755 | 0 | 6255 | 4942 | 0 |



FAMILY SERVICES REPORT

FEBRUARY 2024

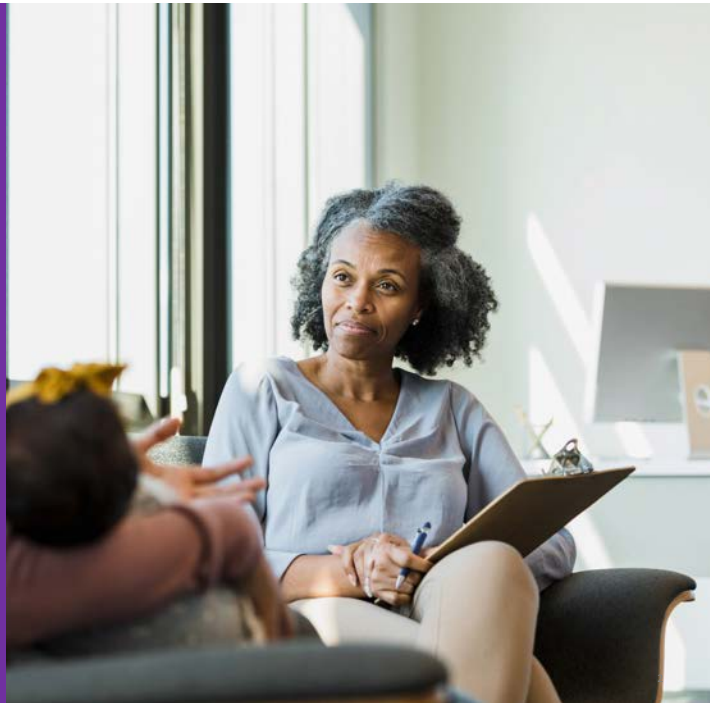


FAMILY SERVICES HOME VISIT COMPLETION

432 Home Visits were completed in the month of February

249 family Needs Identified events have been created

169 New Family Goals have been established





FINANCIAL LITERACY CLASS

On Jan 31st we held another series of Financial Literacy Classes in English and Spanish focused on debt and credit management with local non-profit organization Financial Beginnings. We had free coffee, doughnuts, parents went home with a prize for attending. .

3

HEAD START ON ENGINEERING

What an incredible two nights with MHCC's Head Start on Engineering virtual events! With over 200+ enthusiastic participants, we built, created, and explored the world of engineering together. Huge congrats to the 20 lucky families who won tickets to OMSI - your curiosity and creativity are truly inspiring! Let's keep the momentum going and continue to spark a passion for STEM in our communities.





FIRST TIME HOME BUYER PROGRAM



Hacienda CDC joined MHCC Head Start at Wooden Fish Parents First to discuss first time home buyer orientation bringing East County families together to make the dream a reality to be eligible for 30k towards downpayment and closing costs.

We offered food and childcare to make sure everyone can attend.

We packed the house with over 100 attendees over 2 events offered in English and Spanish

5



FATHER ENGAGEMENT EVENTS

- Our preschool dads truly rocked it, showing up in full force to participate in a day filled with laughter, learning, and unforgettable bonding moments with their little ones. Massive kudos to our community's father figures who showed up last Saturday, embracing every activity with enthusiasm and genuine joy.
- A heartfelt thank you to our dedicated volunteers and staff who orchestrated this magical day! Your commitment to creating a nurturing environment that celebrates family engagement is what makes our preschool community thrive.



6

EHS Child Care Partnership Report

Early Head Start Child Care Partnerships (EHS-CCP) – CCP’s Family/Educator Specialists
2.28.24



EHS-CCP’s Family/Educator Specialists (FES) are essential to the partnerships at our center-based and family childcare sites. These specialists provide guidance, technical support, and mentoring to children, families, and teaching staff – focusing on strengths and goals and providing resources. This team, Leesa Trimble, Rebekah Conley, Tonya Heiser, and Mikki Boyt, complete annual home visits and screenings of children’s vision, hearing, growth, and development.

Much of the work the FES do with families is based on facilitating and strengthening relationships with their childcare provider and their children! We see this role as crucial in stabilizing the childcare experience for both families and providers. The Office of Head Start’s *Parent, Family, and Community Framework* guides our work toward

viewing families as lifelong learners, advocates, and educators. <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/parent-family-community-engagement-pfce-framework>

The *Pyramid Model* guides their work with teaching staff. This model promotes the design of opportunities in children’s care and learning around healthy social-emotional development and skill building. The FES team visits classrooms regularly, building trusting relationships with teaching staff and observing their practices. EHS-CCP has helped more than 30 partner staff complete 18 hours of online training around these practices. The training provides both validation for the teachers already implementing the practices and an opportunity to learn how to effectively increase levels of support for children who need additional interventions. *National Center for Pyramid Model Innovations*, <https://challengingbehavior.org/pyramid-model/overview/basics/>



Recently, the FES team completed reliability training in the *Pyramid Model for Infant Toddler Observation Scale (TPITOS)*, which recognizes the vital role of early teachers and caregivers in supporting social-emotional development. TPITOS is used to observe early childhood settings and care for infants and toddlers from birth to 3 years of age. Its focus is on teacher practices and classroom environment variables, as well as measures such as how staff foster responsive, nurturing relationships with children and promote peer interactions.

Family/Educator Specialists in EHS-CCP become another member of our partner site’s team – itinerant teachers, traveling family advocates, and facilitators of health, play and development. They are indeed the heart of all of our work.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: **7.1f**

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, Course Fees <i>Funds to offer adult and basic education instruction for people who have less than an eighth-grade education or did not complete high school. (Federal)</i> | \$45,000 |
| Bringing Adults Back Survey <i>Funds to complete an institutional survey of Oregon's Community College to develop strategies to address structural barriers to success. (State)</i> | 125,000 |
| Childcare Resource & Referral, Preschool For All Mentors <i>Funds to provide child care referral services to parents; child care provider training and business/employer awareness of child care support options and related work-life issues; with the overall goal of improving child care affordability, access, and quality. (Federal, State, Other)</i> | 21,040 |
| Future Ready Oregon | 1,000,000 |



Funds to help develop post-secondary career pathway training programs that provide individuals from priority populations with opportunities to obtain the necessary skills for securing a job or career advancement. (State)

Head Start, TERC 39,466

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

OEA Choice Trust 10,000

Funds to promote employee health and well-being. (Other)

Small Business Development Center 60,168

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)

Total \$1,300,674



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: **7.1g**

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

SUBJECT: APPROVAL OF HEAD START CONTINUATION GRANT

Recommendation: The administration recommends that The Mt. Hood Community College District Board of Education approve the federal Head Start and Early Head Start Continuation grant proposal.

Approved: _____
Andrew Speer, Board of Education Chair



**Head Start & Early Head Start
Non-Competing Continuation Federal Grant Application
March 2024**

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Section 1. Program Design and Approach to Service Delivery

Sub-Section A: Goals

1: Program Goals, Measurable Objectives, and Expected Outcomes

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

Mt. Hood Community College's (MHCC) Child Development and Family Support program (CDFS) is a successful and well implemented program. This proposal represents a non-competing continuation of grant #10CH011601 achieving the same goals and outcomes. We are requesting a total amount of \$10,682,108.

Subsection A.1.a-b and A.1.c.i 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 2 outlines progress made over the 2022-23 school year for each program objective. In September 2023, all CDFS locations opened for services. As detailed in Table 2 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. Program goals have been revised for the upcoming year. New program goals are included in Table 1.

2: 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 2023-2024 are illustrated in table 2 and the accompanying charts.

MHCC Child Outcomes Winter 2023-2024

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.

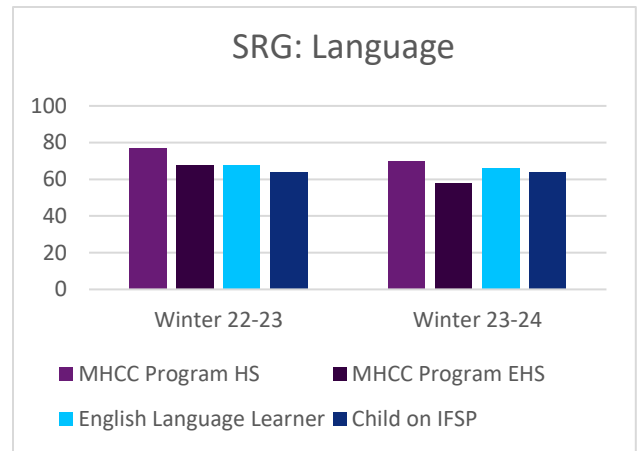
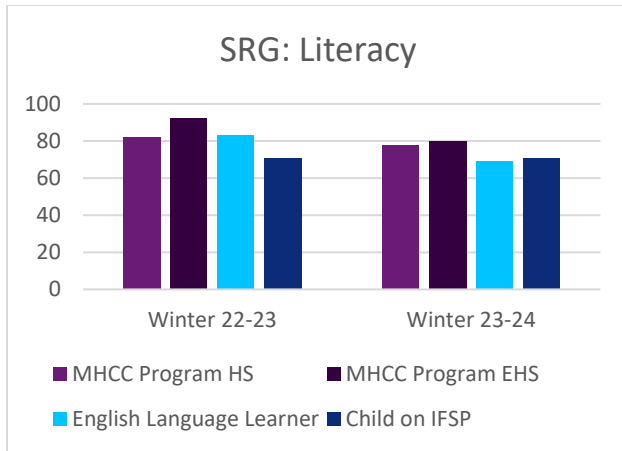
| Table 2. Participant Outcome Gains/Losses | | | | | |
|---|------------------|------------|------------------|------------------|---------------------------|
| Chart | Domains | Head Start | Early Head Start | Children on IFSP | English Language Learners |
| 1 | Social/Emotional | 0 | -2% | -27% | +10% |
| 2 | Gross Motor | -1% | 0 | -6% | +1% |
| 3 | Fine Motor | 0 | -5% | -12% | +5% |
| 4 | Language | -7% | -10% | -20% | -2% |
| 5 | Literacy | -4% | -12% | -8% | -14% |
| 6 | Mathematics | 0 | -12% | -2% | +4% |
| 7 | Science | -4% | -16% | -9% | -1% |
| 8 | Cognitive | -2% | -8% | -16% | -6% |

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 2023 and Winter 2024. Due to staffing challenges stemming from the pandemic, the data represents a mix of in-person and limited virtual services.

SRG: Social Emotional Development

Children will begin to demonstrate self-awareness, self-regulation, and independence (TSG 1(a)(c))

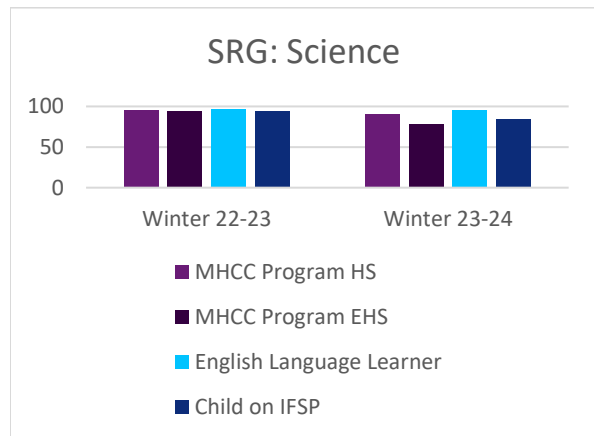
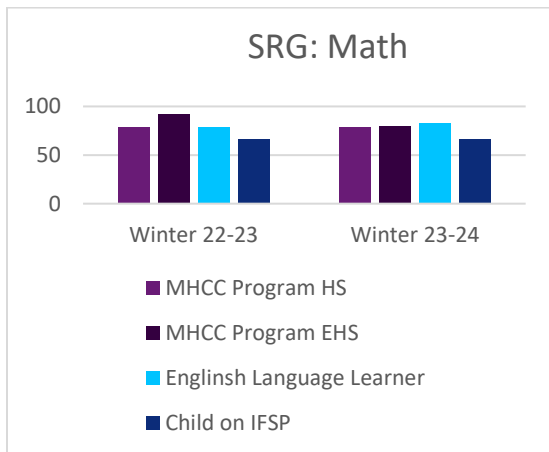
Children will establish and maintain positive relationships with peers and adults (TSG 2(a)(c))



SRG: Cognition and General Knowledge

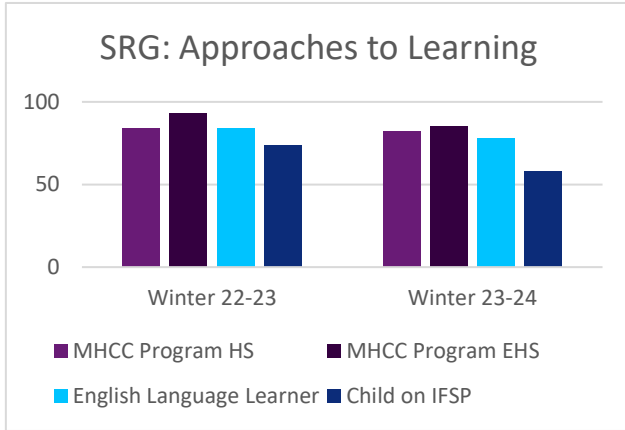
Children will have opportunities to utilize mathematical applications (TSG 11(a)(c), 20(a) and 21(b))

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))



Additions, deletions, or revisions to Program Goals, Measurable Objectives, and Expected Outcomes

Mt. Hood Community College’s (MHCC) Head Start Program recently revised its program goals to align with the college’s goals and equity plan. This will foster additional collaborations between the Head Start Program and MHCC.

The new Program Goals follow.

Table 1. New Program Goals

| Program Goals | Measurable Objective | Progress Outcomes |
|--|---|--|
| <p>Goal A - Improve Teaching and Learning Practices and Processes to Support Learning and Success for All Students and Their Families</p> | <p>To increase both EHS and HS teacher satisfaction with coaching by 10% between March 1 and December 31, 2024</p> <p>To increase monthly attendance rate to 85% as Head Start Performance Standards requirements by the end of December 2024</p> | <p>Complete staff satisfaction surveys at 3-4 points in time between March and December</p> <p>Have ESM share at site meetings</p> <p>Include the time it will take to complete</p> <p>Collect and summarize EIS coaching documentation</p> <p>The program staff will review attendance policy and procedures and partner with families to promote daily regular attendance by reducing the program's chronic absenteeism rate to 1% and increasing the program's monthly attendance rate by 1%.</p> |
| <p>Goal B - Provide the Full Range of Educational and Support Programs and Services Needed to Allow Students and Families to Meet their Educational, Career, and Personal Goals</p> | <p>Increase meal counts by identifying classrooms that are as of January 2024 below 80% average monthly meal counts using the "Attendance and Meal Counts Tracker" located in Sharepoint and ChildPlus Attendance using Report 2371. Identify the barriers and give training and supports to up those</p> | <p>Monthly meal counts and attendance according to the ChildPlus 2371 report. Generating a % as an identifier for falling below 80%.</p> <p>Establish a month-to-month monitoring system to review meal counts and attendance.</p> <p>Identify the classrooms that are below 80%</p> |

Table 1. New Program Goals

| Program Goals | Measurable Objective | Progress Outcomes |
|---|--|---|
| | <p>classrooms' average to at least 80% by November 2024</p> <p>Maintain and ensure a healthy and safe environment within the agency in a way that supports staff, children, and families</p> | <p>Medications are properly stored and labeled and not accessible to children, The medication, if available, is not expired, and is clearly labeled, the medication papers are kept with the medication, and copies are in the emergency binder</p> <p><i>Flagged children:</i> children with health concerns are flagged properly at CP, Events for children with health concerns are documented properly</p> <p>at CP, all of the events for the flagged children are completed or provided the appropriate follow-up, all of the health screening events are completed or receive the appropriate follow-up.</p> |
| <p>Goal C - Align the College's Organizational Structure, Systems and Processes to Reflect the Diversity of the Communities We Serve</p> | <p>Use the CCP Contract Completion Checklist and ChildPlus Personnel Tabs to ensure 100% partner site compliance around staff qualification as defined within the Partnership Agreements by 8/2024</p> | <p>Clarify staff qualification requirements within the EHS-CCP onboarding and monitoring systems around expectations for professional development and coaching to ensure successful implementation by 2/27/24</p> <p>Determine % of completed EHS-CCP documentation and monitoring of partner staff qualifications by 3/15/24, and provide professional development</p> |

| Table 1. New Program Goals | | |
|---|--|---|
| Program Goals | Measurable Objective | Progress Outcomes |
| | | and coaching to meet the goal by 8/16/2024 |
| Goal D - Increase Our Visibility and Strengthen the Connection Between the College and Our Local and Regional Community Partners | To increase Goal completion and needs Identified status by 5% in the 2023-2024 school year | <p>Family Services will review all data on family goals and needs identified during the school year 2022-2023 to establish a baseline percentage to compare their completion status and incomplete status.</p> <p>Assess community partnerships available to meet families' needs for comprehensive support to improve child outcomes and success</p> |

1. For each Program Goal:

- a. *Demonstrate Progress/Outcomes towards meeting Measurable Objectives and Expected Outcomes.*
- b. *Describe Challenges in achieving progress towards Expected Outcomes and how the program is working to address those Challenges.*

Mt. Hood Community College's (MHCC) Head Start Program recently reviewed its program goals to identify challenges with the goals.

The 2022-2023 Program Goals follow with the challenges of each.

Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges

| Program Goal 1: Improve child and family success | | | |
|---|--|---|-------------------|
| Objective | Strategies | Strategies | Strategies |
| <i>a. Expand the use of L.E.A.P. principles into one site each year.</i> | Utilizing the Inclusion Manager, two LEAP Teachers, LEAP Coach, and LEAP Mental Health Consultant to provide training and ongoing support for one site for each school year. | Work with MECP (LEA) to provide training and ongoing teacher coaching to selected LEAP site. Strategies and approaches will focus on child safety and inclusion. | |
| 2022-2023 progress report | During the 22-23 program year, the Education and Inclusion team included LEAP strategies across multiple trainings for all classroom staff. Multiple classrooms received additional supports and training in LEAP classroom management strategies. | Three trainings were provided for all classroom staff in partnership with Columbia Regional Inclusive Services. Ongoing agreement with MECP to participate in County Inclusion Team meetings as part of partnership with the Early Childhood Technical Assistance Center. The Head Start Education and Inclusion Manager was invited to lend their voice to the state inclusion team meeting. In 22-23, we conducted three assessments of our program using a strategic assessment | |

| | | | |
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| | | <p>tool. We have completed three key area action plans from the previous year and have developed action plans in three additional areas of the inclusion model.</p> | |
| 2023-2024 Challenges | <p>Mt. Hood Community College's Head Start staff found it difficult to align the L.E.A.P principles with the family goals, as well as the children's goals in the classroom. The families, for a variety of reasons, found it difficult to understand how and why the principles and goals worked together.</p> | | |
| <p><i>b. Implement the Creative Curriculum for EHS and HS classrooms to 90% fidelity.</i></p> | <p>90% of Teachers using GOLD© assessment will have a current inter-rater reliability certificate no later than 10 working days prior to the second checkpoint after hire. 90% of Teachers using GOLD© assessment will maintain renewal of reliability certification, with no more than 30 days lapse between expiration and renewal.</p> | <p>Weekly curriculum plans will be reviewed, approved and documented each week 90% of the time to ensure all required components are completed.</p> | <p>Creative Curriculum fidelity checklists will be completed twice annually on 90% of all EHS, EHS CCP, and HS Classrooms</p> |
| 2021-22 progress report | <p>As of March 2022, 89% of teachers in the program have achieved reliability within the allotted timeframe.</p> | <p>In 2021-2022, all of the program shifted from completing lesson plans in Excel to lesson planning in <i>Gold online</i>. Due to COVID-19, inconsistent staffing, 50% turnover of Education Site Managers, and onboarding of new staff, the monitoring of curriculum plan reviews was a challenge. We will continue to work on this strategy in 2022-2023</p> | |

| | | | |
|--|---|--|---|
| <p>2022-2023 progress report</p> | <p>As of March 2023, 95% of teachers in the program have achieved reliability within the allotted timeframe.</p> | <p>In 2022-2023, we had 65% turnover in our Education Site Manager (ESMs) positions. Due to low staffing and managers supporting in classrooms and kitchens, the priority has been on keeping program open for services.</p> | |
| <p>2023-2024 Challenges</p> | <p>Due to staffing issues, the managers are focusing on other priorities and activities, and have not had the time to offer Creative Curriculum training for the Head Start program. In addition, this has also led to the inability to transfer lesson plans into the online platform in a timely manner.</p> | | |
| <p><i>c. Buffer the effects of trauma by building resilience and strengthening protective factors for staff, families, and children</i></p> | <p>Provide staff professional development opportunities in Adverse Childhood Experiences (ACES) and the effects of trauma throughout the year. Provide training for parents on building resiliency.</p> | <p>Review and implement changes to program's documentation, interventions, and communication systems with a trauma-informed lens.</p> | <p>Evaluate classrooms and sites with public offices from a trauma-informed lens to ensure environments are welcoming, child-safe, and appropriate to the needs of the families and communities we serve.</p> |
| <p>2021-2022 progress report</p> | <p>Due to COVID-19, this strategy was put on hold. Now that we have returned to in-person services for all our enrolled children, the Leadership team is currently working on securing ACES trainers for potential staff training before the end of this school year.</p> | <p>Secured training for the program leadership team with a trauma-informed care specialist to more formally move towards becoming a trauma-informed agency. The training will run from March 2022 through June 2022.</p> | |
| <p>2022-2023 progress report</p> | <p>In September of 2022, the program authorized the creation of a DEI Trauma Informed specialized position. It is currently open</p> | <p>Using a trauma-informed lens, managers have been reviewing current policies and procedures and making necessary updates.</p> | |

| | | | |
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| | and cross posted on multiple platforms for recruitment. | | |
| 2023-2024 Challenges | It has been a struggle to hire this position, and thus offer and implement the training for the Head Start faculty and staff. In addition, as mentioned, managers are focusing on other priorities and activities and have not been able to review procedures to ensure documentation is accurate. | | |

Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges

| Program Goal 2: Advance diversity, equity, and inclusion | | | |
|--|---|---|--|
| Objective | Strategies | Strategies | Strategies |
| <i>a. Increase the number of staff by 1% each year who represent the ethnicity and languages of the community we serve.</i> | Strengthen the recruitment of diverse staff by hiring a consultant, developing a staff recruitment plan that includes community outreach and targeted marketing to broaden our recruitment efforts. | Develop and provide program opportunities and support for affinity groups for staff to connect with each other, make recommendations and help staff to feel safe and welcome in our program. | Research and develop a standard practice for assessing bi-lingual staff. |
| 2020-21 progress report | This year we continued to increase the number of BIPOC staff as well as the number of staff who speak a second language. | Due to COVID-19, inconsistent staffing, 70% turnover of our leadership team, and onboarding of new staff, work on this strategy was a challenge. We will continue to work on this strategy in 2022- 2023. | In 2020-2021, a pilot was started in using a company (Alta) to help to standardize assessing bilingual staff. The pilot was successful. Due to COVID-19, the next steps for this strategy were put on hold. We will continue this strategy in 2022-2023. |

| | | | |
|---|---|---|---|
| 2021-22 progress report | Seek new partnerships in EHS CCP FCC with programs owned/operated by members of BIPOC community in our service area. | | |
| 2022-23 progress report | To increase our targeted marketing, we collaborated with the college to expand where we advertise for positions. This helped widen our audience | | |
| 2023-2024 Challenges | While the program has been very successful in hiring diverse classroom staff, the challenge has been to adapt supervisory positions to be culturally diverse to better serve the students and the community. Mt. Hood Community College's Human Resources department is also having a difficult time recruiting and hiring multicultural coaching positions. | | |
| b. Ensure that our community of ESL families have access to home base services that meet their needs. | Assess the need for language specific home base services other than English and Spanish in our service area. NO CHANGE | Identify current language-specific home visiting services in our service area. Using this data assess whether there are gaps in specific languages that are | b. Ensure that our community of ESL families have access to home base services that meet their needs. |
| 2021-22 progress report | In response to program and community assessment data, in 2020-2021, we hired an Arabic language-specific Family Support Specialist. The program will continue to evaluate language need and adjust accordingly. | Program leadership team continues to work on ensuring that program budget includes funds for language interpretation and translation | COVID-19 interrupted these plans and this strategy continued to be on hold at the beginning of SY 21-22. As of March 2022, Home-based services continue to be conducted virtually due to home visiting COVID-19 protocols. We will resume working on this strategy as restrictions are changed. |
| 2022-23 progress report | The program continues to evaluate language and needs | During this fiscal year, the | |

| | | | |
|-----------------------------|---|--|--|
| | of home-based families and opens positions according to those needs. | leadership team make the decision to double the allotted funding for interpretation in our state fund and have intentions to increase funding for interpretation in all grant applications | |
| 2023-2024 Challenges | While the program has been very successful in hiring diverse classroom staff, the challenge has been to adapt supervisory positions to be culturally diverse to better serve the students and the community. Mt. Hood Community College's Human Resources department is also having a difficult time recruiting and hiring multicultural coaching positions. | | |

| Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges | | | |
|---|---|---|---|
| Program Goal 3: Strengthen community engagement | | | |
| Objective | Strategies | Strategies | Strategies |
| <i>a. By 2025, develop and strengthen community partnerships in each of the seven family outcomes of the PFCE Framework.</i> | Evaluate current partnerships/MOU by identifying which of the seven family outcomes they fall under in order to assess our gaps in areas of our community engagement. | Identify potential new partners in our community to fill in the above gaps. | Increase engagement of community members on our Family Services Advisory committee. |

Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges

| Program Goal 3: Strengthen community engagement | | | |
|--|--|---|--|
| Objective | Strategies | Strategies | Strategies |
| 2021-22 progress report | <p>Continued to review and assess where to strengthen connections and partnerships with, and what is working with our current partnerships within the 7 PFCE areas.</p> <p>Program total: The number of "Needs Identified" from families in the 21/22 program term in EHS and HS: 4,312.</p> <p>Needs Identified Completed (services received): 3,444</p> <p>80% of the needs identified by families received the needed services identified.</p> <p>18% were in the process of receiving services and 2% did not make progress on the referrals provided.</p> | <p>MHCC continues to work with community agencies during COVID-19 to offer virtual workshops in literacy, parenting groups, weatherization, STEM and build new partnerships to streamline services during the pandemic. This included access to vaccines, COVID-19 wraparound support and referrals, financial assistance, and much more.</p> | <p>Families received rent/utility assistance through our partnership with Salvation Army totaling \$30,040.84.</p> <p>Hosted 8 Vaccine clinics and provided over 800 COVID vaccines to children, families, and staff in our community. Christine Sanders from the East County Community Health and the Rockwood CDC</p> <p>Energy Assistance events and supporting approximately 110 families receive energy assistance ranging from 500- 2500\$ towards bills through our partnership with El Programa Hispano</p> <p>Over 170 households received COVID wraparound supports to help families quarantine. Families would receive \$150 worth of healthy foods and supplies from Fred Meyer- depending on family size delivered to their</p> |

Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges

| Program Goal 3: Strengthen community engagement | | | |
|---|---|---|--|
| Objective | Strategies | Strategies | Strategies |
| | | | <p>homes. Cover all bills such as rent, mortgage, electricity, water, internet, and phone for one month.</p> <p>Program provided \$3,000 in gas cards to 120 families. Over 200 applications were submitted for HS/EHS families to receive \$500 gift cards for each adult in the household last year through Multnomah County. Approximately 150k were provided to HS families in need through the COVID assistance program. Food Boxes- Child Plus shows 310 families received food boxes from our program</p> |
| 2023-2024 Challenges | <p>The additional support needs of Head Start families is a challenge for the program. Staff members match family needs with community partners as best they can. Time and resources for identifying community agencies, creating relationships, and referring families to these community services are limited for the program.</p> | | |
| <i>b. By 2025, strengthen connections with our local school districts to support kindergarten transitions.</i> | Reach out to district curriculum directors and engage them in our process of identifying new School Readiness Goals | Reach out and connect with P-3 Coordinators at each district to join our Education Advisory committee and to explore opportunities to increase efforts in supporting kindergarten | Develop and coordinate Head Start Teachers to visit and observe in a kindergarten classroom and to have kindergarten teachers and or principals visit Head Start |

| Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges | | | |
|--|---|--|------------|
| Program Goal 3: Strengthen community engagement | | | |
| Objective | Strategies | Strategies | Strategies |
| | | transitions and other partnerships | classrooms |
| 2022-23 progress report | School Readiness Goals were shared with local school districts. They indicated our goals aligned with their Kindergarten expectations. | We provided giddiness to support kindergarten transitions. Partnered with different school districts to send forms and requirements | |
| 2023-2024 Challenges | Creating partnerships and referral agreements is more difficult as more school districts offer more preschool services. Families are opting to send their children to their local school for preschool, as opposed to a program such as Head Start. In addition, resources to offer a summer transition program are not available. | | |

| Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges | | | |
|---|--|---|------------|
| Program Goal 4: Increase excellence in operations | | | |
| Objective | Strategies | Strategies | Strategies |
| <i>a. Research, develop and implement a quality classroom substitute system.</i> | Connect with other Head Start programs to learn what systems they have in place. | Develop a substitute training and onboarding process. To include <i>Active Supervision</i> practices in the classroom | |

Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges

| Program Goal 4: Increase excellence in operations | | | |
|--|---|--|---|
| Objective | Strategies | Strategies | Strategies |
| 2019-20 progress report | COVID-19 interrupted these plans, this strategy is on hold until we are back in face-to-face classrooms. | During the 2020-2021 school year, a workgroup was established to look at redesigning onboarding of all staff, including substitutes. Each service area identified key training and knowledge that is required before staff can begin to work with children and families. They also identified needed ongoing training. | |
| 2023-2024 Challenges | There is a workforce crisis at all levels, with Human Resources struggling to hire substitute teachers. This challenge is not unique to Mt. Hood Community College's Head Start program as all local school districts are experiencing this issue. | | |
| Objective | Strategies | Strategies | Strategies |
| <i>b. Implement a new electronic time and effort (Nova Time) system throughout the whole program.</i> | Evaluate what technologies would best support full implementation and include in the budget. | Develop new onboarding processes to ensure Nova Time is ready and accessible for new employees on their first day. | Develop new procedures for implementation. To include documentation of staff's presence in the classroom as it pertains to child safety. |
| 2022-2023 progress report | Due to COVID it has been a challenge to recruit families to serve on Policy Council. CCP continues to share minutes from PC with families in the CCP Sway and PCCM | CCP program timelines for families include dates and times of all PCCMs. Family newsletter SWAY is sent 1-2 weeks prior to each meeting with reminders the week and/or day of the events. | |

Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges

| Program Goal 4: Increase excellence in operations | | | |
|--|--|---|---|
| Objective | Strategies | Strategies | Strategies |
| 2023-2024 Challenges | Challenges include technology issues and insecurities of staff, as well as providing services in the native language of the diverse staff. | | |
| <i>b. Implement a new electronic time and effort (Nova Time) system throughout the whole program.</i> | Provide staff and manager training on the new system. | Implement a 3 months dual paper and electronic time sheet as part of the implementation process. | Develop payroll allocation system within Nova Time |
| 2022-23 progress report | Fall 2022 outreach to families by EHS-CCP Family/Educator Specialists (FES) raised interest for two families. Information was shared and followed with deeper conversations. Both families indicated the meeting times would be difficult to commit to due to family and work needs. | Sought input from participants in Region X TTA-sponsored EHS-CCP Cohort meetings – specifically another CCP program in Oregon who reports similar low participation. Strategies included increased use of photos, videos, and specific follow-up conversations that promote Policy Council or committee participation when families show interest in this type of leadership opportunity. | Program Manager continues to attend Policy Council meetings to serve as a non-voting representative. Uses experience and updates from Executive Assistant for monthly updates to CCP families about Policy Council events and decision making and other leadership opportunities in our program or in the community. This may include opportunities to serve on recruitment, hiring, or advisory committees |

Table 2. 2022-2023 Program Goals, Strategies, Progress, and Challenges

| Program Goal 4: Increase excellence in operations | | | |
|--|---|-------------------|-------------------|
| Objective | Strategies | Strategies | Strategies |
| 2023-2024 Challenges | Challenges include technology issues and insecurities of staff, as well as providing services in the native language of the diverse staff. | | |
| Objective | Strategies | Strategies | Strategies |
| <i>c. Support CCP Partners in family engagement and implementing practices that promote policy council representation (new objective)</i> | Increase participation in Policy Council representation by holding monthly Parent Center committee meetings within each childcare partner | | |
| 2023-2024 Challenges | Challenges for Mt. Hood Community College’s Head Start program include time to engage parents with busy schedules and full-time work schedules. The pandemic changed social dynamics and interactions with the increased use of virtual meeting software such as Zoom and Microsoft Teams. This has reduced the number of committee members on the Policy Council. | | |

2. If additions, deletions, or revisions were made to School Readiness Goals since last year, describe how those revisions align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning guidelines, as appropriate, and requirements and expectations of the local schools where children will transition.

Mt. Hood Community College has no additions, deletions, or revisions to the School Readiness Goals since last year. The goals follow.

Table 3: School Readiness Goals

| ELOF DOMAIN | GOALS | TSGOLD OBJECTIVES | LOOKS LIKE | BARRIERS TO CONSIDER | STEPS TO ACHIEVE GOALS |
|---------------------|---|---|---|---|---|
| LANGUAGE & LITERACY | <p><u>Language:</u> Children will acquire new words to increase their communication and conversational skills</p> | <p>9. Uses language to express thoughts and needs a. Uses expanding expressive vocabulary 10. Uses appropriate conversational and other communication skills a. Engages in conversation</p> | <p>-Names familiar people, animals and objects -Describes and tells the use of many familiar items -Initiates and attends to brief conversations -Engages in conversations of at least three exchanges</p> | <p>-English language learners of staff, families and children -Non-verbal children</p> | <p>-Picture and written labels in the classroom - Professional development on teacher/child interactions and conversations for birth-5yrs -Increase conversations with open-ended questions</p> |
| LANGUAGE & LITERACY | <p><u>Literacy:</u> Children will experience and explore the world of books and reading</p> | <p>17. Demonstrates knowledge of print and its uses a. Uses and appreciates books 18. Comprehends and responds to books and other texts a. Interacts during read-alouds and book conversations</p> | <p>-Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers -Knows some features of a book -Asks and answers questions about the text; refers to pictures</p> | <p>-Families access to books -Access to books in multiple languages</p> | <p>-Increase one on one and small group reading of books -Books accessible in 5 different learning areas in the classroom -Partnership with Every Child A Reader program with Multnomah County Library -Partnership with The Children's Book Bank</p> |

Table 3: School Readiness Goals

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

Table 3: School Readiness Goals

| ELOF DOMAIN | GOALS | TSGOLD OBJECTIVES | LOOKS LIKE | BARRIERS TO CONSIDER | STEPS TO ACHIEVE GOALS |
|--|--|---|--|---|--|
| Social & Emotional Development | <u>Self-Awareness and Regulation:</u> Children will begin to demonstrate self- awareness, self- regulation and independence | 1. Regulates own emotions and behaviors a. Manages feelings c. Takes care of own needs appropriately | 1a-Uses adult to support calm self -Comforts self by seeking out a special person -Is able to look at a situation differently or delay gratification 1c-Indicates needs and wants; participates as adult attends to needs -Seeks to do things for self -Demonstrates confidence in meeting own needs | -Education staff understanding trauma informed care -Education staff understanding of children on IFSPs | -Program professional development of trauma informed care -Professional development of goal setting and individualization with IFSPs |
| Social & Emotional Development | <u>Positive Relationships:</u> Children will establish and maintain positive relationships with peers and adults | 2. Establishes and sustains positive relationships a. Forms relationships with adults c. Interacts with peers | 2a-Demonstrates a secure attachment to one or more adults -Uses trusted adult as a secure base from which to explore the world -Manages separations without distress and engages with trusted adults 2c-Plays near other children; uses similar materials or actions -uses successful strategies for entering groups -Initiates, joins in and sustains positive interactions with a small group of children | -Support in classrooms from Mental Health Consultants -Building relationships with children and families when attendance is inconsistent | -Mental Health Consultants continuous support -Ongoing professional development of PBIS -Relationship based trainings and resources |
| Perceptual, Motor and Physical Development | Children will acquire and develop gross motor skills in multiple areas | 4. Demonstrates traveling skills | 4-Moves to explore immediate environment -Experiments with different ways of moving -Moves purposefully from place to place with control | -Access to playgrounds and other gross motor opportunities -Gross motor options when weather does not permit outdoor activities | -Inventory outdoor materials at each site and purchase basic equipment -Consider indoor environments at each site and provide basic equipment and/or learning activities that focus on gross motor skills -Provide resources to families about playgrounds, other indoor and outdoor options to increase gross motor opportunities |

Table 3: School Readiness Goals

| ELOF DOMAIN | GOALS | TSGOLD OBJECTIVES | LOOKS LIKE | BARRIERS TO CONSIDER | STEPS TO ACHIEVE GOALS |
|--|---|---|--|--|--|
| Perceptual, Motor and Physical Development | Children will demonstrate growth in their fine motor abilities | <p>7. Demonstrates fine-motor strength and coordination</p> <p>a. Uses fingers and hands Uses writing and drawing tools</p> | <p>7a-Reaches for, touches, and holds objects purposefully</p> <ul style="list-style-type: none"> -Uses fingers and whole-arm movements to manipulate and explore objects -Uses refined wrist and finger movements <p>7b-Grasps drawing/writing tools, jab at paper</p> <ul style="list-style-type: none"> -Grips drawing/writing tools with whole hand but may use whole-arm movements to mark -Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end -Uses three-point finger grip and efficient hand placement when writing and drawing | <ul style="list-style-type: none"> -Variety of fine motor tools in EHS classrooms -Consistent access to writing materials, scissors and other fine motor materials | <ul style="list-style-type: none"> -Research fine motor materials to build skills from Birth through 5 years. -Provide multiple choices for children to actively engage in fine motor activities |
| Approaches to Learning | Children will demonstrate attentiveness cooperating in various interests with persistence | <p>3. Participates cooperatively and constructively in group situations</p> <p>a. Balances needs and rights of self and others</p> <p>11. Demonstrates positive approaches to learning</p> <p>a. Attends and engages</p> <p>b. Persists</p> <p>8. d. Shows curiosity and motivation</p> | <p>3a-Responds appropriately to others expressions of wants</p> <ul style="list-style-type: none"> -Takes Turns -Initiates sharing of materials in classroom and outdoors <p>11a-Pays attention to sights and sounds</p> <ul style="list-style-type: none"> -Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments -Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions <p>11b-Repeats actions to obtain similar results</p> <ul style="list-style-type: none"> -Practices an activity many times until successful -Plans and pursues a variety of appropriately challenging tasks <p>11d-Uses senses to explore the immediate environment</p> <ul style="list-style-type: none"> -Explores and investigates ways to make something happen -Shows eagerness to learn about a variety of topics and ideas | <ul style="list-style-type: none"> -Children's confidence in working with peers -Difficulty problem solving -Offering engaging stimulation to younger infants and toddlers to promote attention and engagement | <ul style="list-style-type: none"> -Ongoing professional development of PBIS -Developing and continuously supporting the classroom expectations -Focus on problem solving with children using problem solving cards, PBIS, etc. -Resources and materials geared toward Birth-3 in order to support classroom environments and daily activities |

3. If additions, deletions, or revisions were made to Program Goals since last year, include information on how parents and the governing body were involved in those changes.

The new Head Start program goals, designed to align with the goals and the equity plan of MHCC, were crafted by a program governance procedure, created to clearly establish how and what to communicate to the college, parents, students, and the community with the Board and Policy Council (PC) members. Policy Council members were informed in our monthly PC meeting.

The MHCC Board is updated through monthly reports as well as quarterly Head Start presentations at MHCC Board meetings.

Sub-Section B: Service Delivery

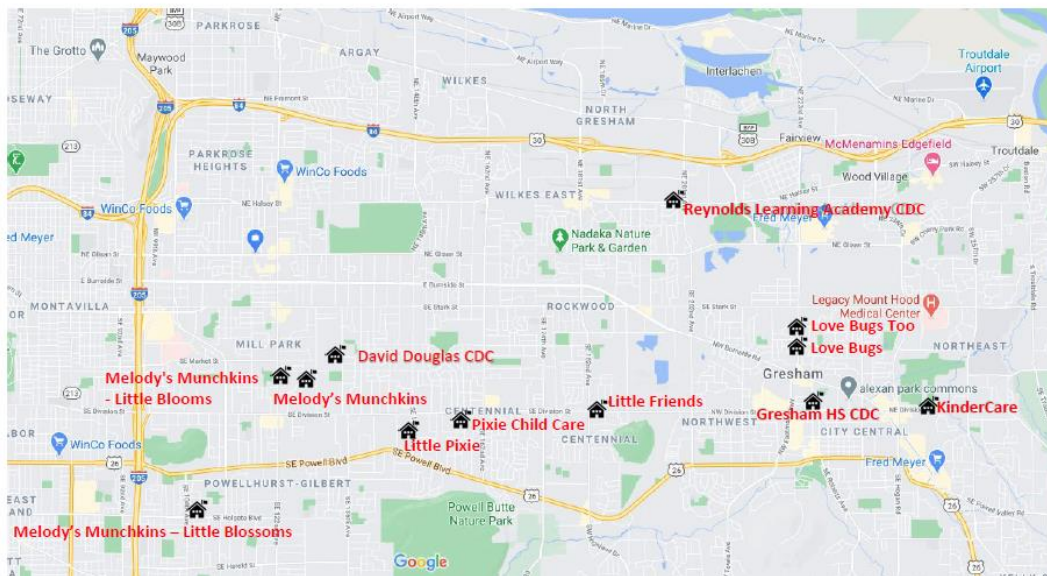
Provide updates to the following areas. Describe the rationale for any changes to the program design such as new data from updated community assessment, ongoing oversight, or from using data for continuous improvement. If there are no changes, include a sentence to that effect.

1. Service Recruitment Area

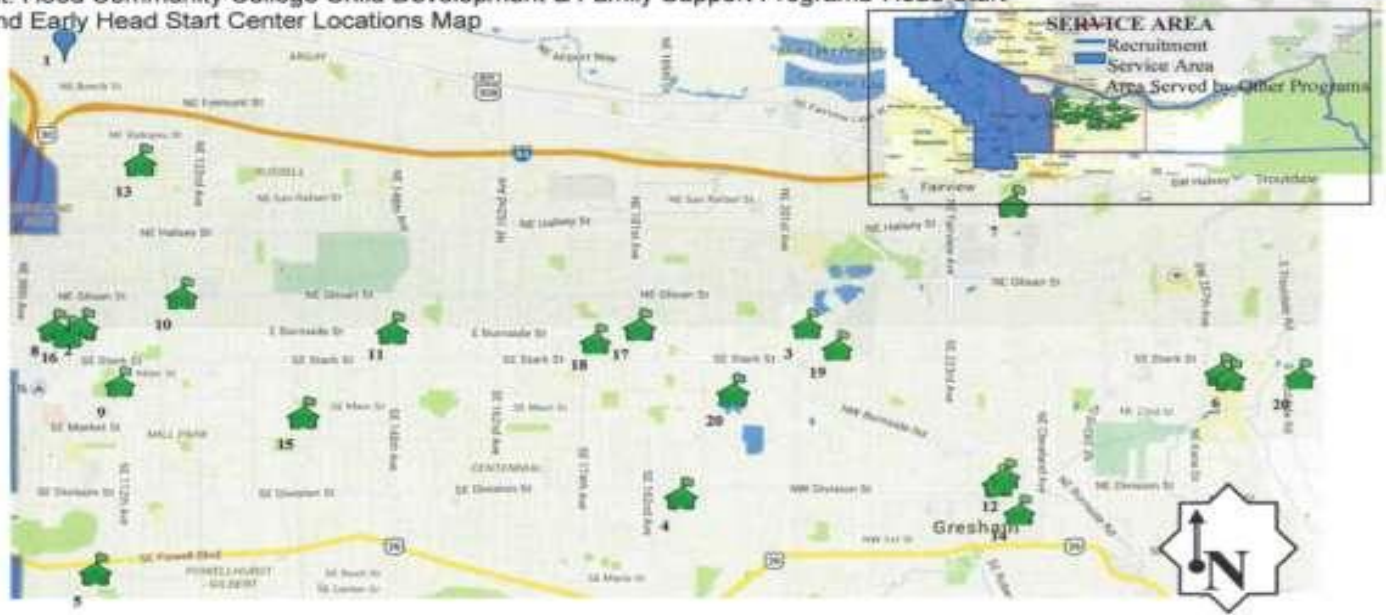
There are no changes to the Service Recruitment Area.

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 Early Head Start CCP Locations



Mt. Hood Community College Child Development & Family Support Programs Head Start and Early Head Start Center Locations Map



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 accompanying maps.

Administrative Office

10100 NE Prescott St

Head Start Program Sites

- | | |
|---|---|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 Center – 17805 SE Stark St 16. Sunrise Center – 18905 SE Stark St 17. Troutdale Center – 2700 SE Stark St 18. Yamhill EHS Home Based Center 19300 SE Yamhill St |
|---|---|

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.

2. Needs of Children and Families

There are no changes to the areas in Needs of Children and Families.

Race - According to the U.S. Census Bureau – 2022: ACS 1-Year and 5-Year Estimates Data Profiles, the estimated population in East Multnomah County in 2022 is

507,079, about 23,328 children who are under 5 years old. Table 4 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 4 – Demographic Data | City of Gresham | City of Troutdale | City of Fairview |
|------------------------------------|------------------------|--------------------------|-------------------------|
| Demographic | | | |
| Population | 111,634 | 16,150 | 10,515 |
| Children under 5 years old | 4.1% | 9.1% | 3.9% |
| White | 63.8% | 79.2% | 63.2% |
| Black or African American | 2.9% | 1.8% | 11.9% |
| American Indian & Alaska Native | 2.8% | 1.0% | 1.4% |
| Asian | 5.0% | 3.4% | 0.2% |
| Native Hawaiian & Pacific Islander | 1.0% | 0.2% | 2.5% |
| Two or more races | 15.9% | 8.9% | 9.2% |
| Hispanic | 21.7% | 16.6% | 26.9% |
| Non-Hispanic | 78.3% | 83.4% | 73.1% |

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 5. 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 6. 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 7. 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 8. Homelessness | | | | | |
|--|---------|------------|-------------|-------------|---------------|
| 2020-2021 Pre-K-12 th 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-12 th Mckinney-Vento Data by MHCC Service Area School Districts | | | | | |
| District | Shelter | Doubled-Up | Unsheltered | Motel/Hotel | Unaccompanied |
| Parkrose SD 3 | 23 | 134 | 0 | 10 | 30 |
| Reynolds SD 7 | 46 | 535 | 6 | 22 | 54 |
| Gresham-Barlow SD 10J | 10 | 256 | 15 | 21 | 63 |
| Centennial SD 28J | 29 | 154 | * | 7 | 28 |
| David Douglas SD 40 | 94 | 351 | 17 | 11 | 104 |

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. 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 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 9. 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.

- Exploring Expanded Childcare Options
 - Referring over income waitlist children to other Early Childhood and Early Care services in community such as Preschool For All.
 - Explore expanding Head Start Family Childcare Partnership option to enroll working families that need 10.50 hours care.
- 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.

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

3. Chosen Program Option(s) and Funded Enrollment Slots

| 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 | 140 | NA | NA | 46 | 46 | 22 | 140 federal |
| Center Base Full Day | 76 | 8.5 | M-F | 1402 Hours | 2 | NA | 76 federal |
| Center Base FD Student | 24 | 8.5 | M-F | 1402 Hours | 2 | NA | 24 federal |
| LDO 2-3 Year Olds | 32 | 4 | 2 days | 68 Days | 13 | 5 | 32 federal |
| Family Childcare Partners | 93 | 10.5 | M-F | 50 | 2 | NA | 93 federal |
| Total | 304 | | | | | | |

| 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 | 80 | 3.5 | T-F | 131 Days | 2 | NA | 80 federal |
| Center Base Duration | 450 | 8.5 | M-F | 1105 Hours | 2 | NA | 450 federal |
| Center Base Full Day | 108 | 8.5 | M-F | 1402 Hours | 2 | NA | 108 federal |
| Total | 638 | | | | | | |

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.

4. Centers and Facilities

No changes to 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.

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

No changes to Eligibility, Recruitment, Selection, Enrollment, and Attendance.

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.

6. Education and Child Development

There are no changes to the areas in Education and Child Development.

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.

b. 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 skills¹. 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-being². The PAT curriculum also strongly aligns with the five central domains of the HSELOF (Child Development and Family Engagement Alignment: A Resource Handbook, 2016).

The Partners for a Healthy Baby (PHB) Implementation Guide was created using the Alignment Tool for Curriculum and the ELOF included in the Early Learning Outcomes Framework Implementation Toolkit: Implementation Guide.

“Partners is a ‘two generational’ curriculum that addresses the needs of both the parents and the child. We know that unless the family is stable, they cannot possibly meet the health and developmental needs of their young children. For that reason,

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

² <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>

Partners covers a wide array of issues related to Family Development and Family Health & Safety and includes content that addresses Caring for Baby/Toddler; and Baby's/Toddler's Development. Home Visitors can individualize visits to address the specific needs of each family³.” iii. MHCC home-visiting staff 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.

Socialization content is planned on a monthly basis, taking into consideration family feedback and child developmental needs. We have divided our home-based services

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

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.

c. *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 programming (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*.

d. 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 change 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.

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

7. Health

There are no changes to the areas in Health.

a. In August and September of 2023, 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.

8. Family and Community Engagement

There are no changes to the areas in Family and Community Engagement.

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.

9. Services for Children with Disabilities
There are no changes to the areas in 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.

10. Transition

There are no changes to the areas in Transition.

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.

11. Services to Enrolled Pregnant Women

There are no changes to the areas in Services to Enrolled Pregnant Women.

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 Infants⁴ 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

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

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.

12. Transportation.

Mt. Hood Community College's Head Start program is making a change only to the area of transportation. Since COVID-19, it has been difficult to hire and retain bus drivers for many reasons, including the inability to pay competitive salaries, cost of insurance, and a shortage of bus drivers at the regional and national level.

MHCC's Head Start program will contract with a transportation service to provide bussing on routes for the students who need the service. The transportation service will have the experience, insurance, and liability coverage, needed, as well as a successful business plan and model. Incorporating our routes into the routes provided by the transportation service will provide cost savings to the MHCC Head Start program.

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

C1: Governance Structure

- a. The Mt Hood Community College Board of Education is composed of seven elected representatives who serve four-year terms. Five of the board members are elected from defined geographic locations and two are at-large members. Board members serve without pay. Because the board members are elected, they do not have to meet the composition requirements of a Head Start Board as stated in Section 642. The Board is able to use the advice of the Chief Financial Officer, legal counsel on retainer to the college and on college faculty for information about child development. The Board appoints a liaison for HS and the liaison receives in depth governance training.
- b. NA
- c. Policy Council (PC) membership is based on physical locations - at least one representative is chosen by parents from each center; 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.
- b. 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.
- c. HS follows all fiscal policies of MHCC.
- d. 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.

- b. 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.

- b. 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.
- c. 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.
- d. 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.
- e. 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.

Governance Updates

When providing updates to Processes, include examples of how the governing body and policy council using key program information to conduct its responsibilities. Also

include examples of parent committees informing program policies, activities, and services.

When MHCC Head Start began reviewing the program and school readiness goals, processes were evaluated to see what could be updated to include all stakeholders in decision-making and reviews. The biggest issue for our previous processes was overall lack of leadership. The program didn't have an executive director for a year, and once that position was hired, the executive director and associate director of operations worked remotely only ten hours a week for a year. This led to identifying stakeholders and including them in the review process.

Stakeholders include The Board, Policy Council, and parents. The first priority was to restructure the program to meet the needs of all stakeholders and have the leadership needed to truly be successful. The new organization chart is attached. There were several reasons for the change, including:

- Imbalance between content director and operations director, with the two not working together to support the goals of the project
- ESM felt a lack of support from leadership
- Slow response from leadership
- Disconnection of different areas, departments working in silos
- In-classroom staff felt unsupported by leadership
- Three associate directors, each with a different area of expertise
- Share supervision of ESM

In support of the review and restructuring, the first item was to identify how meetings could be better utilized to support the program. It was identified that meeting structures needed to be looked at and adjusted. The new meeting schedule includes:

- Restructuring of all department and policy council meetings
- Weekly strategy meetings with content managers to monitor program, self-assessment, analyze trends, and share information
- Vision meetings are held once a month with content managers, human resources, fiscal, facilities, and administrative managers to discuss high-level program information and needs
- Once a month all managers meeting

Another change was how the MHCC Head Start program works with Human Resources Management. The department/program works closely with Human Resources to ensure everyone fully understands the needs and expectations of the department and program to hire staffing that will most fit the program when there are hiring needs. Human Resources attends the NEOED Conference with Head Start personnel. Together, new onboarding processes were created to better prepare hired staff for their positions in the Head Start program.

Program management and quality improvement was another process that was looked at. New activities include:

- All managers receive Legal and Business Process Training twice a month
- Mindfulness Communication Training for all managers
- Multicultural Workshops for all employees
- DEI trainings available for all employees
- Professional Development plans created for all classroom staff

When providing updates, include pending corrective actions from ongoing oversight and any new procedures that prevent recurrence of previous quality and compliance issues, including previously identified noncompliance/deficiencies, safety incidents, and audit findings

In July 2023, the MHCC Head Start program had an FA2 review. The monitoring review for the program had the following areas of non-compliance:

- Program Governance
- Lead
- Active supervision
- Teacher Qualifications in CCP

In addition, the following deficiencies were identified:

- Discipline (two separate incidents)
- Late Reporting

Based on these findings, the MHCC Head Start program has instituted the following actions:

- The late report was successfully submitted, addressed, and closed
- Program Governance was addressed in an interview on February 21, 2024, and are waiting to find out if it is closed

Extensions were asked for on the following:

- RAN finding: Supervision, Area of Noncompliance, 1302.90(c)(1)(v). Original notification date: 09.19.2023
- FA2 finding: Discipline, Deficiency, 1302.90(c)(1)(ii)(G). Original notification date: 10.11.2023
- RAN finding: Discipline, Deficiency, 1302.90(c)(1)(ii)(G). Original notification date: 01.09.2024
- Teacher Quals in CCP – Corrective Action end date was extended to 08.09.2024
- Monitoring and Implementing Quality Health Services - Safety Practices

In July 2023, the MHCC Head Start program had an FA2 review. The monitoring review for the program was found non-compliant in the LEAD area. The items have been addressed and the program is awaiting confirmation of the approval.

C.2 Human Resources Management

There are no changes with this application.

See organizational chart following this section.

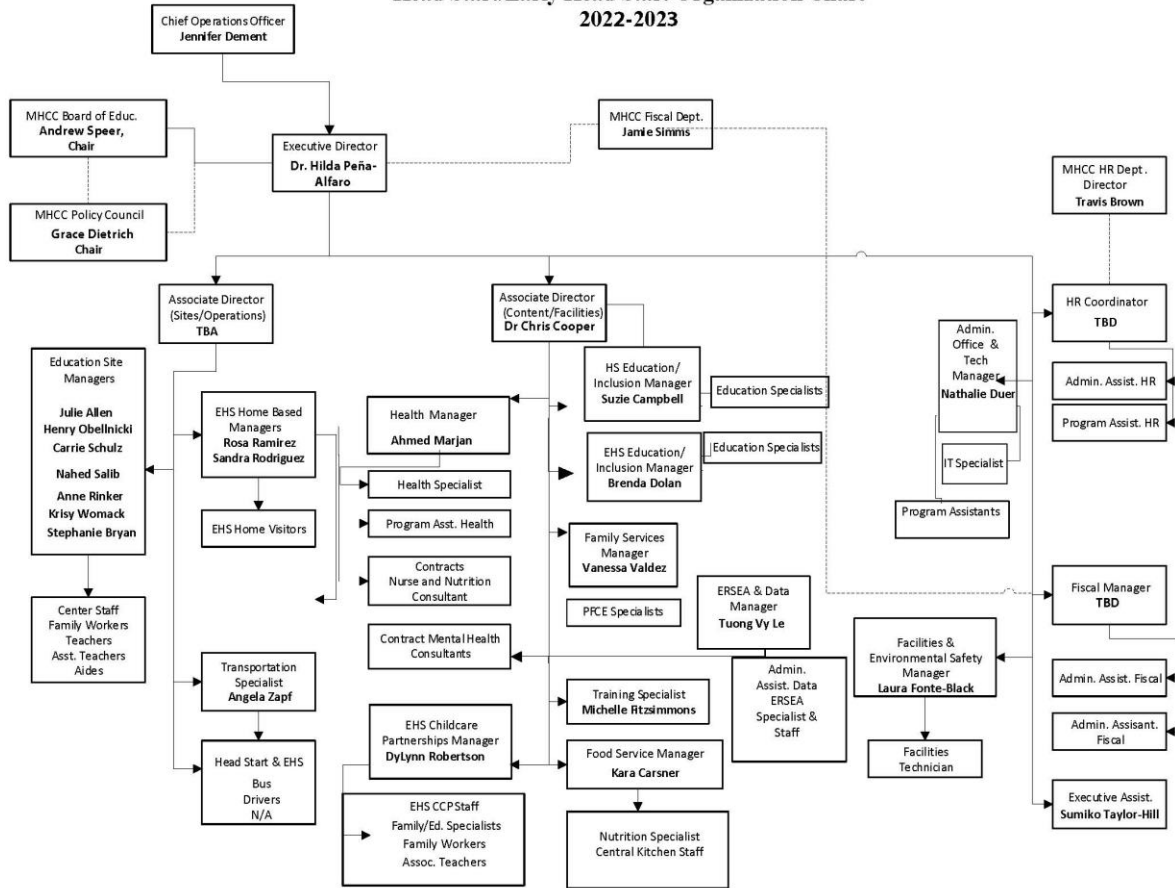
- a. This program has a solid system in place to ensure that enrollment in the Central Background Registry (CBR), which includes the Sex Offender Registry, is completed. Background checks are completed for every employee, consultant, and contractor before they start working with this program. Background 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 I am running a few minutes late; my previous meeting is running over. 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.
- e. 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.

- f. 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**



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.

Line Item Budget

| 2023-2024 Line Items | Federal Head Start Funding (5100/5101) | Federal EHS Funding (5119/5101-5119/5113) | Federal Total |
|--|---|--|------------------|
| Cost Categories | | | |
| A. Salaries | | | |
| Child Health & Developmental Svcs | | | |
| Program Mgrs & Content Experts | 122,169 | 348,287 | 470,456 |
| Teachers/ Infant Toddler Teachers | 455,729 | 505,962 | 961,691 |
| Family Child Care Personnel | - | - | - |
| Home Visitors | - | 738,376 | 738,376 |
| Teachers Aides, Other Education Personnel | 633,767 | 238,625 | 872,392 |
| Health/Mental Health Svcs Personnel | 108,438 | 15,390 | 123,828 |
| Disabilities Services Personnel | - | - | - |
| Nutrition Services Personnel | 78,798 | - | 78,798 |
| Other Child Services Personnel | 95,966 | 135,576 | 231,542 |
| Family & Community Svcs | | | |
| Program Mgrs & Content Expert Personnel | 23,101 | 16,228 | 39,329 |
| Family Svcs & Community Ptnrshps Personnel | 196,611 | 260,242 | 456,853 |
| Administrative | | | |
| Executive Director/Supervisor | 15,611 | 34,798 | 50,409 |
| Associate Director | 63,533 | 40,746 | 104,279 |
| Managers | 55,494 | 41,039 | 96,533 |
| Staff Development | 16,999 | 3,798 | 20,797 |
| Clerical Personnel | 40,116 | 27,620 | 67,736 |
| Fiscal Personnel | 34,313 | 27,236 | 61,549 |
| Other Admin/Program Design Personnel | 78,767 | 54,162 | 132,929 |
| Other Personnel | | | |
| Maintenance Personnel | 34,258 | 23,392 | 57,650 |
| Transportation Personnel | 12,907 | 5,410 | 18,317 |
| | | | |
| Total Salaries | 2,066,576 | 2,516,888 | 4,583,464 |

| | | | |
|--|------------------|------------------|------------------|
| B. Fringe Benefits | | | |
| Social Security/State Disability/Unemployment/Worker's Comp/State Unemployment Insurance | 125,257 | 120,934 | 246,191 |
| Health/Dental/Life Insurance | 835,097 | 895,932 | 1,731,029 |
| Retirement | 306,228 | 329,460 | 635,688 |
| Other Fringe | 117,695 | 116,124 | 233,819 |
| Total Fringe | 1,384,277 | 1,462,450 | 2,846,727 |
| | | | |
| C. Travel | | | |
| Out of Area | | | |
| Conference/Meetings/Trainings | 13,000 | 23,349 | 36,349 |
| Local | | | |
| Meeting/Training | - | - | - |
| Total Travel | 13,000 | 23,349 | 36,349 |
| | | | |
| D. Equipment-- Capital Outlay over \$5,000 | | | |
| Office Equipment | | | |
| Description | - | - | - |
| Classroom/Outdoor/Home Based/FCC | | | |
| Description | - | - | - |
| Vehicle Purchase | | | |
| Description | - | - | - |
| Remodel | | | |
| Description | - | - | - |
| Other Equipment | | | |
| Description | - | - | - |

| | | | |
|---|---------|-----------|-----------|
| Total Equipment--Capital Outlay over \$5,000 | - | - | - |
| E. Supplies | | | |
| Office Supplies | 44,440 | 26,099 | 70,539 |
| Child & Family Service Supplies | 111,684 | 39,240 | 150,924 |
| Food Services Supplies Supplies | 3,313 | 3,313 | 6,626 |
| Other Supplies Supplies | 3,246 | 761 | 4,007 |
| Total Supplies | 162,682 | 69,414 | 232,096 |
| F. Contractual | | | |
| Administrative Svcs | 61,175 | 3,219 | 64,394 |
| Health/Disabilities Svcs | 2,250 | - | 2,250 |
| Food Service | 7,113 | - | 7,113 |
| Child Transportation Services | - | - | - |
| Family Child Care | - | 229,229 | 229,229 |
| Other Contracts - Provider Subsidy & QI | - | 997,667 | 997,667 |
| Other Contracts - | - | - | - |
| Total Contractual | 70,538 | 1,230,115 | 1,300,653 |
| G. Property Services | | | |
| Depreciation/Use Allowance | - | - | - |
| Rent | 226,960 | 43,231 | 270,191 |
| Mortgage | - | - | - |
| Utilities, Telephone | 49,854 | 58,524 | 108,378 |
| Building & Child Liability Ins | 236 | 245 | 481 |
| Building Maintenance & Repair/Other Occupancy | 149,487 | 26,380 | 175,867 |
| Fleet Repair/Maintenance | 22,540 | 1,697 | 24,237 |

| | | | |
|---|-----------|-----------|---------------|
| Total Property Services | 449,077 | 130,077 | 579,154 |
| H. Other - Purchases | | | |
| Nutrition Services | 3,328 | 3,072 | 6,400 |
| Child Services Consultants | 11,182 | 10,322 | 21,504 |
| Volunteers | - | - | - |
| Substitutes (if not paid benefits) | - | - | - |
| Parent Services | 5,032 | 2,479 | 7,511 |
| Accounting and Legal Services | - | - | - |
| Publications/Advertising/Printing | 4,510 | 990 | 5,500 |
| Other- Mileage/Fuel | 7,649 | 4,688 | 12,337 |
| Other- Misc | 13,120 | 5,894 | 19,014 |
| Training and Technical Assistance | 31,355 | 28,943 | 60,298 |
| Total Other - Purchases | 76,176 | 56,388 | 132,564 |
| Total Costs | 4,222,327 | 5,488,681 | 9,711,007 |
| Total Indirect Costs | 422,233 | 548,868 | 971,101 |
| Total All Budget Categories | 4,644,559 | 6,037,549 | \$ 10,682,108 |

| Budget Description and Justification | |
|---|--|
| Personnel | |
| a. Full and Part Time Salaries and Wages | <p>Salaries are informed by the wage comparability study of 2021.</p> <p>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.</p> |
| b. Fringe Benefits | <p>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 family benefits for health, dental and vision and 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.</p> |
| c. Travel | |
| Travel Detail | <p>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.</p> <p>Travel costs are outlined in the training plan.</p> |
| d. Equipment | |
| Equipment | <p>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.</p> |

| Budget Description and Justification | |
|---|---|
| e. Supplies | |
| 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. |

| Budget Description and Justification | |
|---|--|
| Child Food | Children's meals for socializations for the EHS Home Base program or emergency food for children who need meal substitutions. |
| 4. Other Supplies | |
| Community Engagement | Cohost community meetings – Health Services Advisory, Family Services Event Advisory, etc. |
| f. Contractual | |
| Other Contracts | |
| 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 EcoBrite Services. |
| Diapers | Local, non-profit providing diapers and pull ups throughout the school year. |
| g. Construction | |
| | NA |
| h. Other | |
| 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. |

| | Budget Description and Justification |
|---|--|
| 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. |
| 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 |
| 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 through Multnomah County. |
| Program Consultants | Provided assessment and solutions on how to improve the productivity of the program. |
| 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 and wellness. |
| 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. |

| | Budget Description and Justification |
|------------------------------------|--|
| 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. |
| 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 \$ 10,682,108 See budget workbook for budget breakdown. |
| Non-Federal Share | State of Oregon: \$14,685,381 Other funding: \$1,435,914 |



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: 7.1h

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

SUBJECT: APPROVAL OF HEAD START GOALS

**Mt. Hood Community College Head Start Program Report
Head Start/Early Head Start News from the Director
March 2024**

Goal A-Teaching and Learning Improve Teaching and Learning Practices and Processes to Support Learning and Success for All Students.

Objective 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.

- CDFS has begun incorporating online trainings through the Office of Head Start's iPD platform. This platform has a library of trainings for direct service staff that are available in many languages. These trainings also align with the Head Start Performance Standards.
- CDFS' The Give Me Five training was provided with both Arabic and Spanish interpretation. This training focused on social-emotional learning using the Pyramid Model. The Pyramid Model supports both general and individualized supports for children's social-emotional development.

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.1: *Address structural inequity to increase the diverse representation of students and employees.*

- CDFS strives to hire staff that represent the communities we serve. The interview team has provided interpretation support for eligible interviewees that represent the linguistic and cultural backgrounds of children and families we serve.

Objective C.4: *Build a positive climate using principles of equity and trauma-informed care.*

- CDFS Wellness Committee includes a variety of members and has encouraged policy council members to attend. The Wellness Committee recently put together wellness support bags that were delivered to our sites. These bags included different self-care and wellness activities.

Objective D.7: *Ensure that all employees and students have modern and up-to-date office and classroom technology that is consistent with current workplace/industry needs.*

- CDFS is improving the system at our warehouse location to better track, organize, store, and access our program materials. New data cabling, WiFi, cameras, and computers have also been set up to aid our facilities team.

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

Objective E.1: *Develop a process for capturing the work MHCC is doing to connect with the community and coordinate our efforts for engaging and informing the public, as well as the campus community.*

- CDFS partnered with Hacienda Community Development Corporation to provide assistance for program families interested in buying a home.
- CDFS received the Oregon Farm to Child Nutrition Programs Noncompetitive Reimbursement Grant which empowers our program to increase our capacity to purchase Oregon grown foods and benefit the local economy, job market, and environment by cycling state dollars back into Oregon communities.
- CDFS is strengthening our partnership with Growing Gardens through our grant. This is a family engagement opportunity that supports with training and resources to cultivate culturally relevant produce gardens.



Our *Multilingual* Programs And Services

Work together to ensure that we reach the Oregon communities most impacted by food system inequity where they are at to:

- Improve diet and health outcomes
- Increase fresh food access
- Enhance culturally nourishing produce options
- And cultivate the future generation of food system leaders

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

- CDFS provided CPR and First Aid certification with Arabic interpretation to ensure high-quality training for our staff with emergent English skills.
- CDFS continues to provide interpretation for families accessing services in our program. Interpretation for our program’s Policy Council provides greater access for parent leaders to collaborate with directors, staff, families, and help shape the direction of our program.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: 7.1i

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

SUBJECT: RESOLUTION TO TRANSFER BUDGETED APPROPRIATIONS

Whereas, on June 21, 2023, the Board of Education of Mt. Hood Community College District adopted the fiscal year 2023-24 budget and made appropriations; and whereas the budget amounts appropriated for the fiscal year beginning July 1, 2023, 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, 2023. Therefore, BE IT RESOLVED that on March 20, 2024, the Board of Education hereby transfers the following amounts between appropriation categories of funds as delineated below for the fiscal year beginning July 1, 2023.

It is requested to transfer the appropriated budget from General fund (01) Instruction, College Support Services and Contingency to General Fund (01) Instructional Support, Plant Additions and Debt Service. Reallocations will be used for personnel adjustments and the required capitalization of software subscriptions and the correct classification of debt service related to non-cash subscription-based IT agreement entries.

It is requested to transfer the appropriated budget from Technology Projects Fund (07) College Support Services to Technology Projects Fund (07) Plant Additions in the amount of \$160,000 for required capitalization of software subscriptions related to non-cash subscription-based IT agreement entries.



| <u>General Fund (01) - Function</u> | Amended Budget February 2024 | Transfer | Amended Budget |
|-------------------------------------|---|--------------------|-----------------------------|
| Instruction | \$ 32,573,594 | \$ (76,134) | \$ 32,497,460 |
| Instructional Support | 11,347,634 | 76,134 | 11,423,768 |
| Student Services | 8,410,196 | | 8,410,196 |
| Community Services | 114,800 | | 114,800 |
| College Support Services | 15,766,173 | (619,210) | 15,146,963 |
| Plant Operations and Maintenance | 6,086,087 | | 6,086,087 |
| Plant Additions | 306,894 | 240,050 | 546,944 |
| Debt Service | 2,660,906 | 550,000 | 3,210,906 |
| Financial Aid | 1,101,534 | | 1,101,534 |
| Transfers | 487,292 | | 487,292 |
| Contingency | 5,491,552 | (170,840) | 5,320,712 |
| Total Appropriations | <u>84,346,662</u> | <u>-</u> | <u>84,346,662</u> |
| Unappropriated Fund Balance | 1,580,945 | - | 1,580,945 |
| Total Budget | <u>\$ 85,927,607</u> | <u>\$ -</u> | <u>\$ 85,927,607</u> |

Transfer request by function:

| <u>Technology Projects Fund (07) - Function</u> | Amended Budget September 2023 | Transfer | Amended Budget |
|---|--|--------------------|----------------------------|
| College Support Services | 1,995,612 | (160,000) | 1,835,612 |
| Plant Additions | 213,521 | 160,000 | 373,521 |
| Total Appropriations | <u>2,209,133</u> | <u>-</u> | <u>2,209,133</u> |
| Total Budget | <u>\$ 2,209,133</u> | <u>\$ -</u> | <u>\$ 2,209,133</u> |



Transfer request by object:

| General Fund (01) - Object | Amended Budget February 2024 | Transfer | Amended Budget |
|-----------------------------------|---|-----------------|---------------------------|
| Personnel Services | \$ 63,385,343 | \$ (68,160) | \$ 63,317,183 |
| Materials & Services | 10,913,141 | (551,050) | 10,362,091 |
| Capital Improvements | 306,894 | 240,050 | 546,944 |
| Debt Service | 2,660,906 | 550,000 | 3,210,906 |
| Grants in Aid | 1,101,534 | | 1,101,534 |
| Transfers | 487,292 | | 487,292 |
| Contingency | 5,491,552 | (170,840) | 5,320,712 |
| Total Appropriations | 84,346,662 | - | 84,346,662 |
| Unappropriated Fund Balance | 1,580,945 | - | 1,580,945 |
| Total Budget | \$ 85,927,607 | \$ - | \$ 85,927,607 |

| Technology Projects Fund (07) - Object | Adopted Budget June 2023 | Transfer | Amended Budget |
|---|---|-----------------|---------------------------|
| Materials & Services | 1,995,612 | (160,000) | 1,835,612 |
| Capital Improvements | 213,521 | 160,000 | 373,521 |
| Total Appropriations | 2,209,133 | - | 2,209,133 |
| Total Budget | \$ 2,209,133 | \$ - | \$ 2,209,133 |



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: 7.1j

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."

Mt. Hood Community College has completed a competitive solicitation for the following:

1. for vendors to deliver fresh produce for the CDFS program as needed.
Four (4) bids were received in response to the solicitation. The administration recommends awarding the Contract to **Charlie's Produce**. The Terms of this contract will be through approximately **03/20/2026** and not to exceed **\$300,000**
2. for vendors to provide Architectural and Engineering services for the site work evaluation and preparation for the installation of a manufactured DynaDome retractable structure for the MHCC Aquatic Center outdoor 50 meter pool.
One (1) request for qualifications was received in response to the solicitation. The administration recommends awarding the Contract to **Integrus**. The Terms of this contract will be through approximately 02/01/2025 and not to exceed **\$550,000**

RECOMMENDATION: Approval to award a contract to Charlie's Produce and Integrus.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: 7.2

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

SUBJECT: FACULTY SABBATICAL REQUESTS 2024-2025

RECOMMENDATION:

The President recommends the Board approve the 2024-25 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, Betsy Julian.

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 20, 2024

TO: Dr. Lisa Skari

FROM: Dawn Forrester, FRDB Chair

SUBJECT: 2024 - 2025 FRDB Sabbatical Requests for Approval

The following individuals have applied for sabbaticals during the 2024-2025 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 |
|---|---------------|---|
| Dan Davey <i>Performing Arts: Music</i> | W 25 | 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. |
| Tambi Boyle <i>Mathematics</i> | F 24 Sp 25 | The priority goal of my sabbatical is to learn how to code in the open-source platform MyOpen Math (MOM). The use of MOM in my classes is a more feasible and efficient way for students to submit work and receive feedback. Additionally, it will provide students with more control over their learning and more flexibility in regard to scheduling when they work. While improving the math subject materials in the course via MOM I also plan to incorporate what I learned from taking the ACUE – Inclusive Teaching for Equitable Learning course. |

| Name and Department | Terms | Sabbatical Goals |
|---|-----------------------|---|
| Gina Shankland <i>Mathematics</i> | W 25 Sp 25 | <p>During my sabbatical, I will learn how to program and write questions using the My Open Math (MOM) platform. The MOM platform is free for faculty and students, is used in many Open Educational Resource (OER) materials, and is easily integrated into the Blackboard Learning Management system. In addition, I will align existing in-house MOM questions to an MHCC course outline. This alignment will result in an easily accessible bank of problems that match the outcomes and objectives of MHCC's Intermediate Algebra course. All MHCC mathematics instructors will be trained on accessing and using the aligned problem bank.</p> |
| Daina Hardisty <i>Science</i> | F 24 W 25 Sp 25 | <p>I am excited to increase my knowledge in Geology by adding GIS (Geographic Information Systems) familiarity. I would like to visit famous Geological sites around the world such as Iceland. I would like to increase networking by visits to colleges and private industry associated with Geology. And most importantly I would like to visit former MHCC Geology majors and video interview them. Additionally, a goal is to improve my field trips for students with accessibility issues by adding guided videos they can watch. I understand there is a need for 1 credit classes so I'd like to explore this option as well.</p> |
| Aylin Bunk <i>Adult Basic Skills</i> | Sp 25 | <p>My goals for my sabbatical in Spring 2025 are to delve deeper into learning the effective use of Artificial Intelligence in language learning. I plan to accomplish this by conducting a literature review on the topic and engaging in some professional development activities. I aim to write a report that includes the advantages and disadvantages of AI in language learning, the future implications of AI for teachers and students, and possibly explore policy considerations. Additionally, I intend to compile a list of classroom activities that would utilize AI.</p> |
| Daryl Harrison-Carson <i>Performing Arts: Theatre</i> | Sp 25 | <p>I plan to become more proficient as a light programmer using energy efficient technology, and I'll train to seek a higher certification in computer aided drafting. These skills will be used to upgrade 2 theatre lighting classes so that I'm teaching the most current industry standards to our theatre students. I'm also updating the 2 theatre history classes to add even more diverse playwrights and information to the course materials.</p> |



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: 7.3

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

SUBJECT: CONSIDERATION OF TUITION & FEE ADJUSTMENTS FOR 2024/25

Tuition Adjustments

The administration recommends the following tuition increases, effective Summer Term 2024. Upon board approval, tuition for the 2024/25 academic year will be adjusted as follows:

In-district and out-of-district tuition will be increased by 1.6% 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 1.6% 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 1.6% 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.

Tuition for the new Bachelor of Applied Science (BAS) program will be established at \$224 per credit hour for each 300 or 400 level class.

| Type: | In-District/ Out-of-District | Out-of-State | International | BAS |
|-------------------------------------|------------------------------|--------------|---------------|-------|
| Tuition, per credit 1-18 credits | \$124 | \$251 | \$269 | \$224 |
| Tuition, per credit over 18 credits | \$62 | \$251 | \$269 | \$224 |

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 |
|-------------------------------|-----------|-------------------------|--------------------|
| 2024-25 Proposed | \$ 124.00 | \$ 2.00 | 1.6% |
| 2023-24 | \$ 122.00 | \$ 2.00 | 1.7% |
| 2022-23 | \$ 120.00 | \$ 2.00 | 1.7% |
| 2021-22 | \$ 118.00 | \$ - | 0.0% |
| 2020-21 | \$ 118.00 | \$ 3.00 | 2.6% |
| 2019-20 | \$ 115.00 | \$ 8.00 | 7.5% |
| 2018-19 | \$ 107.00 | \$ 7.00 | 7.0% |
| 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% |

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 | 2023-24 | 2024-25 | Change | Change | Rational & Associated Criteria for Proposed Change |
| Administrative Fees | | | | | |
| Safety and Security Access Fee (Formerly Access Fee) | \$3.50 | no change | \$ - | 0% | Per credit hour. Provides support for the safety and security of all College properties. |
| Student Activity | \$4.25 | no change | \$ - | 0% | Per credit hour. This funds the Associated Student Government; both co-curricular and athletics needs. |
| Student Technology Fee | \$7.00 | no change | \$ - | 0% | Per credit hour; up to 15 credits per term. The need for technology continues to increase; maintenance costs increase every year; security risk continues to increase requiring tools, services and annual maintenance. However, we are proposing to leave the fee the same for 24-25. Several projects were deferred due to resource challenges - this should lead to a stable amount of spend next year as we continue implementations and some larger project planning. We will assess next year and consider an increase for FY25-26. Last fee increase was in 23/24. |



| | | | | | |
|---|----------|------------------|------|-----------|---|
| College Services Fee | \$3.50 | no change | \$ - | 0% | Per credit hour. Provides for processing and service costs for general admission applications, graduation processing, duplicate certificates/degrees, official transcripts, college placement testing and tutoring services |
| Instructional Access and Support Fee (Formerly Distance Learning) | \$3.50 | no change | \$ - | 0% | Per credit hour. Provides for the costs of distance learning infrastructure, personnel, help desk, testing, technology, and faculty training. |
| Solomon Fee | \$0.10 | no change | \$ - | 0% | Per name. Processing fee for providing list of names to military recruiters. |
| International Student Fee | \$120.00 | no change | \$ - | 0% | Per term. Fee specific to services provided as international enrollment grows |
| Application Fees | | | | | |
| International Student | \$50.00 | no change | \$ - | 0% | One-time fee. Cost of processing |
| International Student I-20 Reissue Fee | \$50.00 | no change | \$ - | 0% | In the case where a student defers their attendance or provides incorrect information, a new acceptance letter and I-20 must be re-mailed to them. (Federal regulations prohibit scanning or faxing I-20 documents) |
| Restricted-entry (except Nursing AAS) (in addition to first-time applicant) | \$35.00 | no change | \$ - | 0% | Consistent admission fee that is equitable among programs. One-time fee. Cost of processing |
| Nursing AAS Restricted-entry (in addition to first-time applicant) | \$35.00 | no change | \$ - | 0% | Consistent admission fee that is equitable among programs. One-time fee. Cost of processing |
| Late Registration Fee | \$25.00 | no change | \$ - | 0% | Learner Success committee is reviewing late add policy |
| Alternative Credit | | | | | |
| Challenge (of current tuition) | \$0.35 | no change | \$ - | 0% | Cost of processing |
| Portfolio (of current tuition) | \$0.35 | no change | \$ - | 0% | Cost of processing |
| Assessment | | | | | |



| | | | | | |
|--|----------|------------------|------------|--------------|--|
| Myers-Briggs Type Indicator - students | \$17.00 | no change | \$ - | 0% | For consistency with HD course fee costs with this assessment. |
| -non-students | \$37.00 | no change | \$ - | 0% | For cost of materials & staff for score interpretations. |
| Strong Interest Inventory - students | \$17.00 | no change | \$ - | 0% | For consistency with HD course fee costs with this assessment. |
| - non-students | \$37.00 | no change | \$ - | 0% | For cost of materials & staff for score interpretations. |
| Other Assessment Charges | | | | | |
| Assessment Cost | | | | | |
| \$0.00 - \$3.00 | \$3.00 | no change | \$ - | 0% | |
| \$3.01 - \$5.00 | \$5.00 | no change | \$ - | 0% | |
| \$5.01 - \$10.00 | \$10.00 | no change | \$ - | 0% | |
| \$10.01 - \$15.00 | \$15.00 | no change | \$ - | 0% | |
| \$15.00 - \$20.00 | \$20.00 | no change | \$ - | 0% | |
| Testing | | | | | |
| CLEP | \$25.00 | no change | \$ - | 0% | CLEP Recommendation |
| Proctoring fee (for non-MHCC & non-co-enrolled students) | \$25.00 | no change | \$ - | 0% | Per exam. Standard across Colleges |
| Millwright Certification | \$25.00 | no change | \$ - | 0% | Cost of certification |
| Multnomah County - Adult Care Home exam | \$10.00 | no change | \$ - | 0% | Cost of exam, administrative fees for proctoring and processing |
| Library | | | | | |
| Learning Commons | | | | | |
| Material replacement fee for - Orbis materials | \$90.00 | no change | \$ - | 0% | Orbis' fee is part of consortium contract |
| Material replacement fee for - MHCC books | \$75.00 | no change | \$ - | 0% | MHCC's fee to ensure return |
| Material replacement fee for - MHCC Video | \$75.00 | no change | \$ - | 0% | MHCC's fee to ensure return |
| Material replacement fee for - MHCC Laptop | \$950.00 | no change | \$ - | 0% | Incorporates replacement cost, plus shipping/handling. |
| Miscellaneous | | | | | |
| High School Recovery (DE5) | \$85.00 | \$ - | \$ (85.00) | -100% | Remove fee. The AHSD program was discontinued. These are not currently utilized. |
| Adult HS Diploma Students (AHS7) | \$50.00 | \$ - | \$ (50.00) | -100% | Remove fee. The AHSD program was discontinued. These are not currently utilized. |



| | | | | | |
|--|----------|-----------|------------|-------|---|
| Adult HS Diploma – Physical Education (AH57) | \$65.00 | \$ - | \$ (65.00) | -100% | Remove fee. The AHSD program was discontinued. These are not currently utilized. |
| Adult HS Diploma – Work Experience (AH57) | \$65.00 | \$ - | \$ (65.00) | -100% | Remove fee. The AHSD program was discontinued. These are not currently utilized. |
| Returned Check | \$20.00 | no change | \$ - | 0% | Per item |
| Late Payment on Student Account | \$20.00 | no change | \$ - | 0% | Per month. \$60 max per term. |
| Aquatic Center | | | | | |
| Lap/Open Rec Fees | | | | | |
| Daily Lap Swim - Adult one-time | \$7.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| Daily Lap Swim – Child/Senior/Veteran one-time | \$6.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 10-punch Card - Adult | \$60.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 10-punch Card – Child/Senior/Veteran | \$50.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 20-punch Card - Adult | \$110.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 20-punch Card - Child/Senior/Veteran | \$90.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 50-punch Card - Adult | \$200.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 50-punch Card - Child/Senior/Veteran | \$150.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| Hydrotherapy/Shower Use Only Fee | \$5.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| Lesson and Class Fees | | | | | |
| Group Preschool Children Swim Lessons (Per 30-minute class session) | \$12.00 | \$ 11.00 | \$ (1.00) | -8% | Decreasing fee to assist with affordability. Costs of Aquatic Center operation/minimum wage increases/ Costs for low income community members will be offset by Swim Lesson Promise Program financial aid |
| Group School Age Children Swim Lessons (Per 40-minute class session) | \$12.00 | no change | \$ - | 0% | Costs of Aquatic Center operation/minimum wage increases/ Costs for low income community members will be offset by Swim Lesson Promise Program financial aid |



| | | | | | |
|---|-------------|-----------|----------|------|---|
| Group Teen/Adult Swim Lessons (Per 45-minute class session) | \$12.00 | \$ 13.00 | \$ 1.00 | 8% | Increase fee to reflect cost of longer swim lesson sessions. Costs of Aquatic Center operation/minimum wage increases/ 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) | \$60.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| Private Adaptive Child/Adult Swim Lessons (Per 30-minute session) | \$36.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| Water Exercise Fees | | | | | |
| Drop-in Water Exercise - Adult | \$10.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| Drop-in Water Exercise - Senior/Veteran | \$8.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 10-punch Water Exercise card - Adult | \$90.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 10-punch Water Exercise card-Senior/Veteran | \$70.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 20-punch Water Exercise card - Adult | \$170.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 20-punch Water Exercise card-Senior/Veteran | \$130.00 | no change | \$ - | 0% | Costs of Aquatic Center operation |
| 50-punch Water Exercise card - Adult | \$250.00 | no change | \$ - | 100% | Additional Pass to Replace School Year/Summer Passes |
| 50-punch Water Exercise card-Senior/Veteran | \$200.00 | no change | \$ - | 100% | Additional Pass to Replace School Year/Summer Passes |
| Aquatic Facility Rental Fees (per hour unless noted) | | | | | |
| Full Facility Rental (Per Day) | \$10,000.00 | no change | \$ - | 100% | Per Day Fee for exclusive use of facility for large events such as swim meets |
| 50 Meter Outdoor Pool-Full Pool | \$200.00 | \$ 275.00 | \$ 75.00 | 100% | Progressive increase to standardized event cost rates |
| 50 Meter Outdoor Pool- 1/2 Pool | \$115.00 | \$ 150.00 | \$ 35.00 | 100% | Progressive increase to standardized event cost rates |



| | | | | | |
|--|----------|------------------|-----------------|-------------|---|
| 50 Meter Outdoor Pool- Per Lane Long Course | \$50.00 | no change | \$ - | 100% | Standardized event cost |
| 50 Meter Outdoor Pool-Per Lane Short Course | \$30.00 | no change | \$ - | 100% | Standardized event cost |
| 25 Yard Indoor Pool-Full Pool | \$150.00 | \$ 162.00 | \$ 12.00 | 100% | Progressive increase to standardized event cost rates |
| 25 Yard Indoor Pool-Per Lane | \$30.00 | no change | \$ - | 100% | Standardized event cost |
| Learner Pool-Full Pool | \$110.00 | no change | \$ - | 100% | Standardized event cost |
| Aquatics Center Classroom | \$25.00 | no change | \$ - | 100% | Standardized event cost |
| GE 201 Rental | \$25.00 | no change | \$ - | 100% | Standardized event cost |
| Scoreboard Use (Display Only) | \$25.00 | \$ 35.00 | \$ 10.00 | 100% | Dependent on installation of new scoreboard |
| Scoreboard and Clock Usage (Water Polo) | \$50.00 | \$ 65.00 | \$ 15.00 | 100% | Dependent on installation of new scoreboard |
| Scoreboard and Touchpad Usage (Swim Meet) | \$100.00 | \$ 125.00 | \$ 25.00 | 100% | Dependent on installation of new scoreboard |
| Event Participant Fee (Per participant, per day) | \$5.00 | no change | \$ - | 100% | Standardized event cost |
| Staffing/Trash/Equipment Fee (per day/per 100 attendees) | \$250.00 | no change | \$ - | 100% | Standardized event cost |
| Rock Wall | | | | | |
| Rock Wall – Community Members | \$8.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |
| Rock Wall – MHCC Students | \$6.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |
| 10-Punch Card - Adult | \$72.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |
| 10-Punch Card – MHCC | \$50.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |
| Rockwall Birthday Party - 1-6 people | \$150.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |
| Rockwall Birthday Party - 7-12 people | \$230.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |
| Rockwall Birthday Party - 13-18 people | \$315.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |
| Rockwall BP– add on (to original booking) 1-6 | \$122.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |



| | | | | | |
|---|------------|------------------|------|-----------|---|
| Rockwall BP–add on (to original booking) 7-12 | \$204.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |
| Rockwall BP–add on (to original booking) 13-18 | \$286.00 | no change | \$ - | 0% | Cost of Rock Wall operation and price of equipment |
| Course Fees by Division | | | | | |
| Adult Basic Skills | | | | | |
| Adult Basic Education (DE_GED) | | | | | |
| DE4GED | \$20.00 | no change | \$ - | 0% | Supply costs – in alignment with all Dev Ed courses |
| DE6GED | \$30.00 | no change | \$ - | 0% | Supply costs – in alignment with all Dev Ed courses |
| Adult Basic Skills (ABS) | | | | | |
| ABS8MTH, ABS9MTH, ABS10MTH, ABS11MTH | \$30.00 | no change | \$ - | 0% | Supply costs – in alignment with all Dev Ed courses |
| ABS8LA, ABS9LA, ABS10LA, ABS11LA | \$30.00 | no change | \$ - | 0% | Supply costs – in alignment with all Dev Ed courses |
| ABS8CB | \$25.00 | no change | \$ - | 0% | Supply costs – in alignment with all Dev Ed courses |
| English Second Language (ESL) | | | | | |
| ESL85A/B/C | \$60.00 | no change | \$ - | 0% | Supply costs – in alignment with all Dev Ed courses |
| ESL85DC, ESL85DR, ESL85EC, ESL85ER | \$15.00 | no change | \$ - | 0% | Supply costs – in alignment with all Dev Ed courses |
| ESL85DRC, ESL85DW, ESL85ERC, ESL85EW | \$30.00 | no change | \$ - | 0% | Supply costs – in alignment with all Dev Ed courses |
| ESL85DW, ESL85EW International section only | \$2,400.00 | no change | \$ - | 0% | Supply costs – in alignment with all Dev Ed courses |
| Allied Health & Nursing | | | | | |
| Allied Health (AH) | | | | | |
| AHX20 | \$100.00 | no change | \$ - | 0% | Supply cost |
| Dental Hygiene (DH) | | | | | |
| DH219 | \$300.00 | no change | \$ - | 0% | Supply cost |
| DH112, 122, 124, 132, 134, 212, 213, 217, 218, 222, 225, 232, 235 | \$600.00 | no change | \$ - | 0% | Supply cost and clinical cost |
| DHX240 | \$750.00 | no change | \$ - | 0% | Supply cost |
| DHX222 | \$1,750.00 | no change | \$ - | 0% | Remediation clinic transition |
| Funeral Service Education (FSE) | | | | | |
| FSE211, 212, 213 | \$600.00 | no change | \$ - | 0% | Supply, testing (MATS), and lab instructor cost |



| Medical Assistant (MA) | | | | | |
|---------------------------------|----------|------------------|------|-----------|--|
| MA210L | \$500.00 | no change | \$ - | 0% | Lab fees, specific equipment needs, diagnostic testing materials, AHA certification and training |
| MA110L | \$300.00 | no change | \$ - | 0% | Supplies specialized equipment needed for electronic records; group licensing for system |
| Medical Office (MO) | | | | | |
| MO110 | \$15.00 | no change | \$ - | 0% | Standardized test |
| MO230, 231, 232, 240, 241 | \$35.00 | no change | \$ - | 0% | Hybrid or specialized laboratory fee, equipment |
| MO242 | \$25.00 | no change | \$ - | 0% | Special software and hybrid course |
| Nursing (NRS) | | | | | |
| NRS110A, 111A, 112A, 221A, 222A | \$335.00 | no change | \$ - | 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 | no change | \$ - | 0% | |
| NRS111B | \$864.00 | no change | \$ - | 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 clinical hours that we can't get in person at the healthcare sites. Shadow Health is a virtual clinical software that provides clinical content to meet the course objectives and student learning outcomes for the clinical portion of NRS110B. |
| NRS112B, 221B, 222B | \$710.00 | no change | \$ - | 0% | |



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



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|--|----------|------------------|-------------------|--------------|--|
| RT251, 252, 253 | \$400.00 | no change | \$ - | 0% | Clinical cost |
| Surgical Technology (ST) | | | | | |
| ST111, 112 | \$175.00 | \$ 198.00 | \$ 23.00 | 13% | Surgical Technology needs to upgrade an aging lab. Supply & equipment costs |
| ST155 | \$175.00 | \$ 198.00 | \$ 23.00 | 13% | Surgical Technology needs to upgrade an aging lab. Supply & equipment costs |
| ST221 | \$350.00 | no change | \$ - | 0% | clinical and travel costs evenly spread across second year |
| ST222 | \$350.00 | no change | \$ - | 0% | clinical and travel costs evenly spread across second year |
| ST223 | \$350.00 | no change | \$ - | 0% | clinical and travel costs evenly spread across second year, National Board testing |
| Business /Computer Information | | | | | |
| Business Technology (BT) | | | | | |
| BT210s (generic) | \$25.00 | no change | \$ - | 0% | Fee is waived for online instruction |
| Hospitality & Tourism (HT/HTX) | | | | | |
| HT112 | \$40.00 | \$ - | \$ (40.00) | -100% | Remove fee. Course no longer offered |
| Information Systems | | | | | |
| Computer Information Systems (CIS) | | | | | |
| CIS122, 145A/B/C, 197WAG, 197XML, 279A, 284NS, 288, 295CMS | \$65.00 | \$ - | \$ (65.00) | -100% | Remove fee. Course no longer offered |
| CIS125GA, 225, 276 | \$65.00 | no change | \$ - | 0% | Specialty software and hardware |
| CIS135, 235 | \$65.00 | no change | \$ - | 0% | Specialty software and hardware |
| CIS135GRA | \$35.00 | no change | \$ - | 0% | Specialty software and hardware |
| CIS151, 152, 153 | \$35.00 | no change | \$ - | 0% | Specialty software and hardware |
| CIS235UNA, 235UNB | \$55.00 | no change | \$ - | 0% | Specialty software and hardware |
| CIS135GMA, 135GMB, 135GMC, 135GRB, 135XTP, CIS235ANM, 235CPX, 235DD, 235RIG, 235ST, 235TLC | \$65.00 | no change | \$ - | 0% | Specialty software and hardware |



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|---|----------|------------------|-----------------|--------------|--|
| WE280CAB, WE280CAD, WE280BUB | \$10.00 | \$ 10.00 | \$ - | 0% | Adding fee for section in bold |
| Information Systems and Technology Management (ISTM) | | | | | |
| ISTM183C, 189 | \$35.00 | no change | \$ - | 0% | Technology unique to this program |
| ISTM284E | \$35.00 | no change | \$ - | 0% | Technology unique to this program |
| ISTM297 | \$35.00 | \$ - | \$ (35.00) | -100% | Remove fee. Course no longer offered |
| ISTM140L, 283CO1, 283CO2, 285W | \$35.00 | no change | \$ - | 0% | Technology unique to this program |
| ISTM235MA, 235MB | \$20.00 | no change | \$ - | 0% | Maintenance/replacement of equipment |
| ISTM283CC | \$60.00 | no change | \$ - | 0% | Technology unique to this program/end of term competition costs |
| ISTM283B, ISTM283F | \$35.00 | no change | \$ - | 0% | Software |
| ISTM285EE | \$75.00 | \$ - | \$ (75.00) | -100% | Remove fee. Course no longer offered |
| HPEAAR | | | | | |
| Health Education (HE) | | | | | |
| HE251 | \$51.00 | \$ 62.00 | \$ 11.00 | 22% | Wilderness First Aid certification |
| HE252 | \$30.00 | no change | \$ - | 0% | Amer. Red Cross certification and supplies |
| HE261 | \$30.00 | \$ 10.00 | \$ (20.00) | -67% | Cost of certification and supplies - American Heart Association charges less for certification |
| HE262 | \$10.00 | \$ 12.00 | \$ 2.00 | 20% | Increased cost of supplies - Cost of certification and supplies |
| HE289 | \$433.00 | no change | \$ - | 0% | Certification fee |
| HE289L | \$153.00 | no change | \$ - | 0% | |
| HE289R | \$140.00 | no change | \$ - | 0% | |
| HE299 | \$100.00 | \$ - | \$ (100.00) | -100% | Remove fee; courses no longer offered |
| HE299L | \$40.00 | \$ - | \$ (40.00) | -100% | Remove fee; courses no longer offered |
| Health & Physical Education (HPE) | | | | | |
| HPE120 | \$23.00 | no change | \$ - | 0% | Cost of supplies |



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|---|----------|-----------|-------------|-------|---|
| HPE170 | \$650.00 | \$ 549.00 | \$ (101.00) | -16% | This fee will be charged only to students seeking certification in second section; section 1 will not be charged; increased cost of certification |
| HPE172 | \$549.00 | no change | \$ - | 0% | This fee will be charged only to students seeking certification in second section; section 1 will not be charged |
| HPE174 | \$650.00 | \$ 549.00 | \$ (101.00) | -16% | This fee will be charged only to students seeking certification in second section; section 1 will not be charged; increased cost of certification |
| HPE260 | \$15.00 | \$ 12.00 | \$ (3.00) | -20% | Cost of supplies |
| HPE285OL | \$5.00 | no change | \$ - | 0% | No longer includes the certification or field trip |
| HPE291 | \$32.00 | \$ 50.00 | \$ 18.00 | 56% | Certification fee |
| HPE295 | \$25.00 | \$ 25.00 | \$ - | 0% | Fee should now apply to all hybrid or in-person sections. This is including use of the ACT room for the lab portion of the class. |
| Physical Education (PE) | | | | | |
| ORLX30 | \$40.00 | no change | \$ - | 0% | Certification and transportation costs |
| PE Courses: All 185 (PE courses with a higher fee excluded) | \$5.00 | no change | \$ - | 0% | Equipment repair and replacement |
| PE185BK | \$138.00 | \$ 117.00 | \$ (21.00) | -15% | Removed the field assistant cost |
| PE185CG, PE185CS, PE185PF | \$25.00 | no change | \$ - | 0% | Equipment repair and replacement |
| PE185FW, PE185FY | \$5.00 | \$ - | \$ (5.00) | -100% | Remove fee. Strictly an online class |
| PE185CSW | \$10.00 | \$ - | \$ (10.00) | -100% | Remove fee; courses no longer offered |
| PE185GC | \$71.00 | \$ 84.00 | \$ 13.00 | 18% | Increased cost of staffing. For monitor; access to climbing gym; equipment |
| PE185KY | \$137.00 | no change | \$ - | 0% | Transportation costs; also, rentals |
| PE185KYI | \$137.00 | no change | \$ - | 0% | Transportation and equipment costs |
| PE185OJ | \$152.00 | no change | \$ - | 0% | Transportation and equipment costs |
| PE185OT | \$167.00 | no change | \$ - | 0% | Transportation and equipment costs |



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|-------------------------------------|----------|------------------|------------|--------------|---|
| PE185OB | \$83.00 | no change | \$ - | 0% | Transportation and equipment costs |
| PE185RK | \$87.00 | no change | \$ - | 0% | Transportation and equipment costs |
| PE185RKI | \$116.00 | no change | \$ - | 0% | Transportation and equipment costs |
| PE185RS | \$28.00 | \$ - | \$ (28.00) | -100% | Remove fee; courses no longer offered |
| PE185RT | \$97.00 | no change | \$ - | 0% | Transportation and equipment costs |
| PE185RTI | \$97.00 | no change | \$ - | 0% | Transportation and equipment costs |
| PE185SB (section 1) | \$18.00 | no change | \$ - | 0% | equipment costs; without transportation |
| PE185SB (section 2) | \$56.00 | \$ 18.00 | \$ (38.00) | -68% | Should align across both sections |
| PE185SS | \$83.00 | no change | \$ - | 0% | Transportation and equipment costs |
| PE185WBT | \$149.00 | no change | \$ - | 0% | Transportation and equipment costs |
| PE185WTA | \$17.00 | no change | \$ - | 0% | Transportation and equipment costs |
| REC5PF | \$35.00 | no change | \$ - | 0% | Staffing cost and alignment with local facilities |
| Human Development | | | | | |
| Human Development (HD) | | | | | |
| HD199S | \$10.00 | \$ - | \$ (10.00) | -100% | Removing fee. Course not offered |
| HD208 | \$30.00 | no change | \$ - | 0% | 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% | Software for tutoring |
| Japanese (JPN) | | | | | |
| JPN101, 102, 103, 201, 202, 203, | \$10.00 | no change | \$ - | 0% | Software for tutoring |
| Spanish (SPAN) | | | | | |
| SPAN101, 102, 103, 201, 202, 203 | \$10.00 | no change | \$ - | 0% | Software for tutoring |
| Writing (WR) | | | | | |
| WR240, 241, 244 | \$10.00 | \$ - | \$ (10.00) | -100% | Remove fee. No longer relying on Xeroxes for these classes. |
| Industrial Technology | | | | | |
| Automotive (AM) | | | | | |



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|---|---------|-----------|------------|-------|---|
| AM103 | \$55.00 | \$ 60.00 | \$ 5.00 | 9% | Increased material cost and required uniforms. Supplies usage; combined lab/lecture costs |
| AM105, 112, 114, 140, 154, 158, 224, 232, 238, 242, 244, 246 | \$5.00 | no change | \$ - | 0% | Supplies usage lecture costs |
| AM228 | \$55.00 | no change | \$ - | 0% | Supplies usage; combined lab/lecture costs |
| AM104, 106, 113, 115, 141, 142, 155, 159, 225, 229, 233, 239, 243, 245, 247 | \$35.00 | no change | \$ - | 0% | Supplies usage |
| AM117, 123, 151, 161, 227, 237, 241 | \$35.00 | \$ - | \$ (35.00) | -100% | Remove fee; courses no longer offered |
| Light Repair & Maintenance | | | | | |
| AMD111, 119, 120, 133, 137, 157, 217, 254, 257 | \$35.00 | \$ - | \$ (35.00) | -100% | Remove fee; courses no longer offered |
| Automotive-Ford (AMF) | | | | | |
| AMF101, 102, 111, 117, 119, 133, 135, 137, 153, 157, 217, 252, 254, 257, 259, | \$35.00 | no change | \$ - | 0% | Supplies usage; combined lab/lecture costs |
| AMF110, 116, 118, 132, 134, 136, 152, 156, 216, 251, 253, 256, 258 | \$5.00 | no change | \$ - | 0% | Course materials. |
| AMF171, 172, 173, 174 | \$50.00 | no change | \$ - | 0% | Supplies usage; combined lab/lecture costs |
| AMF271, 272, 273, 274 | \$50.00 | no change | \$ - | 0% | Supplies usage; combined lab/lecture costs |
| AMF281, 282, 283, 284 | \$10.00 | no change | \$ - | 0% | Co-op fee to cover instructor travel costs |
| Integrated Metals (IMTL) | | | | | |
| IMTL110, 114, 118, 130, 134, 150, 236 | \$5.00 | no change | \$ - | 0% | Course materials |
| IMTL130B, 154 | \$5.00 | \$ - | \$ (5.00) | -100% | Remove fee; courses no longer offered |
| IMTL111, 131, 151 | \$80.00 | no change | \$ - | 0% | Supplies usage/costs |
| IMTL131B | \$80.00 | \$ - | \$ (80.00) | -100% | Remove fee; courses no longer offered |
| IMTL116, 215, | \$25.00 | no change | \$ - | 0% | Equipment and supplies |
| IMTL116B | \$25.00 | \$ - | \$ (25.00) | -100% | Remove fee; courses no longer offered |
| IMTL160 | \$25.00 | \$ 15.00 | \$ (10.00) | -40% | Reducing fee for equipment and supplies |



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|--|---------|-----------|------------|-------|---|
| IMTL143 | \$25.00 | \$ 40.00 | \$ 15.00 | 60% | Increase in equipment and supply costs |
| IMTL120, 140, 152 | \$10.00 | \$ 15.00 | \$ 5.00 | 50% | Increase in equipment and supply costs |
| IMTL121, 141, 161, 163 | \$90.00 | \$ 100.00 | \$ 10.00 | 11% | Increase in equipment and supply costs |
| IMTL124 | \$5.00 | \$ 35.00 | \$ 30.00 | 600% | Increase in costs. Cost for copies and printing blueprints has escalated. |
| IMTL128 | \$10.00 | \$ 15.00 | \$ 5.00 | 50% | Equipment and supplies |
| IMTL129 | \$40.00 | \$ 100.00 | \$ 60.00 | 150% | Increase in equipment and supply costs |
| IMTL135, 136 | \$15.00 | no change | \$ - | 0% | Supplies and materials |
| IMTL257 | \$20.00 | no change | \$ - | 0% | Equipment and supplies |
| IMTL153 | \$65.00 | no change | \$ - | 0% | |
| IMTL156 | \$60.00 | \$ - | \$ (60.00) | -100% | Remove fee; courses no longer offered |
| IMTL157 | \$20.00 | no change | \$ - | 0% | Computer lab fee to support instructional costs |
| IMTL171, 172, 173 | \$30.00 | \$ 35.00 | \$ 5.00 | 17% | Increase in equipment and supply costs |
| IMTL208, 210 | \$0.00 | \$ 15.00 | \$ 15.00 | 100% | New fee for equipment and supplies; lecture |
| IMTL209, 211 | \$0.00 | \$ 100.00 | \$ 100.00 | 100% | New fee for equipment and supplies; lab |
| IMTL224 | \$0.00 | \$ 35.00 | \$ 35.00 | 100% | New fee for equipment and supplies |
| Machine Tool Technology (MFG/X) | | | | | |
| MFG212 | \$75.00 | no change | \$ - | 0% | Materials cost, equipment replacement |
| MFG213 | \$5.00 | no change | \$ - | 0% | Course materials |
| MFG216 | \$15.00 | no change | \$ - | 0% | |
| MFG214, 232, 251 | \$80.00 | no change | \$ - | 0% | Materials cost, equipment replacement |
| MFG217, 234, 254 | \$5.00 | no change | \$ - | 0% | Supplies |
| Engineering Transfer (ENGR) | | | | | |
| ENGR201, 248 | \$25.00 | no change | \$ - | 0% | In alignment with CIS |
| GE101, 102, 115 | \$25.00 | no change | \$ - | 0% | In alignment with CIS |
| Engineering Technology (ET/ETX) | | | | | |
| ET122, 150, 235, 240, 250, 261, 263, 265 | \$25.00 | no change | \$ - | 0% | In alignment with CIS |
| ET249 | \$25.00 | no change | \$ - | 0% | In alignment with CIS |
| ET266 | \$25.00 | no change | \$ - | 0% | In alignment with CIS |
| Mechatronics (MEC) | | | | | |



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|--|----------|------------------|------------|--------------|---|
| MEC101, 134 | \$45.00 | no change | \$ - | 0% | Equipment and supplies |
| MEC110, 121, 122, 123, 131, 132, 133, 141, 142 | \$80.00 | no change | \$ - | 0% | Equipment and supplies |
| MEC112 | \$80.00 | no change | \$ - | 0% | Supplies/consumables and the software licenses for the different courses. |
| MEC113 | \$45.00 | no change | \$ - | 0% | Supplies/consumables and the software licenses for the different courses. |
| MEC115 | \$45.00 | \$ - | \$ (45.00) | -100% | Remove fee; courses no longer offered |
| MEC243, 250 | \$15.00 | no change | \$ - | 0% | Supplies/consumables and the software licenses for the different courses. |
| MEC160, 270 | \$80.00 | no change | \$ - | 0% | Supplies/consumables and the software licenses for the different courses. |
| MEC231, 232 | \$150.00 | no change | \$ - | 0% | Supplies/consumables and the software licenses for the different courses. |
| MEC211 | \$45.00 | \$ - | \$ (45.00) | -100% | Remove fee; courses no longer offered |
| MEC251, 252 | \$85.00 | no change | \$ - | 0% | Supplies/consumables and the software licenses for the different courses. |
| MEC241 | \$80.00 | no change | \$ - | 0% | Supplies/consumables and the software licenses for the different courses. |
| MEC242 | \$25.00 | no change | \$ - | 0% | Supplies/consumables and the software licenses for the different courses. |
| MEC290, 291 | \$105.00 | no change | \$ - | 0% | Supplies/consumables and the software licenses for the different courses. |
| Welding Technology (WLD/WLDX) | | | | | |
| WLD116 | \$55.00 | \$ 65.00 | \$ 10.00 | 18% | Increase in equipment and supply costs |
| WLDX11 | \$55.00 | \$ 30.00 | \$ (25.00) | -45% | Costs for supplies, equipment |
| WLDX13 | \$52.00 | no change | \$ - | 0% | |
| WLDX19A | \$45.00 | \$ 50.00 | \$ 5.00 | 11% | Increase in lab fees associated with regular (not X) classes |
| WLDX19B | \$60.00 | \$ 65.00 | \$ 5.00 | 8% | Increase in equipment and supply costs |
| WLDX19D | \$90.00 | \$ 80.00 | \$ (10.00) | -11% | Costs for supplies, equipment |
| Performing Arts, Visual Arts and Integrated Media | | | | | |



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|-------------------------------------|----------|------------------|-------------------|--------------|---|
| Art (ART) | | | | | |
| ART115 | \$40.00 | no change | \$ - | 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% | |
| ART117 | \$60.00 | no change | \$ - | 0% | |
| ART 198A, 198B, 198C | \$60.00 | \$ 75.00 | \$ 15.00 | 25% | |
| ART294, 296, 297 | \$50.00 | no change | \$ - | 0% | |
| ART231, 232, 233, 234, 235, 236 | \$35.00 | no change | \$ - | 0% | |
| ART219A, 219B, 219C | \$25.00 | no change | \$ - | 0% | |
| ART225, 226, 227 | \$40.00 | no change | \$ - | 0% | Specialty software |
| ART215P | \$10.00 | \$ - | \$ (10.00) | -100% | Remove fee for Art History class |
| ART240, 241 | \$25.00 | no change | \$ - | 0% | Supply costs |
| ART244 | \$30.00 | no change | \$ - | 0% | Supply costs |
| ART254, 255, 256 | \$60.00 | \$ 70.00 | \$ 10.00 | 17% | Increased supply costs and to fund repairs and small equipment. |
| ART257, 258, 259 | \$75.00 | no change | \$ - | 0% | Supply costs and to fund repairs and small equipment. |
| ART260 | \$65.00 | \$ 50.00 | \$ (15.00) | -23% | Align with fee/credit across all courses. Supply costs |
| ART261, 262 | \$65.00 | \$ 120.00 | \$ 55.00 | 85% | Supply students with required film, paper, and chemicals |
| ART271, 272, 273 | \$50.00 | no change | \$ - | 0% | Supply costs |
| ART281, 282, 283 | \$50.00 | no change | \$ - | 0% | Supply costs |
| ART291, 292, 293 | \$60.00 | no change | \$ - | 0% | Supply costs |
| Music –Band-Jazz-Vocal (MUP) | | | | | |
| MUP101, 201, 205 | \$10.00 | \$ 15.00 | \$ 5.00 | 50% | Increased costs for sheet music, tuning, repair and replacement of instruments. |
| MUP105, 146 | \$10.00 | \$ 15.00 | \$ 5.00 | 50% | Increased supply costs |
| MUP114, 214 | \$10.00 | \$ 15.00 | \$ 5.00 | 50% | Increased costs for sheet music and college-owned instrument repairs |
| MUP115, 121, 215, 221 | \$10.00 | \$ 15.00 | \$ 5.00 | 50% | Increased costs for sheet music and supplies |
| MUP171A-192A.01 | \$100.00 | no change | \$ - | 0% | 1 credit Individual music classes; lesson instructors now paid through PFTA |



| | | | | | |
|---|----------|------------------|------------|--------------|--|
| MUP171B-192B.01 | \$200.00 | no change | \$ - | 0% | 2 credit Individual music classes; lesson instructors now paid through PFTA |
| MUP271A-292A.01 | \$100.00 | no change | \$ - | 0% | 1 credit Individual music classes; new few structures for wages plus fringe benefits |
| MUP271B-292B.01 | \$200.00 | no change | \$ - | 0% | 2 credit Individual music classes; new few structures for wages plus fringe benefits |
| MUP246 | \$10.00 | \$ - | \$ (10.00) | -100% | Remove fee; courses no longer offered |
| Music (MUS) | | | | | |
| MUS101 | \$10.00 | no change | \$ - | 0% | Sheet music, tuning, repair and replacement of instruments. |
| MUS111, 112 | \$10.00 | no change | \$ - | 0% | Class materials |
| MUS117, 118, 119 | \$25.00 | no change | \$ - | 0% | Software, hardware and upgrades for computer-based class. |
| MUS121, 122, 123, 137, 211, 221, 222, 223 | \$10.00 | no change | \$ - | 0% | Costs of sheet music, piano tuning, music licensing fees |
| MUS131, 132, 133, 161, 162, 231, 232 | \$10.00 | no change | \$ - | 0% | Sheet music, tuning, repair and replacement of instruments. |
| MUS198A/B/C | \$10.00 | no change | \$ - | 0% | Sheet music, piano tuning, music licensing fees |
| Theater (TA) | | | | | |
| TA101 | \$0.00 | \$ 100.00 | \$ 100.00 | 100% | Student tickets to theatre shows |
| TA111, 112, 113 | \$0.00 | \$ 10.00 | \$ 10.00 | 100% | Adding fee for increased cost of student materials |
| TA211, 213 | \$20.00 | no change | \$ - | 0% | Supply costs |
| TA121 | \$20.00 | \$ 50.00 | \$ 30.00 | 150% | Supply costs |
| TA134A/B/C | \$10.00 | no change | \$ - | 0% | Supply costs |
| TA135A/B/C | \$10.00 | no change | \$ - | 0% | Supply costs |
| TA136A/B/C, TA236A/B/C | \$10.00 | no change | \$ - | 0% | Supply costs |
| TA153A/B/C/D, TA253A/B/C/D | \$10.00 | no change | \$ - | 0% | Supply costs |
| TA198A/B/C | \$10.00 | no change | \$ - | 0% | Supply costs |
| TA227 | \$100.00 | no change | \$ - | 0% | Provide students with required materials |
| TA247 | \$0.00 | \$ 10.00 | \$ 10.00 | 100% | Adding fee for increased cost of student materials |
| TA234A/B/C | \$10.00 | no change | \$ - | 0% | Supply costs |
| Integrated Media | | | | | |
| Commercial Photography (CP) | | | | | |



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|---|----------|------------------|-------------------|-------------|--|
| CP151, 250, 251 | \$50.00 | no change | \$ - | 0% | Specialty software and hardware |
| CP260 | \$40.00 | \$ 20.00 | \$ (20.00) | -50% | Align with fee/credit across all courses. |
| Digital Photography (DP) | | | | | |
| DP152, 153, 249, 250, 252 | \$50.00 | no change | \$ - | 0% | Specialty software and hardware |
| DP165 | \$75.00 | no change | \$ - | 0% | Specialty software and hardware |
| DP260 | \$40.00 | no change | \$ - | 0% | Specialty software and hardware |
| Graphic Design (GD) | | | | | |
| GD 150, 151, 152, 160, 165, 250, 251, 252 | \$50.00 | no change | \$ - | 0% | Specialty software and hardware |
| GD260 | \$40.00 | no change | \$ - | 0% | Specialty software and hardware |
| Integrated Media (IM) | | | | | |
| IM120 | \$100.00 | no change | \$ - | 0% | 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% | Specialty software and hardware |
| IM150, 152, 185, 190, 270, 272 | \$50.00 | no change | \$ - | 0% | Specialty software and hardware |
| IM165, 178 | \$40.00 | no change | \$ - | 0% | Specialty software and hardware |
| IM260 | \$40.00 | no change | \$ - | 0% | Specialty software and hardware |
| IM290 | \$75.00 | no change | \$ - | 0% | Specialty software and hardware |
| IM271 | \$40.00 | no change | \$ - | 0% | Specialty software and hardware |
| IM282GA, GB, VA, VB | \$20.00 | no change | \$ - | 0% | Specialty software and hardware |
| Radio Broadcasting (RB) | | | | | |
| RB150, 151, 152, 160, 165, 248, 251, 253 | \$50.00 | no change | \$ - | 0% | Specialty software and hardware |
| Television –Video –Film (TV) | | | | | |
| TV150, 151, 152, 160, 165, 250, 251, 253 | \$50.00 | no change | \$ - | 0% | Specialty software and hardware |
| TV283 | \$0.00 | \$ 40.00 | \$ 40.00 | 100% | Align with fee/credit across all courses |
| Mathematics | | | | | |
| Mathematics (MTH) | | | | | |



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|--|---------|------------------|-------------------|--------------|--|
| MTH10, 20, 58, 60, 65 , 84, 95 , 98, 105, 111, 112, 211, 212, 213, 241, 243, 244, 251, 252, 253, 254, 256, 261, 275 , 299 | \$6.00 | \$ 6.00 | \$ - | 0% | Adding fee for sections in bold. 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% | |
| Science | | | | | |
| Biology (BI) | | | | | |
| BI100, 101C | \$25.00 | \$ - | \$ (25.00) | -100% | Remove fee. Bring outlier courses into alignment with other courses in the discipline. |
| BI102, 102A, 103, 103A, 103B, 103D, 112 | \$20.00 | \$ - | \$ (20.00) | -100% | Remove fee. Bring outlier courses into alignment with other courses in the discipline. |
| BI121, 122 | \$25.00 | \$ - | \$ (25.00) | -100% | Remove fee. Bring outlier courses into alignment with other courses in the discipline. |
| BI101, 101A | \$20.00 | \$ - | \$ (20.00) | -100% | Remove fee. Bring outlier courses into alignment with other courses in the discipline. |
| BI132, 133, 211, 212, 213 | \$20.00 | no change | \$ - | 0% | Lab Supplies (BI213 Field Trip) |
| BI231, 232, 233 | \$25.00 | no change | \$ - | 0% | Equipment repair and replacement; lab supply costs |
| BI234 | \$35.00 | no change | \$ - | 0% | Equipment repair and replacement; lab supply costs |
| Chemistry (CH) | | | | | |
| CH170 | \$25.00 | no change | \$ - | 0% | Lab Supplies and increased Material & Disposal Costs |
| CH104, 105, 106, 151, 221, 222, 223, 241, 242, 243 | \$25.00 | no change | \$ - | 0% | Lab Supplies |
| Environmental Science (ESR) | | | | | |
| ESR271 | \$35.00 | \$ - | \$ (35.00) | -100% | Remove fee. Course no longer offered |
| Natural Resources-Forest (F) | | | | | |
| F141 | \$25.00 | no change | \$ - | 0% | Lab supply & field trip costs |
| F200 | \$25.00 | no change | \$ - | 0% | Lab supply & field trip costs |
| F240 | \$25.00 | no change | \$ - | 0% | Lab supply & field trip costs |
| Fish Biology (FI) | | | | | |



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



| Emergency Medical Technician (EMT) | | | | | |
|---|------------|------------------|----------------|-----------|---|
| EMTX12 | \$1,645.00 | no change | \$ - | 0% | EMT is a fee-based program (not tuition). Last increase in 23-24 similar (or less) than what a student would pay at PCC or CCC. |
| Other | | | | | |
| HEX22 | \$100.00 | no change | \$ - | 0% | VESL CAN CPR |
| MATHX31 changed to BSAXMTHX18 | \$494.00 | \$ 495.00 | \$ 1.00 | 0% | IBEW Aptitude Test prep |

Table 3. Administrative and Course Fees for 2024-25



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 20, 2024*

ITEM TITLE: 7.4

CONTACT PERSON: *Ross Hume, Director, Labor and Employee Relations and Terry Rogers, Associate Vice President, Human Resources*

SUBJECT: FTFA/ MHCC COLLECTIVE BARGAINING AGREEMENT

MT. HOOD COMMUNITY COLLEGE DISTRICT

AGREEMENT WITH FACULTY MEMBERS

For the Contract Period September 1, 2022 – August 31, 2026

DRAFT

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PREAMBLE

This agreement made by and between the Board of Education of Mt. Hood Community College District, 26000 S.E. Stark Street, Gresham, Oregon, herein referred to as the "Board" or "District" and the Mt. Hood Community College Faculty Association, herein referred to as the "Association."

The intent of this agreement is to set forth and record herein the basic and full agreement between the parties on those matters pertaining to wages, hours, and conditions of employment for faculty members included in the bargaining unit.

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ARTICLE 1

RECOGNITION

- A. The Association recognizes the Board as the statutory governing authority for Mt. Hood Community College.
- B. The Board hereby recognizes Mt. Hood Community College Faculty Association as the sole exclusive bargaining agent with respect to wages, hours, benefits, working conditions, and other conditions of employment for all faculty members in the unit as defined in this agreement and now set forth:
 - 1. All faculty with instructional, counseling, or librarian duties, or who are on board-approved leaves, that have more than a fifty percent (50%) workload within three (3) terms in any fiscal year. A full-time workload is defined in Articles 10 and 11.
 - 2. All faculty who meet the criteria of B.1 above, and who are hired on a terminal contract to fill a budgeted position for one (1) year. Terminal contracts for faculty positions will only be used with notification to the Faculty Association and under the following conditions.
 - a. The position is temporarily vacated by a faculty member on leave or temporarily on another College assignment.
 - b. Circumstances are such that the regular recruitment and selection process cannot be reasonably accomplished (less than two and one-half (2½) months and/or no acceptable applicants).
 - c. The position is required for the first year of a new or innovative program.
 - d. A faculty member unable to complete the academic year due to extenuating circumstances, extended illness, or death will promptly be replaced with a faculty member hired under a terminal contract.
 - e. Following a conversation with affected department faculty and Association leadership, the College may utilize a one-year terminal contract for other reasons.
 - f. Terminal contracts may be renewed for one (1) additional year at the discretion of the Vice President of Instruction or designee. Terminal contracts may be renewed beyond that single additional year at the discretion of the College and with the approval of the Faculty Association.
 - g. An individual originally hired under a terminal contract shall have that time applied toward the satisfaction of the probation time required for tenure in accordance with the provisions of Article 16 if rehired on a regular tenure-track contract. The reason(s) for a terminal appointment shall be stated in writing in the contract.

- h. When the terminal employment ends, the faculty member may apply for an open position through the normal recruitment and selection process and will be interviewed for the position.
 - i. At the discretion of the College, terminal employment may be terminated at the end of the contract without review under the terms of this agreement.
3. A full-time instructor workload is defined as having more than a fifty percent (50%) workload, which is more than twenty-two and one-half (22.5) ILCs for any three (3) terms of a fiscal year.

Violation of ILC Limits: In the event of a violation of the workload limits above, a terminal contract shall be issued as described in B.2 above. If the workload is more than twenty-two and one-half (22.5) ILCs in any three (3) terms of a fiscal year or thirty (30) ILCs in a fiscal year, the faculty member shall be issued a terminal contract for that year. If the workload exceeds twenty-seven (27) or thirty-five (35) ILCs as the case may be, the faculty member will be issued a terminal contract for one (1) additional year.

4. All faculty who meet the criteria of B.1 and who are on special contract or grant funds which are entirely or largely funded by sources other than local taxes, tuition and state FTE appropriations and which have not been established by the Board as permanent college programs.

These faculty members shall have all the rights and obligations of a faculty member, except those limitations imposed by the granting or contracting agencies, and as specifically noted in other provision(s) in this agreement. The employment contract and position is subject to termination or reduction at any time that the funding for the program as described above is terminated or reduced, without review under the provisions of this agreement and without further payment into the program by the College. When appropriate under the contract or grant guidelines, the College agrees to apply for adequate contract or grant funds to insure full compliance with this agreement.

These faculty members may apply for a district-funded position, subject to the normal recruitment and selection process. If the grant or special contract terminates, the faculty member with four (4) years of service in the faculty bargaining unit with satisfactory evaluations, shall be offered, if available, and without utilization of the normal recruitment and selection process, an open position in the same instructional area. If there is no such open position, the faculty member's layoff rights are specified in Article 23 (Reduction in Staff: Non-district Funded Positions). When the non-district funded position ends, and the faculty member has not served a minimum of four (4) years, the faculty member may apply for an open position through the normal recruitment and selection process, will be interviewed for the position, and will be awarded the position unless another applicant is determined to be more qualified.

- C. All other employees who do not meet the above requirements or conditions are not covered by this agreement.
- D. The College shall not reclassify a faculty member to a position not included in the bargaining unit.

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ARTICLE 2

HEADINGS

Headings are used as identifying matter only, for aid in location of the subject matter or reference; headings will have no substantive or independent significance.

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ARTICLE 3

BOARD-ASSOCIATION RELATIONSHIP

A. Cooperation Pledge

Both parties recognize the responsibility imposed upon the Association as the exclusive bargaining agent for faculty members and realize that to provide maximum opportunities for continuing employment, good working conditions, and better wages, the College must be in a strong position. It must maintain a comparable tuition rate, a comprehensive approach to all programs, a flexible approach to scheduling programs, and an innovative thrust in program development. This must be accomplished with the lowest possible comparative costs that are consistent with other comparable community college labor practices. Furthermore, both parties pledge to cooperate with each other to maximize the Student-Instructor Ratio (SIR) for all classes offered by the College.

Each party further agrees to promote and maintain a reasonable retention rate of students from quarter to quarter and to strengthen the goodwill among the Board, the management, the faculty, the students, and the community served by the District.

Both parties agree to assist each other's efforts to assure that provisions of this contract are met.

Board members, Faculty Association members, students, staff members or agents or representatives of these parties shall not discriminate, intimidate, or coerce any person, agent, or representative of these groups.

B. Notification of Pending Administrative Actions

1. The Associate Vice President of Human Resources or designee shall notify the Association President or designee in writing (via a hard copy or e-mail) within a reasonable time of any and all impending administrative actions which affect faculty members in one or more of the following areas:
 - a. discipline and college investigations with the potential for discipline, except where prohibited by law.
 - b. salary non-advancement.
 - c. reduction in staff.
2. This notification will be given in advance before final action is taken and with sufficient advance notice to allow the Association a reasonable opportunity to consult with the affected faculty member(s).
3. Should the Association President be away from the campus for an extended length of time during the Winter, Spring, or Summer breaks, the College will direct the required notifications to an alternate address and/or Association officer(s) if requested by the Association with prior written notice.

C. Contract Maintenance Committee

The Contract Maintenance Committee (CMC) will serve the purpose of clarifying and interpreting contract language and application of that language, but will not conduct bargaining. Procedures for accomplishing the task of interpreting contract language and application will be established through mutual agreement of the CMC membership. This process will not replace the grievance process as outlined in this contract.

CMC will operate with the following expectations:

1. The President of the College and the President of the Association, or their designees, will each identify four (4) full-time college employees as representatives that will comprise the CMC.
2. Decisions will be made by consensus.
3. Contract language to be reviewed may be submitted to the CMC by the College or the Faculty Association.
4. The College will provide a recording secretary and general support for the Committee (copies, drafts, and agenda distribution).
5. Resource persons may be called in by mutual consent of the parties, upon request.
6. If any change to contract language is achieved, it will be documented in a Memorandum of Understanding (MOU). The final MOU will be approved by the Faculty Senate and the College. Agreed-upon MOUs may be temporary with a specified sunset date or will become part of the language of the contract for the remaining contract period. The parties may mutually agree to include language of the MOU in the next bargained agreement.
7. Meetings shall be closed.
8. Ground rules will be established through mutual agreement of the CMC membership.

ARTICLE 4

ASSOCIATION BENEFITS

In order to implement the cooperation pledge as set forth in the Agreement, the Board agrees to the following:

A. Office Space and Use

1. The Board agrees to rent AC 1581 to the Association for use as office space. This office will have lights, heat, and one telephone. The Association may use other College facilities for conferences and meetings provided that the space is requested and approved in advance pursuant to normal College procedures. The College will also provide computer access, including all standard administrative College adopted software, internet, and the College network. The Association agrees to comply with College policies and regulations and with guidelines related to computer usages that are mutually agreed upon between the College and Association.
2. Rent for office use shall be ten (\$10) dollars per month.
3. The Association will pay the line charge for use of the telephone and all long distance calls authorized by the Association.

B. Office Equipment and Furniture

1. The Board agrees to rent office equipment and furniture to the Association. This will include adequate furniture for the needs of the Association as determined by mutual agreement of the parties. The Association agrees to repair and/or replace any equipment or furniture rented by the Association that becomes damaged.
2. Rent for the office equipment and furniture shall be five (\$5) dollars per month.

C. Use of Facilities and Equipment

The Association shall have the same rights as other interested groups to use or rent the facilities and equipment of the College. However, regular Association meetings may be held on campus without charge.

D. Association President Reassigned Time

1. The Association will receive six (6) ILCs per term to attend to Association work that occurs during the academic year. These ILCs will be distributed to no more than three members of the Association leadership at the discretion of the Association President.
2. The Association will also receive six (6) ILCs to attend to Association work that occurs over the summer term. These ILCs will be distributed to no more than three members of the Association leadership at the discretion of the

Association President.

3. The Association will notify the college about which members are receiving Association reassigned time and the number of reassigned ILCs by no later than the start of the term in which the reassigned time shall be allocated. This provision shall not preclude a later change to the reassigned time allocation as mutually agreed to between the Association President and Human Resources.
 - a. The Association President shall use this reassigned time to work with the College Board, the College President, the Vice President of Instruction and other administrators on College matters.
 - b. The Association and/or President agree not to misuse this reassigned time. If misuse is proven and not corrected, then this condition of the agreement shall be declared void.

E. Association Leave

1. Up to a total of eight (8) working days may be provided to members of the unit for participation in statewide trainings and workgroups that relate to interests shared by the Association and administration. Determination of to whom the days are assigned shall be in control of the Association president. Such leave shall not be taken for purposes of local union governance or lobbying.
2. If a paid substitute is required, OEA will reimburse the College for the cost of the substitute.

F. Dues Check-off

1. The Board agrees that the provisions of this section shall not be reopened or modified for the duration of the contract period.
2. The College will deduct dues, fee, and any other assessments or authorized deductions to the Association in accordance with the payroll deduction authorizations signed by members and provided to the Association. The Association will provide the College with a list identifying the employees who have signed such authorizations and the authorized deduction amounts. The College shall rely on the list to make the authorized deductions and to remit payment to the Association and OEA as indicated.
3. A member of the bargaining unit who is a member of the Association as of the effective date of this Agreement or who subsequently voluntarily becomes a member of the Association shall continue to pay dues to the Association during the term of this Agreement unless written notice is received by the Association and the College between September 1 and October 1 of any year indicating a desire to withdraw their membership from the Association.
4. Prior to the first payroll deduction for the academic year and upon request by the Association, the Human Resources Office will provide the

Association with a list of any new hires, terminations, and changes in status of employees whose percentage of time employed has changed. The information shall be in a mutually agreeable electronic format. At a minimum, information shall include name, discipline, division, work email, work and home phone number, cell phone, employee ID number and last four digits of the employee's social security number.

5. Prior to the first payroll deduction for the new academic year, the Association will furnish the Human Resources Office with a complete breakdown of monthly deduction amounts for dues. It will also provide instructions for prorating deductions of dues for those members of the bargaining unit whose deductions commence after the first scheduled deduction for the academic year.
6. Faculty who are members of the Association shall have dues deducted over ten months, unless they are retired faculty returning to work. Retired faculty shall have their dues based on the number of ILCs they have taught. Those dues will be deducted during the months they receive a paycheck from the College, not to exceed a period of nine months for each academic year.
 - a. By Friday of Week 4 each term, the College will send a list of the retired faculty who are teaching during the term and their ILC load to the Association President.
7. Deduction of dues for new members shall commence with the first payroll period following notice from the Association that a new membership has begun. Changes in deductions due to changes in percentage of time employed shall be made with the first payroll following the change.
8. The College shall process all requests for payroll deductions for purposes including, but not limited to, any portions that may be used for political purposes permitted by law in effect upon ratification through any appropriate electronic transfer or other automatic payment procedures currently available at the College. The deducted sums shall be remitted to the Association in accordance with its written instructions.

G. Hold Harmless Clause

The Association agrees to indemnify and hold the College harmless against any and all claims, suits, orders, or judgments brought or issued against the College as a result of any action taken by the College under the provisions of Section F of this Article. Such waiver shall not apply to any action by the Association to enforce the terms of this agreement. This hold harmless agreement shall be void unless the College (1) gives immediate notice of any claim to the Association, (2) tenders to the Association the defense of any claim, and (3) fully cooperates with the Association and its designated counsel in the defense of the claim.

H. Association Security

1. Faculty members have the right to join the Association, but membership in the Association shall not be required as a condition of employment.
2. The Association will provide the Human Resources Office an introduction letter including the name of the Association President and the location of the Faculty Association office. Human Resources will provide this letter to all newly employed faculty at the time of their employment.
3. The Association President will be included on the agenda of the New Faculty Orientation. The Association will be able to meet privately with new faculty during inservice for a time period of one hundred twenty (120) minutes.
 - a. For new faculty hired after the start of Fall term, the Association will be able to meet privately with them within thirty (30) days of the date of hire.
4. The Association will be given the employee information as listed above in Section F.4 within ten (10) working days of the date of hire.

ARTICLE 5

BOARD PREROGATIVES

- A. It is the intention hereof that all rights, powers, prerogatives, and authorities that the Board possessed prior to the signing of the Agreement are retained, except those specifically abridged, delegated, granted, or modified by this Agreement.
- B. It is agreed between the parties that the Board has all the customary and usual rights, powers, functions, and authority of management.
- C. The Board shall have the sole right, at its own discretion, unless otherwise expressly provided by the terms and conditions of this Agreement, to do the following:
 - 1. determine the number of faculty members to be employed in each department or division, and classes to be scheduled in the College as a whole.
 - 2. establish, change, or modify Board policies and College Administrative Regulations except those in conflict with the Agreement, in which case a change can only be effected by mutual agreement with the Faculty Association.
 - 3. increase, diminish, change, or discontinue operations, programs, courses, and classes in whole or in part.
 - 4. hire, suspend, discharge, promote, demote, transfer, and discipline members.
 - 5. determine and direct members in their duties.
 - 6. discharge any member at any time for cause in accordance with provisions set forth in Board policies, College Administrative Regulations, and statutes, or as stated in this Agreement.
 - 7. lay off members at any time for financial or justifiable reasons.
 - 8. authorize temporary work or part-time instruction not connected with the regular operation of the College, to be performed by any outside person, firm or corporation selected by the College.
 - 9. judge the efficiency, competency, and adequacy of all faculty members in their performance of their assigned work.
 - 10. increase or change the content or substance of any assignment, provided such change does not make the assignment more than a reasonable full-time assignment. The Association shall have the right under the grievance procedure to question whether any such changed or increased job assignment has become more than a reasonable full-time job. establish grading policies and courses of instruction and to provide for co-curricular, extracurricular, and community service programs for students and citizens as deemed necessary or advisable by the Board.
 - 11. delegate authority through recognized administrative channels for the development

and organization of the means and methods of instruction according to current written Board policy and amendments.

12. determine class schedules, non-classroom assignments, hours of instruction, load hours, and duties, responsibilities, and assignments of those in the bargaining unit.
13. maintain executive management and administrative control of the College District and its properties and facilities.
14. determine the financial policies of the College including the general accounting procedures, inventory of supplies and equipment procedures, and public relations.
15. determine the management, supervisory and/or administrative organization of each division or facility in the system and the selection of faculty for promotion to supervisory, management, or administrative positions.
16. determine safety, health, and property protection measures where legal responsibility of the Board or other government unit is involved.

ARTICLE 6

INDIVIDUAL FACULTY MEMBER RIGHTS

A. Professional Rights

1. A member has the right to a clear statement of duties, accountability, and the roles for which the member is responsible.
2. A member has the right to carry out assigned duties without interference, disruption, or personal harassment.
3. A member has the right to reasonable access to materials, facilities, and equipment necessary for the performance of work assignments.
4. A member has the right to maintain ownership of their intellectual property in accordance with Article 9.
5. A member has the right to be protected from any prejudicial or capricious administrative evaluation, action, or review.
6. A member has the right to leave an institution in good standing in accordance with the agreement of employment.
7. A member has the right to a fair dismissal proceeding.
8. A member has the right to participate freely in the exercise of the member's prerogatives without interference or personal harassment.
9. A member has the right to freely become a member of the Association. The college shall not discriminate against, interfere with, restrain or coerce any member because of Association membership, or because of any legal activity in an official capacity on behalf of the Association.

B. Freedom in the Performance of Professional Duties

1. A member has the right to academic freedom: to make inquiry and to express their personal opinion, even when dissenting, on any questions as long as he/she makes it evident that he/she is speaking for themselves and not the College.
2. A member has the right to have kept confidential their personal beliefs, religious beliefs, and political associations.
3. A member has the right to protection from libel, indecency, undocumented allegations, attacks on personal integrity, techniques of harassment, and innuendo.
4. A member has the right to have a clearly defined means to participate in

the formulation and application of institutional policy.

5. To the extent allowable and practicable, a member has the right to use chosen names in College computer systems when a legal name is not required. The chosen name will be maintained in the College's computer system. Additionally, so that faculty address students by their chosen names, the College will maintain students' chosen names in the College's computer system and make these names available to faculty members on class lists.

C. Freedom Outside the Performance of Professional Duties

1. A member has the right to free speech, assembly, and petition.
2. A member has the right to protection from double jeopardy.
3. A member has the right to privacy for themselves and their family, and freedom from harassment, intimidation, or threat. A member has all the rights of a private citizen and the private life of a faculty member shall not be utilized by the Board in matters related to the performance of their duties as long as there is no nexus to the workplace.
4. A member has the right to express a personal opinion as a citizen on any question as long as the member does not represent their views as those of the College.

D. Freedom of Due Process

1. A faculty member has the right to due process in evaluation proceedings.
2. A faculty member has the right to due process in discipline, dismissal, termination as listed in this agreement.

E. Just Cause for Discipline

A faculty member shall not be disciplined by written reprimand, suspended, or denied step advancement without just cause. Just cause for termination of employment is described in Article 15 and reduction of staff and layoff is separately described in Article 23.

F. Right to Representation

A faculty member may have Association representation at a meeting he or she reasonably believes may lead to disciplinary action.

ARTICLE 7

FACULTY RIGHTS

A. To Provide Input and/or Advice in a Shared Governance College Environment

Shared governance is critical to the culture and vitality of higher education. Any erosion of the role of faculty in governance seriously threatens the quality of education provided. This relationship should be based on collegiality and mutual respect. It is understood that provisions in a collectively-bargained agreement encourage collegiality and ensure the integrity of this joint effort.

The College and Faculty Association acknowledge that faculty participation in the life and operations of the College enhances the mission and operations of the College. Such participation is an essential aspect of shared governance. The Faculty Association will be asked to recommend faculty as members on committees for decisions and studies that have an impact on faculty and instruction. It is expected that faculty will provide leadership, input, and advice into the following processes:

1. the process and selection of new faculty members, including establishing qualifications, recruiting, screening, interviewing, and recommending candidates.
2. the process and selection of, and feedback on, area deans, instructional administrators, and faculty performing administrative duties.
3. the determination of grading policies.
4. the determination of entrance and exit requirements of courses and programs.
5. the determination of the content of curricula and courses.
6. the decision to grant or withhold tenure.
7. the selection of committee, Board, and task force membership and designation of co-chairs for College committees and councils, especially those pertaining to instruction and curricula.
8. the determination of academic standards.
9. the determination of classroom materials.
10. the determination of instructor responsibilities as listed in the instructor position (job) description.
11. the conduct of accreditation preparation, site visits, and discussion with external licensing and accrediting bodies.
12. any public presentations to the District Board concerning programs and faculty members.

This is not an exclusive listing of areas for shared governance.

B. Process Development

In cases where no process exists or has been established, the College and Faculty Association will collaboratively establish a timeline for the creation of a process. Association or individual input and advice that do not meet the required timelines will be considered waivers of the right to provide input.

C. Right to Determine Grades

A faculty member will have the sole right to determine the grades of students enrolled in their classes within the grading policies of the College. An exception may be made only if the faculty member is incapacitated, deceased, no longer employed by the College, or unavailable for an extended period of time. Such exceptions must have the approval of the faculty member's dean and the Vice President of Instruction.

D. Curriculum Committee

The Curriculum Committee will be maintained as an autonomous faculty-comprised committee responsible for the approval and review of general education, department level, and course level curricula. Voting membership of Curriculum Committee will be composed of a minimum of one faculty member from each division. A minimum of 8 voting faculty members are needed at each meeting to provide a quorum. Administrators and employees from the Office of Instruction may also serve on the committee as non-voting, ex-officio members. Curriculum Committee will operate in alignment with NWCCU Accreditation Standards and Oregon Administrative Rules.

E. Seniority Rights

When more than one faculty member in the bargaining unit is qualified to occupy a position or teach a specific course, College seniority will be the determining factor. Seniority shall be the total length of unbroken full-time (fifty percent (50%) or greater) faculty bargaining unit service with the College. For the purpose of determining seniority, all authorized leaves shall be considered as time worked.

F. Right to Representation

Faculty rights to representation are triggered when a supervisor, administrator or other college representative seeks a meeting to interview, question or discuss issues with a faculty member. If a faculty member reasonably believes that any questioning, discussion or investigatory behavior on the College's part may result in discipline, they may assert their right (sometimes called Weingarten) to have a faculty representative present, per Article 6.F.

ARTICLE 8

PERSONNEL PRACTICES

A. Personnel File

1. Upon request, a faculty member may review and copy any material from their dean's working file, if it exists, and the official personnel file in the Human Resources Office. All requests for review and/or copy of materials in the working file should be made to the dean. Requests for materials in the official permanent file should be made to the Associate Vice President of Human Resources or designee. Nothing may be removed from the official personnel file, except as allowed in Section 8 A. 10.
2. The Human Resources Office will maintain a personnel file log which will record the date of review of the file, the name of the person reviewing the personnel file, and the purpose of the review.
3. Documents in the following categories shall be maintained in the personnel files:
 - a. personnel file log
 - b. initial application
 - c. salary history
 - d. evaluations
 - e. commendations
 - f. responses
 - g. reprimands
 - h. notices of change in employment status
 - i. formal student complaints and solutions
4. Sealed Documents

Human resources shall securely store grievances and resolutions separate from the personnel file. Only the faculty member, the College President or their designee, Human Resources managers or a member of the faculty's chain of command will have access to these items.
5. The faculty member has the right to respond to any document in their personnel file.
6. The Associate Vice President of Human Resources or designee will, within five (5) working days, notify a faculty member in writing if non-routine material is placed in his/her personnel file.
7. Access to personnel files will be as follows:
 - a. the President or their designee and the Human Resources staff will have access to all files at any time.
 - b. a faculty member's chain of command will have access to the personnel file.

- c. deans will have access to files of faculty members who are under their direct supervision.
- 8. Entries to the personnel file will be dated and shall identify the submitting party.
- 9. The College will not release material or information from the personnel file except with the written permission of the faculty member involved as authorized by this Agreement or as required by law.
- 10. The faculty member may expunge detrimental material after it has existed in the file for five (5) years, except:
 - a. material which is presently involved in disciplinary hearings or pending litigation.
 - b. as otherwise provided by law.
 - c. if the personnel file contains documentation of a subsequent incident of the same type.

B. Information for Group Benefit Expiration

The Associate Vice President of Human Resources or designee will ensure that timely notice, as provided in federal law (COBRA [29 USCS, 1166] and ERISA [29 USC, 1163]), is given to faculty members whose employment is terminating (including retirement) of their right to continue to participate in group insurance programs or to convert group insurance to individual coverage.

C. Notices of Termination or Non-Renewal

The Associate Vice President of Human Resources or designee agrees to send notices of termination or non-renewal by March 31. If notice is not sent by that date, then each faculty member has a renewed contract, except for terminal one-(1) year contracts. The reduction-in-staff notices stated in Article 23 and terminations for just cause under Article 15 B. take precedence over this provision.

D. Notices of Vacancies or New Position in the College District

The Associate Vice President of Human Resources or designee will notify the Association of all vacancies or new positions in the College District.

The College will schedule an annual meeting late in spring term with all faculty who have participated in a faculty search committee in the past year. The meeting will be attended by the Associate Vice President of Human Resources and the Recruitment Manager. The Association President and Vice President or designee(s) will also be invited.

ARTICLE 9

CONDITIONS OF EMPLOYMENT AND LEAVES OF ABSENCE

A. Basic Work Year

The basic work year for all full-time faculty members shall be scheduled during Fall, Winter, and Spring terms. By mutual agreement, alternate assignments involving Summer term may be substituted. Such agreements will be documented in writing, approved by the College, and submitted to the Human Resources Office.

B. Contract Days & Residency

1. The basic annual contract for faculty members for each contract year shall be one hundred seventy-six (176) days, consisting of teaching days, holidays, and non-teaching professional days. This requirement is independent of the Instructional Loading Credit (ILC) standard. Such contract days shall be scheduled on weekdays (Monday through Friday) except where other days or a non-traditional work week of five (5) consecutive days are mutually agreed to or are traditionally utilized because of the nature of the work assignment. The College will provide a work calendar by the end of Spring term.
2. The service period is determined through a shared governance process, but it is typically between mid-September through mid-June.
3. It is expected that full-time faculty will work a schedule reflecting the necessary time needed to complete all professional duties. It is recognized that a combination of time on campus, at other approved sites, and off campus may constitute the professional schedule while assuring availability of instructors to their students, and to meet the College service expectations.
4. No faculty member shall be required to work on non-contract days without mutual agreement and compensation. The scope of the work and amount of compensation will be agreed upon in writing before work is initiated, with the exception of emergency work.
5. The college accepts responsibility to comply with all state requirements for faculty members living in Oregon and Washington.

C. Regular and Supplemental Contracts

1. The precise terms and conditions of every appointment, including the dates of the work, a description of the work to be done, and the compensation, shall be stated in writing and be in the possession of both the College and faculty member.
2. Supplemental contracts are typically used for co-curricular, coaching, athletic trainer, and other work beyond the job description of a typical faculty member. Faculty will receive the supplemental contract in writing at the earliest of the

following dates:

- a. The start of their regular contract year;
 - b. At least two (2) weeks before the supplemental contract work is to begin; or
 - c. Within one (1) week of recognizing the need for the supplemental contract if this is a new, non-recurring contract.
3. Supplemental contracts will be loaded as reassigned time.
 4. The College may contract extra days with faculty members beyond the basic contract when such assignments are deemed necessary by the College and when the faculty member accepts the additional days. A faculty member will be provided a job description for any additional contracted days.
 5. Copies of supplemental or extra contracts shall be emailed to the Association when signed.

D. Rate of Pay

1. The daily rate of pay is determined by dividing a faculty member's annual basic contracted salary by the number of days in the basic contract. This daily rate of pay shall be used in determining the pay rate for lost or extra contracted days of work.
2. The ILC rate of pay is determined by dividing a faculty member's annual basic contracted salary amount by forty-five (45).

E. Paid Holidays

1. A faculty member who works a fifty percent (50%) or greater instructional load in a term is eligible for paid holidays that fall within that term. The College recognizes the following holidays:

Winter Term Holidays

- New Year's Day
- Martin Luther King, Jr. Day

Summer Term Holidays

- Juneteenth (only if this day falls on a regular class day)
- Independence Day (only if this day falls on a regular class day)

Spring Term Holiday

- Memorial Day
2. A faculty member shall be allowed up to three (3) days each year for religious observances. A faculty member will work with their dean to arrange class

coverage to provide maximum learning opportunities for their students. Additional days may be approved by the Associate Vice President of Human Resources.

3. If a faculty member is contracted to work either the College working day before or the College working day after Labor Day, then that day will serve as a paid holiday. Should a holiday increase the faculty member's service period, the faculty member's salary will be increased on a pro rata basis.

F. Attendance and Payroll

1. Each faculty member will report their non-attendance to their dean using the College's attendance reporting system.
2. For faculty, the attendance reporting system will be used solely for the purpose of tracking leave. Specifically, faculty shall not be required to clock in and out.
3. Faculty shall submit exception attendance reporting during their service calendar. Faculty will continue to be paid if they miss a submission date or are unable to access the attendance reporting system.
4. Faculty will not be required to list reasons for absence beyond selecting the appropriate leave in the attendance reporting system with the exception of leave without pay. In cases where medical paperwork is required by this contract or law, Human Resources will manage that process.
5. Faculty will be paid twice per month on either a 10-month or 12-month schedule, depending on faculty election.
6. Faculty can request contributions or distributions using the appropriate forms through the Payroll Department.
7. Overpayments
 - a. In the event an employee receives wages or benefits from the College to which the employee is not entitled, regardless of whether the employee knew of the overpayment, Human Resources will notify the faculty member and Association President in writing of the overpayment which will include information supporting that an overpayment exists, date(s) of the overpayment(s) and the amount of wages and/or benefits to be repaid no later than ten days following discovery of the error. Human Resources shall make a good faith effort to respond to clarifying questions within two (2) working days.
 - b. An employee who disagrees with the College's determination that an overpayment has been made may grieve the determination through the grievance procedure. The process below will be held in abeyance until the grievance is resolved.
 - c. For the purposes of recovering overpayments, the following shall

apply:

- i. The parties agree that there will be no attempt to recuperate funds from any error made by the College more than twelve (12) months preceding the notice of overpayment.
- ii. Human Resources shall work with the faculty member to find a mutually agreeable repayment schedule. The first meeting to discuss a repayment schedule shall occur within five (5) faculty working days of the notification.
- iii. If no mutual agreement is reached, the College may implement the appropriate standard repayment schedule below only after all of the following criteria have been met.
 - (1) The College has replied to all clarifying questions posed by the faculty member.
 - (2) The faculty member has declined to meet with Human Resources to find a mutually agreeable repayment schedule or that meeting has occurred.
 - (3) Twenty-five faculty working days from the initial communication regarding the error has passed.
- iv. Standard repayment schedule to be implemented via payroll deduction:
 - (1) If an overpayment is equal to or less than seven and one-half percent (7.5%) of the employee's base salary for the pay period, the overpayment will be recovered in a lump-sum deduction from the employees next paycheck, or
 - (2) If an overpayment is greater than seven and one-half percent (7.5%) but less than 50% of the employee's base salary for the pay period, the entire balance of the overpayment will be recovered in equal amounts over 12 months, or
 - (3) If an overpayment is more than 50% of the employee's base salary for the pay period, the entire balance of the overpayment will be recovered in equal amounts over 24 months.
- v. If an employee leaves the College before the repayment schedule defined above is complete, the remaining expected payment total may be deducted from the employee's final check.

8. The dean will have the responsibility to attempt to make arrangements so that the faculty member's classes are covered during their absence. However, each

faculty member who has advance knowledge of an upcoming absence will work with their dean to arrange class coverage in order to provide maximum learning opportunities for their students. The faculty member does not have the option of paying a substitute instructor.

9. The regular practice of faculty mutually agreeing to exchange instructional classtime to provide coverage for faculty members on an absence of short duration (1- 5 days) will continue. Faculty who request substitute pay will be compensated at the rate of fifteen dollars (\$15) per lecture hour and ten dollars (\$10) per lab hour.
10. A faculty member who substitutes for another instructor who is absent while on sick, bereavement, jury duty, or business/emergency leave of short duration (1-5 days) may agree to exchange instructional class time to provide coverage.

G. Office Use

The College will provide faculty members with a lockable individual or shared office space, which will include access to a phone, computer, internet, the College network, and standard administrative software adopted by the College. In exchange, the faculty member will comply with relevant Board policies and regulations and also with guidelines mutually agreed by the College and the Association.

Assigned office space, labs, and equipment will be used by faculty members only for instructional preparation, correction of papers, office hours, and other professional activities related to their employment at MHCC.

When the College determines that a faculty office space is available, it will be offered to faculty based on seniority, reasonable accommodations under the ADA, and consideration of operational value in grouping faculty by discipline.

H. Private Gain

Faculty members shall not use their College working hours, office, phones, or other privileges for private gain, excluding those activities directly related to their professional employment at MHCC.

I. Maintenance of Materials, Facilities, and Equipment

Faculty members will share responsibility with other College staff for College materials, facilities, and equipment. Faculty members will be accountable to report promptly to their dean any losses of materials and equipment for which they are responsible. The College will provide reasonable support to the faculty members in this effort.

J. Safety

1. The College and the Association agree that a safe and healthful work and learning environment contribute to the prevention of injuries and reduction of

property damage, and recognize that a proactive approach to safety of faculty and the prevention of campus violence and campus safety are matters of mutual concern. The college will, at a minimum, meet all county, state or federal requirements (OHA, HECC, CDC, other) regarding public health.

2. Safety Council

- a. To address college-wide safety issues the College will utilize the Safety Council. This council will investigate best practices for campus safety. The council will develop a long-term safety plan with the associated costs, including recommendations from the Faculty Safety Committee (FSC).
- b. The Safety Council will include three (3) faculty members and a faculty co-chair.
- c. The council's recommendations will be a priority for consideration in the budget process. The initial plan will be reviewed by the Facilities Council and the Budget Review Council before presentation to the Faculty Senate and President's Council with recommendations included in the budget prioritization process.

3. Faculty Safety Committee (FSC)

- a. The FSC will comprise three (3) faculty members (approved by Faculty Senate) and three (3) administrators. Guests may be permitted to attend as resource persons at the request of the committee.
- b. The FSC will investigate best practices for campus safety with the primary focus on issues related to faculty safety and its effect on the teaching and learning environment. The committee will forward recommendations to the Safety Council. Any recommendations not adopted by the Safety Council may be forwarded to the Faculty Senate and President's Council for a second review.
- c. The FSC will meet a minimum of once a term.

4. A faculty member should be safe from actual harm to their physical safety in order to adequately perform their duties. To this end, the College will provide the following:

- a. On-campus public safety services.
- b. Training for personal safety.
- c. Timely notification of all known incidents of hate crimes, substantial environmental safety issues, or campus violence unless restricted by law enforcement. This notification shall occur for all incidents on an MHCC facility.

- d. Common keys to the academic spine and access points throughout the campus will be made available to any faculty member who requests one, per the college process. These access points will be developed by mutual agreement.
 - e. Effective July 1, 2024, the College will provide a way to safely and quickly secure all classroom doors from the inside. Upon request, faculty office doors will be equipped with a method to secure them from the inside as well. A non-functioning locking system will be repaired within two (2) working days of receiving a work order, or as soon as practicable.
 - f. The College will pilot an emergency alert system in at least 30 classrooms equipped with the appropriate podium technology by June 30th, 2024. The results of the pilot and future plans for expanded implementation will be shared with Faculty Senate, during Fall Term of 2024.
 - g. Administrative regulations that allow for the temporary restriction of campus access for students and staff who have a communicable and infectious disease.
5. In the event a threat against a member is perceived, while in the performance of their duties, the faculty member will notify Public Safety immediately and submit a Student of Concern form as soon as possible thereafter. Public Safety will immediately analyze the threat and determine the appropriate initial action.
- a. Within one business day of the initial notification to Public Safety, the Executive Dean of Student Development and the Associate Vice President of Human Resources, working together with the faculty member, will determine what additional actions need to be taken.
 - i. If no additional action needs to be taken, the issue ends at this meeting.
 - ii. If additional action needs to be taken to ensure the faculty member's safety, the faculty member will meet with the Threat Assessment Team to draft, finalize and initiate a safety plan within seventy-two (72) hours of the initial notification of the threat. Until a plan is finalized, the faculty member will not be placed in a position of having to interact with the person(s) who posed the threat.
 - iii. No actions will be taken without notification to the faculty member and their response to the proposed action unless doing so creates an immediate danger.
 - b. A faculty member may request an advocate from the Faculty Association

to support them in this entire process.

- c. In cases where a faculty member is being stalked as a result of their employment, the College's Employee Assistance Program (EAP) services provide legal assistance and referral to legal services specifically to obtain protection in the form of a court's Stalking Protective Order (SPO) as referenced in ORS 30.866 from an individual who has been trespassed from the college and has threatened the faculty member.
6. In the event a work area is not in compliance with safety requirements, the member shall promptly notify the College safety officer or the Office of Public Safety.
7. If a faculty member encounters an emergency situation in which (a) the safety issues dictate immediate attention and/or (b) actions to prevent significant damage or danger are required, the faculty member will contact Public Safety to inform them of the issue. The faculty member may make recommendations of actions to be taken. If these emergency situations should occur during non-contracted time and the faculty member is asked to assist, remuneration will be considered.
8. The College will exercise, to the best of its abilities under the circumstances, the authority and responsibility to protect, curtail, control, and prevent injury to any parties involved.
9. The following benefits shall be provided when a faculty member is harmed as a result of an unlawful and intentional act, provided that such harm is the result of an act of violence inflicted by another person, and provided that such act is inflicted upon the faculty member while they are engaged in the performance of professional duties, or the motivation for such act is related in whole or in part to the fact that the individual is an instructor or employee of Mt. Hood Community College. Human Resources will assist the faculty member and their family in applying for applicable state and federal resources. If college-provided insurance or the above resources provide for the benefits below, the College's responsibility shall be satisfied.
 - a. All faculty members will be provided immediate and on-going mental health support for two (2) years.
 - b. A faculty member who is injured and determined by a health care provider (as defined by the EEOC's Enforcement Guidance on Reasonable Accommodation and Under Hardship under the ADA Guidance) to be physically or mentally unable to work will be provided the following for up to two years:
 - i. During any approved leave necessary due to the incident, continued payment of the College's contribution to the health insurance premium and HSA deposit (in accordance with IRS regulations) for the faculty member and any eligible dependents.

- ii. Continuation of all benefits provided by this agreement including, but not limited to an email account, life insurance, FRDB, etc.
 - c. In addition to provisions outlined above, a faculty member who is injured and determined by a health care provider (as defined by the EEOC's Enforcement Guidance on Reasonable Accommodation and Under Hardship under the ADA Guidance) to be permanently physically or mentally unable to work will be provided the following:
 - i. The College will maintain the current tuition waiver plan for the faculty member, their spouse/domestic partner, and their tuition-waiver eligible dependents for up to five (5) years.
 - d. The beneficiaries of a faculty member who is deceased due to injuries sustained will be provided the following:
 - i. Continued payment of the entire health insurance premium for the College's health insurance plan and HSA deposit (in accordance with IRS regulations) for up to two (2) years.
 - ii. The College will maintain the current tuition waiver plan for the faculty member's spouse/domestic partner and their tuition-waiver eligible dependents for up to five (5) years.
- 10. The Association agrees that faculty members will comply with all safety requirements, including federal, state, and College, and will cooperate with College management in meeting all such compliances.
- 11. A faculty member will be subject to disciplinary action, including dismissal, for failure to follow safety procedures of a reasonable nature prescribed by the College, or for willfully or negligently creating unsafe or hazardous working conditions.
- 12. Facilities Safety
 - a. The college will provide hand sanitizer in common areas such as department lobbies, computer labs, and the library.
 - b. The college will provide a disinfecting kit in a classroom upon request. This kit will include: boxes of disposable gloves (size S, M, L, XL), disinfecting spray or wipes, and instructions for use (including contact time required). The college will ensure that the kit is replenished upon request. If there is a specific request for wipes rather than a spray bottle, wipes will be provided.
 - c. Bathrooms will generally be open and accessible in all areas with student use during scheduled class times. Faculty will be provided bathroom keys upon request. All bathrooms will be cleaned at least twice per day.

- d. The College recognizes that the health of faculty and students depends upon good ventilation. The College will ensure that ventilation meets CDC and OSHA requirements at a minimum. The College will consider air exchange when balancing the goals for the ventilation system.
- i. If any faculty member has a concern for the safety of their workspace's ventilation, they should submit a workorder for ventilation improvements.
- e. The College will investigate the feasibility of radon testing and will report the results of that investigation to the Faculty Association President no later than July 1, 2024.
- f. Faculty and the College agree that safe water is a priority. The College will identify and maintain safe drinking water sources throughout each campus; including fountains, sinks and water bottle fill stations.

K. College Closure

Both parties agree that there are two (2) basic College closures, as determined by the College, and the parties will adhere to the following procedures:

1. Total College Closure

The College President, or designee, will make the decision for total closure of the College. When the College is closed, all instruction is suspended. Notice of total closure will be announced on the College website and through the local media outlets. If a total closure results due to foul weather or any other reason, pay will continue. If such closure continues for more than three (3) consecutive working days, the faculty member agrees to work any days mutually agreed by the College and Faculty Association as "make-up" days. Faculty will notify their dean and Public Safety if they need to be on campus for any reason during the college closure.

2. Temporary College Closure

Either through the College website or local media outlets, faculty members may be advised that the College will not open until a specified time or will be temporarily closed for a short period of time due to circumstances beyond the control of College administration. In this case, all faculty will be expected to be on duty at the designated opening time. The Associate Vice President of Human Resources may make exceptions.

L. Faculty Parking

Parking shall be provided for all faculty members at no cost to the faculty member.

M. Civil Proceedings

Faculty members will be named as additional insured on the College's liability insurance policy while performing duties within the scope of their professional assignment. Legal service to the faculty member will be as provided by the insurance carrier.

N. Copyrights and Patents

1. The ownership of any materials, processes, inventions, or products, including electronic materials, developed solely by a faculty member's individual effort, time, and expense, and not with any College resources (with the exception of incidental expenses such as electricity/office use or use of art studio/spaces) or support except as provided in N.3. and N.4. below, shall vest in the faculty member and be copyrighted or patented, if at all, in their name.
2. The ownership of materials, processes, inventions, or products, including electronic materials, produced solely as a specially contracted "work for hire" for the College and at College expense shall vest in the College. A written offer by the College will be provided delineating compensation and ownership rights.
3. The ownership and utilization rights of other instructional and professional materials (e.g., class/lecture notes, syllabi, assessments, handouts, overheads, electronic presentations, media rich clips, lab exercises, assignments, conference materials, articles, and papers) developed by a faculty member using College resources that are directly related to the faculty member's instructional assignments and either are used by students during a term or are being used to promote the good will of the College, shall vest in the faculty member. Oregon Administrative Rules for Community Colleges require that official copies of course syllabi be retained for at least three (3) years. Copies of course syllabi (as outlined in the FEOC manuals) will be provided to the Dean by the end of the second week of every term.
4. In those instances where materials, processes, inventions, or products, including electronic materials, not covered above are produced by a faculty member with significant College support, by way of use of personnel, work time, facilities, or other College resources, the ownership of the materials, processes, inventions, or products, including electronic materials, shall vest in the parties designated by written agreement between the College and the faculty member. The faculty member shall notify the College by means of a written proposal of what is planned, and an administrative committee with faculty representation must then review the project proposal and respond within thirty (30) days. Neither the College nor the faculty member may sell the product to a third party for a commercial profit until an agreement is negotiated in good faith between them addressing issues of ownership, utilization rights, and any compensation/profits.
5. The ownership and utilization rights of any materials, processes, inventions, or products, including electronic materials, developed by a faculty member that is not addressed by this agreement will be governed by applicable law, including

U.S. Copyright Acts.

6. Following a faculty member's permanent separation from the College, all intellectual property rights remain as outlined in this agreement. The College may not use the intellectual property of separated faculty members without express written permission.
 - a. The college will ensure that remaining faculty will have access to all shared electronically stored intellectual property for one year following the separation.
 - b. The College will allow a retiree eligible to teach per Article 22 to maintain access to all web-based electronically-stored intellectual property.
7. Online and Web-Enhanced Courses:
 - a. The College will provide an Online Teaching and Learning Environment (OTLE) for developing and offering online and web-enhanced courses.
 - i. The College will maintain all rights, title, and interest in the OTLE in which all online and web- enhanced courses are required to be taught.
 - ii. The OTLE shall include, but is not limited to, the College's courseware, the design and artwork, and the MHCC OTLE instruction design system. The OTLE shall not include course content, instructional elements, text, and/or media provided by faculty for instruction.
 - iii. No use of the OTLE shall be made by any faculty, directly or indirectly, other than for the purpose of developing and teaching OTLE courses for the College without the express written consent of the College, and no rights in or to the use of the OTLE may be transferred in any manner by a faculty member.
 - b. Faculty members responsible for OTLE courses shall provide and keep current the content of the OTLE course as long as the OTLE courses are offered to MHCC students.
 - c. The faculty member who developed the OTLE course will maintain all rights, title, and interest in their OTLE course content apart from the OTLE course. The College may not make use of the OTLE course content without the express written consent of the member.
 - d. It is the faculty member's responsibility to ensure that all rights necessary for inclusion of content in the OTLE course has been obtained from all applicable third parties.

O. Evening and Non-traditional Work Schedules

Faculty members may be requested to teach one or more evening classes or one or more terms of a schedule of five (5) consecutive workdays other than Monday through Friday. If either an evening class or a term of non-traditional workweek is assigned other than by mutual agreement, the faculty member will not be assigned more than one evening class section or one term on a non-traditional schedule per year. Every effort will be made to give faculty notice no later than the date the final schedule is set.

Before assigning an evening class and/or a non-traditional schedule, the dean will attempt to staff the class by mutual agreement with the faculty member. If that effort is not successful, the least senior qualified faculty member within the department will be assigned. Subsequently, these assignments will rotate among qualified faculty in the division to avoid placing undue burden on a few individuals. In that rotational process, a faculty member who voluntarily accepted one of these assignments receives credit in the rotation. This section does not apply to positions that are advertised as having a non-traditional work week or an evening schedule.

P. Teaching Assignment Following Evening Classes

On a day following a night class, the faculty member will not be required to work prior to 9:00 a.m. On the day of an evening class, a faculty member will not be assigned a class before 10:30 a.m. These conditions may be changed by mutual consent between the faculty member and their dean. Such mutual consent is not required if conditions are altered to satisfy the staffing needs of the College during implementation of Article 23, Reduction in Staff. If a faculty member has a classroom assignment that is separated (from start to conclusion) by more than ten (10) hours and includes an evening class, they shall be paid round-trip mileage from their home not to exceed forty (40) miles or actual in-district mileage, whichever is greater.

Q. Secondary Teaching Location

Full-time faculty members who are required to perform assigned duties at a secondary teaching location and are unable to use College-owned or leased vehicles will be reimbursed at the College's prevailing mileage rate for travel from the site of primary work assignment. Reimbursement shall include round-trip costs if the faculty member's assignment requires the return to the usual work place on the same day; or it may include one-way mileage that is required to fulfill duties at a secondary location.

R. Project and Short-Term Training Agreements

1. Project agreements will be developed for work outside of a faculty member's standard or supplemental contracted work period. Project agreements are for work that is short-term in nature. With the exception of emergency work, a project agreement will be mutually agreed to by the dean and faculty member prior to the initiation of any work. A discussion of the hours needed to complete the work will inform the "Proposed Hours to Complete the Project" as used below. If the dean and faculty member cannot agree on the proposed hours to

be used in the project, the faculty member may request an Association advocate to participate in the conversation.

2. Following ratification of this agreement, project agreements will be paid based on the following compensation formulas.
 - a. Project agreements during base contract days will be compensated using an hourly rate with the following formula: Extra Teach Step 6/26.6667 * Proposed Hours to Complete Project.
 - b. Project agreements mutually agreed to be completed during non-base contract days will be compensated using an hourly rate with the following formula: The faculty member's Summer Teach Step/26.6667*Proposed Hours to Complete Project.
 - c. No faculty member will be required to complete work for a project agreement that is not part of their base load.
 - d. If a project agreement is being used as part of a faculty member's base load, ILCs will be used instead of an hourly rate.
 - e. If there is a substantial change in the scope of the project, a new project agreement may be initiated by mutual agreement.
 - f. Emergency work will be compensated based on hours reported at the appropriate project agreement rate but in no case less than the equivalent of three (3) hours at the appropriate project agreement rate. For the purpose of this provision, this type of work is unanticipated or unforeseen work that occurs outside of a faculty member's contracted workdays or between the hours of 10:00 pm and 6:00 am. that must be addressed immediately. Examples include: freezers failing, fish hatchery tanks failing, and other similar emergencies. This provision is not triggered by work which is insubstantial such as responding to a phone call and providing basic information.
 - g. A faculty member will not be disciplined for being unavailable to complete off-contract project agreements, nor will they be disciplined for being unavailable to complete emergency work.
 - h. Project Agreement work will be compensated at the above levels unless restricted or prescribed by a grant. No faculty member will be required to participate in grant work if the compensation is below rates stated above.
 - i. Prior to signing such project agreements, the Faculty Association President will be included on communications about grant-level pay.
3. The Faculty Association shall be provided a signed copy of all contracts and project agreements between the College and any faculty member.

4. If a dual credit program with the high schools exists, faculty have the right to participate in mentoring, observing, and development of common, mutual assessment of the class. All dual credit courses must meet the equivalent MHCC course/student learning outcomes and all other course approval processes.
 - a. An MOU committee will be formed to investigate dual credit enrollment. The results of the committee will be submitted to CMC.
5. Faculty may volunteer to present MHCC workshops, seminars, and other short-term programs that supplement, but do not compete with, the College's regular program.
6. Such assignments shall be outside the faculty member's regular workload or outside the contracted work year.
7. When the College changes from the current to a different College-approved LMS product, each faculty member will receive their hourly rate to migrate their web courses into the new LMS, up to 1.00 ILC per course for all methods of courses utilizing web delivery.

S. Sick Leave

1. A faculty member shall receive a credit of ten (10) days of sick leave upon initial employment, and thereafter shall accrue sick leave at the rate of ten (10) days for working three (3) terms during the contract year. A faculty member who works a fourth term in the summer shall receive one sick leave day for each five-week session or equivalent, up to a maximum of two (2) sick leave days. Sick leave shall be used for work days lost from the basic work year or the summer session as a result of personal illness or injury. The College maintains an account of each faculty member's sick leave balance available on the faculty portal. If the faculty member's information is inaccessible on the portal, they will notify Human Resources to request a quarterly notice of their sick leave accrual balance.
2. The College can require a faculty member to furnish a doctor's certificate when sick leave exceeds five (5) consecutive working days. Failure to comply will result in leave without pay for the number of days absent.
3. An eligible faculty member may take medical leave in accordance with the Federal Medical Leave Act (FMLA) and Oregon Family Medical Leave Act (OFLA).
 - a. Eligible faculty will be permitted to use FMLA/OFLA on an intermittent or partial (reduced) basis.
 - b. If faculty request a full or partial term leave and the load has already been scheduled and set, then the Office of Instruction will adjust the

load to include actual teaching ILCs and "Leave" ILCs to bring the total to what they were originally scheduled to teach.

- c. If faculty request a full or partial-term leave and no load has been scheduled or set, then the average of the relevant terms from the previous two (2) years are used to determine the amount of ILCs necessary to be considered "whole".
 - i. In the absence of historical data, a faculty member will be allotted 15 ILCs for the term.
 - d. If a faculty member takes a block leave for a partial-term and their ILC load is prorated, sick and leave entitlement is calculated and applied using the conversion: 26.6667 hrs per ILC.
4. In case of an illness or injury which prevents the faculty member from working more than thirty (30) consecutive days, a member may, at any time after a ninety (90) calendar day waiting period, utilize the benefits provided in the College's Long-Term Disability Income Plan for which the member is eligible.
- a. Within a reasonable time of the expiration of the thirty-(30) day period, the Associate Vice President of Human Resources or designee shall inform the faculty member of benefits that are available and shall assist the member in gathering information about the programs. Options include the following:
 - leave of absence without pay
 - Long-Term Disability Income Plan
 - workers' compensation
 - federal social security benefits
 - utilization of unearned sick leave
 - Paid Family and Medical Leave Insurance
 - b. Should the faculty member choose not to exhaust all available sick leave prior to exercising one (1) of the five (5) options in a. above, such unused days should be recorded as a surplus that may be used once the faculty member has returned to work or applied to the Public Employees Retirement System. The surplus reserve shall be unlimited.
 - c. The College will continue to provide insurance coverage as per Article 19 while the employee is utilizing paid sick leave. Once the faculty member has either exhausted all sick leave accruals or elects not to utilize paid sickleave, the College will continue to provide insurance coverage for up to three (3) months while the member is receiving benefits under the College's Long-Term Disability Income Plan.
 - d. Upon request, and consistent with the coverage offered by the insurance carrier, the College will continue to provide the same coverage after the three (3) month period is exhausted. The cost of this coverage will be

borne by the member. The member shall have the option of the cost of this coverage being deducted from the accumulated sick leave or paying the premiums directly to the College.

5. Once a faculty member applies to resume their duties following a medical leave, the College may require a return-to-work statement from the faculty member's physician to determine the faculty member's fitness to resume their full-time duties.
6. A faculty member whose personal illness, as certified by a duly qualified physician, extends beyond the expiration of the person's paid sick leave, may be granted a leave of absence without pay by the Associate Vice President of Human Resources, not to exceed more than three (3) continuous months or the period prescribed by state and federal statutes, whichever is longer. Requests in writing for more than three (3) months of leave extension may be approved by the College President.
7. A faculty member granted an unpaid sick leave extension shall not be eligible for fringe benefits, sick leave, or any other state fringe benefits during the period of such leave, except as otherwise provided by federal and/or state law.
8. If the faculty member cannot return to work upon the expiration of the unpaid sick leave, or a request for extension is not made within fifteen (15) days prior to expiration of unpaid leave, then the faculty member may be automatically terminated.
9. Upon return from sick leave, the faculty member shall return to their former job if physically and mentally qualified as determined in S.5. above.
10. If disabled due to a compensable injury or disease, a faculty member receiving Workers' Compensation benefits may request to supplement such benefits on a pro-rated basis with accrued sick leave, not to exceed one hundred percent (100%) of regular gross salary.
11. Absence for pregnancy disability and parental leave qualifies for sick leave under the Federal and Oregon Medical Leave Act and unearned sick leave as described in Section T.
12. A faculty member may use sick leave for rehabilitation for chemical dependency. If the chemical dependency has impacted work performance, then upon return to work, the College and faculty member will mutually agree to suitable provisions consistent with recommendations of the health care professional to ensure that there is no adverse impact on College programs due to chemical abuse.
13. The College agrees to report unused accumulated sick leave to PERS for all retiring PERS and OPSRP members.
14. Sick Leave Transfer

- a. The College will permit faculty to voluntarily transfer accrued but unused sick leave hours to another faculty member.
- b. Requested transfers will be submitted to Human Resources and must contain: the name of the faculty member wishing to transfer sick leave hours, the number of hours being transferred, the name of the faculty member receiving the hours, and the transferring member's signature consenting to such transfer.
- c. Transferred hours shall in all respects be treated as regular sick leave hours for the recipient.
- d. Limitations:
 - i. The receiving member's sick leave balance must be less than twenty (20) hours to receive sick leave transfers.
 - ii. No more than forty (40) hours may be donated by any one (1) faculty member per fiscal year.
 - iii. No faculty member may receive more than two hundred (200) hours of donated sick time during their employment.
- e. The College shall not assume any tax liabilities that would otherwise accrue to the receiving faculty member.
- f. The College shall not assume any responsibility for changes that may occur within members' PERS retirement calculations as a result of any transfer.

T. Utilization of Unearned Sick Leave

For the purposes of assisting faculty members who become disabled with illness or injury, the following procedure may be utilized:

1. The College will send each faculty member a quarterly notice of sick leave accrual balance. The Associate Vice President of Human Resources or designee will discuss with a disabled faculty member the option of utilizing unearned sick leave.
2. A faculty member may use unearned sick leave days to cover the period between the expiration of earned sick leave and the beginning of the Long Term Disability Income Plan, using the minimum waiting period of ninety (90) calendar days, or return to work.
3. Maximum unearned sick leave days for an individual faculty member shall be fifty (50) days.
4. A faculty member using unearned sick leave days must return to full

employment for a period of time sufficient to reimburse the College with earned sick days. If they are unable to return to full employment for a period sufficient to accumulate earned sick leave to fully cover the period of unearned days, the College may require repayment for the remaining days from the faculty member at the daily rate applicable at the time the unearned sick leave days were granted.

U. Bereavement Leave

1. A faculty member shall notify their dean of the member's need to be absent due to bereavement. The dean shall attempt to provide necessary coverage of assignment.
2. A member shall be allowed three (3) consecutive days without loss of regular wages in each case of death of a member of the family. The Associate Vice President of Human Resources may approve extensions of this time limit up to two (2) days.
3. In other cases, as approved by the Associate Vice President of Human Resources, absence shall be allowed, without loss of wages, for up to three consecutive days.
4. Any other approved absence for bereavement leave will be eligible for paid comprehensive leave or may be at a pro-rata loss of pay for the time gone.

V. Jury Duty and Court Subpoena

1. A member on jury duty will turn over to the College any compensation for this service (excluding mileage), but will receive their salary for the days absent. Satisfactory evidence of serving as a juror must be presented to the Human Resources Office.
2. A member subpoenaed as a witness will turn over to the College all compensation for this service (excluding mileage), but will receive their salary for days absent. Satisfactory evidence of being subpoenaed as a witness must be presented to the Human Resources Office.

W. Personal Business or Emergency Leave

1. Five (5) days of leave with pay may be approved annually for personal business or emergency leave.
2. An emergency is defined as a sudden, urgent, usually unforeseen occurrence or occasion requiring immediate action, not covered by another part of this agreement, over which the faculty member has no control and which demands the faculty member's presence during the workday. A member may use emergency leave for critical family medical emergencies. This leave shall be used to provide only initial assistance and shall not be used for household or childcare. Emergency leave cannot be used for an absence due to inclement

weather. The faculty member shall provide the earliest possible notice of their absence to their dean.

3. It is agreed that personal business leave may be utilized if the faculty member ensures that classes are not canceled, instruction continues, and no part-time replacement or additional compensation is incurred by the College. Documentation for personal business leave should be in writing one week in advance.

X. Leave Without Pay

1. Leave for Personal Reasons - Absence for personal reasons shall be deducted on a pro rata basis.

Faculty members may be granted a leave of absence without salary for the following reasons: health, parental care, student, required military service, or other justifiable reasons as required by state or federal law or as may be approved in writing by the College President or their designated representative. A response to requests for such leave will happen no later than the end of the term during which the request was made, or four (4) weeks after the request was made, whichever is later.

2. Leave of absence for all purposes except military service shall be for a maximum of one (1) year. At the expiration of the leave of absence, the member shall, unless otherwise agreed, be reinstated (if possible) in a position of similar status to the one they held at the time of granting the leave. Any exception to the one year maximum must be recommended by the College President and approved by the Board.

Failure to report for assignment without proper notification by the member at the expiration of any leave of absence shall be considered equivalent to a resignation.

Y. Comprehensive Leave

All cases not covered by this agreement or all cases involving hardship shall be given individual consideration. Comprehensive leaves greater than ten (10) days require formal action by the Board. The College President or their designated representative may approve comprehensive leaves of ten (10) or fewer days.

In some cases, partial or full payment may accompany the granting of leaves. The College President may approve said payment or leaves of ten (10) or less days; Board approval is required for payment of leaves for more than ten (10) days.

Z. Faculty on Management Leave

1. Interim Management Appointments
 - a. If requested by the President, a faculty member may accept an interim

management appointment.

- b. Interim assignments will last no longer than twelve (12) months.
- c. Interim management assignments will be evaluated within six (6) months of their start date. The opportunity for faculty to provide feedback in the evaluation process will be provided. The evaluation results will be held confidential.
- d. During the interim assignment, the faculty member's seniority is unaffected and continues to accrue.
- e. A faculty member on leave in a management assignment may be replaced by an instructor on a one (1) year temporary contract.

2. Faculty Applying for Management Positions

- a. A faculty member may apply for an open management position at the College. The application process must include faculty input.
- b. If hired into the management position they applied for, the faculty member shall be granted up to two (2) years leave of absence from the faculty bargaining unit. During that time, the faculty member's seniority is unaffected and continues to accrue.
- c. A faculty member on leave in a management assignment may be replaced by an instructor on a one (1) year temporary contract.

3. If the faculty member remains outside the unit for more than two (2) academic years in total, whether consecutive or not, (to include interim or regular appointment), they forfeit all seniority rights within the faculty bargaining unit, but may apply if a district-funded position is available where they are qualified to teach.

4. A faculty member on management leave is entitled to return to the bargaining unit during the time that seniority is retained, provided that the faculty member gives notice of this election at least two (2) terms in advance. This notice requirement is waived if the request for return to the bargaining unit is made by the College. Return to the bargaining unit would occur at the start of a term.

ARTICLE 10

PROFESSIONAL DUTIES AND IN-SERVICE

It is the duty of a faculty member to strive to develop their professional capabilities to the highest possible degree, to regularly attend their assigned classes, and to participate with their students in the educational process. It is understood that the dual concerns of professional growth and the education of students are of equal importance and that neither can sub serve the other. The faculty member shares responsibility for the academic growth and excellence of the College. Faculty members fulfill this responsibility by participating in committee structures, developing curriculum, and advising students. They assure the academic quality of the curriculum through professional development and participation in the total educational program of the College.

A. Professional Day

The Board recognizes the flexibility of course offerings and the required time needed for preparation, and each faculty member recognizes the duty, with authorized exceptions, to:

1. meet each class as scheduled.
2. prepare adequately for each class.
3. fulfill the scheduled contact time allotted.
4. be involved in professional activity related to their contracted responsibilities at a District location or other approved site during each duty day (exceptions may be made by the dean).
5. assist other members professionally.
6. develop professionally through study and other professional growth activities.
7. collaborate professionally with College staff.
8. Interact professionally with students.
9. work in a professional manner with the community.

B. Professional Preparation

Each member has the professional responsibility to satisfactorily prepare in order to meet their students' educational needs and any related assignments to their work.

C. Campus Presence

1. Each faculty member may serve two days of their workweek remotely.
2. For departments with off-campus responsibilities like high school outreach,

clinical, field trips, such responsibilities will count as on-campus time.

3. Exceptions to reduce this minimum presence may be made by the dean.

D. Professional Duties and Responsibilities

1. Each member will be available for individual employment-related consultation with their area dean and/or other colleagues when necessary or requested.
2. Each faculty member shall be present or easily accessible for student consultation, guidance, advising, or assistance during regular registration periods scheduled during their service calendar.
3. Each faculty member shall be present on campus or at other approved site for all professional duties that require face-to-face communication, such as classes, meetings, and office hours (except as provided for on-line classes). Each faculty member shall ensure their presence and availability via email, telephone, WebCT/Blackboard, or other appropriate means that facilitate the execution of professional duties and obligations.
4. Office Hours:
 - a. Each faculty member shall offer office hours for the purpose of support students in their class and/or program and advising. This responsibility shall require no more than eight (8) hours per week and four (4) hours during finals week. Office hour availability will be communicated to enrolled students in the course syllabus and provided to the division office designee. Each faculty member will post the preferred method(s) of contact for students outside their office door and in all syllabi.
 - b. A faculty member will provide office hours in a modality (e.g. zoom, face to face, etc.) and location to best serve students. Faculty modality choices for how to offer office hours will be respected so long as they include modalities matching all of their current courses. A maximum of three (3) office hours per week may be flexible by appointment only (BAO) hours. If a dean has evidence that reasonable student needs are not being met through office hours, the dean and faculty member will meet to discuss the situation. If issues persist, a mutually agreed upon plan will be created for office hours for the remainder of the term.
5. Duties of faculty members during the last week of each term shall consist of final examinations, grading, recording of grades, submitting a complete grade report to the registrar or designee, as specified, as well as other duties assigned by the dean, considered typical to the professional duties of the faculty member. On the final day of exam week, faculty who have completed all of the required duties of the final examination week and where no bona fide need exists for an office hour, shall not have to report to

campus (or other assigned location), but shall notify their dean and provide contact information in case such contact is required.

6. All professional responsibilities of the department will be fairly shared among department faculty. All parties agree that a collegial distribution of work is ideal.
 - a. In the event that two or more faculty members want the same department responsibility, it will be assigned to the most senior faculty member first and then rotated.
 - b. In the event that no faculty member wants the responsibility, it will first be assigned to the least senior among tenured faculty, when possible, and then rotated.
 - c. Rotation will be by term or year as determined by mutual agreement among department faculty.

E. College Committee Assignments

1. Standing college committees, councils and other task force or committee structures that address instruction will, with the cooperation of the Association, maintain faculty membership at the current status, unless otherwise specified in this contract, or the Association and College mutually agree to change membership levels.
2. The Association President will be informed of new committees and councils.
3. Any committee or council identified as part of the college-wide governing structure will have a full-time faculty co-chair. All co-chairs are approved by the President.

F. Faculty In-service

1. Faculty members will participate in all in-service activities designated by the College within the faculty service calendar. The in-service dates will be established by mutual consent with the Faculty Association and approved as part of the academic calendar. Any in-service days required over the faculty service calendar will be paid on a pro-rata basis for the individuals who are requested to participate. However, faculty members who request and are given approval for conferences, workshops, etc., which are held on non-service days will not receive additional pay for such days except as indicated in E. 2.
2. Faculty will participate on the planning committee for the annual in-service. They will be paid a stipend equal to three (3) ILCs at Step 6, divided among the faculty participants, for their participation.
3. A faculty member will participate in fourteen (14) hours of individual professional development or additional service hours to the college outside the faculty service calendar. These hours cannot be scheduled during a faculty member's normal working hours (e.g. regular term class hours or office hours). When completed during the summer months, these hours may be applied to the

immediate past or current academic year as specified in the report. A faculty member may fulfill this requirement by reporting for service on days prior to the scheduled fall in- service or days prior to winter or spring term.

4. The faculty member must submit a written report specifying the dates, activities, and educational value of professional development/in-service time to the dean by the last day of Spring term.

G. New Faculty Seminar

New Faculty will be able to participate in a new faculty seminar starting the first Fall term of their employment. The seminar will be conducted by a tenured faculty member selected by the Teaching and Learning Center Advisory committee and confirmed by Senate. Both the new faculty and the tenured faculty member will receive one (1) ILC per term for participating in the new faculty seminar.

H. Faculty Comprehensive Access and Diversity Training

MHCC faculty and administration are dedicated to further education faculty and staff on recognizing the harm of white supremacy and in engaging with strategies for dismantling its structures in the learning and professional environment. These actions will move towards a truly inclusive and safe environment for all staff and students.

- a. Faculty will be offered comprehensive Diversity, Equity, and Inclusion trainings approved by Access and Diversity Council.
- b. These trainings will be offered multiple times each year.
- c. When a faculty member participates in a training during their teaching hours, and such training is not offered during an alternate time that is outside the faculty members teaching hours, the college will provide a paid substitute up to twice per academic year.

ARTICLE 11

WORKLOAD

A. Workload

1. The Board and Association agree that faculty members have a right to a fair and equitable annual workload. The basic contract workload shall be forty-five (45) Instructional Load Credits (ILCs), which constitutes one Full-Time Equivalent (FTE). The minimum ILC load in a term is twelve (12), unless the faculty and dean agree to a different minimum. Part of the full-time workload may be a non-classroom instruction-related assignment (e.g., reassigned time for program coordination, faculty performing administrative duties, extracurricular and/or co-curricular duties, etc.) that does not have an ILC computation. In that event, the College and faculty member will agree on the number of ILCs in the normal workload that is replaced by this assignment.
2. The College will provide the faculty member with a job description for all regular faculty assignments and any non-classroom instruction-related assignments (e.g., reassigned time for program coordination, faculty performing administrative duties, extracurricular and/or co-curricular duties, etc.).
 - a. The revision of the job description for regular faculty and faculty performing administrative duties will be by mutual agreement with the Faculty Association.
 - b. Revising job descriptions for program coordination, extracurricular, and co-curricular assignments is a managerial task but requires input from the affected faculty members and is therefore considered a shared responsibility. Job descriptions will be kept in the faculty member's personnel record and will be made available upon request.
3. Each faculty member will work with their dean to develop a fair and equitable teaching assignment for each term. A fair and equitable assignment includes the number of preparations as compared within the division and program, as well as opportunity and access to teach desired sections and sequences by both senior and junior faculty. In cases where two (2) or more people desire the same class section or sequence, and a collegial decision cannot be made, the desired section or sequence time slot will be assigned to the most senior faculty. That section or sequence will then rotate, based on seniority, among the affected faculty.
4. Faculty members shall not have more than three (3) lecture preparations or more than five (5) total preparations in one (1) term, except where these limitations would be detrimental to the students, the program, or the faculty member's achievement of a full workload.
5. The faculty member's dean will make a reasonable effort to assign a fair and equitable advising load as compared within the discipline. Advising

(e.g., educational planning and maximum time-frame appeals) is not intended to exceed what can be managed during thirty-five percent (35%) of the office hours held each term and will not be required outside the contract period.

6. A reduced contract of less than forty-five (45) ILCs may be mutually agreed upon between the College and faculty member. Requests for reduced contracts will be considered temporary and generally accepted by the College and Faculty Association. A faculty member on a reduced contract (greater than twenty-two and one-half (22.5) ILCs but less than forty-five (45) ILCs) will be paid at the regular ILC rate. Any additional ILCs added after a reduced contract is agreed upon will be paid at one hundred percent (100%) ILC rate, up to forty-five (45) ILCs.
7. The Faculty Association will be sent a copy of all reduced contract agreements with faculty members at the time the agreement is executed.

B. Workload Review

A faculty member, who believes their workload to be excessive for any reason, including coordination and self-studies for accreditation, may request an administrative review by their dean or appropriate management supervisor. This review shall be completed within a reasonable period of time, and a written summary with recommendations shall be furnished to the faculty member, College, and the Faculty Association.

C. Low Enrolled Classes

Once the class schedule is available to students, every effort will be made to continue the course as listed. All communications from the dean or designee to the faculty about cancelling/continuing and pro-ration must originate from the dean or designee prior to the first day of classes. For purpose of this provision, the first day of class will be the date published in the schedule unless changed by the College due to extenuating circumstances.

1. A required program class, a sequence class, a College-approved first-time offering in traditional or web format, a non-sequential prerequisite class, and other classes approved by the Vice President of Instruction will be offered and faculty will be paid one hundred percent (100%) of the ILC rate. Sequence classes are those courses in the same subject that serve as prerequisites or are required for a distinctive cohort (e.g., English as Non-native Language (ENL) courses, day vs. night class section, web sections, or a Winter vs. Spring cohort of students). Program classes are those courses listed in the College catalog for a career- technical degree, certificate, or career path. The maximum number of ILCs to be assigned by this process is the normal ILC load for the class.
2. For all other classes, if any lecture class has fewer than twelve (12) students or a laboratory class has fewer than nine (9) students, the College will determine whether the class will be continued. If continued, the class will have a pro-rated ILC rate of 0.0833 for lecture classes and 0.1111 for

laboratory classes times the number of students, times the number of ILCs assigned to the class with normal enrollment. For purposes of that ILC faculty workload calculation, the student count will be taken at the end of the second week.

- a. No faculty member will have a class pro-rated due to facility limitations on enrollment.
3. Low-enrolled calculations and decisions for continuing a course that has multiple loading options will be based on the higher loading value and/or the lower student enrollment value for the entire class.
4. If the class has less than one hundred percent (100%) of the ILC rate, the instructor has the option to teach or not teach the class.
 - a. If the class has less than one hundred percent (100%) of the ILC rate, the instructor has the option to teach or not teach the class.

D. Work Year

1. If there are not enough class offerings in a department during the regular academic year, but a full load would exist under a three-(3) term, non-traditional work year, then the instructor shall be assigned summer session as part of their basic contract. By mutual agreement, any faculty member may be assigned a three-(3) term, non-traditional work year for other reasons.
2. If no instructor volunteers for a non-traditional schedule, the College will assign the least senior qualified instructor within that department.
3. An instructor may request to substitute a ten-(10) week Summer term for Fall, Winter, or Spring term, if approved by the dean. This Summer substitution will be equal to the substituted term with no additional days required.

E. Underload for an Academic Work Year

1. Underload is defined as fewer than forty-four (44) ILCs during the academic year.
2. No faculty member with a full-time contract will receive less than the contracted salary for an underload, unless they refuse to teach a class which would bring them up to the basic contract workload. A faculty member whose loads would fall below forty-four (44) ILCs may be assigned special professional assignments by the dean, within their basic contract, to reach the expected forty-five (45) ILCs. Any assignment agreement will be signed and ready to implement by the end of the second week of instruction in spring term.

F. Online Learning

Online learning is comprised of fully online and hybrid courses.

- a. Fully online courses meet one hundred percent (100%) online. All instruction occurs asynchronously and any synchronous meetings are scheduled at the student's convenience. If the student requests an alternative to a synchronous meeting, an alternative option will be provided.
 - i. If a faculty member is unable to adapt their online class to this criteria, they may choose to cease teaching the online class.
 - b. Hybrid learning requires that formal instruction occurs in some combination of synchronous and online learning.
 - i. The asynchronous portion cannot be less than the smaller of:
 - (1) The equivalent of 1 instructional hour per week in the asynchronous format or
 - (2) 30% of instructional contact in the asynchronous format.
 - ii. The dean and the faculty member may mutually agree to a different structure.
 - iii. This may include in-person and/or web-conferencing for the synchronous portion.
2. Online-learning courses may be included as part of a faculty member's basic term contract workload, extra teach, and/or summer teach and are subject to the provisions of this article.
- a. During any academic term, with approval of the dean, a faculty member may be assigned online-learning courses up to a maximum of percent (100%) of their basic contract workload.
 - b. Online-learning courses may be assigned only to MHCC faculty members who have attained Online Certification through the MHCC Online Learning Faculty Certification. By mutual agreement, faculty who are new to MHCC may teach online learning courses during their first term of service only if they have previous experience teaching in an online modality and if they are concurrently enrolled in the MHCC Online Learning Faculty Certification.

G. Professional Load Guide

For the purpose of determining ILC faculty workload calculations for all circumstances within paragraph G unless expressly stated otherwise, the enrollment report at the end of the second week will be used.

1. Lecture - 1.00 ILC/hr- 12 to 54 students

2. Effective the academic year following the ratification of this agreement: Lec/Lab .083 ILC/hr – 9 to laboratory facility student limit. This lower limit may be reduced based on technical requirements and/or program accreditation regulations.
3. Effective the academic year following the ratification of this agreement: Laboratory .083 ILC/hr – 9 to laboratory facility student limit. This lower limit may be reduced based on technical requirements and/or program accreditation regulations.
4. Seminar – 0.50 ILC/hr - 12 to 54 students
5. Clinic/Hospital
 - a. Student Instruction - 0.75 ILC/hr
Six (6) to facility student limit – section size based on technical requirements and/or program accreditation regulations
 - b. Student supervision - 0.50 ILC/hr
6. Cooperative work experience - 1.00 ILC per 4 students
7. Project classes (i.e.. VT10) - 1.00 ILC per 8 students
8. Independent study - 1.00 ILC per 12 students
9. Special loading
 - a. English composition
 - i. Up to 15 students 1.00 ILC/hr
 - ii. 16 to 28 students 1.25 ILC/hr
(No more than 28 students will be assigned to a class without the instructor's approval)
 - b. Large lecture
 - i. 55 to 74 students 1.25 ILC/hr
 - ii. 75 to 99 students 1.50 ILC/hr
 - iii. 100 to 124 students 2.00 ILC/hr
 - iv. 125 to 149 students 2.25 ILC/hr
 - v. 150 students and over 2.50 ILC/hr
 - c. Low enrollment classes (See Article 11 C.)
 - i. Lecture classes (11 students or less)
ILC = 0.0833 X course ILC X student number
 - ii. Laboratory classes (8 students or less)
ILC = 0.1111 X course ILC X student number
 - d. Online learning (OL) classes

- i. ILC loading and student enrollment limits for online courses will be at parity with the same course offered in a face-to-face format, up to the default maximum of 28 students. Exceptions may be made by mutual agreement between the department faculty and the dean.
 - ii. Written criteria and rationale for reducing the base limit will be required for a class size different from the default maximum or an ILC loading different from the same course delivered in the traditional face-to-face manner. Any reductions to the base class size requested by faculty must be approved by the dean.

- e. Large Online Learning (OL) sections - No more than the class maximum or default limit of 28 students will be assigned to an OL or hybrid class without the instructor's consent and dean's approval. If the instructor consents and dean approves, the additional ILC loading would be:
 - i. For Large OL or hybrid, Level 1: A differential of 0.25 ILC per course ILC for 29 to 34 students (twenty-two percent (21%) over established class maximum). A waiting list of five (5) will trigger student enrollment and move the class to Large OL, Level 1.
 - ii. For Large OL, Level 2: A differential of 0.50 ILC per course ILC for 35 to 39 students (thirty-nine percent (39%) over established class maximum). Five (5) on waiting list from new Large OL, Level 1 limit will trigger student enrollment and move the class to Large OL, Level 2.
 - iii. When forty (40) students or more are enrolled (including those students on a waiting list), the course will be split into two (2) sections.
 - i. Confer with faculty member to confirm he or she agrees to teaching two (2) sections or that another qualified instructor is available.
 - ii. The first section will revert to the maximum pre-level enrollment for that course and all students over that limit will be moved to the new section along with all of the students on the waiting list.

| Maximum Pre-Level Enrollment | Level 1 | Level 2 | New Section |
|-------------------------------------|----------------|----------------|--------------------|
| 28 students | 29-34 | 35-39 | 40-56 |
| 24 students | 25-29 | 30-33 | 34-48 |
| 22 students | 23-27 | 28-31 | 32-44 |
| 20 students | 21-24 | 25-28 | 29-40 |
| Per ILC Add | 0.25 | 0.50 | 1.00 |
| 3 ILC course | 3.75 | 4.50 | 6.00 |
| 4 ILC course | 5.00 | 6.00 | 8.00 |
| 5 ILC course | 6.25 | 7.50 | 10.00 |

- f. Online Learning Faculty Certification and Dual Delivery Training
- i. Online Learning Faculty Certification: The professional development certification opportunities as described in Article 14 is contingent upon approval by the Dean, Director of Online Learning, and the availability of financial resources.
 - ii. Delivery Compensation for Online Learning
 - (1) The first time an instructor with no prior online teaching experience teaches an MHCC online course, they will receive a monetary stipend through project agreement equivalent to 0.25 per ILC at Step 7 on the salary schedule.
 - (2) The second time an instructor teaches an MHCC online course they will receive a monetary stipend through project agreement equivalent to 0.125 per ILC at Step 7 on the salary schedule.
 - iii. Dual Delivery Training Compensation: Faculty will receive a monetary stipend through project agreement for 10 hours at the agreed upon rates in Article 9 for completing the initial online learning dual delivery training.
 - iv. For the first time a faculty member teaches a Dual Delivery class, they will receive a stipend equivalent to three-quarters (.75) ILC.
- g. Non-computed loads
- i. A service calendar for all non-computed loads shall be established and be mutually agreed to between the faculty member and the dean in preparation for the next academic year, no later than May 15. Modifications to the service calendar may occur with mutual agreement between the faculty member and the dean.
 - ii. Counselors and librarians thirty-five (35) hours of professional duties per week

- h. Instructor contact hours per week may be reduced whenever safety, instructional effectiveness, or other factors peculiar to a program require it.

H. Reassigned Time

A faculty member may be credited reassigned time to complete important duties related to the success of the College, programs/disciplines, and/or students. Reassigned time can be ongoing or temporary. Reassigned time may be used during any term, including summer term.

1. Ongoing Reassigned Time

| Area | Title | Total ILC Loading (over 3 terms) |
|---------------------------|-------------------------|----------------------------------|
| Dental Hygiene | Program Coordination | 22.5 |
| Dental Hygiene | Clinical Coordination | 6 |
| Early Childhood Education | Program Coordination | 9 |
| Engineering Technology | Program Coordination | 7 |
| Engineering Transfer | Discipline Coordination | 6 |
| Fisheries | Program Coordination | 9 |
| Forensics | Club/Activity Advisor | 9 |
| Funeral Service | Program Coordination | 9 |
| Integrated Media | Program Coordination | 9 |
| Mechatronics | Program Coordination | 6 |
| Medical Assistant | Program Coordination | 9 |
| Medical Office | Program Coordination | 9 |
| Mental Health | Clinical Coordination | 6 |
| Mental Health | Program Coordination | 9 |

| | | |
|---------------------------------------|-----------------------------------|------------|
| Music – Choir | Performing Arts Director | 9 |
| Music – Jazz | Performing Arts Director | 9 |
| Music – Orchestra | Performing Arts Director | 12 |
| Natural Resources Technology | Program Coordination | 9 |
| Nursing | SimLab Coordination | 9 |
| Nursing | Clinical Coordination | 12 |
| Nursing | Program Coordination | 4 |
| Nursing | Lab Coordination | 1 |
| Outdoor Ed | Program Coordination | 4.5 |
| Physical Therapy | Program Coordination | 9 |
| Physical Therapy | Clinical Coordination | 6 |
| Radio Station | Club/Activity Coordination | 6 |
| Respiratory Therapy | Clinical Coordination | 6 |
| Respiratory Therapy | Program Coordination | 9 |
| Rho Theta | Club/Activity Advisor | 6 |
| Surgery Technology | Clinical Coordination | 6 |
| Surgery Technology | Program Coordination | 9 |
| Theatre Performance | Performing Arts Director | 9 |
| Theatre Technology | Performing Arts Director | 12 |
| Teaching Learning Center (TLC) | Coordinator | 45 |
| Welding | Program Coordination | 6 |

- a. The above reassigned time may be increased or reduced with mutual agreement between the Vice President of Instruction and the Association President in consultation with the affected faculty.

- b. The list above is not meant to limit reassigned time referenced elsewhere in the contract.
- c. Program Director Summer ILCs
 - i. Program Directors who received summer ILCs in the Summer of 2023 will receive the same amount of ILCs in the summer of 2024. Program directors will track their hours and amount of time spent on program director duties over the summer. Faculty will use that information collected in the summer of 2024 to inform mutual agreement with their dean regarding an appropriate amount of ILCs for that work moving forward. To ensure equitable treatment, a Faculty Association representative will be included in all discussions about ILC allocation for Summer term. Those ILCs, once agreed, will continue indefinitely for summer duties until either side requests a re-evaluation.
 - ii. Program directors who have summer responsibilities but have not received summer ILCs will work with their dean to determine an appropriate amount of ILCs for that work for Summer 2024. Those faculty will use the above process to determine a fixed amount of ILCs for summer work moving forward. To ensure equitable treatment, a Faculty Association representative will be included in all discussions about ILC allocation for Summer term.

2. Temporary Reassigned Time

- a. For situations where a faculty member is needed to complete work on a one-time or short-term basis an agreement will be reached by mutual agreement between the faculty member and the College.
- b. The scope of work will be clearly laid out in the agreement.
- c. All agreements will be sent to the Faculty Association President.
- d. If it is decided that a Temporary Reassigned Time agreement should be transitioned to Ongoing Reassigned Time, the College will inform the Association President.

ARTICLE 12

EXTRA TEACHING AND SUMMER TEACHING ASSIGNMENTS

A. Extra Teaching During Basic Work Year

1. A faculty member who teaches more than forty-five (45) ILCs during their basic work year shall be paid for that extra teaching assignment at the rate shown in the table below.

Extra Teach ILC Rate of Pay

| Step | 2022-2023 |
|-----------|-------------|
| 0 | \$ 1,372.87 |
| 1 | \$ 1,342.37 |
| 2 | \$ 1,312.47 |
| 3 | \$ 1,282.50 |
| 4 | \$ 1,252.55 |
| 5 | \$ 1,222.59 |
| 6 | \$ 1,192.63 |
| 7 | \$ 1,162.66 |
| 8 | \$ 1,132.72 |
| 9 | \$ 1,102.77 |
| 10 | \$ 1,072.79 |
| 11 | \$ 1,042.84 |
| 12 | \$ 1,012.87 |

For the year 2022-2023, the rates in the above table reflect the COLA increase specified in Article 21B. For subsequent years of the contract, the rates in the above table will be increased by the COLA specified in Article 21B. For each of the years of this contract, Human Resources will publish the extra teach schedule by March 31

All ILCs taught beyond forty-five (45) ILCs will be paid at the extra teach ILC rate.

2. A faculty member shall be permitted to teach up to nine (9) ILCs of extra teach in any basic work year. A fractional amount beyond nine (9) will be permitted. Extra teach beyond this limit can be mutually agreed by the faculty member and dean.
3. Deans will invite the faculty to request an extra teaching assignment for an upcoming term, with at least a ten-(10) day window for response. The response window shall fall within the faculty member's regular service calendar. Each faculty member within the discipline will notify their dean of their request for extra teaching prior to term scheduling deadlines. Each faculty member

outside of the discipline will notify the dean of the area in which they wish to teach prior to term scheduling deadlines. Extra teach assignments will be based on seniority except in special circumstances where the College can show that the faculty member with less seniority has unique qualifications which are required for the assignment.

4. After the basic contract assignment needs of the discipline have been met, the remaining assignments will be offered first to faculty members who have indicated desire for extra teaching and who are qualified to perform such assignments independent of basic discipline assignment. Equitable and fair distribution practices will prevail with regard to assignment of class sections. In cases where two (2) or more people desire the same available class section as an extra teaching assignment, the faculty member with the most College seniority will be offered that assignment first. A faculty member with the next highest seniority will be offered the second assignment and so forth, until all faculty desiring extra teaching have received an assignment. If any extra teaching assignments remain, the process shall be repeated. When sections are added after assignments are completed, qualified faculty with the most seniority shall have first right of refusal.
5. Faculty counselors and librarians, and other faculty members on daily contracts shall be eligible for extra teaching assignments, provided the extra teach time is outside their basic workload contract hours. Flexible schedules and/or split shifts to allow extra teach assignments are permitted, as mutually agreed to by the dean and faculty member.
6. Payments for extra teaching during the basic work year will be made in the June paychecks. If a faculty member terminates after one term, ILCs in excess of fifteen (15) will be paid as extra teach. If a faculty member terminates after two (2) terms, ILCs in excess of thirty (30) will be paid as extra teach.
7. The provisions of Article 9 Sections O. and P. do not apply to faculty members performing an extra teaching assignment, with the exception that such faculty members are still expected to teach at least one (1) evening class section per year if required as part of their regular assignment.
8. Sick leave is not earned by extra teach assignments.

B. Summer Session Teaching Assignments

1. The Board will determine whether or not there will be a Summer session. Upon approval, assignments will be offered.
2. A faculty member who earns ILCs outside of their basic contract period will be paid at the summer teach rate.

Summer Teach ILC Rate of Pay

| Step | 2022-2023 |
|------|-------------|
| 0 | \$ 1,606.97 |
| 1 | \$ 1,570.72 |
| 2 | \$ 1,537.50 |
| 3 | \$ 1,504.20 |
| 4 | \$ 1,470.91 |
| 5 | \$ 1,437.65 |
| 6 | \$ 1,404.35 |
| 7 | \$ 1,371.07 |
| 8 | \$ 1,337.78 |
| 9 | \$ 1,304.50 |
| 10 | \$ 1,271.21 |
| 11 | \$ 1,237.91 |
| 12 | \$ 1,204.62 |

For the year 2022-2023, the rates in the above table reflect the COLA increase specified in Article 21B. For subsequent years of the contract, the rates in the above table will be increased by the COLA specified in Article 21B. For each of the years in this contract, Human Resources will publish the summer teach schedule by March 31.

3. Faculty will observe office hours each week commensurate with their instructional load, as part of their professional responsibilities. Faculty will report to the dean and support staff the mechanism for best contact considering the mode of instruction (e.g., posted face-to-face or virtual office hours for web-based courses, email, and voice mail). In addition to providing course-specific assistance, faculty will directly serve as advisors to existing and incoming students. Faculty will work collaboratively with division administration and support staff to develop a means to provide this service to students during the Summer session for which they are employed.
4. The management shall determine which classes shall be offered.
5. If a class is canceled for the term after having already met, the faculty member will be compensated at the hourly rate of twenty (20) dollars for each class hour met.
6. Each faculty member will notify the area administrator of their desire for a Summer session teaching assignment by the third Friday of Winter term.
7. The College will publish the distribution of payments for summer classes on the Human Resources website no later than May 15.
8. The assignments will be offered first to faculty members with consideration of an equitable and fair distribution of summer loads. Distribution will be to

qualified full-time faculty, independent of their basic contract discipline, who request Summer session teaching assignments. Any qualified administrator shall have the last choice for Summer teaching assignment after all full-time and retired faculty schedules have been determined.

- a. Summer assignments will be made in a meeting with all affected full-time faculty members. When sections are added after assignments are completed, qualified faculty with the most seniority have first right of refusal. In cases where two (2) or more people desire the same available class section as a Summer session teaching assignment, the faculty member with the most College seniority will be offered that assignment first. A faculty member with the next highest seniority will be offered the second assignment and so forth, until all faculty desiring Summer session teaching have received an assignment. If any Summer session teaching assignments remain, the process shall be repeated. Summer teaching assignments will be based on College seniority except in special circumstances where the College can show that the faculty member with less seniority has unique qualifications which are required for the assignment.
- b. The maximum Summer session teaching assignment is eighteen (18) ILCs in the total Summer Session. A fractional amount beyond eighteen (18) will be permitted.
- c. Any exceptions to the maximum Summer session teaching assignments will be based upon special program consideration and must have written approval of the Vice President of Instruction and notification to the Faculty Association.
- d. Summer session teaching assignments will be made according to the following priorities:
 - (1) Full-time faculty teaching Summer term as part of their three (3) term contract.
 - (2) Any other full-time faculty members.
 - (3) Retired bargaining unit faculty.
 - (4) All non-bargaining unit personnel.

ARTICLE 13

INDIVIDUAL CONTRACTS

A. The Board agrees that:

1. Each faculty member shall receive an individual contract. The College academic calendar and the current year's salary schedule will be made available on the MHCC website.
2. Each individual contract must specify the dean and discipline or area(s) to which the faculty member will be assigned during the length of the contract.
3. The number of workdays in the regular work year for a faculty member must be specified on the faculty member's contract.
4. Each member assigned regular, reassigned, extracurricular and /or co-curricular duties for which compensation is offered will receive a job description from Human Resources of the duties to be performed prior to beginning the assigned duties.
5. This Agreement and all addenda will be proofed by the College and the Association within thirty (30) working days after signing. The Agreement will then be made available on the MHCC website.

B. The Association agrees that:

1. Each faculty member must have their signed contract in the Human Resources Office by the date specified on the contract or twenty (20) days after the date of mailing, whichever is later. Each faculty member is responsible to have a current mailing address on file with the Human Resources Office and, when necessary, to register a temporary mailing address with the Human Resources Office for the purpose of receiving the contract. Failure to comply with the above acceptance requirements could be cause for termination of the faculty member's contract.
2. Faculty members may be transferred for the ensuing year to a different division by the College administration if notice is given to the faculty member by March 15. This provision excludes any reorganization where job duties do not significantly change.

By mutual agreement between the faculty member and the College management, faculty members may be assigned or may request classes in another division outside their assigned discipline for the purpose of maintaining and meeting required basic contract workloads or for other reasons. Faculty members will meet the College standards and qualifications in accordance with Board Policy and Oregon Administrative Rules. At the request of the faculty member, qualifications for teaching assignments will be reviewed by the Human Resources Office and, if

necessary, the College President.

3. Mutual agreement must be obtained between the College administration and faculty member if a major (greater than fifty percent (50%)) change is made by reassignment between instructor, counselor, or librarian duties. This provision does not prevent the College and faculty member from agreeing that the faculty member will accept an assignment of greater than fifty percent (50%) non-classroom instruction-related activities, but such an assignment will not last longer than two (2) years. In such cases, the faculty member will be considered to be on leave of absence from the bargaining unit (not on reassigned time) and will have the same rights outlined in Article 9 (Faculty on Management Leave).

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ARTICLE 14

PROFESSIONAL DEVELOPMENT FUNDS

A. Faculty Resource Development Board (FRDB)

The College recognizes the desirability of a broad professional leave program that benefits the College and the full-time faculty. To support that goal, the College funds and supports multiple opportunities for professional development. The Faculty Resource Development Board (FRDB) will recommend expenditures. The FRDB program will operate under the guidelines and procedures established by the FRDB committee after consultation with the Faculty Senate. Eligibility for FRDB funds shall be limited to full-time faculty members.

1. FRDB Membership

a. Members

The membership of the FRDB shall consist of three (3) members from the administration appointed by the college president (one [1] each from the Office of Instruction, Administrative Services, and Student Development) and four (4) members from the Faculty Association, appointed by the Faculty Senate, (two [2] from transfer and two [2] from career -technical disciplines).

b. Term

Appointments shall be for three-(3) year terms. Appointments will be staggered annually to provide continuity. The chairperson of the FRDB shall be elected each year by the FRDB membership.

c. Operation

The Faculty Senate must approve any changes to guidelines or procedures regarding the distribution of funds to faculty members.

2. FRDB Fund Increases

All FRDB funds will be increased in subsequent years by the cost of living allowance (COLA).

3. FRDB Short-term Leave

The FRDB fund for short-term leave shall be increased each year by the COLA specified in Article 21A, starting with the 2012-13 amount of \$80,039, and subsequently establishing a new base amount each year. A short-term leave shall include coursework, workshops, seminars, conferences, etc., that enhance and are applicable to the faculty member's position.

a. Coursework and Continuing Education Units

Each faculty member may apply for FRDB funds to cover expenditures for their continuing coursework (limit of eight [8] credits per fiscal year). The FRDB will annually establish a maximum amount for reimbursement on a per-credit, continuing education unit, or the actual rate, whichever is less.

b. Workshops, Seminars, Conferences, and Other Short-term Projects

- (1) Faculty members will provide a completed FRDB packet to include letter of request, MHCC travel authorization form, class coverage form (if applicable), and FRDB application form
- (2) Advance payment will require advance notice to the FRDB committee of at least one (1) month
- (3) Upon completion, applicants will submit a written report as outlined in the section in the FRDB packet titled Responsibilities Upon Return for Report and Training
- (4) Attendance at conferences will be supported only if
 - (a) content or professional experience is sufficient to warrant expenditures, and
 - (b) content or professional experience will contribute to the mission of instructional excellence.
- (5) Current per diem will not be funded unless an overnight stay or out-of-metropolitan-area travel is necessitated by the project. College travel regulations, available from the Business Office, will apply.
- (6) While costs of participating (e.g., tuition, fees and other required conference materials) will be funded, costs for educational materials that become the personal property of the applicant will not be reimbursed.

4. Faculty Exchange, Study Abroad, or Professional Credential
 - a. The FRDB fund for this category shall be increased each year by the COLA specified in Article 21A, starting with the 2012-2013 amount of \$11,903 and subsequently establishing a new base amount each year.
 - b. The priority for these funds shall be Professional Credential followed by Faculty Exchange and Study Abroad.
 - c. To support faculty credentials that are required, as determined by the dean or accrediting or licensure body, the FRDB may elect to use these funds not otherwise utilized for Faculty Exchange or Study Abroad to reimburse faculty for required certifications, up to an individual annual limit of \$200 and in total will not exceed those funds allocated for Faculty Exchange or Study Abroad.
 - d. Faculty who plan on applying for these funds for study abroad or professional credentials need to turn their application into the FRDB committee. Disbursement will begin after February 15. Applications received after this date will be funded if monies are available.
 - e. The College recognizes that both the College and the individual member benefit from faculty exchange. Upon recommendation of the FRDB, the College Board may provide support beyond the faculty member's salary for expenses incurred while this exchange is in effect. Such items of support may include travel, additional household expense, and incidental costs required to complete the exchange.
 - f. If by May 1, there is a balance remaining in this fund, the difference will be added to the amount budgeted for the District Resource Development Board (DRDB) and/or to other FRDB funds where requests exceed resources.
5. FRDB Application Approval for Short-term, Exchange, and Study Abroad Leaves
 - a. FRDB approval of any proposal is subject to current College travel authorization procedures.
 - b. The Board of Education retains the right to review any and all leaves.

6. Sabbatical Leave

- a. Starting with the 2012-13 amount of \$80,092, Sabbatical funds will be increased each year by the COLA specified in Article 21A, subsequently establishing a new base amount each year. If there is a sufficient number of qualified candidates, the FRDB and College President shall approve and recommend to the Board leaves resulting in the expenditure of the full amount budgeted. Deductions from the above amount shall be based on the actual additional cost to the College of providing substitutes for individual faculty members while on sabbatical leave.
- b. Faculty eligibility and general conditions of employment during sabbatical leave:
 - (1) a full-time faculty member may be considered for sabbatical leave for a maximum of three (3) academic terms in any six(6) year period, provided the applicant completes two (2) times the length of the sabbatical granted in full-time service to the College upon return from the requested leave
 - (2) sabbatical leave granted for one term may be split between two (2) terms. The allocation of fifteen (15) ILCs for a one-term sabbatical will be distributed between two (2) consecutive terms as outlined in the sabbatical application
 - (3) a faculty member on a one-(1) term sabbatical leave shall be paid their regular full-time salary during that term. With the exception of faculty distributing a one-term leave over two (2) terms as described above, two-(2) term leave faculty shall be paid at regular salary during the term worked and seventy-five percent (75%) of their salary during the leave. A member on a three-(3) term leave shall receive sixty (60%) of their regular salary
 - (4) employment benefits, including medical plans (as allowed by the insurance carrier), salary increments, and seniority, shall remain in force during sabbatical leave
 - (5) acceptance of a sabbatical leave shall not prejudice the faculty member's right to be considered for other forms of leave.
- c. Faculty members will submit their sabbatical proposal to the dean for approval no later than the eighth (8th) week of Fall term for the preparation of a statement of support or denial from the applicant's dean.

- d. Applications must be received by the first Monday of December prior to the academic year in which the sabbatical is to be taken. An additional application deadline may be established if all sabbatical funds are not encumbered.
- e. The purpose of sabbatical leave is to provide an opportunity for faculty to improve their qualifications and skills, the quality of their professional performance, the value of faculty service to the College, and contribute to the mission of the College, thereby improving and enriching its programs.
- f. Sabbatical leave shall not be regarded as a vacation or rest period occurring automatically at stated intervals.
- g. Sabbatical leave will be 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
 - (5) to enroll in studies or training programs and/or to complete the requirements for a degree or certificate.
- h. Each member who has been granted a sabbatical under the terms of this contract shall receive a separate sabbatical contract. The stated purpose(s) of the sabbatical leave have been approved by the FRDB and the College Board and are conditions of the contract. Any material change in the stated sabbatical purposes by a faculty member on a sabbatical leave must have approval of the FRDB, the Faculty Association President, and the College President before any changes can be implemented. If the material change results in an increase or decrease of the salary amount, the FRDB must inform the faculty member as to the salary adjustment prior to the change being implemented. The awarding of faculty leave involves not only the selection of a worthy project, but is also dependent upon internal decisions involving class scheduling and replacement personnel, and is subject to Article 25, Funding.
- i. Evaluation of Sabbatical Application

The FRDB will consider applications for leave with full or partial pay in relation to requirements necessary to complete the project and potential

future contributions of the applicant. Proposals will be evaluated according to their worth to the College based on the following criteria, not listed in specific order of priority:

- (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 project or plan in relationship to professional responsibilities and supporting the College mission of instructional excellence
- j. If a faculty member declines a sabbatical after it was awarded, the next person on the prioritization list will be offered the funding.
- (1) The faculty member who declined the sabbatical will maintain priority for one (1) year if they apply for a sabbatical the following year. Following that year, the faculty member's application for sabbatical will follow the usual prioritization.

k. Sabbatical Application Content

Applications to the FRDB for sabbatical leave should include the following:

- (1) general information including the name, date of initial service with the institution, term(s) of leave desired, dates of previous professional leaves, and percent of salary to be awarded based on other grants and funding
- (2) a full statement of expected benefits (e.g., for the applicant's College assignment) and type of report and/or in-service training commitment upon return to the College
- (3) a detailed plan for utilizing the time requested. This statement should include a time line for completion of any project or plan
- (4) a list of foundations, institutions, or other organizations with which the employee will be affiliated during the faculty leave
- (5) a complete listing of grants, stipends, and/or wages beyond those granted by the College during the time of faculty

leave

- (6) justification of travel during the leave in terms of the proposed project or plan for study
- (7) information regarding previous professional or scholarly work in the area of the proposed plan
- (8) a statement from the applicant's dean regarding the proposed leave, including a cost analysis for replacement faculty
- (9) In cases where the sabbatical leave results in the creation of intellectual property, faculty are strongly encouraged to enter into a formal Intellectual Property Agreement with the College prior to beginning their sabbatical leave. Letters of support from appropriate individuals (not necessarily associated with the College) may be submitted if desired by the applicant.

1. Responsibility to the College for Service or Repayment after Sabbatical

A service period equal to two (2) times the length of the leave period will be required of the faculty member upon return. If the recipient does not return from the sabbatical leave or does not remain with the College for the specified length of time, compensation provided by the College during the leave shall be returned according to the following conditions:

- (1) if the recipient does not return, they must repay all compensation received during the leave
- (2) if the recipient returns for less or equal to half the specified time, they may be required to repay seventy-five percent (75%) of all compensation received during the leave
- (3) if the recipient returns for less than the full specified time period but more than half the period, they may be required to repay twenty-five percent (25%) of all compensation received during the leave.

m. Sabbatical Restrictions

Faculty on paid leave should not engage in unapproved employment outside the scope and purpose of the approved leave proposal. The sum of the faculty leave salary and additional funds in the form of grants, stipends, and/or wages shall not exceed the applicant's regular contracted salary for the period of the leave. Upon completion of a sabbatical, if a faculty member received any compensation other than their College salary and benefits, the faculty member shall file a statement of total compensation and additional funds received for the leave period with the Vice President of Instruction.

7. Responsibilities Upon Return for Report and Training

a. Short-term Leaves

Upon return to the College from a short-term leave, the recipient will submit a written report to the supervising dean, Faculty Association President, Teaching and Learning Center (TLC), and FRDB summarizing the work completed during the leave and how the new knowledge shall be applied to the faculty member's College assignment(s) and/or in-service training for other College staff.

b. Sabbatical Leaves

(1) Report

Upon return to the College from a sabbatical leave, a faculty member shall submit 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 division, supervising dean, TLC, FRDB, Vice President of Instruction, Faculty Association President, and College President within one term of the return from the sabbatical.

(2) Presentation

The faculty member will share the knowledge gained from the leave with other faculty, managers, and other interested persons through workshop(s) or other method(s) mutually deemed appropriate by the dean and faculty member.

B. District Resource Development Board Fund (DRDB)

Quality instruction is the central objective of the College. To provide quality instruction, full-time faculty must continuously process new information, change instructional offerings to meet emerging needs, and learn new technical skills. The College has found it necessary to add new courses and programs in response to changes in society, business and industry, and academic thought.

The purpose of the DRDB is to assist in the professional development of faculty members in relation to individual program and institutional needs. The Faculty or College Administration may identify these needs. Therefore, in reviewing requests for funding, DRDB will give special consideration to requests addressing emerging programs and institutional needs.

1. DRDB Membership

The membership of the DRDB shall consist of the Vice President of Instruction, College President or designee, and the Faculty Association

President and Vice- President.

2. DRDB Funds

Starting with the 2012-13 amount of \$12,336, DRDB funds will be increased each year by the COLA specified in Article 21A for program and resource development. Additional funds may be transferred from exchange and grant-sponsored leave funds.

3. Procedures For Funding DRDB Requests

- a. Requests for funds may be for course or program development, educational training, and/or per diem expenses. DRDB is not intended to fund attendance at workshops, conferences, or seminars. These should be funded through the FRDB.
- b. First consideration will be given to requests of one thousand five hundred dollars (\$1,500) or less. Consideration may be given first to applicants that have not received DRDB funds in the previous year. Funding over the one thousand five hundred dollar (\$1,500) limit will be considered on a case-by-case basis.
- c. DRDB is not intended to fund the preparation or development of mandated accreditation reports.

4. Application Process

To apply for DRDB funds, faculty members will do the following:

- a. obtain and complete the Application for Support and Estimated Costs form available in the Office of Instruction.
- b. submit and deliver a completed application to the supervising dean(s), the Vice President of Instruction, and the Faculty Association President by the Friday of the third week of that Spring term.

5. DRDB Project Agreement/Evaluation

- a. The Vice President of Instruction or designee will prepare a Special Project Agreement that includes a description of the project, the full-time faculty member responsible for the project, anticipated completion date, and budget/remuneration.
- b. Recipients will notify the Vice President of Instruction and Faculty Association President by the end of that Fall term if they will not be able to complete the DRDB project by the agreed upon completion date. Any unspent funds will revert to the DRDB fund for distribution.
- c. Upon completion of the DRDB-funded project, but no later than June 15, the faculty member will submit a report or other evidence of the

completed work (e.g., syllabus/course outline developed for a class, reports on progress of a project funded over several terms, evidence of completion of specialized training or course work, etc.) to the Vice President of Instruction and Faculty Association President. This evidence will be evaluated by these persons prior to the dissemination of contracted funds. Faculty may also be required to share, demonstrate, or otherwise inform other faculty about the outcomes of their DRDB project during in-service.

C. Online Learning, Online Learning Certification, and Online Faculty Certification Funds

It is recognized that the design, development, and delivery of courses which integrate technology may require additional professional development. It is also recognized that faculty already possessing this experience may require additional professional development to aid in adapting to MHCC learning platforms. To meet these development needs, the College will provide professional development opportunities through an Online Learning Faculty Certification offered through Online Learning with leadership, advice, and input by the Online Learning Advisory Committee (OLAC).

1. Online Learning Advisory Committee Membership

The OLAC will consist of three (3) full-time Online Learning (OL) faculty (appointed by the Faculty Senate) and three (3) people assigned by administration, and up to one (1) non-voting member from the OL staff, and up to one (1) part-time faculty member who teaches through online learning. The advisory committee will meet a minimum of once each term to review and to advise on OL application process, delivery, assessment, and OL training offered through Online Learning. This committee will report to the Vice President of Instruction and the Faculty Senate.

2. Online Learning Faculty Certification

a. Online Learning will deliver the training for faculty certification. The training structure and outcomes will be reviewed annually by the OLAC. Any recommendations for changes to the training structure and outcomes will be forwarded to the Vice President of Instruction and the Faculty Senate for approval. Certification participation will be reported annually to OLAC.

b. Upon completion of the Certification, faculty will demonstrate the ability to incorporate appropriate technologies into existing courses or a OL course.

c. Faculty members already possessing technological skills acquired through training and/or experience will receive customized versions of the training required for Faculty Technology Certificates to reflect their proficiencies in delivery and assessment.

3. Application Process

In applying for inclusion in Certification, a faculty member will complete an

Online Learning Faculty Certification Application form which will be reviewed and signed by the faculty member's dean and the Director of Online Learning.

4. Certification Compensation

Faculty will receive compensation of \$1,500 for completing the online faculty certification and meeting outcomes effective upon ratification of this agreement.

D. Teaching and Learning Center (TLC)

1. Professional development is a crucial component to a vital and successful college. To support faculty professional development the College will:
 - a. Establish a monetary base that is no less than twenty-five thousand dollars (\$25,000) for the 2014-2015 academic year. The base will be increased to no less than fifty thousand (\$50,000) for 2015-2016 academic year. For additional years, the previous year's amount will be increased by the COLA established in Article 21A only when agreed upon metrics as defined in Section 3 are achieved.
 - (1) The funds may be used for, but not be limited to, administrative support, reassigned time and/or stipends for coordination and facilitation, equipment, technology and/or events.
 - b. Faculty Coordinators of the TLC will receive a total of 45 ILCs reassigned time annually to be shared amongst up to four (4) faculty recommended by the TLC advisory committee. The ILC distribution shall be determined by the participating faculty subject to approval of the respective dean(s). Faculty on reassigned time for the TLC report to the Vice President of Instruction for the reassigned time assignment.
 - c. Provide an identified on-campus location where presentations and trainings can be held and professional development materials can be stored.
2. The goals of the Teaching and Learning Center are to:
 - a. Investigate best practices for high engagement teaching strategies designed to increase student retention and completion.
 - b. Design and implement events, activities, seminars and other associated learning opportunities to present information and training to faculty in support of student success, retention and completion.
 - c. Provide an environment where faculty can explore and learn new technologies, techniques, and instructional methods to provide learning opportunities where all students can appropriately engage in

the learning process.

- d. Collaborate with the Office of Instruction and the Office of Student Development in development of college-wide strategies enhancing student learning assessment and data-driven practices and further the College mission of instructional excellence.
3. To ensure that the TLC is meeting its goals, a TLC Advisory Committee will be created.
 - a. The Advisory Committee will consist of one (1) full-time faculty member from each division (appointed by Faculty Senate) and equivalent number of administrators. Ad hoc members may be added as agreed upon by all committee members. The College president can choose to review the committee membership and make recommendations to the Faculty Association President for changes.
 - b. The Advisory Committee will meet a minimum of once per term.
 - c. The Advisory Committee will allocate and administer the TLC budget in accordance with college regulations and procedures.
 - d. The Advisory Committee will create metrics of successful model implementation that align with the College mission.
 - e. The Advisory Committee will present a year-end report to the Learner's Success Council and Faculty Senate each year.

ARTICLE 15

FAIR DISMISSAL AND TERMINATION OF EMPLOYEE

- A. The Board agrees that termination of employment of faculty members shall be for just cause. Reduction of staff and layoff is described in Article 23 of this Agreement and is not defined as dismissal or termination. Nonrenewal of a tenure track faculty member is described in Article 16 of this Agreement and is not defined as dismissal or termination.
- B. Just cause shall be understood to include but not limited to
1. Physical or mental incapacity
 2. Unprofessional conduct as evidenced by
 - a. an act or conduct that threatens or injures personnel or property
 - b. flagrant disregard of the terms of this Agreement
 - c. willful falsification or alteration of a college record
 - d. conviction of a felony
 - e. insubordination
 - f. harassment (sexual, racial, etc.) of College staff or students
 - g. inefficiency
 - h. neglect of duty
 - i. inadequate performance.
- C. A faculty member whose performance for the College appears to be adversely affected by chemical dependency shall be encouraged to seek rehabilitation. The Board agrees to provide opportunity for rehabilitation under Article 9 (Sick Leave for Rehabilitation). This provision does not exempt chemically-dependent faculty members from appropriate discipline for just cause. Grounds for discipline will be documented following the normal evaluation and corrective action procedures. The College will follow normal professional guidelines if drug or alcohol testing is indicated based on reasonable suspicion of abuse.
- D. Dismissal Procedures
1. Preliminary proceedings concerning the ability of a faculty member
 - a. When reason arises to question the ability of a faculty member to perform their assigned duties, the appropriate supervisor should discuss the matter with them in a personal conference. The matter may be terminated by mutual consent at this point.
 - b. If an adjustment is required but does not happen, the college will notify the faculty member in writing that they intend to initiate dismissal proceedings. The Faculty Association President or designee will also be included in the notification.
 - c. After the initial notification, a standing or ad hoc committee elected by the faculty shall convene to review all information regarding the proposed dismissal. The faculty member in question

may opt out of the ad hoc committee step. The committee will give confidential advice to the College President and shall recommend whether or not formal proceedings should be instituted. The College President and Faculty Association president can review the committee finding.

- d. After the meeting with the ad hoc committee, the College President will decide whether or not to begin formal proceedings.

2. Commencement of formal proceedings

Formal proceedings begin with a written communication by the College President addressed to the faculty member giving the specifics of the proposed grounds for dismissal, and informing the faculty member that they may request a hearing within ten (10) faculty working days of notification. The hearing will be conducted by a faculty committee at a specified time and place. The hearing will be to determine whether the faculty member should be removed from their faculty position based on the stated grounds. Failure to request a hearing will result in the College President making a decision based on existing evidence.

Sufficient time should be allowed the faculty member to prepare their response. The faculty member will be informed in detail or by reference to published regulations of the procedural rights that will be accorded to them. The faculty member should respond in writing to the specifics of the proposed grounds for dismissal as stated in the letter from the College President. The response should be received no less than one (1) week before the hearing date.

3. Suspension of the faculty member

The faculty member may be suspended during the proceedings. Suspension should be with pay unless legal considerations forbid this.

4. Judicial committee formation

The faculty judicial committee who will conduct the hearing should be either an elected standing committee not previously involved with the case or a committee established as soon as possible after the President sends the letter to the faculty member. Faculty members should be selected based on their objectivity, competence, and the regard in which they are held in the academic community. The judicial committee should elect its own chairperson.

5. Committee proceedings

Before the hearing, the judicial committee will consider the written statement of proposed grounds for dismissal sent by the College President to the faculty member and the response submitted by the faculty member.

The judicial committee in consultation with the College President and the faculty member will decide whether the hearing will be public or private. Testimony of witnesses and other evidence concerning the proposed grounds for dismissal will be received regarding any facts that are in dispute.

The College President has the option of attending the hearing. They may designate an appropriate representative to assist in developing the case; but the judicial committee determines the order of proof, conducts questioning of witnesses, and, if necessary, secures the presentation of evidence important to the case.

The faculty member has the option of counsel, whose functions are similar to those of the representative chosen by the College President, and has the aid of the committee in securing the attendance of witnesses.

The faculty member or their counsel and the representative designated by the College President has the right, within reasonable limits, to question all witnesses who present oral testimony. The faculty member will have the opportunity to be confronted by all adverse witnesses. When unusual and urgent reasons require the committee to withhold this right or when the witness cannot appear, the identity of the witness as well as their statement will be disclosed to the faculty member.

Subject to these safeguards, sworn statements may be taken outside the hearing and reported to the committee. All of the evidence should be duly recorded. Unless special circumstances warrant, formal rules of court procedure will not be followed.

6. Consideration by judicial committee

The judicial committee will reach a decision based on the information given in the hearing. Oral arguments can be made by the faculty member or their counsel and the representative designated by the College President. The committee may request written briefs. The committee may make a decision without having a transcript made of the hearing if the committee believes a just decision can be reached. A transcript will be ordered if it is needed by the committee in order to make a just decision. The committee will give specific findings with respect to each of the proposed grounds for removal. A reasoned opinion may be given. Publicity concerning the committee's decision will be withheld until the Board reviews the decision. Statements to the public should be made through the Office of the College President.

7. Consideration by the MHCC Board

The College President will present the full report and decision of the judicial committee. Board review should be based on the transcript of the hearing and opportunity for written and/or oral arguments by the parties or their representative. The College Board may agree with the decision of the judicial committee or return the issue to the committee for reconsideration. The committee should reconsider the stated objections and receive new evidence if necessary. After reconsideration, the committee will submit the decision to the College President who will present the decision to the College Board. The Board has the power to overrule the judicial committee.

8. Publicity

Except for announcements concerning the time and place of the hearing, public statements about the case by either the faculty member or administrators will not be given until the proceedings are completed. Announcement of the final decision will include a statement of the judicial committee's original decision.

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ARTICLE 16

ACADEMIC FREEDOM, EVALUATION, PROBATION, AND TENURE

A. Academic Freedom

The purpose of this statement is to promote public understanding and support of academic freedom and tenure as well as agreement upon procedures to assure them. Institutions of higher education are conducted for the common good and not to further the interests of either the individual faculty member or the institution itself. The common good depends upon the free search for truth and its free expression.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom is also vital to the protection of the rights of the faculty member in teaching and students in learning. It carries with it duties correlative with rights.

Tenure is a means to ensure freedom of teaching, research, extramural activities, and a sufficient degree of economic security. Thus, tenure keeps the profession attractive to quality faculty. Tenure is indispensable to the success of our College in fulfilling its obligations to its students and community.

1. A faculty member is entitled to full freedom in research and publication, subject to the adequate performance of the member's other academic duties. Faculty participating in research for profit will inform the College Administration.
2. A faculty member is entitled to freedom in the classroom in discussing their subject expertise. Controversial subject matter is acceptable if it relates to the subject area or the Mission of the College.
3. The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. They may speak or write free of institutional censorship or discipline, while at the same time keeping in mind that the public might judge the profession and the College by their words. Therefore, the faculty should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that he/she is not a College spokesperson.
4. If the administration decides that a faculty member has not followed Section A. 3., Academic Freedom, above, and that the extramural utterances of the faculty member have raised grave doubts concerning fitness for their position, the College may proceed to file charges under the faculty dismissal procedure (Article 15) in accord with the faculty's individual rights as a citizen.

B. Faculty Evaluation Oversight Committee (FEOC)

1. The FEOC is charged with maintaining a process for faculty evaluation and tenure. This process will be applied equally across departments and will not impose an undue burden on faculty and administrators.
2. FEOC membership will be three (3) faculty members appointed by the Faculty Association, three (3) administrators appointed by the College President, an ex-officio representative from the Office of Research and Planning, and others as agreed among all FEOC members.
3. The FEOC will meet at least once each Fall, Winter, and Spring term to review and update the documents and forms of the evaluation and tenure processes. No changes to these documents or forms may be made without the final approval of the Faculty Senate and President's Council.
4. The FEOC will conduct a biannual assessment of the evaluation process described in the Faculty Evaluation Manual and the tenure review process described in the Tenure Process Manual. FEOC will make recommendations for any changes to the Faculty Senate and President's Council. The Faculty Association and the College President may request more frequent assessment.
5. Recommended changes approved by the Faculty Senate and President's Council will be incorporated into the Manuals and this Agreement, and changes will become effective with the beginning of the next academic year.

C. Tenure-track Period

1. New full-time faculty formally appointed by the Board will serve in a tenure-track status for a period of four (4) years at MHCC prior to being recommended for tenure. A full-time faculty member formally appointed by the Board during the academic year will begin their tenure-track period the following Fall. If the tenure-track period is interrupted by a leave of absence for one (1) year or less, that year will not be counted as part of the tenure-track period. Service prior to the leave will be counted as part of the tenure-track period. If the tenure-track period is interrupted for more than one (1) year, the faculty member will begin a new four-(4) year tenure-track period upon their return.
2. Terminal, Special, or Grant-funded Contracts and Evaluation
 - a. Special contract or grant-funded faculty are defined as those faculty whose salaries are paid in full or in part from federal, state, or other non-College grants or aid funds; they are not eligible for tenure while in such a position.
 - b. Terminal contract, special contract, or grant-funded faculty members hired as described in Article 1, B. 2. will be evaluated following the tenure process for the first three (3) academic years. Following the first

three (3) years, the mentoring committee will reconvene and repeat the third (3rd) year mentoring committee process every third year (i.e., year 6, 9, etc.). The faculty member has the responsibility throughout these subsequent years to stay apprised of the current tenure process and expectations and to ensure that their tenure portfolio continues to meet the current expectations.

- c. If a terminal contract, special contract, or grant-funded faculty member is subsequently hired into a district funded position, he/she will proceed in the tenure process as follows:
 - (1) If the faculty member has not completed at least three (3) full academic years of service, he/she will continue through the remaining years of the tenure process.
 - (2) If the faculty member has completed three (3) full academic years or more of the mentoring process, the faculty member shall meet with their mentoring committee and shall subsequently choose between continuing the tenure process with the fourth (4th) year or to start at year one of the tenure process.

D. Faculty Evaluation

Both parties recognize the importance and value of a process for assisting and evaluating progress and success of tenure track, terminal, special contract, grant funded, and tenured faculty.

All evaluations of faculty members will follow the process and procedures established in the Full-time Faculty Evaluation Manual, the Full-time Faculty Evaluation Manual Appendix, the Tenure Process Manual, the Tenure Process Manual Appendix, and approved forms dated November 2013. These manuals, appendices, and forms may only be revised, updated, or in any manner changed by mutual consent between the Faculty Association and the College. All dates and deadlines stated in these manuals are binding absent written agreement to modify them signed by the faculty member and the Faculty Association.

1. Evaluation Process and Components
 - a. Evaluation of faculty members is the primary responsibility of their dean.
 - b. All evaluations of faculty members will include a dean's classroom observation, tenure-track committee or mentoring committee report, reviews of course materials, self-report, and may include optional peer observation report(s). The sole purpose of student evaluations are for faculty use to inform instructional practice.
 - (1) Student ratings for all courses will be collected and stored through a College provided system. The student evaluations can only be accessed and used by the faculty member.

- (2) The faculty member may use relevant student feedback for the purposes of modifying and improving courses. The faculty member can choose to include the data collected in their self- report.
- c. The relative weight of the Professional Service, College/Community Service, and Professional Development and Affiliation will be determined on each individual faculty member's evaluation matrix. This matrix must be developed between the faculty member and the dean and will only include known duties and responsibilities of the position to be evaluated and/or as stipulated in the evaluation matrix.
- d. No person other than a designated evaluator(s) as provided above will be permitted to evaluate the work performance of any faculty member within the bargaining unit.
- e. Student complaints if applicable and processed according to Article 17 may be utilized in the evaluation process.
- f. Faculty members who work on Faculty Association committees (e.g., Faculty Senate, Academic Senate) may claim credit for such activities as part of the faculty evaluation process under the category of College service. Faculty members who attend conferences or trainings sponsored by the Faculty Association, Oregon Education Association, or the National Education Association may claim credit under the category of professional development if the focus of those conferences or trainings is directly related to the faculty member's professional duties.

2. Evaluation Cycle

As described in the Full-Time Faculty Evaluation Manual, the evaluation components will be defined on the individual faculty member's Evaluation Matrix. During Fall term of each academic year, the faculty member will complete and/or review the Evaluation Matrix, choose colleagues for colleague reviews of course materials and peer observations in consultation with their dean and complete a self report. It is recommended that the Matrix should be completed on an annual basis as an informal evaluation.

a. Tenured Faculty

Tenured faculty members will be evaluated at least once every five (5) years of employment. Evaluations will be completed by the end of Spring term covering the five (5) preceding years.

b. Tenure-track and Terminal Contract Faculty

Tenure-track and terminal contract faculty will be evaluated once per year in accordance with the full-time faculty evaluation process administered by the dean. They will also be evaluated and mentored by

the assigned members of the designated Tenure-track Committee utilizing the process outlined in the Tenure Process Manual.

c. Special Contract or Grant-Funded Faculty Positions

Special contract or grant-funded faculty will be evaluated as described above in Section C. 2.

3. Documentation of Evaluations

All evaluations will be discussed with the faculty member prior to the evaluation being placed in the personnel file in the Human Resources Office. The faculty member is entitled to have their written response included with the evaluation. The faculty member will sign the evaluation indicating that he/she has read it. The signed evaluation will be placed in the personnel file in the Human Resources Office.

4. Placement on Notice

No tenured faculty member will be dismissed if the basis for dismissal or discharge action is performance-related without the opportunity to complete a Plan of Assistance as outlined in this article.

5. Plan of Assistance

a. If a significant performance deficiency is identified through the evaluation process of a tenured faculty member, the instructor's dean will write a Plan of Assistance that is subject to approval by the Vice President of Instruction and with a copy for review to the Faculty Association President. The purpose of a Plan of Assistance is to assist a faculty member to improve.

b. A plan of assistance written by the dean will include

- (1) a list of performance deficiencies to be addressed by the faculty member, measurable expected improvement to be demonstrated for each deficiency,
- (2) assistance/resources available to the faculty member,
- (3) beginning and ending dates of the plan,
- (4) a schedule of meetings to review progress on the plan, and
- (5) provisions for date and signatures of dean and faculty member including the option of the faculty member to indicate objections to the plan and their ability to respond separately with those objections.

- c. If, in the judgment of the College, the faculty member is not satisfactorily completing the plan, he/she will be told this finding prior to the completion of the plan. Notification will be given to the faculty member of the consequences of failure to satisfactorily complete the plan.
- d. A faculty member placed on a Plan of Assistance may have Association representation at meetings with their dean when the progress toward completion of the plan is discussed.
- e. The faculty member's dean will prepare a summary of performance and a recommendation regarding retention which will be placed in the faculty member's personnel file in the Human Resources Office.

E. Tenured Status

1. Definition

Tenure is defined as a continuous appointment contract between a faculty member and the College for mutually agreed upon services. It is regarded as favorable to both College and faculty in its promotion of competence, interest in the development of long-range goals and programs, academic freedom, and economic security.

2. Roles and Responsibilities of Tenured Faculty

Assessing the performance of tenure-track faculty and making recommendation on tenure is one of the most important professional responsibilities of the tenured faculty. These responsibilities include

- a. serving on Tenure-track Committees and Mentoring Committees when called upon.
- b. participating in the confidential, face-to-face meetings called for the purpose of review of application for tenure.
- c. serving on Tenure Appeal Committees when called upon.
- d. mentoring and providing feedback through peer observation of classroom performance and discussion with faculty on job performance in terms of both strengths and weaknesses.

F. Criteria and Procedures for Granting Tenure

The following rules on tenure are established (a) to ensure the quality of instruction for students, (b) to protect faculty employment rights and faculty involvement in the establishment and protection of these rights in the Mt. Hood Community College District, and (c) to define a reasonable and orderly process for the appointment of faculty to tenure status or for non-renewal.

1. The criteria for tenure is derived from and benchmarked against the faculty evaluation system outlined in the Full-Time Faculty Evaluation Manual and the Tenure Process Manual. The granting of tenure will require an overall professional level performance score 3.0 on Professional Service and on College/ Community Service and Professional Development/ Scholarship/ Affiliation by the end of the third year.
2. The standards (scoring scale) from the Faculty Evaluation System are as follows:
 - 4 - Exemplary Performance
 - 3 - Professional Level Performance
 - 2 - Improvement Required
 - 1 - Unsatisfactory Performance
3. Through the developmental process outlined in the manuals and with the support of their Tenure-track Committee, the tenured faculty peer group and the applicant's dean, a faculty member seeking tenure will be given every opportunity to make a performance-based case for the granting of tenure. The applicant must achieve professional level performance score from the dean and the members of the Committee by the end of the third (3rd) year as scored on the evaluation matrix. This process requires each faculty member of the Tenure-track Committee to conduct a review of course materials and classroom observations.
4. Tenure-track Committee – Purpose and Selection of Membership

Each applicant will have a five (5) member Tenure-track Committee established by the end of the sixth (6th) week of the first term of employment. Applicants appointed at some time other than the beginning of the Fall term will have a committee assigned within six (6) weeks of the date of appointment.

The tenure clock does not begin until the first full year of service defined as three (1) consecutive terms of employment in an academic year, Summer through Spring. However, a faculty member whose start date falls within the first five (5) weeks of Fall term will, for the purposes of the tenure clock, be treated as having served a full year. In the case of other than Fall appointments, the Tenure-track Committee will carry on with normal activities but is not required to submit any reports until normal dates as prescribed below. Tenure-track or Mentoring Committees will serve as standing committees until such time as the applicant is either granted tenure or the faculty appointment is terminated.
5. Duties and Responsibilities of the Tenure-track Committee

The general duties and responsibilities of the Tenure-track Committee will be to (a) mentor the applicant, (b) observe the applicant in the performance of their professional duties, (c) advise him/her of strengths and weaknesses in performance, (d) develop improvement programs to overcome any weaknesses that he or she may have, and (e) report and discuss the findings in a face-to-face

meeting with the tenured faculty in the tenure-track faculty member's identified peer group. The mentoring process will place primary importance upon the applicant's effectiveness in his or her appointment. After consultation with the committee, the dean will be responsible for an annual written report for review by the tenured faculty peer group and for inclusion in the Tenure Application portfolio.

Each committee, as a result of its ongoing mentoring of the applicant and face-to-face discussions with the identified tenured faculty peer group, will complete an Annual Tenure-track/Mentor Committee Report. This report is due by February 15 of each year.

The mentoring process employed by the committee will include the following:

- a. Establish, in consultation with the applicant, the procedures to be followed in mentoring the applicant in order to improve their performance,
- b. Implement criteria for tenure that will be limited to the elements of the annual faculty evaluation process and the applicant's job description,
- c. Mentor, which will require firsthand observation and discussion about the applicant's performance in their position. The mentoring process will focus on appropriate elements from the Faculty Evaluation Manual.
- d. In areas where classroom visits are not applicable, the committee and applicant are free to devise and employ alternative mentoring techniques and procedures.

When the committee has noted deficiencies or weaknesses in the performance of an applicant, the committee will take the following steps: (1) areas of deficiency or weakness will be discussed at a conference with the applicant as soon as these deficiencies are recognized; (2) the committee will develop with the applicant a written plan to improve these areas; and (3) sufficient conferences will be held to help the applicant improve. The purpose of the written plan is to mentor and improve the tenure-track faculty member's performance and is not to be considered a "plan of assistance."

G. Final Tenure Review, Recommendation Procedure, and Appeal Process

1. The steps for recommendation of tenure are as follows.
 - a. By the first day of instruction of Fall term, the applicant submits a completed Tenure Application Portfolio to the Dean and Tenure-track Committee.
 - b. By October 31, the Tenure-track Committee issues a summary report and recommendation on tenure.

- c. By November 15, the Dean, Tenure-track Committee members, and tenured faculty peer group meet in a face-to-face confidential meeting with regard to the recommendation of tenure. If the dean and tenured faculty peer group agree, then the dean will compile this information in the form of a letter of recommendation for tenure.
 - d. By December 1, the completed Annual Tenure-track/Mentoring Committee Report, and Annual Tenure Recommendation Signature Form with letter of recommendation for tenure will be submitted to the Vice President of Instruction, the applicant, Faculty Association President, and Human Resources Office.
 - e. By January 10, the Vice President of Instruction will compile and submit the Vice President of Instruction's applicant file, which will include the tenure recommendation, and applicant's Tenure Application Portfolio, if requested, to the College President.
 - f. By February 1, the College President will provide the Vice President of Instruction, applicant, dean, tenured faculty peer group, Faculty Association President, and Human Resources a copy of their recommendation to be submitted to the Board. This will include any recommendation from the Tenure Appeal Committee if it has been convened at the request of the College President.
 - g. By the first Board meeting in March, formal Board action regarding tenured status will be made. Only the Board has the power to grant tenure.
 - h. By April 1, written notice of the Board's action will be given by the College President to the applicant. If the Board approves a recommendation for tenure, the faculty member becomes tenured upon commencing work in the following academic year.
2. The steps for tenure recommendation review due to disagreement between the dean and tenured faculty peer group are as follows.
 - a. By the first day of instruction of Fall term, the applicant will submit a completed Tenure Application Portfolio to the dean and Tenure-track Committee.
 - b. By October 31, the Tenure-track Committee will issue a summary report and recommendation on tenure.
 - c. By November 15, the dean, Tenure-track Committee members, and tenured faculty peer group will meet in a face-to-face confidential meeting with regard to the recommendation of tenure. If the dean and a simple majority of the tenured faculty peer group disagree on the tenure recommendation, each will be responsible for placing its recommendation in writing.

- d. By December 1, the written documentation will be forwarded to the Vice President of Instruction, the applicant, Faculty Association President, and Human Resources Office.
 - e. By December 8, the College President and the Faculty Association President will constitute the Tenure Appeal Committee (TAC). (See Letter A*) The President will forward the recommendations and the faculty member's portfolio to the TAC by December 8.
 - f. By January 10, the TAC will meet, review the case, and make a recommendation in accordance with the provisions of Section 3.g. below. The TAC will submit its recommendation to the College President. This recommendation will be forwarded to the applicant, dean, and applicant's tenured faculty peer group, and the Faculty Association President.
 - g. By February 1, the College President will notify the Vice President of Instruction, applicant, dean, tenured faculty peer group, Faculty Association President, and Human Resources Office of their recommendation to be submitted to the Board, including the recommendation received from the TAC.
 - h. February 10 is the deadline for the applicant to request a review by the TAC.
 - i. By the first Board meeting in March, formal Board action regarding tenured status will be made. Only the Board has the power to grant tenure.
 - j. By April 1, written notice of the Board's action will be given by the College President to the applicant. If the Board approves a recommendation for tenure, the faculty member becomes tenured upon commencing work in the following academic year.
3. The steps for a department's non-recommendation of tenure are as follows.
- a. By the first day of instruction of Fall term, the applicant will submit a completed Tenure Application Portfolio to the Dean and Tenure-track Committee.
 - b. By October 31, the Tenure-track Committee will issue a summary report and recommendation on tenure.
 - c. By November 15, the dean, Tenure-track Committee members, and tenured faculty peer group will meet in a face-to-face confidential meeting with regard to the recommendation of tenure. If the dean and a simple majority of the tenured faculty peer group agree on a non-recommendation of tenure, then the dean will compile this information in the form of a letter.

- d. By December 1, the faculty member who has not been recommended for tenure will be notified of the reasons in writing by the dean. A copy of this notice will be sent to the Vice President of Instruction, Faculty Association President, and Human Resources Office.
- e. By January 10, the Vice President of Instruction will compile and submit the Vice President of Instruction's applicant file, which will include the tenure non- recommendations and applicant's Tenure Application Portfolio (by request) to the College President.
- f. By February 1, the College President will notify the Vice President of Instruction, applicant, dean, tenured faculty peer group, Faculty Association President, and Human Resources Office of their recommendation to be submitted, including the recommendation received from the TAC.
- g. A faculty member who is not recommended for tenure may request review by the Tenure Appeal Committee. A request for review must be made in writing within ten (10) days of receipt of the notification that tenure is not being recommended. February 10th is the deadline for the applicant to request a review by the TAC.
 - (1) The review will occur promptly and the committee will notify the faculty member, the member's dean, College President, Human Resources Office, and the Faculty Association President when an appeal may be heard (See Letter A*). Appeals must be heard by March 1.
 - (2) The TAC will apply the established criteria for tenure. The committee will check the procedures followed for tenure recommendation to be sure they were in accordance with due process as required by the regulations of the College and as outlined in the Tenure Process Manual. The committee will review the basis for and the evidence related to the withholding of tenure.
 - (3) The committee will provide the candidate an opportunity to present orally and/or in writing other evidence that may affect its final recommendation.
 - (4) Decisions will be made on the basis of a secret majority vote of all members of the committee.
- h. The TAC will make its final recommendation to the College President indicating its findings and its recommendations as to whether tenure should or should not be granted. These statements will be in writing and signed by the chair of the TAC and given to the College President by March 1. Copies will be sent to the faculty member, the dean, the

applicant's tenured faculty peer group, the Faculty Association President, and the Human Resources Office.

- i. Upon presenting its recommendation to the College President, the TAC will send letter B** to the faculty member.
- j. By the first Board meeting in March, formal Board action regarding tenured status will be made. Only the Board has the power to grant tenure.
- k. By April 1, written notice of the Board's action will be given to the applicant by the College President.

H. Tenure Appeal Committee

The Tenure Appeal Committee will be constituted by the College President and Faculty Association President when a simple majority of tenured faculty and dean disagree regarding the tenure recommendation or at the request of a probationary faculty member who has received a notice of non-recommendation for tenure either from the department or the College President.

The Tenure Appeal Committee will consist of six (6) tenured faculty members with three (3) appointed by the College President and three (3) by the Faculty Senate. The Vice President of Instruction is chair of the TAC and is a voting member. Members serve for the duration of the review process.

*Letter A

The Tenure Appeal Committee (TAC) has received a copy of the notice of non-recommendation for tenure. The TAC has been charged with the responsibility of reviewing all tenure matters and materials derived from the Faculty Evaluation system related to your tenure process. In reviewing any appeals to a non-recommendation, the TAC has the authority to (a) request reconsideration by the dean or (b) request reconsideration by the tenured faculty peer group, or (c) request reconsideration by the department or forward the recommendation of the dean, tenured faculty, or department and the TAC to the College President even though they differ.

Should you wish to appeal the decision of your dean, tenured faculty peer group, or department to the TAC, the chair of the Tenure Appeal Committee must receive written notice from you of such intent by February 15.

The present chair of the TAC is [Name, Address, college phone, college email address]

Your rights in this appeal are: (1) to appear alone or with a person of your choice to advise or assist you; (2) to refuse to testify or to answer any questions if such testimony or answers would tend to incriminate you; (3) to be confronted with the evidence against you; and (4) to present evidence in your behalf.

After the Tenure Appeal Committee receives your letter of intent to appeal, the chair must notify you within seven (7) faculty working days of such times when an appeal may be heard. Such appeal must be heard prior to the end of February.

****Letter B**

The Tenure Appeal Committee (TAC) has sent the following recommendations to the College President. The TAC recommends: [A summary of the committee recommendation.]

At this point it is necessary to understand several procedural matters: (1) The major function of the Tenure Appeal Committee is to supply the College President with additional information and its recommendation in accordance with Article 16; (2) The College President will submit their recommendation along with the TAC's recommendation and the dean's recommendation to the College Board; and (3) The College Board makes the final decision.

[Signed by _____]

DRAFT

ARTICLE 17

PROBLEM RESOLUTION PROCESS

The Problem Resolution Process provides both an informal and a formal process to investigate a concern made about a faculty member and to determine a fair resolution. This process will be used except: (1) in cases where a complaint is processed under Article 24 or (2) in a situation where an outside agency (e.g. police, state agency, federal agency) may investigate.

Faculty have right to representation if they believe the situation could lead to discipline. Any resulting discipline issued to faculty will be in accordance to the Collective Bargaining Agreement and subject to a just cause standard as outlined in Article 6. Results of meetings/investigations will remain confidential to the extent allowed by law.

Student/Staff/Faculty confidentiality will be maintained to the extent that is practical to reach resolution to complaints and as allowed by law.

A. Definitions

1. Ombudsperson: a neutral intake person who evaluates the complaints received and funnels them to the correct process. This person is the contact for the student throughout the process. Due to the need for neutrality of this position, the Ombudsperson will not take on the role of Support Person for either the student or the faculty. The Faculty Association will have the right to provide input into the selection of the Ombudsperson. The position will have strict expectations regarding confidentiality.
2. Problem Resolution Form (Maxient Form): an online form for students to fill out with concerns. The contents of the form will be mutually agreed to between the College and Faculty Association.
3. Facilitator: an unbiased third party who may facilitate the informal meeting between a student and faculty member. Their job is to facilitate communication – not take sides – and to maintain a neutral position. These individuals will be trained in mediation skills (examples: staff who have completed OEA training, Counselors) and will be mutually agreed to between the College and Faculty Association. A facilitator can be used for any informal meeting related to Article 17, but could also be used in meetings related to Article 24 if mutually agreed upon with the student, Human Resources and the Faculty.
 - a. A list will be created by Human Resources during the 2021-2022 academic year.
 - b. The list will be maintained by Human Resources and available to faculty.
4. Support Person: A person who can be present during a meeting in any path to provide additional support to one of the parties involved in the meeting. Both parties have the right to a Support Person of their choosing. The role of the Support Person is solely to ask clarifying questions of any parties at the meeting, but the student and faculty member must speak on their own behalf. If the Support Person is an employee of the College, they must attend a College or OEA provided training on conflict-resolution prior to attending the meeting. A support person from outside of the College will be provided expectations of their role at the beginning of the meeting. Prior to any meeting, the Support Person will be required to sign a confidentiality agreement.

The student also has the right to request a translator, provided by the College, in any meeting and may access accommodations through Accessible Educational Services. The translator will not be considered a Support Person.

B. Cooperation

1. The faculty, administration, and students will cooperate in finding an acceptable resolution and will abide by the resolution.
2. Changes to the documents or forms used for the Problem Resolution Process may be made with the approval of the Faculty Senate and the College. Recommended changes approved by the Faculty Senate and the College will be incorporated into the Student Complaint Procedures Handbook, associated forms, and this Agreement. Changes will become effective with the beginning of the next academic term.
3. Any reproduction, modification, distribution of this Problem Resolution Process, or portion thereof, in any other format or document must be by mutual consent with the Faculty Association and the College.

C. Step 1: Informal Resolution Process

1. Students are encouraged to reach resolution to their concern by talking to their faculty directly.
2. The informal process is student initiated within sixty (60) calendar days of the end of the term in which the alleged concern occurred. The goal of the informal process is to provide answers to the student's questions and concerns and/or to come to a resolution agreeable to those involved. Students are encouraged to reach resolution to their concern by talking to their faculty directly. If either party would like a facilitator, they can request a college counselor or outside professional mediator.
3. It is the student and faculty member's responsibility to arrange a mutually agreeable time when faculty are on contract for a confidential conversation.
4. If the informal process fails to resolve the issue, or the student does not wish to pursue the informal process, the student may pursue the Formal Resolution Process

D. Step 2: Formal Resolution Process

1. Students who wish to pursue the Formal Resolution Process can complete the Problem Resolution form online. If a student needs assistance completing the form, a support person may assist. The Problem Resolution form must be submitted online within sixty (60) calendar days of the end of the term in which the alleged concern occurred. Due process rights will be protected in the formal resolution process.
2. The Ombudsperson will review the written complaint and reach out to the student to address potential solutions via one of the following appropriate pathways.

a. Path 1: Student Guidance

The Ombudsperson recognizes the student needs other MHCC resources and refers the student accordingly.

b. Path 2: Supervisory Intervention

The Ombudsperson forwards the student concern to the faculty member and the faculty member's dean. The Ombudsperson informs the student that their concern has been forwarded to the dean for review. The dean and faculty member will discuss the matter with the intent to resolve the issue.

- i. The dean will schedule a meeting with the faculty member within ten (10) working days of the dean's receipt of the Problem Resolution form.
- ii. If additional information is needed, the dean may contact the student to gain a better understanding of the concern.
- iii. The dean will follow up with the student at the conclusion of the process. However, any findings and/or resulting discipline will remain confidential to the student to the extent allowed to by law
- iv. A faculty member can request a support person by contacting the Association President.

c. Path 3: Grading Disputes and other classroom or curricular issues

The Ombudsperson refers the student to the dean. The dean will forward the student concern to the faculty member within ten (10) working days and schedule a mediated conversation between the student and faculty with the dean facilitating the conversation. In cases where the faculty member or student are unwilling, uncomfortable, or unable to attend a face-to-face meeting, the dean will facilitate a remote conversation (e.g. via Zoom) including all three parties.

- i. If a Support Person will be attending the meeting, confidentiality documents will be signed and turned into the dean.
 - a. If the student informs the Dean that a Support Person will be attending, this information will be provided to the Faculty in advance of any Path 3 meeting. If either party has concerns, the Association President and Ombudsperson will meet to discuss and decide the best path forward. In most situations, a new support person will be provided.
- ii. After the completion of the meeting, the dean will write a summary and submit to the student and faculty member. The dean will provide this report within ten (10) working days from the meeting.

d. Path 4: Human Resources Intervention

If it is determined that the complaint is regarding allegation(s) of a violation of law, as defined in Article 24.E, the Ombudsperson will immediately refer the complaint to Human Resources. Per Article 24.H.5 and 24.H.6, a faculty member will be notified and presented with the student concern intake form within five (5) working days of the receipt of the complaint. Any reporting requirements under State and Federal Law will be followed.

- i. Any complaint processed using Path 4 will not subsequently be reviewed through the Article 17 process. Any specific complaint cannot be processed more than once.

3. In situations where a student concern has both Path 2 and Path 3 issues, the concern will be forwarded to the faculty member and the dean will schedule a meeting within ten (10) days to

discuss the Path 2 issue. After the conclusion of the Path 2 issue, a meeting for Path 3 will be scheduled by the dean unless the faculty and dean agree it is unnecessary.

4. Situations involving a student believing they have been bullied are considered to be a Path 2, except where discrimination or harassment are involved. In these situations the Ombudsperson will forward the concern to be processed through Path 4 (Article 24). Notification of Path 4 issues will be provided to Association President.
5. If the faculty member has concerns about the path chosen, they may contact the Association President. The Association President or designee will review the decision with the Associate Vice President of Human Resources or designee to make a final determination.
6. All Path 2 and Path 3 concerns will be resolved within a thirty (30) working day timeline. If the situation cannot be resolved by the thirty (30) working days, the faculty member will be notified and provided a estimated date for conclusion.
 - a. If a student does not respond to a request for information or request to meet within thirty (30) working days, and the College does not have enough information to continue the investigation, issue will be closed.

E. Collaboration

1. The Ombudsperson, Vice President of Student Development, Associate Vice President of Human Resources, and Vice President of Instruction will meet with the Association President and three additional faculty members annually to assess the process, discuss scenarios and path placement.
2. The Faculty Association President, or designee, and the Ombudsperson, or designee, will provide a joint training for the Instructional Administrators and Faculty Senate in 2021-2022 academic year.

ARTICLE 18

GRIEVANCE PROCEDURE

A. Intent and Scope

1. The purpose of this procedure is to provide an orderly method of resolving grievances. A determined effort will be made to settle any such differences at the lowest possible level in the grievance procedure. Meetings and discussion involving grievances and grievance procedures will be scheduled so as not to interfere with the faculty member's duties.
2. The resolution of grievances arising out of misrepresentation or improper application of specific terms and conditions of this Agreement will be submitted for solution in accordance with the provisions of the grievance procedures.

B. Definition

1. Grievance: a grievance means a dispute about the interpretation or application of a specific provision of this Agreement.
2. Grievance procedure: grievance procedure refers to the settlement process of the grievance.
3. Grievant: any faculty member, members of the Faculty Association or the Faculty Association who believes that rights granted under this Agreement have been violated can initiate the grievance procedure.
4. Parties directly involved: the phrase "parties directly involved" refers to the grievant, the administrator who made the decision or took the action which is being grieved, and any administrator who has given a decision in the grievance procedure.
5. Days: the term "days" when used in this Article will, except where otherwise indicated, mean College working days of the grievant. Weekends, holidays, or management non-service days are excluded.

C. Time Limit for Filing

A grievance must be submitted within twenty (20) College working days of the date the employee knew of or had reasonable cause to know of the alleged violation of the Agreement that gives rise to the grievance.

D. Notification

If a grievance is filed without the involvement of the Faculty Association, the Faculty Association President will be notified by the grievant within a reasonable time of the filing.

E. Procedure Guidelines

1. The grievant has the right to request assistance and representation of the Faculty Association by notifying the Association President of their intent to file a grievance.
2. A Faculty Association representative has the right to be present and to assist in the resolution of the grievance at each step of the procedure. The administrator is entitled to have the assistance of another administrator in the grievance process.
3. The grievant and the other parties directly involved (hereinafter called the “parties”) will be paid their regular rate of pay for time scheduled by management during their regularly scheduled working hours for resolving the grievance.
4. The parties will notify their supervisors for approval when it is necessary for them to be away from their work in connection with any processing of the grievance.
5. Time limits may be reduced or extended by mutual agreement.
6. The power, function, and content of Board prerogatives, policies and College regulations will not be subject to grievance and/or arbitration, except for those delegated, granted, or modified in this Agreement.
7. The Association may file a formal grievance on behalf of its membership at any time.

F. Informal Procedure

1. The grievant(s) will discuss the grievance with the administrator(s) who made the decision or took the action being grieved (hereinafter called the administrator) within twenty (20) working days as prescribed in Section C. Every effort will be made by all parties to resolve the issue(s) in the informal steps.
2. The steps for the informal grievance procedure are as follows.
 - a. The grievant should identify the grievance as a grievance. The topic for discussion will be included in the notification.
 - b. The grievant shall meet with the administrator and identify the meeting as the first step in resolving a grievance through the informal process. This meeting will focus on solving the identified problem and finding solutions if appropriate. If a solution cannot be agreed upon in the meeting, the meeting may include a non-binding discussion to identify potential articles in dispute.
 - c. Upon notification, the administrator will respond within a reasonable time, not to exceed ten (10) working days. Within the

first five (5) days of this timeline, the administrator may request a follow-up meeting. That meeting must be scheduled based upon the faculty member's availability within this ten-day timeline.

- d. If the grievant is not satisfied with the resolution of the grievance provided by the administrator(s), the grievance will proceed to the appropriate Vice President within a reasonable time, not to exceed ten (10) working days. The notification to the Vice President shall state the alleged contract violation with article citations. Citations of the alleged violations shall be non-binding in the informal process.
- e. Upon notification, the Vice President will meet with the grievant within five (5) working days and following the meeting, respond within a reasonable time, not to exceed ten (10) working days.
- f. If the grievant is not satisfied with the resolution of the grievance provided by the Vice President, they may proceed to utilize the formal grievance procedures within a reasonable time, not to exceed five (5) working days.

G. Formal Procedure

1. Step 1 - Human Resources

The grievant shall prepare a written statement of the acts including the clause(s) of the Agreement alleged to be violated and the remedy sought (hereinafter referred to as the grievance statement). The grievance statement will be the basis for any further formal consideration of the grievance and will not be materially altered when presented for consideration at the various steps in the grievance procedure. The grievant will submit the written statement to the Associate Vice President of Human Resources within ten (10) days following the response of the Vice President in the informal process. A meeting between the grievant and the Associate Vice President of Human Resources will occur within five (5) days of the submission of the written statement. The Associate Vice President of Human Resources shall answer in writing within ten (10) days after such meeting.

2. Step 2 - College President (Optional Step)

If there is no resolution to the grievance in Step 1, the College President may review the grievance at the request of either party or on their own volition. To do so, the President notifies the Association President and the grievant(s) in writing that he/she has the grievance under review. The College President has ten (10) working days to achieve a resolution after the Association President receives written notice.

3. Step 3 – Arbitrator

- a. The formal grievance responses from Step 1 and from Step 2 (if Step 2 was used) will be reviewed by the Association. If the Association determines that the grievance will be appealed to arbitration, the Association will file a written notice of a request for arbitration with the College President within ten (10) working days.
- b. Within five (5) working days after such written notice of submission to arbitration, the College President or designee and the Association President or designee will agree upon a mutually acceptable arbitrator and will obtain a commitment from the arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain a commitment within five (5) working days, a request may be made to the Oregon Employment Relations Board by either party for a list of five (5) arbitrators on the ERB and the AAA list who reside in Oregon or Washington. Upon receipt of the list and by lot, the parties will alternately strike names until one remains.
- c. The arbitrator selected will hold hearings on the matter as promptly as possible and give a decision within thirty (30) calendar days of the close of the hearings or thirty (30) calendar days of receipt of post-hearing briefs if such have been submitted.
- d. The hearing and all other proceedings will be conducted according to the Voluntary Labor Arbitration Rules of the American Arbitration Association.
- e. The arbitrator(s) have no right to amend, modify, nullify, ignore, add to, or subtract from any provision of this Agreement. They will consider and decide only the grievance statement submitted in writing by the Board's representative and the Association. They will have no authority to make decisions on any other matters. The arbitrator(s) will be without power to make decisions contrary to, inconsistent with, nor modifying or varying in any way the applicable laws and rules and regulations having the force and effect of the law. The decision will be based solely upon interpretation or application of the terms of this Agreement to the facts of the grievance. The decision of the arbitrator shall be final and binding.
- f. The parties will equally share the cost of the fees and expenses of the arbitrator(s) and of a written transcript.

ARTICLE 19

FRINGE BENEFITS

- A. The College will provide medical, pharmacy, vision, and dental insurance. Faculty may select any plan level for which they qualify (i.e. single vs. family).
1. Health insurance plan coverage will begin on the first day of the month following the first day of employment for a faculty member. If the first working day for a faculty member falls between the 1st and the 14th of the month, the College will provide a stipend equivalent to half of the insurance premium for the plan the faculty member selects, payable in the first paycheck after that selection is made.
 2. Medical Coverage
 - a. For any faculty member who selects Kaiser 1, their contribution will be 13% of the premium for medical and pharmacy. A Kaiser 1 enrolled faculty member's maximum annual contribution to all health, pharmacy, vision, and dental insurance premiums shall be no more than 10% of the salary stated for Step 0 of the Salary Schedule listed in Article 21.
 - b. For any faculty member selecting a Moda plan or Kaiser 3, the College will contribute an amount equivalent to 100% of Moda Plan 6 or closest equivalent plan available from OEBC premium and 80% of the maximum health savings account (HSA) contribution allowed by federal law, excluding the "catch-up" for faculty over the age of 55. This amount can be used for paying premiums and/or contributions to HSAs. In the situation where a plan equivalent to Moda Plan 6 is no longer available, the College will contribute no less than the previous year's total premiums and HSA amounts increased by the average OEBC percentage increase for that year.
 3. Health Savings Accounts (HSA)
 - a. Health savings account contributions will be available in two payments. Twenty-five percent (25%) of the contribution stated in 2.b will be submitted to the HSA provider no later than the 15th day of the month in which the medical plan year begins and seventy-five percent (75%) of the contribution stated in 2.b will be submitted to the HAS provider no later than the 15th day of January. The fifty- five percent (55%) of the maximum contribution will be New HSA participants will have their plans open in compliance with IRS regulations on the 1st day of the plan year. New hires who begin employment outside of the benefit plan year will have the HAS contributions prorated.

- b. The college will provide, at no cost, an HSA account for active employees and covered retirees and for any other OEBC covered family member who does not qualify as an IRS dependent.
 4. A faculty member's contributions toward dental insurance premium costs will be 13% of the premium.
 5. The college will pay the full vision premium costs for Moda Quartz and Kaiser Vision. Moda Opal will be offered for faculty and the College will contribute the same amount to the premium for Moda Opal as it does for Moda Quartz. (Faculty will be responsible for any additional premium costs.)
 6. The College will continue to support FSA accounts and/or FSA-limited accounts for faculty.
 7. Neither party intends that any confidential health information be disclosed for the purpose of meeting these contractual obligations.
- B. The Association and College agree that during the hiatus between contracts, benefits levels will be maintained.
 - C. The College will provide group life insurance amounting to two (2) times the basic contract salary (rounded to the nearest \$1,000) of the faculty member.
 - D. The College will provide group accidental death and dismemberment insurance amounting to two (2) times the basic contract salary (rounded to the nearest \$1,000) of the faculty member.
 - E. The College will provide long-term disability insurance, for approved benefit claims beginning after the 90-day elimination period, at a level equal to what was provided during the 2007-2008 academic year.
 - F. A faculty member who receives a benefit under Workers' Compensation Insurance or Paid Family and Medical Leave Insurance may elect to use accrued sick leave to make up the difference between their benefits and their normal pay. Upon receiving written notice of such an election, the College shall deduct and apply the number of accrued sick leave hours necessary to ensure that the employee receives their normal pay.
 - G. Effective academic year 2024-25, the salary scheduled shall be increased by 6% to reflect that the College shall no longer pay the six percent (6%) employee contribution.
 - H. The College will maintain the current tuition waiver plan for faculty members, their spouses/domestic partners and their eligible dependents eligible through age 23. Faculty members and their spouses/domestic partners will pay only course specific fees.
 - I. The College will provide a swim pass for faculty members, their spouses/domestic

partners and their dependents through age 23.

- J. The College will maintain voluntary payroll deductions for tax-sheltered annuities, supplemental life insurance, United Way, and other mutually agreed upon voluntary deductions. The Association grants the right and authority to the Board and its representatives, upon notification, to automatically make individual membership adjustments for cost increases in voluntary premium deductions whenever they occur. The Association will further hold the district harmless for any cost increases in these voluntary premium deductions.
- K. For all faculty initiated deposits (College approved vendors for HSA, FSA, TSAs, 403b/457, etc) the College will deposit the monies no more than 20 working days from the date the pay was requested to be withheld. Faculty are required to submit all necessary forms to Payroll by the monthly payroll deadline.
- L. The parties agree to review, if requested, the carrier and benefits listed in this Article of any fringe benefit program. By mutual agreement, changes in the fringe benefit programs may be made for each of the years in this contract.
- M. A district health benefits committee serves as a common information source to the Association membership and all other groups for all represented and non-represented district-funded staff. The Association will participate in and appoint two of its members to serve on the committee. The committee will function to create a consensus of all members on a recommendation of health insurance coverage. The committee cannot make changes to benefits, but is for information dissemination and collection and consideration of plan/benefits options. All recommendations by the committee will be considered following Section K.
- N. Faculty benefits committee members who are needed during the summer for meetings will be compensated through a project agreement for each meeting.

ARTICLE 20

PLACEMENT AND ADVANCEMENTS

A. Placement

1. The initial placement for each faculty employee will be based on the following criteria:
 - a. Without Master's Degree Step 12
 - b. Master's Degree Step 11
 - c. Doctoral Candidacy/ABD (All But Dissertation) status Step 10
 - d. Earned Doctorate degree Step 9
2. One (1) step for each year of full-time College teaching experience.
3. One-half (1/2) step for each year of full-time public or private school teaching.
4. One-half (1/2) step for each year of full-time commercial and industrial work experience where directly applicable to subject field.
5. Initial placement shall not exceed more than four (4) steps for teaching and/or work experience.
6. Initial placement under 1.c. and 1.d. above will occur only if the advanced degree is related to the faculty member's assigned duties.
7. The College reserves the right to make exceptions above this maximum initial placement at the College President's discretion for unusual situations.
8. Faculty will receive the College "pickup" of PERS once they have met their eligibility based on Oregon statutes.
9. Faculty hired in a non-tenure track position who are subsequently hired into a tenure track position will receive any step increase earned by their service in the non-tenure track position.

B. Advancement

1. The dean for each division will recommend to Vice President of Instruction any faculty member's salary schedule advancement or non-advancement.
2. The Vice President of Instruction will recommend to the College President salary schedule advancements and non-advancements. The College President will make their recommendations to the Board who will make the final decision on the recommendation.
3. The Faculty Association may recommend guidelines, standards, and criteria for advancement to the College management, but such recommendation is advisory only.

4. Professional-level performance includes, but is not necessarily limited to, the following minimum criteria:
 - a. professional knowledge of one's subject area
 - b. substantial compliance with course outlines and outcomes
 - c. preparation of relevant lesson presentations
 - d. adequate attendance at classes
 - e. reasonable retention of class sizes from start of term to end of term
 - f. satisfying relevant instructional needs of the students
 - g. adequate learning rapport between the instructor and students
 - h. adequate student involvement in the learning process
 - i. adequate classroom order and control
 - j. satisfaction with the duties stated in the faculty member's job description
5. Faculty members who have not met the minimum criteria for professional- level performance will be subject to non-advancement and/or dismissal.
6. A one-step advancement for completion of doctoral candidacy/ABD or for earning a Master's or doctorate degree will occur only if the advanced degree is related to the faculty member's assigned duties.

C. Definition of Doctoral Candidacy/ABD

Doctoral candidacy/ABD is defined as the step in the completion of a Ph.D., Ed.D., D.M.A., or other doctoral degree program where all course work has been completed except for the dissertation (ABD). The individual has passed any candidacy examination(s) required by their graduate school. Verifiable documentation of candidacy may include a letter from the institution conferring candidacy status or official transcripts indicating candidacy status has been achieved.

ARTICLE 21

SALARY PACKAGE

A. Salary Schedule Index

The salary schedule below shall be the official salary schedule for all employees in the bargaining unit effective upon ratification of this Agreement and limited to the duration of this Agreement, except by mutual written consent of the parties. The yearly salary schedule index will be posted on the web and include Daily, ILC, Summer Teach and Extra Teach rates.

Full-time Faculty Salary Schedule

| Step | 2022-2023 | 2023-2024 | 2024-2025 |
|-------------|------------------|------------------|------------------|
| 0 | \$ 105,186 | \$ 110,974 | \$ 121,747 |
| 1 | \$ 100,656 | \$ 106,195 | \$ 116,504 |
| 2 | \$ 96,322 | \$ 101,622 | \$ 111,487 |
| 3 | \$ 92,174 | \$ 97,246 | \$ 106,686 |
| 4 | \$ 88,205 | \$ 93,058 | \$ 102,092 |
| 5 | \$ 84,407 | \$ 89,051 | \$ 97,696 |
| 6 | \$ 80,772 | \$ 85,216 | \$ 93,489 |
| 7 | \$ 77,294 | \$ 81,546 | \$ 89,463 |
| 8 | \$ 73,966 | \$ 78,034 | \$ 85,611 |
| 9 | \$ 70,781 | \$ 74,674 | \$ 81,924 |
| 10 | \$ 67,733 | \$ 71,458 | \$ 78,396 |
| 11 | \$ 64,816 | \$ 68,381 | \$ 75,020 |
| 12 | \$ 62,025 | \$ 65,436 | \$ 71,790 |

B. Schedule Adjustments & Step Advancements

1. The four and one-half percent (4.5%) increase between steps will be maintained.
2. The amount of COLA for fiscal year 2022-2023 will be increased by six percent (6%), as shown above. The amount of COLA for fiscal year 2023-2024 will be increased by five and a half percent (5.5%). The amount of COLA for fiscal year 2024-2025 will be increased by three and a half percent (3.5%). The amount of COLA for 2025-2026 will be increased by the average of the Consumer Price Index-U for Seattle and San Francisco, published February, but shall be neither less than two percent (2%) nor greater than five percent (5%). Human Resources will publish the upcoming salary schedule by March 31 of each year.
3. During the term of this agreement, cost of living adjustments will occur at the start of a faculty member's service calendar. Faculty shall move to the next step of the Salary Schedule effective the first term of their employment in the fiscal year.
4. The Salary Schedule for 2024-2025 above reflects an additional 6% increase consistent with Article 19.G. employee PERS contributions.

5. A lump sum payment of 6% of all amounts earned in 2022-2023 not specifically excluded as non-retroactive by this contract will be made in the paycheck following ratification for all active employees, full-time and retired.

C. Longevity Pay

1. At the start of the fiscal year, faculty who have served five (5) or more years at Step 0 will receive a longevity pay. Longevity for 2022-2023 and 2023-2024 is \$2,750, and for 2024-2025, this amount is \$3,374.
2. At the start of each fiscal year, faculty who have served two (2) to four (4) years at Step 0 will receive a longevity pay. Longevity for 2022-2023 and 2023-2024 is \$1,750, and for 2024-2025, this amount is \$2,147.
3. Amounts in C.1 and C.2 above will be increased annually by the COLA from Section B.2 beginning in 2025-2026.

ARTICLE 22

RETIRED FACULTY

A. Written Notice of Retirement

1. To receive incentive pay or fringe benefit payments under this Article, faculty must give the College written notice of retirement on or before the Friday of the first week of instruction in the academic term in which the retirement will occur. The faculty member must work, either as an active employee or a working retiree, through the end of an academic term at their daily rate of pay on the salary schedule.
2. At the age of 55 or older, faculty may retire from the college without filing retirement paperwork with PERS and still receive the benefits and rights in Article 22.

B. All tenured retiring faculty members will be entitled to the benefits listed below:

1. Tuition Waivers

Retired faculty members and their spouses or domestic partners and eligible dependents through age 23 shall receive tuition waivers as granted to regular full-time faculty members. Faculty members and their spouses/domestic partners will pay only course specific fees.

2. Teaching Assignment

The parties acknowledge benefits to tenured retired faculty providing additional services and instruction after separation of employment and post retirement.

- a. A retired faculty member shall be paid at a rate prorated at the base rate for their educational level and will receive support assistance equivalent to that of part-time instructors. Administrative support, college services, and access to office space shall be no less than what is afforded to part-time faculty. Specifically, retired faculty shall be provided appropriate space for confidential student interactions.
- b. By mutual consent of the College and the retired faculty member, a retired faculty member may teach up to the maximum allowed by PERS, but no more than forty-five (45) ILCs, or the equivalent for non-ILC loaded instructors.
- c. With satisfactory review, as identified in sub-paragraph B.3 of this article, retired faculty members will be guaranteed the opportunity to teach up to three (3) or four (4) ILCs per term and up to nine (9) to twelve (12) ILCs per year with the exception of regular faculty who teach laboratory classes. Loading for laboratory classes will be 6.25 ILC's per term or 18.75 ILC's per year at the same rate of pay listed above. A request by a retired

faculty member to teach up to the limits cited above will be honored unless program needs cannot be adequately met by such assigned teaching.

- d. Retired faculty members have the responsibility to notify the appropriate dean in a timely manner of their availability to teach. Timely notice is the same time that the full-time faculty members decide their schedules. Retired faculty will be notified by the College of available courses in a timely manner. Retired faculty will also be notified if no classes are available.
- e. College email addresses of retired faculty will be maintained by the College. The email account will remain active for 14 months after the last teaching assignment unless a faculty member notifies the dean sooner that they are no longer interested in teaching. If after 14 months, the faculty member has not notified a dean of the desire to teach, the email account may be removed. Should a faculty member notify a dean at a later time that they would like to teach, the email address will be provided and remain active per the parameters outlined above. These email addresses are to be used only for College business and are subject to the College's appropriate use policy. Retired faculty will be notified via their email account of available courses and all employment related communication.
- f. Retired faculty will provide office hours each week commensurate with their instructional load, but not less than one hour per week, as part of their professional responsibilities. Retired faculty shall define the hours and mode of availability (face-to-face, web conferencing, etc.). The method will be communicated in the course syllabus and provided to the area support staff.
- g. A retired faculty member shall receive one hour per term of paid sick leave per ILC. Unused sick leave will accumulate up to a maximum of 80 hours and be available for use in subsequent academic terms. Sick leave allocation will be reviewed annually by HR to make sure it meets the minimum allocation required by law and if the law requires greater benefits, those shall be provided and the Association President will be notified of the change.
- h. When a retired faculty member substitutes for another instructor who is absent because of jury duty, illness, bereavement, or emergency leave of short duration (one (1) to five (5) days), he/she will be paid per hour by dividing Step 0 of the daily rate by seven (7) hours. Duration of six (6) or more days or more than ten (10) percent of the class load will be ILC loaded at the retired faculty rate.
- i. A retired faculty member and another faculty member may mutually agree to exchange instructional class time to provide coverage for a planned absence of short duration (one (1) to five (5) days).

3. Evaluation of Retiree Teaching

- a. Retired faculty who continue to teach for the College will have a formal

evaluation conducted by their dean once every forty-five (45) ILCs or three (3) years, whichever comes first. The evaluation will include a self-report. A classroom observation will be conducted by the dean or another full-time faculty member within the discipline, as mutually agreed between the faculty member and retiree.

- b. When concerns related to a retiree's performance arise the appropriate dean will discuss the matter with the retiree in a personal conference. If the concern is addressed no further action is necessary.

If the concern is not addressed the retiree will be provided due process. Article 16 provisions for the evaluation process will be followed, up to and including a plan of assistance.

- c. No retiree can be terminated without just cause (Article 15).

- C. Faculty members who have served the College for a minimum of ten (10) years continuous district service immediately prior to retirement from the College and who are at the top two steps will be entitled to the following benefits:

- 1. Fringe Benefits

- a. Faculty who are not yet Medicare-eligible and retire will choose between:

- (1) Any employee-only medical insurance benefits plan offered (with 100% of the premium paid by the College), with coverage up to the age of Medicare eligibility. In addition to the premium, faculty choosing Moda Plan 6 or Kaiser 3 or closest equivalent plan available from OEBC will receive eighty percent (80%) of the maximum health saving account (HSA) contribution allowed by federal law, excluding the "catch-up" for faculty over the age of 55.

- (2) A subsidy equal to the two-party Moda Plan 6 or closest equivalent plan available from OEBC premium and eighty (80%) of the maximum health savings account (HSA) contribution allowed by federal law, excluding the "catch-up" for faculty over the age of 55. This subsidy will be in effect for a maximum of four (4) years from the date of retirement for the faculty member, but not beyond the age of Medicare eligibility. Faculty members are eligible for this option only if this faculty member qualifies for two-party coverage. This subsidy may be allocated in whole or in part for any College medical, dental, vision, and/or life insurance benefit plans for the faculty member, the faculty member's spouse, IRS dependent(s), and/or domestic partners. Any premium costs not covered by the subsidy will be borne by the retired faculty member. A retiree who becomes ineligible for two-party coverage reverts to the provision in 1a.1 above.

- b. Faculty members will have those retiree fringe benefits stated in the collective bargaining agreement in effect on the date of retirement.

- c. Retired faculty members, spouses, eligible dependents, and/or domestic partners will have the right to participate in the College's medical, dental, vision, and life insurance plans on a self-pay basis with the same age restrictions that full-time faculty have.

2. Early Retirement Incentive

- a. Faculty hired after January 1, 2000, are ineligible for incentive pay under this Article.
 - (1) Retirement before age fifty-five (55) with thirty (30) years creditable service under PERS - receive incentive pay of \$25,363
 - (2) Retirement at age fifty-five (55) through fifty-eight (55-58)- receive incentive pay of \$25,363
 - (3) Retirement at age fifty-nine (59) - receive incentive pay of \$19,032
 - (4) Retirement at age sixty (60) - receive incentive pay of \$12,681
 - (5) Retirement at age sixty-one (61) - receive incentive pay of \$6,341
 - (6) Retirement at age sixty-two through sixty-four (62-64) - receive incentive pay of \$2,700.
 - (7) Retirement at the age of sixty-five (65) or older will receive no incentive pay.
- b. The incentive pay listed above will be subject to prorating for faculty members who have a reduced contract during the last ten (10) years prior to early retirement. Pro-ration of early retirement incentive is equal to the total ILCs for the prior ten (10) years, not to exceed forty-five (45) ILCs for any given year, divided by four hundred fifty (450) ILCs.

ARTICLE 23

REDUCTION IN STAFF

A. Need for Reduction in Staff

In the event of financial exigency and/or budget reduction or course reductions, program changes, program or course eliminations, or decreased student enrollment as the College Board determines and in accordance with Article 1, the Board will determine the number of faculty members to be eliminated and will implement such reductions in staff after the process described in this Article has been accomplished.

B. Determining Procedures

The position(s) to be eliminated will be based upon seniority in the bargaining unit providing the remaining faculty are qualified to teach the courses to be offered including requisite accreditation, industrial certification and third-party contractual obligations.

C. Procedural Conditions

1. In the implementation of a reduction in staff, no faculty member will be laid off as long as part-time instruction equivalent to one FTE instructor exists, the full-time instructor is qualified to teach each of the courses, and the faculty member is able and willing to teach the combination of courses at the days and times that the courses have been scheduled (if the schedule is fixed) or at the days and times that the courses reasonably can be scheduled (if the schedule is not yet fixed).
2. Any classes beyond a full load for full-time faculty will be first offered to qualified faculty on layoff status at pro rata pay, based upon the faculty member's salary at the date of termination.
3. In developing a list for reduction in staff, the College Board recognizes that instruction is a most vital function of the College, and reduction in staff should reflect this dedication to preserve the instructional mission and goals of the College.
 - a. Prior to any public announcement, the President will notify the affected faculty member in writing stating the reasons and effective date of the reduction in force. The only exception to this condition would be if a conversation with the Board of Education is legally required to be in public session. The Faculty Association president will be copied.
4. In the event of an actual reduction in staff, no management employee, regardless of prior faculty bargaining unit service, will be assigned any faculty bargaining unit work in excess of previous standards if such assignment results in layoff of a faculty member.

D. Seniority

When more than one faculty member in the bargaining unit is qualified to occupy a position which is not being eliminated or reduced, seniority will be the determining factor in all actions regarding reduction in staff. Seniority will be the total length of unbroken full-time service (fifty percent (50%) or greater) within the full-time faculty bargaining unit with the College. For the purpose of determining seniority, all authorized leaves will be considered as time worked.

The length of continuous service will be determined by applying the following criteria in descending order:

1. first date of full-time contracted employment
2. date of Board presentation
3. first date of acceptance signature on employment contract agreement
4. first date of acceptance on a letter of intent to accept full-time employment with the College District or its predecessors
5. by drawing lots.

E. Reassignment

When a faculty member accepts a reassignment because of staff reduction, their seniority benefits, including faculty tenure, are maintained.

F. Layoff Rights and Status

1. Faculty members who are unemployed because of reduction in staff will have their medical insurance benefits paid by the College for a period not to exceed three (3) months, provided they are (a) not employed elsewhere, (b) not covered by a spouse or domestic partner, or (c) not covered by any other source.
2. The College will provide a layoff letter indicating the reason for the layoff.
3. Faculty members whose contracts have not been renewed due to reduction in staff may elect to go on layoff status. Faculty members on lay off status may maintain their seniority (bumping) rights for one year. This time may be used to complete a professional development plan agreed upon by the College President and the faculty members that would qualify or update their qualifications to teach in the following year.
4. Faculty members on layoff status will be placed on a re-employment list for three (3) years.
5. Faculty members on lay-off status will maintain their tuition waiver plan provided in Article 19.G for two full academic calendar years from the effective date of layoff.
6. A faculty member on layoff status must register availability with the Human

Resources Office by the last working day of each quarter, including summer. Failure to register or to respond to a job offer within ten (10) working days will terminate their layoff status and all employment rights for that quarter.

7. Full written explanation of all obligations and rights pertaining to layoff will be provided by the Associate Vice President of Human Resources of the College to members electing to go on layoff status.
8. Faculty members shall be notified of re-employment opportunities by certified mail with return receipt requested sent to their last known address. Faculty are responsible for maintaining a current address on file with the Human Resources Office.
9. Faculty members on the re-employment list will be able to continue at their own expense fringe benefit coverage available to them while on layoff status. Faculty members on the re-employment list will be sent announcements of staff openings.
10. The Faculty Association will be provided with a re-employment list as well as announcements of staff openings and copies of all communications to faculty related to layoff status.

G. Timely Notice

Notice of layoff to affected individuals because of a reduction in staff will be given in sufficient time to allow at least one additional full term to be completed before layoff is implemented. In such cases where a full instructional load is not available during this one (1) additional full term, reassignment to other areas of the College may be used to provide a load equivalent to a full-time load until that individual begins layoff status.

H. Right to Recall

1. A full-time faculty member whose contract is not renewed as a result of this reduction in staff procedure will have the right to be recalled to any open district- funded position in the bargaining unit provided that the individual is determined to be qualified for the position. The right to recall shall extend three (3) years from the date of layoff.
2. If a position not funded by College general funds becomes available during the recall period, the College will offer the position to the laid-off faculty member if they are qualified for the position, satisfies any applicable requirements of the grant or contract or of the granting or contracting agency, and agrees to a minimum time period for the assignment (if one is specified) in order to ensure continuity. The faculty member may accept the position but retain the right to be recalled to a district-funded position. That recall right can be exercised during the three-(3) year recall period, after completing any agreed-upon minimum service period in the grant or contract-funded position. The faculty member may reject the grant or contract-funded position and remain on the recall list.

I. Grievance

Decisions made by the College Board under the provisions of this Article shall be subject to the grievance procedure of this Agreement provided that:

1. In order for such a grievance to be filed in a timely manner, the affected faculty member may not initiate their grievance until the provisions of G. have been followed by the College.
2. For the purposes of this Article, the grievant has the burden of proof to demonstrate that the College Board's decision(s) under a reduction in staff should be overturned or modified only because the procedures of this Article were not properly applied.

J. Non-District-Funded Positions

1. If the grant or special contract terminates and if the faculty member has four (4) years of service in the faculty bargaining unit with satisfactory evaluations, the faculty member will be offered, if available, and without utilization of the normal recruitment and selection process, an open position in the same instructional area. If a District-funded position is offered, the first year in the new position may be used as the last year of probationary status as described in Article 16.C.2.c. The faculty member cannot bump into a position that is not vacant. If the faculty member meeting the criteria of this section is not offered or does not accept another position, they will be laid off.
2. If the faculty member is laid off, they will have the right to recall to the position held before layoff, if the grant or special contract is restored. If the faculty member is determined qualified under section H.1 of this article (Right to Recall), the faculty member will also have recall rights (a) to an open position in the same instructional area or (b) if no such position exists, to another open position. The right of recall shall extend three (3) years from the date of layoff.
3. If fewer than all faculty positions in the program are being eliminated, seniority among faculty in the program who are qualified to do the remaining work will determine the order of layoff.
4. The non-District-funded faculty member will be given the same length of notice as described above for faculty in District-funded positions provided that the College has received sufficient advance notice of the reduction or elimination of the special funds or program.
5. The laid-off non-District-funded faculty member who is unemployed is entitled to the same medical insurance continuation as a laid-off faculty member in a District-funded position.
6. These provisions regarding reduction in staff do not apply to the normal, scheduled conclusion of a non-District funded, temporary program.

7. These provisions do apply if a faculty member in a non-District-funded position is bumped by a faculty member who is being laid off from a District-funded position.

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ARTICLE 24

EQUAL EMPLOYMENT OPPORTUNITY, NON-DISCRIMINATION, AND DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

- A. The College and the Association are in agreement with the policy and practice of providing equal opportunity and consideration to all candidates for employment and to all employees irrespective of age, gender, race, color, religion, physical or mental disability, national origin, marital status, sexual orientation, pregnancy, veteran's status, familial relationship, expunged juvenile record or other status or characteristic protected by law, or association with individuals in such protected status or characteristic.
- B. The College and the Association are committed to maintaining a respectful working and learning environment with a zero tolerance policy regarding all forms of discrimination or harassment. It shall be the responsibility of all college members to maintain a work and educational environment that is free from such harms.
- C. The College and Association will cooperate in making reasonable accommodations to applicants and employees with disabilities.
- D. No part of this article is meant to limit an individual's right to access legal processes regarding discrimination.
- E. The following definitions will be used when addressing complaints under this article.
 - 1. Discrimination is a legal term referring to conduct that treats an individual unfairly or differently based on a protected class as described in A.
 - 2. Harassment is a form of discrimination based on a protected class as described in A, including any conduct that has the purpose or effect of creating an intimidating, hostile, or offensive work environment or of unreasonably interfering with an individual's performance as an employee, student, College visitor, or member of the College community.
 - 3. Sexual harassment is a legal term referring to any unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature.

F. Academic Freedom

The academic environment is one where the exploration of ideas and material is expected and encouraged. Not all of these ideas and materials, or the discussion engendered by them, will be, or should be, agreeable and acceptable to every individual. In fact, the search for knowledge has always created disagreement and controversy. It is one of the most basic tenets of the academic environment that the free discussion of ideas, no matter how unpopular the ideas are or how uncomfortable individuals may be made by the ideas, is essential to achieve the purposes of

postsecondary education. Discomfort, no matter how real or intense, within the content of academic discourse, should not be the basis of a charge of discrimination.

G. Faculty Members Subjected to Discrimination or Harassment

1. Any faculty member who believes himself/herself to be subjected to discrimination is not required to, but may discuss the matter with the alleged harasser. If the concern is not resolved informally, the faculty member may make a formal complaint either orally or in writing with the Associate Vice President of Human Resources or Affirmative Action Officer.
2. At the request of the faculty member, an Association representative will be included to support the faculty member through the process.
3. Complaints shall follow the process in section I.

H. Faculty Members Accused of Discrimination or Harassment

1. If a student files a complaint of discrimination by a faculty member and the initial investigation determines that no discrimination or harassment was involved, the complaint shall immediately revert to the Article 17, informal procedure. If the discrimination process is used beyond the initial investigation step, the complaint cannot be refiled under Article 17, which means a specific complaint cannot be processed more than once.
2. The just cause and discipline processes contained in this agreement will apply to the complaint investigation and resolution process. The Vice President of Instruction will be responsible for corrective action if deemed necessary. In the event such corrective action includes discipline and/or becomes part of the faculty member's permanent personnel file, the faculty member shall have recourse to appeal the action through the grievance procedure.
3. Faculty members accused of discrimination may have an Association representative to support the member throughout the process.
4. A faculty member acting within the scope of their duties will be represented by the College's legal counsel in any legal proceeding arising out of a complaint of discrimination.
5. A faculty member accused of discrimination will be notified and presented with the complaint within five (5) working days of receipt of the complaint. The Affirmative Action Officer or Director of Human Resources may request a five (5) day extension through the Faculty Association President.
6. A faculty member whose actions are the subject of a complaint will an opportunity to learn the identity of their accuser, review relevant documentation, review any evidence used in the investigation or subsequent actions, review all charges against him/her, and to respond to the allegations prior to any final determination.

7. A faculty member who is accused of discrimination will be treated with courtesy and respect. The accused will be considered innocent until a final determination can be made regarding the allegations.
8. If an investigation is begun and dropped, the Associate Vice President of Human Resources and/or Affirmative Action Officer will notify the faculty member of the decision to terminate the investigation.
9. Complaints shall follow the process in Section I.

I. Formal Procedure for Filing a Complaint

The Associate Vice President of Human Resources and Affirmative Action Officer will see that complaints are investigated in a fair and unbiased manner, that attempts are made to resolve complaints informally with all parties, that advisors and legal counsel are consulted, and that a final determination is made.

1. Anyone who believes himself/ herself to be subjected to discrimination must make the complaint within one (1) year of discovering the alleged action. However, it is most effective if the complaint is made as close to the time of the incident as possible.
2. The Associate Vice President of Human Resources or the Affirmative Action Officer will be notified immediately by any faculty member who receives a complaint of discrimination or retaliation.
3. The Affirmative Action Officer or Director of Human Resources (or designee) will complete an investigation within thirty (30) working days after receipt of the written statement of concern. The investigator will investigate the complaint using a variety of means including, but not limited to, meeting with the complainant, the alleged harasser and others involved in the disputed incident and collect supporting documentation.
4. Upon completion of the investigation, the investigator will prepare a preliminary report including interview summaries, supporting documentation, recommended solution, and/or corrective actions to be taken.
5. Within fifteen (15) working days of the preliminary report, the investigator will attempt to meet with the concerned parties to work toward resolution of the issue(s). The faculty member will have the opportunity to participate in the input process.
6. After the preliminary report has been discussed with the parties, a final version of the report will be sent within fifteen (15) working days to the complainant, the alleged harasser, and appropriate administrator(s), as determined by the investigator. The final report will contain a decision and an outline of actions proposed to remedy the situation.

7. If the parties accept the solution and/or findings, the matter ends. If a solution is not accepted or the findings are not satisfactory, either party may submit a rebuttal for the files within fifteen (15) working days of the date of the final report.

J. No Retaliation for Filing Complaint in Good Faith

No faculty member, will be fired, disciplined or in any other way retaliated against for having filed a complaint in good faith about possible violations of law and/or College policy, for requesting information, for cooperating in an investigation or otherwise participating in the procedure outlined in Section I, whether or not the charges were sustained. An accusation of retaliation shall follow the procedures for discrimination described in this article.

However, false allegations of discrimination are as serious a matter as discrimination and anyone filing a willfully false, misleading or retaliatory complaint is subject to discipline.

K. Confidentiality

Any investigative procedure is intended to be as confidential as possible. However, complete confidentiality is not possible in the context of a complaint because discussion of allegations is necessary during the investigation process, and these matters may become subject to possible future legal action.

L. Records

The complaint and all investigatory documentation, as well as a report of any findings and/or actions taken will be filed separately in the Human Resources Office in a secured filing cabinet. Access to and disclosure of these records will be strictly limited to the faculty member and their Association representative, the Vice President of Instruction, Affirmative Action Officer, and Associate Vice President of Human Resources when the investigatory findings result in disciplinary action against the faculty member. If the investigatory findings do not result in disciplinary action, all records will be shredded within three (3) months of the final report. The faculty member will be notified. These records will not be released to anyone else except with prior written notice of at least five (5) days to the affected parties unless otherwise required by state or federal law or court order. All individuals given access to the records will be logged on the record jacket by name and date. If disciplinary action is taken and a record of the action is in the personnel file, regular rules governing personnel files will apply. Records will be kept in accordance with state and federal laws.

ARTICLE 25

FUNDING

- A. The parties recognize that revenue needed to fund the monetary benefits in this Agreement must be approved by established budget procedures and, in certain circumstances, by vote of the citizens.
- B. Employment and compensation is contingent upon revenue. The Board agrees to include, in its budget request, amounts sufficient to fund the employment and compensation provided by this Agreement. The Board has no intention of reducing the employment or compensation specified in the Agreement because of budgetary limitation, but cannot and does not guarantee any level of employment or compensation in the bargaining unit.
- C. If the College is closed for lack of funds or if a closure results in a loss of funds, no member of the bargaining unit shall be entitled to any of the monetary benefits provided in this Agreement for the period of time the College is closed.

ARTICLE 26

NO STRIKE - NO LOCKOUT

Both parties agree to abide faithfully by the provisions of this Agreement. The Faculty Association agrees not to engage in a strike during the term of this Agreement. The College agrees not to engage in a lockout during the term of this Agreement.

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ARTICLE 27

SAVINGS CLAUSE

If any provision of this Agreement is held to be invalid by operation of law or by any tribunal of competent jurisdiction, compliance with the remainder of the agreement shall not be affected thereby, and upon the request of either the Board or the Association, the parties shall enter into negotiations for the purpose of attempting to arrive at a mutually satisfactory replacement for such provision; provided, however, that the provision of the no strike - no lockout article shall continue in full force and effect even though a satisfactory replacement is not achieved.

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ARTICLE 28

FACULTY STAFFING RATIOS

- A. The College will maintain a fiscal year instructional ratio of at least sixty percent (60%) full-time (FT) to forty percent (40%) part-time (PT) faculty. This ratio can be accomplished through means currently available to the College such as non-filling of attrited positions or hiring full-time faculty or altering total instruction offerings.
- B. Each year by October 1 the college will provide to the Association a report detailing the number of district-funded, full-time faculty positions, the full-time/part-time instructional ratio, student full-time equivalency, and the data used to calculate that report. The Association will have until November 1 to notify the college of an error or omission in the report. When the Association gives such notice a representative of the College and a representative of the Faculty Association will meet to reconcile the differences. If the parties are unable to reconcile their differences, then either party may submit such differences to the grievance procedure. If the October 1 report shows the full-time percentage to be less than sixty percent (60%) (without rounding), the College will request input from the Association and will develop a plan to achieve the minimum ratio no later than November 15. In no instances will a Reduction in Force (RIF) result from the ratio alone.
- C. The FT/PT ratio is calculated by dividing the ILC's taught by full-time faculty by the total ILC's taught by full-time and part-time combined. To clarify, only the following ILC's are counted:
1. Includes all instructional and reassigned ILC's for full-time basic contracts.
 2. Non-ILC loaded faculty on daily contracts are converted to base ILC's for the purposes of computing the ratio. The conversion is calculated by dividing the days worked by 176 and multiplying by 45.
 3. Includes sabbatical and other approved leaves.
 4. Includes retirees, not associated with a vacated position, in full-time.
 5. Includes extra teach in full-time.
 6. Includes hourly part-time work, converted to ILC's in part-time.
 7. Excludes ILC's from administrators teaching.
 8. Excludes "summer" term.
- D. If the ratio falls below 60/40, the Faculty Association will grant the College time to accomplish the ratio. If the College is below sixty percent (60%) full time, the College must achieve an annual improvement of at least one percent (1%) in order to reach this 60/40 ratio within a maximum of three (3) years. At no time may the ratio drop below fifty-seven percent (57%).
- E. This provision applies to positions vacated due to retirement, resignation, or dismissal.

1. The College and Faculty Association agree filling vacated positions is healthy for programs and the institution.
 - a. When reviewing the need to fill a vacated position, the following criteria will be considered.
 - i. Single person programs: The position is the only full-time faculty position in the area.
 - ii. Accreditation: The accrediting body of the area requires a replacement with a full-time faculty member.
 - iii. Available load: Measured by the number of ILCs taught by non-bargaining unit members (excluding ILCs taught to back fill for Full-Time faculty on an approved absence) in the three academic terms of the faculty member's base contract prior to the date of separation.
 - iv. Enrollment: Enrollment in the area is stable or growing over the past three years.
 2. These positions may be hired without review by the Hiring Priorities Committee.
 3. All currently vacant positions (as of January 2024) shall be evaluated based on the above criteria.
 4. Following conversation with the affected faculty, the College may decide not to hire a position.
 - a. In the event that a position is vacated after ratification of this agreement and not hired by winter term of the following academic year:
 - i. Remaining faculty members in the program/area will be permitted, but may not be compelled, to teach beyond extra teach and summer limits.
 - ii. Faculty in the program/area will be paid full ILCs (not summer or extra teach) for all work done beyond standard extra and summer teach limits.
 - iii. This provision shall expire five (5) years after the position was vacated.
 - iv. The increased pay in this section begins the term following ratification of this agreement.
- F. A Hiring Priorities Committee will be formed no later than November 1. An increase in faculty will follow the hiring process that begins with discipline faculty making recommendations to the Hiring Priorities Committee for review and setting priorities.

This committee will make its recommendations to the College President only after a period of review, hearings, and discussion. New positions created by an increase in the base will be the only positions included for consideration in this hiring process.

- G. The College will report the number of filled full-time faculty positions and the number of vacant full-time faculty positions quarterly to the Faculty Association.
- H. A position vacated by attrition will not be the sole determinant used as the rationale for program elimination.
- I. If an instructional program is eliminated or substantially altered the faculty member in that program must be qualified to teach an instructional load within the college for continued employment. If a qualifying load is not available, rights under Article 23 will be afforded the faculty member.

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ARTICLE 29

TERM OF AGREEMENT

- A. This Agreement shall be binding upon the MHCC District College Board and the MHCC Faculty Association and its members. The Agreement shall remain in full force and effect from September 1, 2022 through August 31, 2026.
- B. The parties acknowledge that during the negotiation which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter appropriate for collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the College Board and the Faculty Association, for the life of this agreement, each voluntarily and without qualification agrees that the other shall not be obligated to bargain collectively unless mutually agreed. This shall be so even though subjects or matters may not have been within the knowledge or contemplation of either or both of the parties at the time that they negotiated or signed this agreement. All terms and conditions of employment not covered by this agreement shall continue to be subject to the Board's direction and control.
- C. Faculty members whose basic contract includes Summer term will receive pay based on the subsequent academic year salary schedule.
- D. After January 10 of the year in which this Agreement expires, the parties agree to begin negotiations for a successor agreement upon written notice by either party. Bargaining and the bargaining clock will be suspended during non-service periods (e.g. winter break, spring break, summer term, etc.).

IN WITNESS WHEREOF, this agreement has been duly executed by the parties this 20th day of March, 2024.

FOR THE COLLEGE

FOR THE FACULTY ASSOCIATION

Dr. Lisa Skari, College President
Mt. Hood Community College District

John Hasegawa, President
MHCC Faculty Association

Andrew Speer, College Board Chair
MHCCD Board of Education

Sara Williams, Bargaining Chair
MHCC Faculty Association

Appendix A

DUAL DELIVERY

1. A workgroup of three (3) faculty members and three (3) administrators will investigate the workload associated with creating a dual delivery class and with teaching a dual delivery class. The workgroup will commence work following the first round of training after ratification of this contract and will provide their recommendations to CMC no later than 1 year later.
2. Dual Delivery Training Compensation: Faculty will receive a monetary stipend through a project agreement of 10 hours at the agreed upon rates in Article 9 for completing the initial online Learning Dual Delivery course training. Faculty can only receive Dual Delivery Training Compensation once.
3. For the first time a faculty member teaches a Dual Delivery class, they will receive a stipend equivalent to three-quarters (.75) ILC. This stipend will be retroactive to the inaugural dual delivery faculty members.
4. This appendix shall expire upon ratification of a new successor agreement.

MEMORANDUM OF UNDERSTANDING
BETWEEN
MT. HOOD COMMUNITY COLLEGE
AND THE
MT. HOOD COMMUNITY COLLEGE FULL-TIME FACULTY

Per Article 16.B, the current Article 16 requires that changes be recommended by FEOC to Faculty Senate and President's Council. Those changes which are approved by the Faculty Senate and President's Council will be incorporated into the Manuals and this Agreement, and changes will become effective with the beginning of the next academic year. The MHCC Faculty Association and College agree that these edits to Article 16 will occur in an MOU Committee.

1. A committee of three faculty, approved by Senate, and three administrators or unrepresented employees, appointed by the College, will be formed.
2. All discussions about Article 16 will focus on aligning Article 16 with the already completed FEOC Manuals.
3. The committee's work will commence within one month of ratification of the new contract and will occur during regular service time or by September 20, 2023, whichever is later.
4. The committee will present their work to the Faculty Senate and President's Cabinet for review no later than seven (7) months from the commencement of the committee. This deadline may be extended by mutual agreement between the Faculty Association and the College.
5. After review and approval by Senate and President's Cabinet, the revised Article 16 will be incorporated into the contract.
6. The contract shall be revised to include that self-reports shall include the faculty member's reflection to student feedback.

Student Development

John Hamblin

Divisional Updates for Student Development Division March 2024

Goal B: Educational Programs & Support Services.

Student Life

We conducted Winter Food Drive Feb. 1 through Feb. 29 and 7 departments participated in the drive. **Over 300 lbs.** of items were collected. The cumulative weight of donated food items will be tallied and used to determine the WINNING department of the competition. The food donations collected during this time will be distributed to students in need through Barney's Pantry



On Feb. 14, Student Activities organized "Heartbeat Retreat" event, and over 280 students attended the event. At the event Barney gave out free roses. Students enjoyed free smoothies and cupcakes--First 70 students who get a smoothie, get a free reusable cup. Other activities include students making friendship bracelet Table, Green/Red Flags Table.



Student Development Update



Student Development Update

On February 27 from 12 – 1:30 p.m. students gathered in the Student Union to meet the College President & student representatives! The event provided a chance for the students to get to meet the President of the college and to talk to ASMHCC members and to ask questions about what they are and how they can help them. Pizza was provided for the students, and they appreciated it. Over 120 Students attended.

Financial Aid/Hub

Beginning in late January and through February, Financial Aid Advisers joined Hub staff every Wednesday from 2-4pm to assist students with completing their 2024-25 aid applications (FAFSA/ORSA, scholarship applications, etc.).

Student Life

The Student Activity Fees budget process was successfully completed. On February 13 from 2-3pm and February 19 12-1pm the student leaders across the various Co-Curricular programs and Athletics held a budget forum for students to learn more about how your student fees are spent, ask questions, and have your voice heard!



Student Development Update



On Feb 27-28, the Strategic Enrollment Management Steering Committee met to hold our annual summit and prioritization of 24-25 funding requests and initiatives. Each of the 10 SEM action teams presented work to date, enrollment impacts, and 24-25 plans and requests. The teams did an excellent job of presenting and took a very in-depth look at their KPI's and potential return on investments. This is our third summit, and our next steps will be to finalize the recommendations from the steering committee and continue to navigate the new fund requests through the college budget process.

Goal E: Community Connections.

Preview Days

Recruitment and Outreach hosted a MHCC Preview Day on March 5th. 125 students from 8 district high schools participated in the event where they received an in-depth tour of our campus, visits from instructors and listen to a student panel discussion. All students that participated completed an application to start fall term!

Student Life:

The Multicultural and Diversity Resource Center in collaboration with Black Student Union, VP of equity, Diversity and Inclusion Office and TRIOS Services organized Black History Month. Several activities took place from Feb. 1- 29 including display of current and past prominent Black/African American contributions to the United States and the world, engaging conversation and Q & A with local community leader, Dr. LM Alaiyo Foster, president and CEO of Black United Fund of Oregon, show a film screening of "Selma" and a fashion design

Student Development Update

workshop. These events were carried out to recognize and honor Black/African American Cultures. As an institution, we are dedicated to advancing diversity, equity, and inclusion in all aspects of our work. Together, we can continue to advance social justice at MHCC.



Student Life: Transitions/Transiciones

Five (5) MHCC students from the Transitions and Transiciones Programs were awarded the Soroptimist Live you Dream of Awards we have 2nd, 3rd and 4th place winners. A total of \$9,500 dollars.

Aly Dodge: \$5000, 1st Place
Jazmin Ceballos: \$4000, 2nd Place
Eliceria Reyes: \$3000, 3rd Place
Renee Webster: \$2500, 4th Place
Jenna Kelly: \$2000, 5th Place

Student Development Update



Student Development Update

Financial Aid: Members of the financial aid staff put on or provided support for the following outreach events:

- FAFSA/ORSAA/OSAC Application Workshop with Transitions/Transiciones
- Financial Aid Training for Parents at Corbett High school
- FAFSA/ORSAA Nights at Reynolds High school
- FAFSA/ORSAA days in the Hub

Instruction
Betsy Julian
March 2024

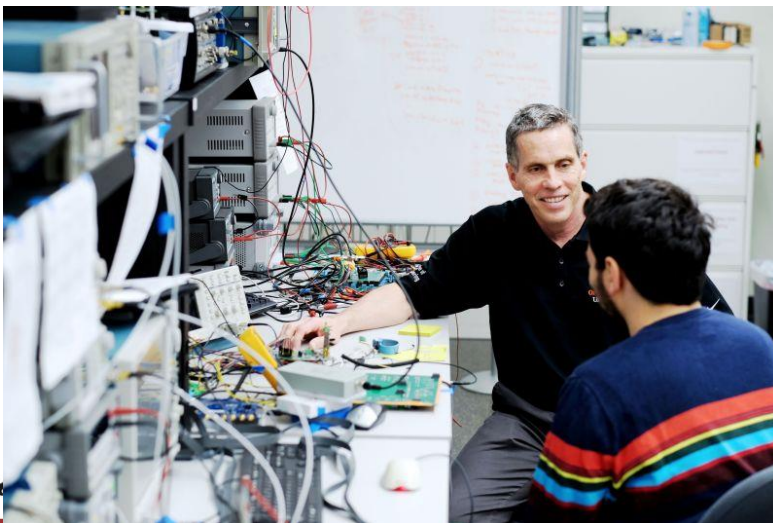
Goal E: Community Connections:

E.1: Develop a process for capturing the work MHCC is doing to connect with the community, and coordinate our efforts for engaging and informing the public, as well as the campus community.

- The Health, Physical Education, Athletic, Aquatics, and Recreation (HPEAAR) Division collaborated with the Hispanic Basketball League to host several games and will be hosting more games in March.
- MHCC Small Business Development Center has been meeting with the Rockwood Market Hall staff to plan community networking opportunities for International Women's Day in March 2024, and Hispanic Heritage Month in October 2024. Coordinated details for March event at Rockwood Market Hall, including keynote speaker and panel discussions.

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

- MHCC is part of the Corvallis Microfluidic Tech Hub, or CorMic, a consortium that submitted a proposal to the US Economic Development Administration to be considered for up to \$70 million in funding as part of the Biden Administration's Tech Hub Program. As one of the 31 Tech Hubs designated in October, CorMic will bring together technology leaders, academic institutions, and community organizations to develop, scale and commercialize microfluidic technologies. Led by Oregon State University, Dr. Kristin Lima has participated in the consortium to develop the proposal and show MHCC's commitment to the application.



Instruction Update

- MHCC Small Business Development Center met with local U.S. Small Business Administration (SBA) staff at the downtown Portland SBA office to meet Beto Yarce, the new Regional SBA Director for Oregon, Alaska, Washington, and Idaho. After introductions to Metro area SBDC representatives, discussed partnerships and programs to share with regional agencies.

Administrative Services

Jennifer DeMent

March 2024

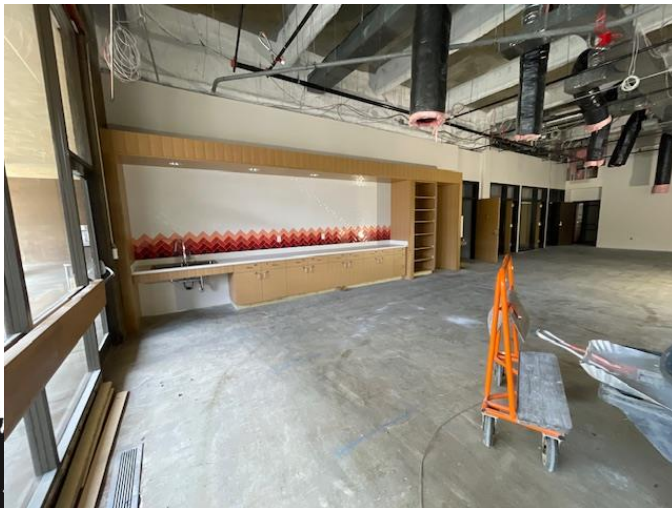
Goal A - Teaching and Learning Improve Teaching and Learning Practices and Processes to Support Learning and Success for All Students.

OBJECTIVE 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.*

- CDFS has begun incorporating online training through the Office of Head Start's IPD platform. This platform has a **library of training for direct service staff** that is available in many languages. These trainings also align with the Head Start Performance Standards.
- CDFS' The Give Me Five training was provided with both Arabic and Spanish interpretation. This **training focused on social-emotional learning** using the Pyramid Model. The Pyramid Model supports both general and individualized support for children's social-emotional development.

OBJECTIVE A.2.: *Create welcoming and trauma-informed learning environments that promote a sense of belonging and well-being, cultivating a learning mindset for all members of the campus community. Collaborate across units, divisions, and departments with curated topics.*

- **The Equity and Community Resource Center (ERCR) construction** continues to stay on schedule for June 30 completion. The City of Gresham has been supportive of the construction project but has increased some of the fire rating and fire equipment needs for the space. The project is about 80% complete



Administrative Services Update

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

- IT Client Services purchased 50 additional laptops for **Student Basic Needs** and re-imaged 20 existing laptops.

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.1: *Address structural inequity to increase the diverse representation of students and employees.*

- Early this month, Human Resources had a table and spoke with potential applicants at a **career fair** hosted by [Incight](#). Incight is a Portland-based non-profit that works with people with disabilities and/or other barriers to employment by providing support with employment and education resources.
- In late February, Human Resources hosted its first **New Employee Orientation**. Available to all employees, the orientation is designed to welcome new and new-ish employees to the College, offering an overview of strategic goals, College structure, resources, and the opportunity to create connections.
- CDFS strives to hire staff that represent the communities we serve. The interview team has provided **interpretation support for eligible interviewees** who represent the linguistic and cultural backgrounds of the children and families 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.*

- Human Resources continues to support the **Vice President for Instruction recruitment**. Initial interviews were completed in February. Candidates advancing in the process are currently being scheduled for a second round of interviews.
- Human Resources has offered several trainings:
 - Partnering with the Teaching and Learning Center (TLC) a **conflict resolution training** series for employees is underway. The two (of four) sessions offered thus far have been well attended.
 - In February, the Oregon Ethics Commission trained managers and confidential staff on **Oregon ethics laws**. The session was well-attended and anecdotal feedback was very positive.
 - In early March, the HR Benefits and Labor and Employee Relations teams offered training for managers on **Leaves and Accommodations**.

Administrative Services Update

Objective C.4: *Build a positive climate using principles of equity and trauma-informed care.*

- CDFS Wellness Committee includes a variety of members and has encouraged policy council members to attend. The Wellness Committee recently put together **wellness support bags** that were delivered to our sites. These bags included different self-care and wellness activities.

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.*

- **New Website Project**
 - Ten editor training sessions were completed in February with 50 content owners in attendance from departments across the college.
 - The above resulted in over 75 updates to website page content initiated by content owners and approved by Brand Marketing Communications using the new, defined workflow process.
 - The official launch of the new website is March 11, 2024.
- The IT Application Team completed several activities related to the technical environment for our **new website** including:
 - Configured publishing on the new website to allow for full testing of the new site and content review before going live.
 - Upgraded the new website software to the most current version in preparation for going live.
 - Created a custom report to identify broken links as part of QA (Quality Assurance) testing before going live. (A tool will run automatically once the new site is live)
 - Created more user-friendly error messages for end users.
 - Assisted in creating “user journeys” for website testing.
 - Collaborated with MHCC faculty, staff, and Brand Marketing Communications to add OER information to the new website.
 - Supported training classes in preparation for the new website launch by updating permissions, and doing password resets in real time while classes were occurring.
- Collaborated to create an **OER Intranet** home page and add information to the Intranet for MHCC staff.
- **Website – Users** by Platform for February 2024
 - Mobile – 72.4%
 - Desktop – 26.5%

Administrative Services Update

- Tablet – 1.1%

Objective D.3: *Spread awareness of IT and facilities initiatives and improvements on Campus.*

- Completed information sharing with the **Bond Development Workgroup** on the Facilities and Campus Comprehensive Plan
- Worked on the development of the **Project Information Sheets** for the Bond initiative, so that others can see the current situation and needs of the college

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.*

- Improvements were made to the **General Admissions** form which will make the admissions process easier for students and add functionality to reduce “bot” activity (false admissions).
- Collaborated with **ASG** on Club Activity form improvements
- A new application status was added to the **Limited Restricted** portlet – this adds minor improvements to help students know the status of their application.
- The IT Application team updated various **MHCC forms** as part of an upgrade/migration of forms to an improved and more flexible product. Also provided improved security.
- Collaborated with **HR** to update forms which provided some process improvements and eliminated some manual steps.

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.*

- Feedback sessions were completed in January, and the Steering Committee met in February to review the feedback and comments that were shared and incorporated into the plan. Further planned information sharing will be paired with the Bond Committee communications and sharing in March. Planning for the final version to be reviewed in April.

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.*

- The **Testing Services** server was upgraded and upgrades to a new version of Windows 10 were complete as well as other improvements to Pearson Vue Exam Delivery Workstations.
- Software used in **computer labs** was upgraded which will allow more frequent updates of required software.
- Lab **mapping software** (ArcGIS) was upgraded to the newest version.
- Several **security updates** were performed on various workstations throughout campus.

Administrative Services Update

- An upgrade was done on the college **event calendaring** system which provides public information on college events and class meetings.
- **Information Technology – Support Information – February 2024**
- IT closed 405 support tickets
- **Cyber-Security – Recap of risks identified and/or blocked for February:**
 - Email:
 - 8,947 instances of **phishing** blocked
 - 52,288 instances of **Spam** blocked
 - 322 instances of email **malware** were blocked (42 were attachments, the remainder (280) were URL links).
 - This number was higher in February due to a phishing attack that hit us; however, our products and team were able to detect and remove it.
- Deployed various enhancements, fixes, and security updates to the **SIS** (Student Information System, document management system, and the SIS reporting system (Cognos).
- CDFS is improving the system at our warehouse location to **better track, organize, store, and access our program materials**. New data cabling, WIFI, cameras, and computers have also been set up to aid our facilities team.

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

Objective E.1: *Develop a process for capturing the work MHCC is doing to connect with the community and coordinate our efforts for engaging and informing the public, as well as the campus community.*

- CDFS partnered with **Hacienda Community Development Corporation** to assist program families interested in buying a home.
- CDFS received the **Oregon Farm to Child Nutrition Program's** Noncompetitive Reimbursement Grant which empowers our program to increase our capacity to purchase Oregon-grown foods and benefit the local economy, job market, and environment by cycling state dollars back into Oregon communities.
- CDFS is strengthening our partnership with **Growing Gardens** through our grant. This is a family engagement opportunity that supports training and resources to cultivate culturally relevant produce gardens.

Administrative Services Update



Our *Multilingual* Programs And Services

Work together to ensure that we reach the Oregon communities most impacted by food system inequity where they are at to:

- Improve diet and health outcomes
- Increase fresh food access
- Enhance culturally nourishing produce options
- And cultivate the future generation of food system leaders

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

- CDFS provided **CPR and First Aid certification with Arabic interpretation** to ensure high-quality training for our staff with emergent English skills. CDFS continues to provide interpretation for families accessing services in our program. Interpretation for our program's Policy Council provides greater access for parent leaders to collaborate with directors, staff, and families, and help shape the direction of our program.

College Advancement and District Communications

Al Sigala

March 2024

Teaching and Learning:

Students continue to submit scholarship applications for the 2024-25 school year. Staff continue outreach efforts including emailing major-specific students, texting students, and giving scholarship presentations on campus and at high schools. Currently, we have 357 scholarship applications. Our goal is to have 600 applications submitted by March 31st.

The Brand, Marketing, and Communications (BMC) team provided support to the business department with marketing for the new BAS (Bachelor of Applied Science) in cybersecurity by providing social media graphics for digital distribution. We also provided the department with updated collateral to promote their computer gaming program by producing an updated flyer and poster.

BMC also provided HPE support by providing a digital invite deliverable for the dental hygiene open house, as well as providing a deliverable for the upcoming dental hygiene Q+A. Our team provided support to the humanities department by producing print deliverables (flyer and poster) for the upcoming Films and Society course for spring term, encouraging students to enroll for the course.

Education Programs and Support Services:

Staff and student took part in Community College Day at the state capitol. We met with most of our in-district legislators to encourage support of bills aimed at assisting community college students. Also joining us were Foundation Vice President and head of Microchip in Gresham, Dan Malinaric and Microchip Human Resources lead Carly Petrovic. Dan and Carly presented each legislator with a plaque that included a silicon wafer.

Marketing continues our monthly meetings with the enrollment and recruitment team to continue the strategic enrollment progress and ensure alignment of marketing and enrollment initiatives.

Our team worked closely with child development and family services (CDFS) to produce updated print collateral including three flyers and we are also working with them to plan a photoshoot at Maywood Campus.

We also worked with CDFS to develop flyer templates that allow for internal editing and drafting of deliverables by the program leads.

BMC produced the 2024 community education trifold and is currently drafting the digital editorial.

College Advancement and District Communications Update

BMC worked with Foundation members to produce an invitation for its upcoming auction and spread the word via social media and internal communications.

Facilities and Technology:

Performance for mhcc.edu on *Google Search* (Feb. 1-29):

Overall:

2.38M impressions

119k total clicks

5% Average Click Through Rate (CTR)

Top Performing Queries:

“mhcc”: 4.8k clicks, 11.1k impressions

“Mt hood community college”: 3.3k clicks, 9.2k impressions

The BMC team and the website leadership team are working on testing the soon to be launched website for quality assurance issues. This work includes doing user journey testing and general spot checking. The team also had about nine training sessions this month as part of the launch, set to happen on March 11. We are also working on getting the word out on the new website internally and externally.

BMC has begun work on updating the president’s office suite and the MHCC testing center with updated branding.

Organizational Structure, Systems, & Processes:

The Foundation welcomed another new board member, Gresham Police Chief, Travis Gullberg. Chief Gullberg follows in his father’s footsteps as his dad Mike Gullberg also served on the Foundation board.

BMC cultivated a new contract with a new digital marketing platform, Constant Contact, which will allow for cross-departmental communications. This platform will allow for staff and faculty to send out mass email and newsletters while maintaining the MHCC brand. BMC will oversee these communications, including an SOP which indicates that BMC must approve the communication before it is sent out. We are hoping to work with other departments to get them on this new tool, so we can centralize funds and efforts regarding email marketing.

Community Connections:

The Foundation mailed the *2024 Personal Planning Newsletter* to 956 households on February 16. The publication included information about charitable remainder unitrusts, charitable gift annuities, IRA beneficiary gifts and gifts of property. This planned giving marketing piece is intended to encourage our dedicated supporters to include the Foundation in their estate plans.

College Advancement and District Communications Update

We established a new endowed scholarship with a \$30,000 donation from William Bree. Bree dissolved the Landers-Bree Heritage Woodwork and Millwright Foundation and turned the funds over to the Foundation. At 77 years old, he wanted to turn over the management of these funds to an organization that supports and values trades and apprenticeships.

Outreach continued for sponsorship and procurement of auction items in February. Invitations to the event were emailed to over 35,000 email addresses and print invitations were mailed to over 1200 addresses. We are working with each individual board member on their outreach for procurement and event invitations. There is \$80,500 in sponsorship commitments so far. We also have 22 student scholarship recipients signed up to volunteer. To deepen our donor relationships, the Foundation will reach out to all applicable scholarship donors throughout the year – correspondences and check-ins beyond the annual mailings of the Annual Report and Scholarship Reports.

Staff took part in the Dental Hygiene Open House which celebrated the new facility. The Open House was attended by community members, alumni from the program, current students and their families, as well as staff and faculty.

BMC has designed and coordinated the production of several marketing deliverables for the upcoming NW Youth Expo. These include updated printed flyers, standing banners, tablecloths, and recruitment merchandise like foldable bags, stickers, etc.

BMC has started lending out “Go-Kits,” providing stakeholders with the opportunity to reserve a kit full of MHCC materials for marketing while at events across the community. Our team has launched a new recruitment effort utilizing our partner, Motimatic. This partnership will use social media that will target previous MHCC stop-outs, and admitted, not enrolled students, encouraging them to pick up where they left off.

The BMC team has wrapped up its design of an Aquatics Center and Pool Prospectus pamphlet as an initiative to raise funds for a pool enclosure. We also finished the drafting of a community engagement report card, which will show the community all that MHCC has to offer. The team is also working with the President’s Office to establish a marketing plan around the college’s bond endeavor.

The Foundation represented the Alumni Association at double-header basketball game on Feb. 7. The next alumni event is set for March 14, alumni are invited to a private planetarium program. Currently, the event is closed with a maximum sign up of 70 alumni/guest participants.

The Foundation has new branded items to give away at events. These materials include stickers, drawstring bags, key chains and notebooks. Moreover, new tabletop signage has been

College Advancement and District Communications Update

ordered for both alumni events and scholarship events. Another Columbia Sportswear offer was sent to alumni via email.

During the last week of February, the Foundation was represented at both the AAUW and Soroptimist luncheons. Scholarship recipients either attended or sent a statement to be read. At the AAUW event, staff informed the attendees that their endowed scholarship is now over \$120,000 prompting a round of applause for their hard work in achieving a \$40,000 increase from the year before via their fundraising efforts.