

# MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A meeting of the Mt. Hood Community College District Board of Education will be held on October 12, 2016, with an Executive Session in the **President's Office** at 5:30 p.m., followed by a **Regular Session** at 7 p.m. in the **Board Room** at Mt. Hood Community College, 26000 S.E. Stark Street, Gresham, Oregon.

## AGENDA SESSION #923

ITEM	TIME	EXHIBIT	INFO/ ACTION	AGENDA ITEM	PRESENTER
1	5:30 p.m.			<b>CONVENE EXECUTIVE SESSION IN ACCORDANCE WITH:</b>  <b>ORS 192.660(2)(d):</b> To conduct deliberations with persons designated by the governing body to carry on labor negotiations.  <b>ORS 192.660(e):</b> To conduct deliberations with persons designated by the governing body to negotiate real property transactions.	Susie Jones
2	7:00 p.m.	<b>CONVENE AS MHCCD BOARD</b>		<b>CALL TO ORDER/DECLARATION OF A QUORUM</b>	Susie Jones
3		3.1	<b>Action</b>	Approval of the Agenda	Chair
		3.2	<b>Action</b>	Consent Agenda: Approvals & Information  a) Minutes from 9/14/16 Board Mtg b) Monthly Personnel Report (September) c) Monthly Financial Report d) Monthly Head Start Report (September) e) Head Start Grant Approval	Chair
4	7:10 p.m.			<b>PUBLIC INPUT</b>	
5	7:15 p.m.			<b>INFORMATION/REPORTS</b>	

		5.1		Enrollment Report	Sergey Shepelov, John Hamblin
		5.2		Powell-Division Project Updates	Michael Calcagno, Steering Committee Reps
6	7:40 p.m.			<b>BUSINESS/ACTION</b>	
		6.1		First Reading: Policy Updates	Debra Derr
7	7:50			<b>CLOSING REPORTS</b>	
		7.1		Board Committees	Susie Jones
		7.2		President's Report	Debra Derr
8	8:00			<b>CLOSING REMARKS</b>	Susie Jones
				<ul style="list-style-type: none"> <li>• Board Member Comments</li> <li>• ASG Representative Comments</li> <li>• Advisory Representatives comments</li> </ul>	
9	8:15			<b>ADJOURNMENT</b>	Susie Jones
<b>The next regular meeting is scheduled for November 9, 2016</b>					
<p>Individuals requiring accommodations due to a disability should contact the Disability Services office at 503/491-6923 or 503/491-7670 (TTD).</p> <p>Please contact them as soon as possible to ensure availability.</p>					



# ACTION

**MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION**

**DATE:** *October 12, 2016*

**ITEM TITLE:** **3.2a**

**CONTACT PERSON:** *Carrie Toth, Board of Education Relations*

---

**SUBJECT: APPROVAL OF MINUTES - September 14, 2016 Meeting**

## **Session #922**

A meeting of the Mt. Hood Community College District Board of Education was held on September 14, 2016, with a workshop in the President's Office at 6:15 p.m. There was a Regular Session at 7:00 p.m. in the Board Room at Mt. Hood Community College, 26000 S.E. Stark Street, Gresham, Oregon.

### **WORKSHOP**

Board Members in attendance: Susie Jones (Chair), Michael Calcagno, Teena Ainslie, Sonny Yellott, Kenney Polson, Tamie Arnold

Staff present: Debra Derr, Carrie Toth

Calcagno reviewed two notices received by Head Start. No board action is required, and it is being remedied by staff. Derr is confident that it will be corrected.

Jones reintroduced the topic of committees. She reviewed the new board goals, from which the committees formed. Calcagno and Zordich will serve on the Bond committee; Polson and Jones will serve on the policy committee; Arnold will consider what she would like to participate in. Jones and Derr recommended putting the visioning committee on hold; Derr would like to develop ways in which we can explore what we need to do for the next 20 years, especially regarding our technology, our business and industry partners, and the jobs that will be needed in our community.

Arnold noted that she would like to see a goal related to how we can better prepare our high school students, and how we can strengthen that connection; we need to be innovative. Derr noted that we have more students now than we ever have in College Now and are focusing on ways to involve students in college-level coursework. The students earn credit and have a transcript. She suggested Dan Ryan from All Hands Raised as a future board guest.

Jones stated that the board will talk in regular session about their committees.

### **CALL TO ORDER/DECLARATION OF A QUORUM**

Board Members in attendance: Susie Jones (Chair), Teena Ainslie, Sonny Yellott, Kenney Polson, Michael Calcagno, Tamie Arnold

A meeting of the MHCC District Board was called to order at 7:03 p.m. A quorum was present.

### **APPROVAL OF THE AGENDA**

Arnold moved to approve the agenda. The motion was seconded and passed unanimously.

### **APPROVAL OF THE CONSENT AGENDA**

Calcagno moved to approve the consent agenda. The motion was seconded and passed unanimously.

### **PUBLIC INPUT**

Timothy Welp asked to address the board regarding Head Start bargaining. He is the field rep who is working with our 200 or so Head Start workers. They have been working with the Head Start administration since the spring and have been able to agree on a number of important issues. He feels as though the rapport has been productive, but the outstanding issues are highly concerning. He stated that core issues include a huge amount of turnover, which is a concern for the staff's ability to be effective. Over 200 workers do not have a functioning salary schedule, while the other unions at MHCC do. They have had a salary freeze for many years, and with the cost of living increasing, it is very difficult. New workers come in at higher wages than employees who have been there for many years. He wants to work together and problem-solve. He again stressed the difficulty of turnover and inefficiency, which leads to morale issues. The next bargaining session will take place on September 26<sup>th</sup>.

## **INFORMATION AND REPORTS**

Derr introduced Sergey Shepelov and Sheri Mosher and gave an overview of the Accreditation process. She stressed the importance of Key Performance Indicators, which Sergey and Sheri have worked to identify.

Shepelov presented an updated version of the college dashboard, which allows the board to view specific information and reports under the "Mission" tab. The priorities listed were identified by the strategic plan and are clickable. Related initiatives and specific information will be added. Jones asked if narrative notes can be added, and Shepelov noted that there is a place to add details. Calcagno asked if the board is able to view information on first generation, minority, and other demographic factors. Shepelov responded that this will be possible if the information is defined and collected by the College. Mosher noted that the next goal will be to show how we use this data to assess and improve.

## **BUSINESS/ACTION**

### **6.1 Head Start Policy – Gender Parity**

Jean Wagner presented the Head Start Gender Parity Policy for a second reading. Calcagno moved to approve the policy. The motion was seconded and passed unanimously.

### **6.2 Second Reading of Policy Updates**

Three policies were pulled for further review: Administrator Evaluations, Smoking, and Authorized Use of College Equipment. Toth and Derr will revise and present the policies in the future.

Calcagno moved to approve policies 2100, 4000, 4020, 9182, 9183, 9183.1, and new policies 'Mother-Friendly Workplace' and 'Board Legislative Program'. The motion was seconded and passed unanimously. Toth and Derr will continue to bring policies forward at future board meetings.

### **6.3 Second Reading – Board Committees**

Jones presented a second reading of the Board Committee policy. Polson moved to approve the policy. The motion was approved and carried unanimously.

## 6.4 President's Goals

Derr noted that some of the questions regarding measures were hopefully defined in the KPIs and are consistent with the Strategic Plan. The board will receive regular reports from her throughout the academic year.

Arnold moved to accept the goals. The motion was seconded and carried unanimously.

## 6.5 Resolution Seeking External Assessment on Student Support Concept

Michael Calcagno presented a resolution for Oregon Solutions, a neutral body that allows vetting and research around a particular concept. This resolution would sanction that partnership to allow the Oregon Solutions assessment to determine the merits of the Upward Mobility Center concept. Ainslie made a motion to approve the resolution. The motion was seconded and approved unanimously.

## CLOSING REPORTS

### BOARD COMMITTEES

Jones reminded the Board that they set goals to explore a new bond package; look at policies and look at Carver policy governance; work to increase MHCC's visibility in the community; and create a district-wide strategic vision. From those goals, the board formed committees, with members serving on a volunteer basis. Calcagno and Zordich are co-chairs of the bond committee. Jones and Polson serve on the Policy Committee. The visibility committee is currently without members. Jones reminded the committees to form charters, plans of work, and timelines, with the expectation that they would report at regular meetings.

The bond committee met and is identifying community members it might want to serve on the committee, looking at trends, and other items. Additionally, Bill Becker, Charles George, and Jarrod Hogue are pulling together requested information on the Applied Technology center and workforce trends.

### PRESIDENT'S REPORT

Derr noted that faculty will return one week from today and invited the board to convocation. There is a very robust in-service schedule this year, put together by Bill Becker and David Pontious. The facilities staff has been working hard on the campus. Ainslie commented that the new ADA parking is welcoming and looks wonderful.

Derr mentioned that we are a partner of the Wisconsin HOPE Lab – we are one of the community colleges taking a leadership role in their study, which will enable us to gather data. Board members are invited to attend a reception and lecture at PCC Cascade by Dr. Sara Goldrick-Rab.

The College is moving forward with presentations to staff on the Climate Survey and is collecting feedback. Derr met with Andrea Henderson and participated in the OCCA Executive Committee retreat. Derr stated that we are moving into a robust legislative session; she will plan a legislative breakfast for early December. Overall, the budget is facing a service level gap of over a million dollars. We will have a Plan A and Plan B, depending on what measures pass.

Derr said that we have established a robust bridge for some of our most at-risk students, and the planning group has done a remarkable job. Last year we had 60 Summer Bridge students; this year, we had 160. The Gresham Area Chamber magazine has a full article on MHCC on our positive economic impact on the community.

DeMent gave an update on the debt refinancing. We have been working with Moody's to reaffirm we have a solid rating; they also emphasized the importance of our reserves. We have an official statement that will be made public tomorrow.

#### BOARD MEMBER/ ADVISORY COMMENTS

Pitts has been working with David Pontious on the in-service items for part-time faculty. It can be difficult to find times that work for part-timers. They have had evening professional development opportunities for those who cannot be there during the day. The PFTA leadership has applied to the Foundation for funds to provide stipends for those sessions.

Forbis noted that our financial statement this year was submitted - we were notified that we got a certificate of achievement for excellence in financial reporting. He commended the accounting department for their work.

Polson passed.

Ainslie asked what the increased enrollment might be for MHCC, and how we are affected by the closure of ITT Tech and other for-profit schools. Derr responded that we are holding a career transfer fair for several local schools for students affected by the closure of ITT Tech. The reality is that the largest percentage of students who have lost their opportunity are nursing students at all stages of a nursing degree. We may find students who can go into some of our other programs. We will also have some faculty to look at student transcripts and see how we might help. Jones asked if funding could increase for financial aid for public institutions with many for-profit schools going out of business. Derr responded no, not with the way financial aid is structured.

Yellott passed.

Jones passed.

Arnold passed.

Calcagno gave an update on the BRT project. He noted that the original blueprint for the Max Blue Line was to end at the College, and the current project was intended to go from OHSU down Powell and to the college. Unfortunately, due to budget issues, the college is no longer being considered in those plans by the steering committee, with the end of the route being Gresham Transit Center. According to the committee, they do not have the funding. Calcagno will continue to advocate for the College in opposition to the plan. Metro and Trimet are trying to put together an alternate proposal, possibly by increasing the frequency of Line 20. Arnold asked if the board could write a letter of concern about the impact of removing MHCC from the plans. Calcagno will draft a letter. Jones noted that Shirley Craddick indicated that the high cost is due largely to needing a hub on campus.

#### ADJOURNMENT

Arnold moved to adjourn. The motion was seconded and carried unanimously.

Adjourned at 9:09 p.m.

---

Clerk

Board Chair

*Minutes recorded by Carrie Toth, Executive Assistant to the Board of Education.*





# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 12, 2016*

ITEM TITLE: **3.2b**

CONTACT PERSON: *Gale Blessing, Human Resources Director*

---

### SUBJECT: MONTHLY PERSONNEL REPORT

**\*This report outlines activity for the month of September 2016.**

#### NEW EMPLOYEES:

##### Administrators

Employee	Position	Department	Date
None			

##### Faculty

Employee	Position	Department	Date
Neivert, Matteo I	Instructor-Visual Arts-Painting, Digital Art	Performing and Visual Arts	9/21/2016
Peterson, Mark S	Librarian	Library	9/21/2016
Pontius, David M	Humanities Instructor Temp Assignment	Teaching and Learning Cooperative	9/21/2016

##### Support Staff

Employee	Position	Department	Date
Johnson, Tyler	Custodian	Facilities	9/21/2016

Mandersheid, Matthew T	Remote Client Technologies Technician	Information Technology	9/12/2016
Myers, Ronald A	EHS Specialist	Environmental Health and Safety	9/26/2016
Rodriguez Ramirez, Luis	Maintenance Mechanic	Facilities	9/21/2016

**TRANSFERS/CHANGE IN STATUS:**

Employee	Previous Position	New Position	Date

**CURRENT SEPARATIONS:**

Employee	Position	Department	Date
Oliver, Cheryl	Library Acquisitions Assistant	Library	9/2/2016
Spencer, Susan	Workforce Education Coordinator	Center for Comm. And Econ Development	9/30/2016
Marks, Craig	Audiovisual Technician	IT	9/30/2016



## INFORMATION

### MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 12, 2016*

ITEM TITLE: **3.2c**

CONTACT PERSON: *Jennifer DeMent, Chief Financial Officer*

---

### SUBJECT: MONTHLY FINANCIAL REPORT

#### 2016-17 Activity through August:

##### Revenues:

- State support revenue is received quarterly in August, October, January and April. The amount budgeted for 2016-17 reflects Mt. Hood's estimated share of the biennial state support amount of \$550 million.
- Property tax revenue is received beginning in November. Revenue is turned over monthly from the counties, with the largest payments received in November and December.
- Tuition and fee revenue includes summer tuition of \$1.9 million and early fall tuition of \$6.3 million. Fall registrations are still being processed. Preliminary enrollment numbers indicate a decline in tuition bearing classes as compared to 2015/16 final enrollment by 12.11% for summer term and .37% so far for Fall term.

##### Expenditures:

As of August 31, two months of the fiscal year has passed. If expenditures occurred equally throughout the year, there would be 83% of the budget remaining. As an educational institution, the majority of costs are incurred between September and June.

- Salaries are not paid evenly over the year because most full-time faculty, who represent about 50% of total salary, work ten months and are paid over twelve months. Therefore, three months of faculty salary will be recorded in June. Extra-teach is calculated and paid in June, as well. Budgeted amounts include step increases and longevity for eligible employees and no cost of living increases.

- Healthcare shows a greater percentage remaining than might be expected due to the timing of premium rate increases, which are effective October 1 and paid in advance in September. Employees are currently enrolling in healthcare plans.
- Fringe and tax costs are paid based on a percentage of salary so the percentage of budget remaining is similar to salaries, as expected.
- Debt Service is paid according to a prescribed debt service schedule, with payments occurring in July, December, January and June.
- Transfers to Other Funds includes budgeted amounts of \$150 thousand for Student Aid, \$275 thousand for aquatic center support, and \$400 thousand for facilities capital projects. Year to date there have been no transfers posted.

**MT. HOOD COMMUNITY COLLEGE DISTRICT**  
**General Fund Financial Report**  
**Fiscal Year 2016/17**  
**As of August 31, 2016**

	<b>Actual Year to Date Jun 30, 2016 (Pre-close)</b>	<b>Adopted Budget 2016-17</b>	<b>Actual August 2016</b>	<b>Percentage of Budget Remaining</b>
<b>Revenues</b>				
State Support	27,751,156	27,591,811	-	100%
Property Taxes	11,412,646	12,025,000	33,351	100%
Tuition and Fees	23,970,974	23,016,278	8,941,403	61%
Uncollectible Receivables	(349,944)	(350,000)	-	n/a
Other Revenues	1,702,995	1,521,093	66,539	96%
Transfers In	95,953	100,000	-	100%
<b>TOTAL REVENUES</b>	<b>64,583,781</b>	<b>63,904,182</b>	<b>9,041,293</b>	<b>86%</b>
<b>Expenditures</b>				
Salaries	35,236,066	37,456,536	3,988,980	89%
Health Care	5,435,651	6,032,195	509,299	92%
Fringe/Taxes	9,874,418	10,706,659	1,126,062	89%
Materials & Supplies	5,774,160	6,543,571	620,168	91%
Utilities	1,602,576	1,659,805	850,944	49%
Grants in Aid/Tuition Waivers	1,116,270	1,310,863	66,442	95%
Debt Service	2,397,478	2,432,085	324,726	87%
Transfers to Other Funds	753,908	825,000	-	100%
<b>TOTAL EXPENDITURES</b>	<b>62,190,527</b>	<b>66,966,714</b>	<b>7,486,621</b>	<b>89%</b>
<b>Rev Greater (Less) Than Exp</b>	<b>2,393,254</b>	<b>(3,062,532)</b>	<b>1,554,672</b>	
<b>Beginning Fund Balance</b>	<u><b>6,332,431</b></u>	<b>6,023,990</b>		
<b>Ending Fund Balance</b>	<u><b>8,725,685</b></u>	<u><b>2,961,458</b></u>		
<i>As a percentage of expenditures</i>	<i>14.0%</i>	<i>4.4%</i>		

## GLOSSARY

### Revenues:

State Support includes funds received through the Community College Support Fund allocated to each of the 17 community colleges in Oregon. Funding allocations are based on student full time equivalent (SFTE) and a growth management component. The 2015/16 budget was based on the assumption that community colleges will receive \$535 million for the 2015/17 biennium. The fund ultimately received \$550 million, which is not reflected in the 2015/16 adopted budget. The 2016/17 budget represents the amount of state support we expect to receive. MHCC currently represents approximately 10% of the state total.

Property Taxes include current and prior year taxes assessed at a permanent rate of .4917 per \$1,000 of assessed value for Multnomah, Clackamas and Hood River Counties. Current year property taxes are a component in the community college revenue allocation formula for State Support.

Tuition and Fees include all tuition, course fees and instructional service fees. Tuition for 2016/17 generates \$96.00 per credit hour for the General Fund. A technology fee of \$5.50 per credit hour and an Associated Student Government (ASG) fee of \$3 per credit hour are in addition to the tuition rate and recorded in separate funds. A College Service Fee of \$45 per term is also assessed to students registered for a minimum of one credit. An Access Fee of \$35 per term is also assessed to students registered for a minimum of two credits. The College implemented a Tuition Pledge that locks students' tuition in for up to four years as long as the student is making satisfactory progress towards their degree.

Other Revenues include rental charges, interest earnings, and grant and foundation indirect cost recoveries and sales revenue.

Transfers In is profit generated by the Bookstore. These transfers typically occur in June as part of the year-end closing process.

### 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, as well as \$45,000 for the Part-time Faculty and Tutor Association's health insurance reimbursements.

Fringe/Taxes are all other employer paid fringe costs, and include PERS (18.66%), Social Security (6.2%), Early Retirement (3.5%), Medicare (1.45%) and Long-term disability, life, workers compensation and unemployment insurance and tax sheltered annuity payments (combined 1.2%).

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

Utilities include water, sewage, electricity, waste management, gas and telecommunication costs.

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 principle and interest payments on general long-term debt.

Transfers to Other Funds represents the required general fund match for the federal financial aid programs, and transfers from the general fund for facilities capital projects.



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 12, 2016*

ITEM TITLE: **3.2d**

CONTACT PERSON: *Jean Wagner, Head Start Executive Director*

---

SUBJECT: MONTHLY HEAD START REPORT

### **Head Start/Early Head Start News from the Director**

**September 2016**

News:

- We welcomed our new Associate Director, Velvet Cooley to her new position. Velvet was an Education Site Manager at the Early Childhood Center previously. She has been with our program for 9 years.
- Sandy Nelson our Grantee Specialist will be visiting our program this Friday to coach us through our deficiency. Our federal monitoring review will be completed by Janet Flaughner on Monday October 3<sup>rd</sup>.
- We had to delay opening the Cleveland site this school year, but will continue to work on this site for next year. Two classes were moved back to the Rockwood site.
- It was challenging this year to fill our classrooms but we were able to be full on our first day! Yeah!
- Staffing – continues to be a challenge. There were last minute resignations and many staff that moved from one position to another which caused more openings. We have 3 teacher



openings with two teachers in the works. We have many classroom Aide positions in the process of being filled.

- We are approaching 180 days of labor negotiations and though we have agreed upon many items we still have not reached agreement on the last 7 articles which are all financial.
- The Office of Head Start received too many applications for Duration funds. They have asked for all grantees who wrote for over \$300,000 to re-write their proposals by cutting 33% of funds. We are in the process of this re-write. **It requires Policy Council and Board approval.**
- New Performance Standards came out on September 1<sup>st</sup>, many of these standards require us to fully implement by November 7<sup>th</sup>. The big news is that Policy Council members can serve for five years now! This will provide for a stronger policy council. You can take a look at them here: <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>

## Enrollment Report for August 2016

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.

### Number of children funded to serve

<b>Head Start</b>		<b>Early Head Start</b>	
Federal	399	Federal	108
State	625	State	6
City of Portland	40	City of Portland	24
Preschool Promise	20*	MIECHV	20
		Child Care Partnerships	75
<b>Total:</b>	<b>1084</b>	<b>Total:</b>	<b>233</b>

### Enrollment for August

<b>Head Start</b>	<b>Children</b>	<b>Early Head Start</b>	<b>Children</b>
Head Start	717**	Early Head Start	158
		EHS Child Care Partnerships	46
<b>Total:</b>	<b>1017</b>	<b>Total:</b>	<b>204</b>

*\*New classroom funded by the State only; there are no HS funds associated with this program. We are serving Burmese children in this culturally specific classroom. First day of class is September 23, 2016.*

*\*\*openings not filled in part year programs due to being in last 60 days of program year. The last day for the Part Day Part Year HS program was June 3<sup>rd</sup>. August has been spent selecting children for the 2016-2017 school year and getting those children enrolled. We continue to enroll children to ensure that we are full on the first day that classes begin. First day of classes for PD/PY HS is September 27, 2016.*

### Number of children who have applied (as of 8/31/16)

Program	Children
Head Start	173
Early Head Start	299
EHS Child Care Partnerships	2

Program

Children

**Total:**

**474**

## Average Daily Attendance By Head Start or Early Head Start Center 2016-17

This report shows the average daily attendance for each Head Start and EHS center. The Performance Standards state that the program should maintain an average attendance of at least 85%. When the 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.

### Average Daily Attendance by Head Start or Early Head Start Center

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Cascade Crossing HS													0%
Davis													0%
Division HS													0%
Earl Boyles HS													0%
Early Childhood Center HS Full day													0%
Early Childhood Center EHS Full day													0%
Early Childhood Center Part Day HS													0%
Fairview HS													0%
Gateway HS													0%
Hazelwood HS													0%
Kelly Place HS													0%
Knott HS													0%
Lincoln Park													0%
Mt. Hood HS													0%
North Powellhurst HS													0%
Rockwood HS													0%
Russellville HS*	71%	79%											76%
Russellville EHS*	83%	96%											89%
Troutdale													0%
<b>Program ADA</b>	<b>78%</b>	<b>87%</b>											

\*children attending Russellville are subsidized by DHS child care subsidy

## Average Daily Attendance by Early Head Start Community Partner

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
David Douglas High School													0%
Discovery Garden	77%	65%											71%
Gresham High School													0%
Happy Go Lucky	100%	99%											99%
Little Friend's Day School	63%	91%											77%
Love Bug Too	33%	61%											47%
Melody's Munchkins	84%	97%											88%
Melody's Munchkins Too	92%	96%											94%
Pixie Child Care	78%	68%											73%
Reynolds Learning Academy													0%
<b>Program ADA</b>	<b>75%</b>	<b>94%</b>											

Mt. Hood Community College Head Start  
Financial Report  
**Final 2016**

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)

### BUDGET JULY 2015-JUNE 2016

Funding Source	Total Funds
Federal/State Head Start	\$9,893,967
Head Start Training	\$40,472
Portland Children's Levy HS	\$428,331
Federal Early Head Start	\$1,415,899
Federal EHS Training	\$35,397
EHS Child Care Partnerships	\$1,643,474
EHS Child Care Partnerships Training	\$34,056
Portland Children's Levy EHS	\$301,137
State EHS	\$78,238
Maternal/Infant & Early Childhood Home Visit (MIECHV)	\$210,511
<b>Total</b>	<b>\$14,081,212</b>

Expenditure Report for June

<b>Budget Category</b>	<b>Budget</b>	<b>Spent</b>	<b>Percent Spent</b>
Salaries and Fringe Benefits	\$10,151,443	\$9,610,353	94.67%
Equipment	\$13,000	\$12,946	99.58%
Travel/Training	\$255,456	\$232,011	90.82%
Supplies	\$385,428	\$621,755	161.32%
Contractual	\$792,442	\$431,004	54.39%
Other	\$2,481,158	\$2,192,574	88.37%
<b>Total</b>	<b>\$14,078,927</b>	<b>\$13,100,643</b>	<b>93.04%</b>

Reimbursement Funds

<b>Source</b>	<b>Amount Budgeted</b>	<b>Amount Received Year to Date</b>
DHS Child Care*	\$200,000	\$205,387
USDA Funds*	\$500,000	\$555,198.28

\*Reimbursements have a lag time of up to 60 days

Mt. Hood Community College Head Start  
Financial Report  
August 2016

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)

BUDGET JULY 2016-JUNE 2017

<b>Funding Source</b>	<b>Total Funds</b>
Federal/State Head Start	\$9,939,744
Head Start Training	\$40,472
Federal Early Head Start	\$1,415,899
Federal EHS Training	\$35,397
EHS Child Care Partnerships	\$1,499,745
EHS Child Care Partnerships Training	\$37,750
Portland Children's Levy EHS	\$289,053
State EHS	\$78,238
Maternal/Infant & Early Childhood Home Visit (MIECHV)	\$209,787
<b>Total</b>	<b>13,546,085</b>

Expenditure Report for August

<b>Budget Category</b>	<b>Budget</b>	<b>Spent</b>	<b>Percent Spent</b>
Salaries and Fringe Benefits	\$9,891,574	613,732	6.20%
Equipment	\$0	0	0
Travel/Training	\$254,150	16,406	6.46%
Supplies	\$221,056	148,254	67.07%
Contractual	\$1,031,193	17,114	1.66%
Other	\$2,144,083	390,844	18.23%
<b>Total</b>	<b>\$13,542,056</b>	<b>1,186,349</b>	<b>8.76%</b>

<b>Source</b>	<b>Reimbursement Funds</b>	
	<b>Amount Budgeted</b>	<b>Amount Received Year to Date</b>
DHS Child Care*	\$256,916	\$0
USDA Funds*	\$500,000	\$0

\*Reimbursements have a lag time of up to 60 days



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

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

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

#### Closing Date 7/20/16

Description	Head Start	EHS	Children's Levy EHS	Oregon EHS	MIECHV	EHS CCP	Totals
Center Supplies	52.88		23.74				\$76.62
Child Food							\$0.00
Computer Supplies							\$0.00
Dental/Medical							\$0.00
Education Supplies		268.38					\$268.38
Family Services	72.27	8.03					\$80.30
Health Supplies	558.31	62.01				274.80	\$620.32
Maintenance							\$0.00
Office Supplies						48.00	\$0.00
Other Costs							\$0.00
Parent Activities		9.99					\$9.99
Postage							\$0.00
Pre-Employment							\$0.00
Site Repair	629.85	210.12				69.99	\$839.97
Training	90.00	10.00			7.00	1,710.00	\$107.00
Vehicle Costs	905.73	46.07					\$951.80
Utilities	200.40	129.82	99.85				\$430.07
<b>Total</b>	<b>\$2,509.44</b>	<b>\$744.42</b>	<b>\$123.59</b>	<b>\$0.00</b>	<b>\$7.00</b>	<b>\$2,102.79</b>	<b>\$3,384.45</b>

**Closing Date 8/22/16**

<b>Description</b>	<b>Head Start</b>	<b>EHS</b>	<b>Children's Levy EHS</b>	<b>Oregon EHS</b>	<b>MIECHV</b>	<b>EHS CCP</b>	<b>Totals</b>
Center Supplies	74.79	24.68	25.43		24.67	1,259.00	\$149.57
Child Food							\$0.00
Computer Supplies							\$0.00
Dental/Medical	900.00	100.00					\$1,000.00
Education Supplies	39,374.03						\$39,374.03
Family Services	955.35	94.95				\$9.60	\$1,050.30
Health Supplies							\$0.00
Maintenance							\$0.00
Office Supplies							\$0.00
Other Costs	2,090.73	200.00					\$2,290.73
Parent Activities	29.08	311.87	197.46		197.46		\$735.87
Postage		26.60					\$26.60
Pre-Employment	389.10	123.90				\$3.00	\$513.00
Site Repair	1,117.38	74.78					\$1,192.16
Training	706.60	45.88			199.44	4,359.00	\$951.92
Vehicle Costs	32,120.86	3,568.96					\$35,689.82
Utilities	3,442.87	564.01	410.04			459.57	\$4,416.92
<b>Total</b>	<b>\$81,200.79</b>	<b>\$5,135.63</b>	<b>\$632.93</b>	<b>\$0.00</b>	<b>\$421.57</b>	<b>\$6,090.17</b>	<b>\$87,390.92</b>

This is a list of frequently used vendors where purchasing cards are used and the purpose.

<b>Frequent Vendors</b>	<b>Supplies</b>
Cash n Carry	Parent Center Committee Meeting (PCCM) Supplies
Discount School Supply	Classroom Supplies
Dollar Tree	PCCM Supplies
Fred Meyer	Classroom/Site/PCCM Supplies
Grocery Outlet	PCCM Supplies
Safeway	PCCM Supplies
Target	Classroom/Site/PCCM Supplies
Walgreens	Site Supplies (Photo Processing)
Walmart	Classroom/Site Supplies
Home Depot	Site Repair Supplies

This is a list of all the VISA purchasing cardholders.

<b>Last Name</b>	<b>First Name</b>	<b>Position</b>	<b>Default Account No.</b>
Burt	Naomi	Family Worker	16-5100-00-7404, 16-5102-00-7404

Last Name	First Name	Position	Default Account No.
			16-5119-00-7404
Chamberlin	Carolina	Family Worker	16-5100-00-7401, 16-5102-00-7401
Christensen	Craig	Food Service Driver	16-5105-00-7327
Cooley	Velvet	Assoc. Director	16-5100-00-7400, 16-5102-00-7400
Davis	Maurita	Operations Manager	16-5105-00-7327
Davison	Kate	Family Worker	16-5100-00-7402, 16-5102-00-7402
Deitz	Mavonnie	Exec. Assistant	16-5100-00-7406, 16-5102-00-7406
			16-5119-00-7406
Hendricks	Melissa	Family Worker	16-5100-00-7415, 16-5102-00-7415
Smith	Cynthia	Education Site Manager	16-5100-00-7415, 16-5102-00-7415
Corrie	Pam	Director	16-5100-00-7020, 16-5102-00-7020
Johnson	Tandi	Family Worker	16-5100-00-7402, 16-5102-00-7402
Lihs	Karen	Fiscal Specialist	Various
Love-Taylor	Carrie	Education Site Manager	16-5100-00-7402, 16-5102-00-7402
Salas-Umana	Erica	Health & Nutrition Manager	16-5100-00-7410, 16-5102-00-7410
McClenahan	Bernice	Education Site Manager	16-5100-00-7403, 16-5102-00-7403
			16-5119-00-7403
Perez	Erlinda	Family Worker	16-5100-00-7412, 16-5102-00-7412
Recken	Roberta	Education Site Manager	16-5100-00-7404, 16-5102-00-7404
			16-5119-00-7404
Sellers	Cindy	Family Worker	16-5100-00-7415, 16-5102-00-7415
Szimonisz	Anna	Family Worker	16-5100-00-7403, 16-5102-00-7403
			16-5119-00-7403
Takkunen	Ali	Education Manager	16-5100-00-7020, 16-5102-00-7020
TBA		Education Site Manager	16-5100-00-7401, 16-5102-00-7401
Wald	Bella	Family Worker	16-5100-00-7404, 16-5102-00-7404
Wald	Wolff	Transportation Specialist	16-5100-00-7061, 16-5102-00-7061
Weathersbee	Steve	Facilities/Transportation Technician	16-5100-00-7700, 16-5102-00-7700
			16-5119-00-7700

<b>Last Name</b>	<b>First Name</b>	<b>Position</b>	<b>Default Account No.</b>
TBA		Education Site Manager	16-5100-00-7412, 16-5102-00-7412
Willow	Eirian	Family Worker	16-5100-00-7412, 16-5102-00-7412
Zanotti	Nikki	Administrative Assistant- Health	16-5100-00-7410, 16-5102-00-7410

**USDA / CACFP Monthly Report  
HS and EHS Classrooms**

This report shows the numbers of meals and snacks served across Head Start as well as the reimbursement we receive from the USDA for these meals and snacks. The Head Start Act 642(d) (2) requires a monthly report of meals and snacks provided by the USDA to be reported monthly to the Policy Council and the Board.

Este informe muestra el número de comidas y meriendas servidos a través de todo el programa de Head Start, así como el reembolso que recibimos de USDA por las comidas y meriendas. La Ley de Head Start 462(d) (2) requiere que el programa de un informe mensualmente a Policy Council y a la Directiva.

USDA Reimbursement Rates for 2016-17

Meal	Rate per Meal
Breakfast	1.71
Lunch	3.16
Snack	0.86

August 2016

Meal	Number of meals served
Breakfast	<b>625</b>
Lunch	<b>635</b>
Snack	<b>451</b>
<b>Total Reimbursement for the month:</b>	<b>\$3,609.26</b>

**Head Start and Early Head Start Non Federal Share Report**

2016-17

This is a monthly report of the Head Start Program's Non- Federal Share (in-kind) as required by the Head Start School for Readiness Act of 2007. Federal funds are awarded to Head Start and Early Head Start programs with the stipulation that programs annually raise a 25% in kind match.

Este es un informe mensual del programa de Head Start requerido por la Preparación Escolar de la Ley 2007. Los Fondos Federales otorgados para el programa de Head Start y Early Head Start se estiman arriba del 25% anualmente (según diferentes tipos de donaciones).

Total Annual Budget	
Federal EHS Grant	\$1,451,296.00
Federal EHS Child Care Partnerships	\$1,537,495.00
Federal HS Grant	\$4,373,797.00
<b>TOTAL GRANT</b>	<b>\$7,362,588.00</b>
Match Needed:	\$1,840,647.00

In-kind Match:

Month	Projected Monthly:	Match	Cumulative %
July	\$153,387.25	\$155,036.88	8.42%
August	\$153,387.25	\$155,036.88	16.85%
September	\$153,387.25	\$155,036.88	25.27%
October	\$153,387.25	\$155,036.88	33.69%
November	\$153,387.25	\$155,036.88	42.11%
December	\$153,387.25	\$155,036.88	50.54%
January	\$153,387.25	\$155,036.88	58.96%
February	\$153,387.25	\$155,036.88	67.38%
March	\$153,387.25	\$155,036.88	75.81%
April	\$153,387.25	\$155,036.88	84.23%
May	\$153,387.25	\$155,036.88	92.65%
June	\$153,387.25	\$155,036.88	101.08%
<b>Yearly Total</b>	<b>\$1,840,647.00</b>	<b>\$1,860,442.56</b>	<b>101.08%</b>

Available Match:

Oregon Head Start	\$5,606,419.00
Oregon EHS	\$78,238.00
Portland Children's Levy	\$289,053.00
MIECHV	\$209,787.00
<b>Total</b>	<b>\$6,183,497.00</b>

**Program Information Report for 2015-16  
September 2016**

The numbers below reflect the program data from the year 2015-16. This information is used to measure success in meeting program goals as well as in planning for the future.

**Ethnicity and Race – Head Start**

<b>Race</b>	<b>% Hispanic or Latino Origin</b>	<b>% Non-Hispanic or Latino Origin</b>
American Indian Alaska Native	1%	1%
Asian	<1%	8%
Black or African American	1%	16%
Native Hawaiian Pacific Islander	<1%	2%
White	27%	22%
Biracial or Multiracial	10%	7%
Other	3%	1%
Unspecified race	1%	<1%

**Ethnicity and Race – Early Head Start**

<b>Race</b>	<b>% Hispanic or Latino Origin</b>	<b>% Non-Hispanic or Latino Origin</b>
American Indian Alaska Native	<1%	3%
Asian	0%	2%
Black or African American	<1%	9%
Native Hawaiian Pacific Islander	0%	<1%
White	39%	21%
Biracial or Multiracial	12%	9%
Other	3%	1%
Unspecified race	0%	0%

**Ethnicity and Race – Child Care Partnerships**

<b>Race</b>	<b>% Hispanic or Latino Origin</b>	<b>% Non-Hispanic or Latino Origin</b>
American Indian Alaska Native	3%	3%



Asian	2%	0%
Black or African American	2%	19%
Native Hawaiian Pacific Islander	0%	0%
White	19%	25%
Biracial or Multiracial	4%	11%
Other	7%	0%
Unspecified race	5%	0%

### Language spoken in home

Language	% Head Start	% EHS	% CCP
English	51%	51%	86%
Spanish	30%	41%	12%
Caribbean Languages	<1%	0%	0%
Middle Eastern/South Asian Languages	4%	3%	2%
East Asian languages	7%	2%	0%
Pacific Island languages	1%	<1%	0%
European and Slavic languages	3%	0	0%
African Languages	3%	1%	0%

### Number of children and pregnant women who left the program and did not re-enroll

	Percent dropped	Percent less than 45 days
Head Start	15%	4%
Early Head Start	17%	3%
Child Care Partnerships	19%	4%

### Health Services

	Beginning of year	End of year	% increase
Health Insurance – HS	97%	98%	1%

Health Insurance – EHS	98%	99%	1%
Health Insurance – CCP	98%	100%	2%
Medical Home – HS	96%	99%	3%
Medical Home – EHS	96%	98%	2%
Medical Home - CCP	96%	98%	2%
Immunizations – HS	93%	98%	5%
Immunizations – EHS	91%	92%	1%
Immunizations - CCP			
Dental Home – HS	86%	94%	8%
Dental Home – EHS	67%	80%	13%
Dental Home - CCP			
Health Appraisal/WCC – HS	80%	96%	16%
Health Appraisal/WCC – EHS	82%	94%	12%
Health Appraisal/WCC – CCP	88%	82%	-6%
Children completing dental follow-up ( <b>HS Only</b> )	80% of those needing treatment received treatment		

### Disability Services - Head Start

Percentage of all enrolled children in HS with an IFSP	22%
Of all enrolled children in HS - % with Speech Impairment	12.9%
Of all enrolled children in HS - % with Non-Categorical Dev. Delay	6.4%

Of all enrolled children in HS - % with Autism	1.5%
Of all enrolled children in HS - % hearing and/or vision	.4%
Of all enrolled children in HS - % with other impairments or delays	.5%

**Disability Services - EHS**

Percentage of all enrolled children in Early Head Start with an IFSP	12%
--	-----

**Disability Services - CCP**

Percentage of all enrolled children in Child Care Partnerships with an IFSP	5%
---	----

**Families served by type**

Head Start 2 Parent	50%
---------------------	-----

Early Head Start 2 Parent	56%
---------------------------	-----

Child Care Partnerships 2 Parent	10%
----------------------------------	-----

Head Start 1 Parent	50%
---------------------	-----

Early Head Start 1 Parent	44%
---------------------------	-----

Child Care Partnerships 1 Parent	90%
----------------------------------	-----

**Homeless children**

Head Start	104	9% of enrollment
------------	-----	------------------

Early Head Start	25	11% of enrollment
------------------	----	-------------------

Child Care Partnerships	6	11% of enrollment
-------------------------	---	-------------------

**Foster Children**

Head Start	47	3.8% of enrollment
------------	----	--------------------

Early Head Start	17	7.6% of enrollment
------------------	----	--------------------

Child Care Partnerships	1	1.8% of enrollment
-------------------------	---	--------------------

**Employment**

Head Start 2 parents employed	22%
-------------------------------	-----

Early Head Start 2 parents employed	16%
-------------------------------------	-----

Child Care Partnerships 2 parents employed	20%
--	-----

Head Start 1 (of 2) parent employed	66%
Early Head Start 1 (of 2) parent employed	63%
Child Care Partnerships 1 (of 2) parent employed	40%

Head Start both parents not working	12%
Early Head Start both parents not working	21%
Child Care Partnerships both parents not working	40%

Head Start single parent working	51%
Early Head Start single parent working	39%
Child Care Partnerships single parent working	47%

Head Start single parent not working	49%
Early Head Start single parent not working	61%
Child Care Partnerships single parent not working	53%

**Job Training or school  
2 parent families**

Head Start – both in school or training	2%
Early Head Start – both in school or training	5%
Child Care Partnerships – both in school or training	0%

Head Start - 1 of 2 parents in school or training	8%
Early Head Start - 1 of 2 parents in school or training	13%
Child Care Partnerships - 1 of 2 parents in school or training	20%

Head Start – neither parent in school or training	91%
Early Head Start - neither parent in school or training	82%
Child Care Partnerships - neither parent in school or training	80%

**Single Parent Families**

Head Start – parent in school or training	11%
Early Head Start – parent in school or training	19%
Child Care Partnerships – parent in school or training	13%

---

Head Start – parent not in school or training	89%
Early Head Start – parent not in school or training	81%
Child Care Partnerships – parent not in school or training	87%

**Education level of parents**

Advanced or Baccalaureate

Head Start	5%
Early Head Start	4%
Child Care Partnerships	6%

---

Associate degree, vocational school or some college

Head Start	27%
Early Head Start	28%
Child Care Partnerships	18%

---

High School graduate of GED

Head Start	36%
Early Head Start	35%
Child Care Partnerships	28%

---

Less than HS graduate

Head Start	32%
Early Head Start	33%
Child Care Partnerships	48%



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 12, 2016*

ITEM TITLE: **3.2e**

CONTACT PERSON: *Jean Wagner, Head Start Executive Director*

---

### **SUBJECT: APPROVAL OF REVISED DURATION PROPOSAL**

Head Start is seeking Board approval for the revision of the Head Start Duration Proposal. We received notice from the Office of Head Start that the federal government received too many Duration Grant applications. All programs who wrote for more than \$300,000 had to revise their proposal reducing their requests for funds by 33%. The Board approved the original Duration Proposal in June. Below is a description of the grant.

The Office of Head Start has proposed to support grantees in extending the “dosage and duration” of Head Start and Early Head Start services, with longer days and a longer school year. In order to assist, OHS will award “Duration Supplemental Grants.” We will propose to move 10 part day classrooms to operate 5 days per week at 6 hours per day to equal 1,020 hours per year per class. This includes additional staffing, hours for current staff, new space to move into (currently 2 classes occupy one room) and additional furniture and materials. Since suitable space is scarce, we will also write for a modular unit to house two Head Start classrooms, an office and small kitchen.

The revised proposal is due October 15, 2016.

# Head Start Program Performance Standards (HSPPS) Final Rule ACF-PI-HS-16-04

Announcing New Performance Standards

U.S. DEPARTMENT  
OF HEALTH AND HUMAN SERVICES

ACF- Administration for Children and Families

1. Log Number: ACF-PI-HS-16-04
2. Issuance Date: 09/01/2016
3. Originating Office: Office of Head Start
4. Key Words: Head Start Program Performance Standards; HSPPS; Revision; Final Rule; Regulation

## PROGRAM INSTRUCTION

**TO:** All Head Start and Early Head Start Grantees, including Delegate Agencies and Early Head Start-Child Care Partnership Grantees

**SUBJECT:** Head Start Program Performance Standards (HSPPS) Final Rule

### INSTRUCTION:

The Office of Head Start (OHS) announced in the Federal Register the first comprehensive revision of the [Head Start Program Performance Standards \(HSPPS\)](#) since their original release in 1975. The publication of this regulation marks an important milestone in the history of the Head Start program. The new standards build upon 50 years of leadership in comprehensive early childhood services and will further raise the quality of Head Start programs. The new HSPPS are streamlined, simplified, and reorganized to improve clarity and transparency to support high-quality program delivery and minimize administrative burden.

This final rule has been nearly a decade in the making, fulfilling Congress's call for a review and revision of the Program Performance Standards in the bipartisan *Improving Head Start for School Readiness Act of 2007*. The new standards were developed by incorporating the growing body of research on effective early care and education, consultation from subject matter experts and representatives from grantees and Indian tribes, and thoughtful consideration of the 1,000 public comments received on the Notice of Proposed Rulemaking (NPRM). The result is a new set of standards that reinforces Head Start's position as a leader in the field of comprehensive early education, reflects best practices for teaching and learning, allows local flexibility, and reduces the number of federal requirements by approximately one-third.

### Key Changes from Current Program Performance Standards

The most significant change in the new standards is requiring programs, over time, to offer longer service duration, which research links to stronger child outcomes. The new standards require that all Head Start center-based programs offer at least 1,020 annual hours of service for preschoolers by August 1, 2021, with at least 50 percent of their center-based preschool slots meeting this requirement by August 1, 2019. Early Head Start center-based programs must also provide 1,380 annual hours of service by August 1, 2018. These requirements will help programs to meet children's learning needs while allowing local flexibility to design schedules that best meet community and family needs.

This extended timeline allows substantially more time than was proposed in the NPRM to allow a sufficient period of time for program planning, while still ensuring that more children will gain greater access to increased learning experiences needed for strong outcomes. The final rule also reserves authority for the Secretary of the U.S. Department of Health and Human Services to reduce the requirement based on available funding.

A second major focus of the new standards is to solidify the critical role of parents in the program, which has been a long-standing cornerstone of the Head Start program. The final rule clearly acknowledges that parents are their children's best advocates, better articulates family partnership services requirements, and maintains the parent committee requirement. We also revised the governance impasse procedures to require mediation or arbitration if necessary to resolve disputes between the governing body and the Policy Council. These changes reflect our belief that parents are foundational to Head Start's success and that the program's two-generation approach is integral to its impact on children and families.

### **Effective Date**

The new Head Start Program Performance Standards are effective as of November 7, 2016, which is 60 days after their publication. However, in order to afford grantees a reasonable period of time to implement certain provisions that have changed significantly from previous standards, the final rule allows programs additional time to comply with these specific provisions. The compliance dates for the applicable provisions can be found in the final rule under *SUPPLEMENTARY INFORMATION, Table 1: Compliance Table*. We urge grantees to use this interim period to make adjustments as needed to assure full compliance with the new HSPPS.

The following provisions have a compliance date of **August 1, 2017**:

- §1302.22(c)(1) – Early Head Start home-based service duration
- §1302.32(a)(1)(ii) and (iii); §1302.32(a)(2); and §1302.32(b) – Curricula for center-based and family child care programs
- §1302.33(b)(1), (2), and (3); §1302.33(c)(2) and (3) – Assessment
- §1302.35(d)(1) through (3) – Curriculum for home-based programs
- §1302.53(b)(2) – Quality Rating and Improvement Systems (QRIS)
- §1302.53(b)(3) – Data systems
- §1302.90(b)(2), (4) and (5) – Complete background check procedures
- §1302.92(c) - Coordinated coaching strategy and coaching staff qualifications
- §1302.101(b)(4) – Management of program data



The following provisions have a compliance date of **August 1, 2018**:

- §1302.21(c)(1) – Early Head Start center-based service duration
- §1302.91(e)(4)(ii) – Child Development Specialist staff qualifications
- §1302.91(e)(6)(i) – Home visitor staff qualifications

The following provisions have a compliance date of **August 1, 2019**:

- §1302.21(c)(2)(iii) and (v) – Head Start center-based service duration: 50 percent of slots at 1,020 annual hours

The following provision has a compliance date of **August 1, 2021**:

- §1302.21(c)(2)(iv) – Head Start center-based service duration: 100 percent of slots at 1,020 annual hours

### **Implementation Support**

In order to support the Head Start community in understanding and successfully implementing the new standards, we will offer a comprehensive series of training and technical assistance (T/TA) supports across a variety of platforms over the 2016–2017 program year. These opportunities will be targeted to stakeholders at every level—from grantee management staff, boards, and Policy Councils to federal and contract staff and T/TA providers.

To establish a common, in-depth understanding of the new HSPPS and expectations for implementation that will lay the groundwork for consistent support to grantees across the country, we held an in-person training for federal program specialists last month. Throughout this program year, we will deliver a series of interactive webinars and webcasts to help grantees explore, understand, and fully implement the new HSPPS, with strategies for working with staff, governing bodies, and families as programs make changes to adopt the new standards. Our support for grantees will begin with a webcast and question and answer session with OHS leadership. There will also be a virtual HSPPS Showcase that will address specific areas of the new standards, which will become available on the [Early Childhood Learning and Knowledge Center \(ECLKC\)](#) in early September. We will host monthly webinars to support understanding and implementation for grantees, T/TA providers, Regional Office staff, and other stakeholders. More information about these monthly opportunities will be available soon.

Additionally, OHS staff and T/TA providers will be presenting on the new standards at regional, state, and national conferences throughout the fall, winter, and spring. Our initial T/TA period will culminate with the OHS Birth to 5 Leadership Institute for management teams in the spring to consolidate and build upon the learning that has taken place throughout the program year.

### **Next Steps**

Programs are urged to take the time to read the final rule in its entirety, including the preamble and the text of the regulation. Programs are also encouraged to participate in the OHS web-based and in-person T/TA opportunities that will be offered during this program year. Programs

will need to discuss and plan for the implementation of the new standards with their staff, governing bodies, and parents. OHS and our T/TA partners will continue to provide direction, guidance, and resources that support fulfilling our promise to prepare our children and families for school and beyond.

Thank you for the work you do on behalf of children and families.

/ Blanca Enriquez /

Blanca Enriquez  
Director  
Office of Head Start



## INFORMATION

### MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *October 12, 2016*

**ITEM TITLE:** **5.1**

**CONTACT PERSON:** *Sergey Shepelov, Business Intelligence Manager*

---

**SUBJECT:** ENROLLMENT REPORT



## INFORMATION

### MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *October 12, 2016*

**ITEM TITLE:** 5.2

**CONTACT PERSON:** *Michael Calcagno, Board Member*

---

**SUBJECT:** POWELL-DIVISION PROJECT UPDATE



## INFORMATION

### MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *October 12, 2016*

**ITEM TITLE:** **6.1**

**CONTACT PERSON:** *Debra Derr, President; Carrie Toth – Executive Assistant, Board of Education*

---

**SUBJECT:** OSBA POLICY UPDATES (*first reading*)

# Board Powers and Duties: 9020

---

The Role of the Board of Education is defined in Policy 1060. The Legislature of the state of Oregon delegates to the Board responsibility for the conduct and governance of the College. The general powers granted to the Board are:

## **Legislative or Rule-Making Authority**

1. In regular or special public meetings, after open discussion, the Board will establish rules or policy by recorded member vote to govern the conduct of its members and the proceedings of the Board.
2. The Board will establish policies for governing the College and students consistent with Higher Education Coordinating Commission rules and with local, state and federal laws.
3. The Board is responsible for providing adequate and direct means for keeping informed about the needs and wishes of the public and for keeping local citizens informed about the College. Public documents will be made available on the College website "mhcc.edu."

## **Judicial Authority**

As provided by law, policy or contract, the Board may act as a fact-finding body or a court of appeal for staff members, students and the public when issues involve Board policies or agreements and their implementation, and when the Board must determine the rights, duties or obligations of those who address the Board.

## **Executive/Administrative Authority**

1. The Board will determine selection procedures to appoint a president who will establish administrative regulations to implement Board policy and goals. The Board will evaluate the president's performance.
2. The Board may establish academic and financial goals for the College and evaluate the president's implementation of those goals.
3. The Board will oversee the College's financial affairs by authorizing, appropriating and adopting budgets and by proposing tax levy or bond elections, when appropriate and as allowed by law, to provide for program operation, maintenance, capital improvements or acquisition of College property.
4. The Board will authorize the president to approve payment on all contracts and business transactions of the College in accordance with Board policies related to purchasing and budget requirements. The Board will provide for an annual audit of the district's assets.
5. The Board will direct, through the President, the collective bargaining process to establish labor contracts with the College's personnel. The Board will establish, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment, and personnel policies for College -wide application.
6. The Board will approve an annual academic calendar.

# Individual Board Member's Authority and Responsibilities: 9040

---

Any duty imposed upon the Board as a body shall be performed at a regular or special meeting and shall be made a matter of record. The consent to any particular measure obtained from individual Board members when the Board is not in session shall not be an act of the Board and shall not be binding upon the College.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion.

A Board member has the right to express personal opinions. When expressing such opinions in public, the board member must clearly identify the opinions and his/her own.

Board members will be knowledgeable of information requested through Board action, supplied by the President, gained through attendance at College activities, and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

- 1. Request for Information**

Any individual Board member who desires a copy of a written report or survey will make such a request to the Board Chair and President. A copy of the material will be distributed to each member of the Board. Requests for the generation of reports or information that require additional expense to the College or services or assistance from College employees must be submitted to the Board for consideration.

- 2. Requests for Legal Opinions**

A Board member may request a legal opinion. Such request, however, will be made through the Board Chair to the president. If the legal opinion sought involves the president's employment or performance, the request will be made to the Board Chair. Legal counsel is responsible to the Board.

- 3. Action on Complaints or Requests Made to Board Members**

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, or members of the public to the appropriate complaint policy. Such information will be conveyed to the President for action.

- 4. Board Member's Relationship to Administration**

Individual Board members will be informed about the College's educational program and may request information from the President. Board members will coordinate all visits to the College through the President. Board members will not intervene in the administration of the College.

#### **5. Contracts or Agreements Made By Individual Board Members**

Contracts or agreements made by individual Board members without the Board's authority are invalid.

#### **Responsibilities of the Individual Board Member**

The basic function of a Board member is policy-making and not administrative. Board members leave to the president the execution of policy and methods used to enforce the provisions of the policy.

It is the Board member's responsibility to:

1. Request the opinion of others and graciously accept and support the principle of "majority rule" in Board decisions;
2. Refer all complaints or problems to the President's office and discuss them at a Board meeting only after failure of administrative solution. Also refer personal criticism of any College operation directly to the president;
3. Require all College business transactions be on an ethical and above-board basis;
4. Refuse to use or permit the use of a Board member's position for personal gain or for personal prestige;
5. Decline to interject personal problems into Board consideration; and
6. Refuse to participate in secret meetings that are not official and to which all members have not been invited.



# Board Member Development: 9061

---

The complexity of Board membership demands opportunities for development, study and training for Board members.

In order to develop leadership capabilities, become informed about current issues in education, and improve their skills as members of a policy-making body, Board members will participate in opportunities for development that may include, but are not limited to, the following:

1. In-service activities planned by the Board and by the administration for staff members, as appropriate;
2. Participation in conferences, workshops and conventions held by state and national educational associations and organizations; and
3. Subscriptions to publications addressing Board member concerns.

Recognizing the need for continuing training and development of its members, the Board encourages the participation of all members in appropriate conferences, conventions and workshops. To control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidance:

1. The president will inform Board members, in a timely manner, of appropriate conferences, conventions and workshops. The Board will decide which events appear to be most likely to produce the greatest benefit to the Board and the College;
2. Funds for participation at such meetings will be included in the annual College budget. Since funds are limited, the Board will designate which members would be most appropriate to participate in a given event;
3. If authorized to attend, and reimbursement is approved by the Board, Board members will be reimbursed, upon request, for reasonable and necessary expenses actually incurred; and
4. When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share, by means of written or oral reports, information, recommendations and materials acquired at the event.

# Compensation and Expenses: 9062

---

No Board member will receive any compensation for services other than reimbursement for approved expenses actually incurred while conducting College business. Such expenses may include the cost of attendance at meetings, conferences or visitations when attendance has been approved by the Board prior to the date of travel.

Reimbursement includes, but is not limited to, transportation, meals, lodging and miscellaneous expenses.

# Board Member Standards of Conduct: 9080

---

A Board member will:

1. Comply with the ethics laws for public officials provided in state law;
2. Understand that the Board sets the standards for the College through Board policy. Board members do not manage the College on a day-to-day basis;
3. Understand that the Board makes decisions as a team. Individual Board members may not commit the Board to any action nor direct staff;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions are made by a majority vote and should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Refer problems or complaints to the president;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at official Board meetings;
9. Insist that all Board and College business is ethical and honest;
10. Be open, fair and honest, harboring no hidden agendas;
11. Understand that confidential information cannot be divulged;
12. Recognize that the president is the Board's adviser and will be present at all meetings, except when excused or the Board is considering the president's evaluation, contract or salary;
13. Take action only after hearing the president's recommendations;
14. Refuse to use the position for personal or family gain or prestige. Announce conflicts of interest before Board action is taken;
15. Refuse to bring personal problems into Board considerations;
16. Give the staff the respect and consideration due skilled, professional employees;
17. Direct personal criticism of College operations to the president, not to College staff or in a Board meeting;

18. Respect the right of the public to attend and be heard at Board meetings; and
19. Respect the right of the public to be informed about College decisions and operations as provided by law;
20. Remember that content discussed in executive session is confidential.

# Board Member Conflicts of Interest: 9081

---

No Board member will use his/her official position or Office to obtain personal financial benefit or detriment or financial gain or detriment for relatives or for any business with which the Board member or a relative is associated.

Business means any corporation, partnership, proprietorship, enterprise, association franchise, firm, organization, self-employed individual or any legal entity operated for economic gain.

Business with which a Board member or relative is associated means any business of which a Board member or relative is a director, Officer, owner, employee or agent or any corporation in which a Board member or relative owns or has owned stock worth \$1,000 or more at any point in the preceding year.

No Board member or relative will solicit or receive directly or indirectly during any calendar year any gift or gifts with an aggregate value in excess of \$50 from any single source that could reasonably be known to have a legislative, administrative, regulatory, contractual, managerial or judicial interest in the College.

Relative is defined as a Board member's spouse, children of Board member or of spouse, brothers, sisters and parents of a Board member or of spouse.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member's vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the College. A Board member will respect individuals' privacy rights when dealing with confidential information gained through association with the College.

Individual Board members and the Board as a public entity are bound by the Code of Ethics for public officials as stated in Oregon law.

## **Potential Conflict of Interest**

- Potential conflict of interest means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment to self or relatives.
- A Board member may, after declaring his/her potential conflict of interest, either vote or abstain on the issue.
- Merely abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

## **Actual Conflict of Interest**

1. Actual conflict of interest means any action, decision or recommendation taken that would result in a financial benefit or detriment to self or relatives.
2. A Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. However, such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

# Board Governance: 9082

---

The Board is dedicated to policy governance, which is a coherent framework of concepts and principles that are internally consistent as well as powerful in dealing with whatever practical situations arise.

Pursuant to policy governance, the Board is committed to:

1. Governing with an emphasis on vision;
2. Defining results and creating policies to achieve them;
3. Encouraging diversity;
4. Providing and supporting strategic leadership;
5. Creating and recognizing clear distinctions between Board and president goals;
6. Governing with collective rather than individual decisions; and
7. Focusing upon the future, not the present or past.

# Board Officers: 9100

---

At its first scheduled meeting after July 1, the Board will elect one of its members to serve as Chair and one to serve as Vice Chair. No member of the Board may serve as Chair more than two years in succession. If a Board member is unable to serve an entire term as an Officer, a replacement will be elected immediately. The replacement Officer will serve the remainder of the Officer's term until the following July.

## **Duties of the Officers**

### 1. The Board Chair will:

- a. Assist the president in establishing the agenda for regular Board meetings;
- b. Call special or emergency meetings when required;
- c. Preside at all meetings of the Board and enforce the rules of order;
- d. Sign the minutes and other official documents that require the signature of the Chair;
- e. Represent the College and the Board at official functions, unless this duty is delegated by the Chair of the Board to another Board member;
- f. Appoint all committees unless otherwise ordered by the Board;
- g. Have the right to discuss issues and vote; and
- h. Perform other duties as may be prescribed by law or by action of the Board.

### 2. The Vice Chair will:

In the absence, incapacitation or death of the Chair, the Vice Chair will perform the duties of Chair and when so acting, will have the Chair's powers. The Vice Chair will perform other functions as designated by the Board.

In the absence of both Chair and Vice Chair, the immediate past Chair or Vice Chair in service present at the meeting will preside. If no past Chair or Vice Chair is present, the board will determine through majority vote, taken by the clerk of the board, which member shall conduct the meeting.

### 3. Board or College Spokesperson

The Board may appoint one of its members, usually the Chair, or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the College's position should be articulated by a single voice. The spokesperson serves at the Board's direction and may be removed or replaced at any time by action of the entire Board.



# Board-President Relationship: 9120

---

The most important and sensitive aspect of any Board-president relationship is that of mutual understanding and respect. If this relationship exists, the district's business is accomplished with efficiency and dispatch, generally against a background of public understanding and support. In view of the importance of this vital relationship, the following principles embody a common understanding on the part of the Board and its president-chief executive officer:

1. Individual prestige or gain will be subordinated to the general welfare of the College;
2. A clear delineation of functions will exist between the Board and the president;sh
3. Differences of opinion between the Board and President are respected, with a willingness to resolve these differences objectively;
4. The President will keep the board well-informed;
5. The President and Board will demonstrate mutual support for each other.

# Advisory Representatives to the Board: 9140

---

As an avenue for open communication, the Board establishes the position of advisory representative to the Board, hereinafter referred to as "advisory representative." The purpose of these representative seats at the Board meetings is to provide an opportunity for open discussion on issues related to the general welfare of the College. These face-to-face opportunities will foster two-way communication which will assist both the associations' and Board's perspectives. Advisory representatives do not have voting rights.

## **Composition**

There will be representatives from the following associations, selected by their respective memberships as follows:

1. The representative of the associated student government;
2. The representative of the classified employees association;
3. The representative of the full-time faculty association;
4. The representative of the part-time faculty and tutors association;
5. The representative of the Head Start association;
6. Others as determined by the Board.

## **Vacancy**

If a vacancy occurs in a position of advisory representative, it will be filled by the successor in Office of such for the balance of the term in which the vacancy occurs.

## **Attendance**

Advisory representatives may attend all regular and special meetings of the Board, except executive sessions. All such participation will be in person.

## **Duties**

1. Advisory representatives will receive notice of meetings, the agenda and the appropriate agenda materials.
2. Advisory representatives will not vote on matters before the board.

# Consultants to the Board: 9160

---

The Board may engage persons in an advisory capacity when specific services are required that are beyond the capabilities or responsibilities of regularly employed personnel.

Such advisers may include attorneys, auditors, architects, agents of record and others with technical skills or professional training.

The Board may appoint such advisers to serve for a specified period of time or may engage such advisers to perform specific tasks on a temporary basis. Except where the adviser serves under a written contract for a specified period of time, the Board has sole discretion for terminating such advisory services.

The Board will conduct periodic reviews of the services and may request periodic reports to the Board.

Prior to reappointment, the College may open proposals for service.



## INFORMATION

### MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 12, 2016*

ITEM TITLE: 7.1

CONTACT PERSON: *Susie Jones, Board Chair*

---

SUBJECT: COMMITTEE REPORTS



## INFORMATION

### MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 12, 2016*

ITEM TITLE: 7.2

CONTACT PERSON: *Debra Derr, President*

---

SUBJECT: PRESIDENT'S REPORT