

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 21st, 2015, with a **Board Workshop** in the President's Office at 6 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 #906

ITEM	TIME	EXHIBIT	INFO/ ACTION	AGENDA ITEM	PRESENTER
	5:30 p.m.			<i>Board Dinner: President's Office</i>	
1	6 p.m.			Board Workshop: Financial Aid Overview; Board Communication; Open Discussion	Christi Hart, Susie Jones
2	7:00 p.m.	CONVENE AS MHCCD BOARD		CALL TO ORDER /DECLARATION OF A QUORUM	Susie Jones
3		3.1	Action	Approval of the Agenda	Susie Jones
		3.2	Action	Consent Agenda: Approvals & Information <ul style="list-style-type: none"> a. Minutes from Board Mtg 9/9/15 b. Monthly Personnel Report c. Monthly Financial Report d. Monthly Head Start Report 	Susie Jones
4	7:05			PUBLIC INPUT	
5	7:10			PRESENTATIONS AND REPORTS	
		5.1		Introduce Waldon Hagan	Debra Derr
6	7:15			BUSINESS/ACTION	

		6.1		Resolution: Domestic Violence Awareness Month	Seth Albert, Lindsay Patiño
		6.2		Budget Resolution	Jennifer DeMent
		6.3		Program Approval	Christie Plinski
		6.4		Early Head Start: Request for Grant Approval	Jean Wagner, Susan Brady
7	8:15			INFORMATION	
		7.1	Info	President's Report & Potential GO Bond Update	Debbie Derr
8	8:25			CLOSING REMARKS	Susie Jones
		8.1 8.2		<ul style="list-style-type: none"> • ASG Representative Comments • Advisory Representatives comments 	
9	8:35			ADJOURNMENT	Susie Jones
The next regular meeting is scheduled for November 18, 2015					
<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 21, 2015*

ITEM TITLE: **3.2a**

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

SUBJECT: APPROVAL OF MINUTES

Attached are the minutes for the September 9th, 2015, regular session.

Session #905

A meeting of the Mt. Hood Community College District Board of Education was held on September 9, 2015, with a workshop in the President's Office at 6 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.

Board members present: Michael Calcagno, Sonny Yellott, Jim Zordich (Vice Chair), Susie Jones (Chair), Tamie Arnold

Staff Present: Debra Derr, Carrie Toth

WORKSHOP

The Board agreed unanimously to postpone the workshop until after the regular session.

CONVENE MHCCD BOARD OF EDUCATION

A session of the Mt. Hood Community College District Board was called to order at 7:01 p.m. A quorum was present.

Board Members present: Sonny Yellott, Michael Calcagno, Jim Zordich (Vice Chair), Susie Jones (Chair), Tamie Arnold, Kenney Polson

BUSINESS/ACTION

3.1 AGENDA

Jim Zordich made a motion to approve the agenda. The motion was seconded and approved unanimously.

3.2 CONSENT AGENDA

- a. Minutes from Board Mtg 7/8/15
- b. Minutes from Board Retreat 8/8/15
- c. Monthly Personnel Report
- d. Monthly Financial Report
- e. Acceptance/expenditure of projects funded in whole or partially by non-district funds
- f. Monthly Head Start Report
- g. Head Start Health and Safety Report

Tamie Arnold made a motion to approve the consent agenda. The motion was seconded and approved unanimously.

CALL FOR PUBLIC INPUT

Cennie Moore-Fisher wanted to talk about tuition cost at Mt. Hood. She had heard that we are the third highest among community colleges, and it is her understanding that the tuition is being looked at for a raise. She is sorry to hear that – maybe enrollment is decreasing because potential students have families to support. She is hoping that there is no tuition raise.

Tony Vezina is student body present at PCC and represents the district as district student council chair. He is here to support a tuition freeze at Mt. Hood Community College. At PCC, students are facing similar issues and pushing for a similar freeze. He would like us not to raise tuition.

Mallory Hawk believes MHCC has seen a decrease in enrollment because students are finding it more difficult to support themselves, family, and go to college at the same time, so people are going out to the workforce.

Lindsay Patiño noted that the board decided on a \$3.50 increase last year. The last board had committed to lowering tuition if the state funding came in higher than \$535m. She wanted to remind the board about their commitment. She referred to a poll asking why students did not attend MHCC – many people responded that it was because they were going into the workforce. It all ties back to financial health for students. Any way that we can help students will help them and make Mt. Hood more approachable is important.

Seth Albert reiterated Patiño's statement.

PRESENTATIONS & REPORTS

5.1 ECONOMIC IMPACT STUDY

Linda Vigesaa and Debra Derr presented the 2015-2016 Economic Impact Study. A full version is available as part of the official meeting minutes.

BUSINESS/ACTION

6.1 INTERNATIONAL STUDENT FEE PROPOSAL

John Hamblin presented the International Student Fee Proposal for a vote. Recently, MHCC was authorized to have international students at the ESL level for entry-level

English training. We currently have no established fee for these students. MHCC has done a study to set an appropriate structure and remain competitive in the number of contact hours and the price. He has proposed a flat rate of \$2420 for 20 contact hours per term. Hamblin requested it to be in place for Fall Term.

Arnold moved to approve the International Student Fee Proposal. The motion was seconded and passed unanimously.

6.2 RESOLUTION TO CONSIDER TUITION RATE ADJUSTMENTS

Susie Jones gave some background information on the tuition item. At the April meeting board meeting, there was a request by Administration to raise tuition by \$3.50/credit hour. There was much discussion and resistance at that time on the part of the board. Jim Zordich had put forward the idea to look at the state support – if it came in higher than expected, at \$550m, the board would use that extra money to offset the proposed tuition increase. The board agreed. Jones stated that there were many budget unknowns at that time; we did not know what our state support, ending fund balance, and enrollment would be – all those play significant roles. The board held special session on 9/3 to discuss options. They extensively discussed different scenarios and arrived at two possible proposals.

Option 1 is to eliminate the \$3.50 increase, effective Fall 2015. This would cause a revenue loss of \$700,000. Option 1 also includes a recommendation to implement a tuition freeze for current students. This is actually more than what the board proposed in April – a decrease, and a tuition lock.

Option 2 is similar - it reduces the tuition by \$1.50 per credit hour, and it includes tuition freeze.

Jones called for a motion to approve Option 1. Zordich moved to approve.

Derr stated that she would like to present some information. She thanked the board for the in-depth discussion they had at the workshop but said it is her responsibility to identify our challenges. Director Calcagno had asked what a best practice would be for tuition, and Derr responded after the work session that the reality is that tuition is just one part of moving the college forward to financial sustainability. Right now, as Rick Doughty has stated, we are operating on two spark plugs, and we need at least four. For the future, we do not know what will happen with our funding, our enrollment, and our economy. We are in a situation where we are experiencing an 18% decline in enrollment. We are exploring other ways to generate income. We are very actively

seeking resources through grants. Derr wants to encourage the board to look at the long-term impact. Accreditation plays a role – Standard 2 speaks to governance, that the institution demonstrates financial stability. Vital positions have been left open, and that means that many people are wearing multiple hats and work is not getting done. We need a commitment to programs and services tied to student success – affordability is one of those things. The College’s goal in presenting a tuition freeze shows that affordability is important. The accreditation study will look at the last seven years. Derr is concerned that we will not be able to make up the significant budget shortfall if a full tuition reduction was implemented. Board Policy also states that we need to continue to build our reserves, with a goal of 10%. Our reserves continue to go down, because we do not have a balanced budget. It will not happen in one year to turn enrollment around. We will have to dip into our fund balance. Derr read her recommendation: she would like to honor the integrity of the board but to take into account the enrollment information. Her recommendation is Option 2.

Jones discussed the tuition pledge, which she believes is a great idea. She thanked the staff and believes that the idea is very strong. She believes that a freeze could greatly influence a student’s decision to attend MHCC rather than PCC or other competitors.

Patiño commented that she would like to understand the state funding – how does the additional money come to \$700,000? Derr responded that the \$15m (\$550m instead of \$535m) of additional state money is for the entire state. MHCC’s impact is about \$700,000. Patiño commented that we are hoping for a bond, which would be a possible influx of money. Derr responded that the bond will not go against operational money – we could pay back our loans to free up some money, but the bond money cannot go to operational cost. DeMent commented that we currently pay \$2.4m toward debt. Derr would like to work with what we know, rather than what we hope for.

Calcagno will support Option 2 and would like to address the students. He stated that he himself has student loan debt and struggled with a decision. If enrollment continued to decline, or the bond did not pass, Calcagno noted that we would have to increase tuition even more down the road. He wants to support students but has to do what is in the best financial interest of the college – the tuition lock will be a huge tool for students so that they can plan ahead.

Yellott stated that he is conflicted and asked if we have we looked at our programs. Derr responded that we have looked at our programs and understand high cost versus low cost programs, and that we have to have a balance. We have a need to look at the needs of our regions, and we have programs we hope to develop.

Arnold stated that we heard the value the community college brings economically, and it is very vital that the board, as trustees, ensure that this remains a viable institution. She wanted students to know that she empathizes, as a former MHCC student and as a student herself. Arnold clarified that we are not the 3rd highest community college for tuition. When we go to the community for our bond and ask them to rebuild our college and ask for better facilities for our students, we have to make it fair.

Jones called for a vote on Option 1. Sonny Yellott voted in favor. Jones, Zordich, Calcagno, Arnold, and Polson were opposed. The motion failed.

Zordich moved to approve Option 2. Polson seconded the motion. Calcagno proposed an amendment that, in addition to reducing the tuition, the board also create a letter to be sent out to the students that the board members were not able to completely roll back the tuition increase, but they were able to reduce tuition and approve a tuition lock – he wants to respect the students and the faculty and apologize. Jones stated that rather than an amendment, a letter to the Advocate might suffice. Arnold suggested a fact sheet would be helpful that lays out some of what the staff have proposed – for example, that we are understaffed in custodians, haven't been able to fill positions, etc., so that students and community know that we are working hard to be fiscally responsible.

Polson stated that, unfortunately, the tuition clause was made without all the financial information. There was no way to know that enrollment would fall 18%. He stated that perhaps the timing on the decision was premature because all the facts were not clear. Derr agreed – the legislature determines the funding, and we do not know that until the legislature is done. The board and the College have to make our best guess. Legally, we have to have a budget approved by June 30th. The main piece is the enrollment decline. She stated that this board will have the same challenge – there will be unknowns when they vote on the budget next year. Polson stated that if we wrote something for the students – we want every student to understand in all fairness why this decision was made. He hopes that for students, knowing that the following year, your tuition isn't going to change, is going to be a reprieve.

Albert stated that he understands the difficulties that go into the decision and respects that the board has to make decisions based on the budget. He agreed that the Advocate letter is a good idea. He would like to see facts presented and posted on the website and the student app, so that every student at MHCC sees it.

Patiño thinks that the Advocate letter would be wonderful. ASG did a great job last year letting students know what would happen, and the students are aware that action

is being taken on tuition. It is great for students to respect their board and for the board to respect the students in return. Jones stated that the board would have to get the letter completed quickly.

Calcagno moved to add an amendment to issue a public letter of explanation. Zordich seconded. The amendment was approved unanimously.

Jones called for a vote on Option 2. Zordich, Jones, Calcagno, Arnold, and Polson voted in favor. Yellott voted no. The motion carried.

Calcagno and Polson thanked the students.

6.3 HEAD START POLICY REVISION

Susan Brady presented the second reading of the Food Substitutions Policy. Polson asked about food allergies – will substitutions be made? Brady clarified that Head Start needs doctor's notes for the food substitutions. They will respond to doctor's recommendations. Brady clarified that they will make substitutions for health purposes – they need to know who has life and death issues. They just cannot reasonably meet every requested substitution. Brady stated that they have already removed some of the more controversial items like pork and peanuts. Arnold asked about the reimbursement policy – why is that a concern? Brady responded that it is risky. They have a farm to table grant and serve healthy food with many choices. Calcagno commended Head Start on their farm-to-table menu options. Zordich moved to approve the policy. Calcagno seconded.

Jones, Calcagno, Yellott, Zordich, and Polson voted to approve the policy. Arnold voted no. The motion carried.

6.4 BOARD GOALS

The board has not finalized goals. They will continue discussion after the regular session.

7.1 PRESIDENT'S REPORT

Derr stated that lots has been going on around campus over the summer. She has spent time with the new ASG President and Vice President. She spoke with the leadership at their retreat. She also met with the new Rho Theta officers – they had many new ideas, one of which is to create video with the Integrated Media students to encourage students to be better prepared when taking placement tests. MHCC has hired 12 new Full-time faculty members and a Vice President for Student Development and Success,

Waldon Hagan, who will start on Monday. Other recent hires include Charles George, Director of Facilities; Eric Machado – Risk Management; and Nikki Gillis – Diversity Officer.

Derr continues to meet with local Superintendents – she is happy with the strengthening of those relationships.

Derr thanked board members who attended Government Affairs Chamber meeting. She distributed a handout from the Facilities department detailing the work they have been doing over the summer, including the Chemistry Lab upgrade.

In-service and convocation are next week; Derr invited the board members to convocation and the Gresham Rotary Steak Fry – she has tickets for the board members who would like to attend. Proceeds go to scholarships for MHCC.

CLOSING REMARKS

Tambi Boyle stated that the full-time faculty got to hire for their retirements and have one new hire in the Automotive program. Faculty members will be back next week.

Corey Huston recognized the difficulty that came with tuition decision. Many of the recent staff cuts have been Classified employees, and layoffs are extremely difficult. He is excited about the decision to freeze tuition, but he challenges the leaders present to come up with innovative ideas. He stated that an institution can't budget with cuts and can't rely on part-time employees.

Yellott thanked Derr for her comments and asked about the campus presence of Planned Parenthood. Derr responded that at one time, we had contracted with Planned Parenthood. That was targeted at students who did not have health insurance. That ended a number of years ago. Wallace Medical Concern now addresses those health care needs.

Calcagno reiterated interest in having improved access to the audio and video of board meetings. Derr responded that we have been investigating. If board takes action to do it, we will make it happen. Albert noted that the Advocate would also be willing to work with the board to record meetings.

Zordich has been working with Gresham Historical Society and has been reviewing old issues of the Outlook. He is currently working on the 50th Anniversary book. A link for shareyourhistory@mhcc.edu will be implemented and integrated into the website.

Jones thanked Zordich for the hard work he is putting into writing our history. In working through the issues the board has already worked through and will work through, in working with staff and students, she feels that the board is working well and in a spirit of trust.

Polson stated that it has been very interesting moving through these challenging issues and keeping an eye on sustainability. He hopes everyone involved, including students, will get behind the board, especially for the Bond, to make this college what the students deserve. He is excited about the good that the college can do.

Arnold thanked the board for including estimated times on the agenda.

Albert stated that the students have met with Dr. Derr and tossed around goals to establish how they can help each other. He stated that the students had a great retreat, and he is very excited for the ASG this year. He and the ASG members got a chance to meet with many of the sister community colleges' ASG presidents and was encouraged that we are having the same struggles and coming up with the same solutions.

Zordich moved to adjourn. Polson seconded. Meeting adjourned at 9:02 p.m.

BOARD WORKSHOP

Board members present: Michael Calcagno, Sonny Yellott, Jim Zordich (Vice Chair), Susie Jones (Chair), Tamie Arnold

Staff Present: Debra Derr, Carrie Toth

Each board member selected their top five goals from the list created at the August Board retreat. They agreed that, as a board, their top three goals are:

- The Board will undertake a comprehensive policy review and explore Carver Policy Governance.
- The Board will help pass the GO Bond.
- The Board will undertake a greater advocacy role with the legislature.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 21, 2015*

ITEM TITLE: 3.2b

CONTACT PERSON: *Gale Blessing, Director of Human Resources*

SUBJECT: MONTHLY PERSONNEL REPORT

NEW EMPLOYEES:

Administrators

Employee	Position	Department	Date
Hagan, Waldon J	Vice President - Student Development	Student Development	9/14/2015

Faculty Managers

Employee	Position	Department	Date
Babiy, Ilya A	Instructor - Dental Hygiene	Allied Health	9/16/2015
Ruhl, Erika H	CIS Instructor/Computer Game Dev	Business Division/CIS	9/16/2015
Fuller, Thomas J	Instructor - Literature & Composition	English	9/16/2015
Ethridge, Marissa I	Teacher HS Non-union	Head Start	9/8/2015
DesRochers, Michael E	Lead Application/Database Engineer	Information Technology	9/8/2015
Price, Tristan A	Electronic Assistive Tech Coordinator	Instructional Technology	9/1/2015
Terra, Sandra Elena L	Instructor - Spanish	Language	9/16/2015
Davey, Daniel P	Instructor – Music and Director of Jazz Band & Ensembles	Performing & Visual Arts	9/16/2015
Wittman, Jessica M	Instructor - Chemistry	Physical Sciences	9/16/2015

Scott, Jessica R	Instructor - Psychology	Social Science	9/16/2015
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Support Staff

Employee	Position	Department	Date
Enyinwa, Nena	Payroll Specialist	Human Resources	9/21/2015
Bailey, Amber	Assistant Teacher	CDFS – Head Start	9/8/15
Botter, Kimberly	Teacher	CDFS – Head Start	9/8/15
Cano-Bautista, Felipa	Assistant Teacher	CDFS – Head Start	9/8/15
Emil, Haidy	Assistant Teacher	CDFS – Head Start	9/8/15
Ethridge, Marissa	Teacher	CDFS – Head Start	9/8/15
Gil-Silva, Brinidey	Assistant Teacher	CDFS – Head Start	9/8/15
Henderson, Lindsey	Teacher	CDFS – Head Start	9/8/15
Johnson, Janette	Teacher	CDFS – Head Start	9/8/15
Miletich, Rudy	Assistant Teacher	CDFS – Head Start	9/8/15
Moses, Ethan	Teacher	CDFS – Head Start	9/8/15
Obelnicki, Henry	Teacher	CDFS – Head Start	9/8/15
Olson, Elizabeth	Teacher	CDFS – Head Start	9/8/15
Penson, Yvette	Cook	CDFS – Head Start	9/8/15
Steele, Patricia	Teacher	CDFS – Head Start	9/8/15
Torres, Zoila	Assistant Teacher	CDFS – Head Start	9/8/15

TRANSFERS/CHANGE IN STATUS:

Employee	Previous Position	New Position	Date

CURRENT SEPARATIONS:

Employee	Position	Department	Date
Guitron, Genta L	Assistant Manager, Bookstore	Bookstore	9/14/2015
Lorion, Lori A	Instructor - Visual Arts - Painting, Digital Art	Performing & Visual Arts	9/2/2015
Maier, Christina J	Instructor - Graphic Design	Integrated Media, Performing & Visual Arts	9/30/2015
Rosvall, Diana L	Facilities and Events Coordinator	Facilities Management	9/9/2015
Brown, Tonia	Assistant Teacher	CDFS – Head Start	9/9/15
Leary, Lori	Teacher	CDFS – Head Start	9/10/15
Scott, Sarah	Education Specialist	CDFS – Head Start	9/11/15
Waterworth, Tammy	Teacher	CDFS – Head Start	9/2/15



INFORMATION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 21, 2015*

ITEM TITLE: 3.2c

CONTACT PERSON: *Jennifer DeMent, Chief Financial Officer*

SUBJECT: MONTHLY FINANCIAL REPORT

2015-16 Activity through August:

Revenues:

- State support revenue is received quarterly in August, October, January and April. The amount budgeted for 2015-16 reflects Mt. Hood's estimated share of the biennial state support amount of \$535 million. Actual state support was approved by the legislature at \$550 million, which will be reflected in the actual revenue column.
- 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 \$2.1 million and early fall tuition of \$6.2 million. Fall registrations are still being processed. Preliminary enrollment numbers indicate a decline in tuition bearing classes as compared to 2014/15 final enrollment by 21.2% for summer term and 13.01% 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 \$250 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 2015/16
As of August 31, 2015

	Actual			
	Year to Date	Adopted	Actual	Percentage
	Jun 30, 2015	Budget	August	of Budget
	(Pre-close)	2015/16	2015	Remaining
Revenues				
State Support	24,935,144	27,062,523	6,884,675	75%
Property Taxes	10,964,362	10,920,663	40,350	100%
Tuition and Fees	26,517,078	25,638,074	8,782,420	66%
Uncollectible Receivables	(306,000)	(400,000)	-	n/a
Access Fee	827,680	793,156	284,200	64%
Other Revenues	2,017,180	1,084,700	22,320	98%
Transfers In	75,000	200,000	-	100%
TOTAL REVENUES	65,030,444	65,299,116	16,013,965	76%
Expenditures				
Salaries	35,108,191	36,796,514	3,820,586	90%
Health Care	5,223,279	5,851,426	487,576	92%
Fringe/Taxes	11,128,657	10,430,860	1,064,859	90%
Materials & Supplies	5,989,166	6,895,149	1,204,465	83%
Utilities	1,631,851	1,649,672	195,820	88%
Grants in Aid/Tuition Waivers	1,205,025	1,307,840	167,469	87%
Debt Service	2,359,990	2,397,478	326,363	86%
Transfers to Other Funds	565,304	925,000	-	100%
TOTAL EXPENDITURES	63,211,463	66,253,939	7,267,138	89%
Rev Greater (Less) Than Exp	1,818,981	(954,823)	8,746,827	
Beginning Fund Balance	<u>4,264,382</u>	3,900,000		
Ending Fund Balance	<u>6,083,363</u>	<u>2,945,177</u>		
<i>As a percentage of expenditures</i>	<i>9.6%</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. MHCC currently represents approximately 10% of the state total, however a percentage of funding may be based on outcomes beginning in 2016/17.

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 generated for the General Fund. Tuition for 2015/16 generated \$95.50 per credit hour during summer 2015. Beginning in fall term tuition was lowered by the Board to \$94.00 per credit hour. A technology fee of \$5.25 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.

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

Transfers In is primarily 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 and Aquatic Center support.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *September 9, 2015*

ITEM TITLE: 3.2d

CONTACT PERSON: *Jean Wagner, Head Start Director*

SUBJECT: MONTHLY HEAD START REPORT

Program Information Report for 2014-15 October 2015

The numbers below reflect the program data from the year 2014-15. This information is used to measure success in meeting program goals as well as in planning for the future.

Ethnicity and Race

Ethnicity	% Head Start	% EHS
Hispanic	44%	55%
Non- Hispanic	55%	45%
Unspecified	1%	<1%

Race	% Head Start	% EHS
American Indian Alaska Native	2%	1%

Race	% Head Start	% EHS
Asian	7%	1%
Black or African American	15%	13%
Native Hawaiian Pacific Islander	1%	<1%
White	49%	52%
Biracial or Multiracial	20%	17%
Unspecified race	6%	15%

Language spoken in home

Language	Head Start	EHS
English	53%	48%
Spanish	32%	46%
Middle Eastern/South Asian Languages	4%	4%
East Asian languages	5%	<1 %
Pacific Island languages	<1%	<1%
European and Slavic languages	2%	0%
African Languages	3%	1%

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

	Percent dropped	Percent less than 45 days
Head Start	16%	5%
Early Head Start	26%	3%

Health Services

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

	Beginning of year	End of year	% increase
Health Insurance – EHS	97%	98%	1%
Medical home – Head Start	94%	98%	4%
Medical home – EHS	87%	99%	12%
Immunizations – Head Start	94%	96%	2%
Immunizations – EHS	91%	94%	3%
Dental Home – Head Start	85%	96%	11%
Dental home – EHS	59%	78%	19%
Medical – Head Start	70%	91%	21%
Medical – EHS	56%	69%	12%
Children completing dental service (HS Only)	89% of those needing treatment received treatment		

Disability Services

Head Start	
Percentage of all enrolled children in HS with an IFSP	20%
Of all enrolled children in HS - % with Speech Impairment	10.3%
Of all enrolled children in HS - % with Non-Categorical Dev. Delay	7.1%
Of all enrolled children in HS - % with Autism	.9%
Of all enrolled children in HS - % hearing and/or vision	.7%

Head Start	
Early Head Start	
Percentage of all enrolled children in EHS with an IFSP	11.3%

Families served by type	
Head Start 2 Parent	46%
EHS 2 Parent	56%
Head Start 1 Parent	54%
EHS 1 Parent	44%

Homeless children

Head Start	102	9% of enrollment
EHS	24	11% of enrollment

Foster Children

Head Start	57	4.9% of enrollment
EHS	6	2.6% of enrollment

Employment

Head Start 2 parents employed	16%
EHS 2 parents employed	12%
Head Start 1 (of 2) parent employed	66%
EHS 1 (of 2) parent employed	67%

Employment

Head Start both parents not working	18%
EHS both parents not working	21%
Head Start single parent working	45.5%
EHS single parent working	34%
Head Start single parent not working	54.5%
EHS single parent not working	66%

Job Training or school

2 parent families	
Head Start –both in school or training	2%
EHS –both in school or training	8%
Head Start -1 of 2 parents in school or training	15%
EHS -1 of 2 parents in school or training	15%
Head Start – neither parent in school or training	83%
EHS - neither parent in school or training	77%
Single Parent Families	
Head Start –parent in school or training	19%
EHS –parent in school or training	26%
Head Start –parent not in school or training	81%

2 parent families	
EHS –parent not in school or training	74%

Education level of parents

Advanced or Baccalaureate	
Head Start	5%
EHS	3.5%
Associate degree, vocational school or some college	
Head Start	26%
EHS	28.5%
High School graduate of GED	
Head Start	34%
EHS	34%
Less than HS graduate	
Head Start	35%
EHS	34%

This is being provided to the Board and Policy Council as required by the Head Start for School Readiness Act of 2007. 642(d)(2)

A Policy Document from the Office of Head Start

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-15-04	2. Issuance Date: 09/18/2015
	3. Originating Office: Office of Head Start	
	4. Key Words: Child Abuse; Child Neglect; Mandated Reporting	

INFORMATION MEMORANDUM

TO: Head Start and Early Head Start Grantees and Delegate Agencies

SUBJECT: Mandated Reporting of Child Abuse and Neglect

INFORMATION:

Reporting suspected abuse or neglect can protect a child—it can even save a child's life. Additionally, such reports can result in families benefiting from needed social services.

All Head Start and Early Head Start staff persons are "mandated reporters." As mandated reporters, staff members working for Head Start and Early Head Start programs are legally obligated to report suspected child abuse or neglect to the appropriate state child protection agency (see below for information about reporting requirements for Tribes*).

Staff persons are required to report incidents where there is a reasonable suspicion that abuse or neglect has occurred or there is a substantial risk that abuse or neglect may occur, either in the care of a Head Start agency or outside of the program. It is not the responsibility of the staff person or the program to investigate whether abuse or neglect actually occurred, but rather to report probable incidents. In fact, programs and individuals must not attempt to investigate; to do so can jeopardize the accuracy of the official investigation conducted by child protective services. Any employee who is the subject of a reported case of abuse or neglect must be removed from contact with children during the state investigation and until the charge is fully resolved.

To make a report, employees of non-tribal Head Start programs must first call the state's designated reporting hotline. Most **states have toll-free numbers** designated to receive and investigate reports of suspected child abuse and neglect. Tribal Head Start programs must identify the reporting agency for their jurisdiction.

Individuals reporting suspected child abuse or neglect will be asked for specific information, such as:

- The child's name and location
- The name and relationship (if known) of the person you believe may have abused or is abusing the child
- What you have seen or heard regarding the abuse or neglect
- The names of any other people who might know about the abuse
- Your name and phone number (voluntary)

Staff who need help identifying the correct agency to place the report can call the **National Child Abuse Hotline**

at 1-800-4-A-CHILD (1-800-422-4453). It is important to note that calling the National Hotline does not substitute for mandated state reporting to the appropriate agency.

*American Indian Tribes must report child abuse to the local child protective services agency or the local law enforcement agency. Whether the local agencies are tribal, state, or federal depends on the local jurisdiction divisions in the area. There is also a Bureau of Indian Affairs (BIA) Indian Country Child Abuse Hotline, 1-800-633-5155, but this number does not replace calling the local child protective services agency or the local law enforcement agency.

All Head Start programs must have internal procedures in place for staff to report suspected cases of child abuse and neglect. Procedures should also include notification to the program's Regional Office immediately when a staff member or volunteer causes an incident or suspected incident. Agencies must provide training in methods for identifying and reporting suspected child abuse and neglect (45 CFR 1304.52(l)(3)(i)). Agencies may find it useful to provide employees and volunteers with an instruction sheet about the types of child abuse (physical, emotional, sexual, and neglect), signs of abuse, the agency's policy of reporting, as well as a summary of the state child abuse reporting statute. To see how your state addresses this issue, visit the **State Laws on Child Abuse and Neglect page** of the Child Welfare Information Gateway website.

Head Start programs are strongly reminded that staff, consultants, and volunteers are prohibited from engaging in corporal punishment, emotional or physical abuse, or humiliation of children at any time (45 CFR 1304.52(i)(1)(iv)). Head Start children should feel safe in the program setting at all times. Disciplinary action towards children cannot involve isolation, the use of food as punishment or reward, or the denial of basic needs (45 CFR 1304.52(i)(1)(iv)).

Early childhood development practices encourage staff to use prevention and redirection methods for disruptive behavior. In addition, Head Start Programs should determine the root cause of the behavior to ultimately resolve the matter. All Head Start and Early Head Start programs must have mental health consultants available who can assist them in identifying the causes of children's challenging behavior and implement appropriate strategies to ensure children and staff are safe.

Please contact your Office of Head Start Regional Office for more information on child abuse and neglect.

/ Blanca E. Enriquez /

Blanca E. Enriquez
Director
Office of Head Start

Resources:

- **National Organizations that Protect Children and Promote Healthy Families**
- **Preventing Abuse of Children with Cognitive, Intellectual, and Developmental Disabilities**
- **When Children Are at Risk: Promoting Healthy Families in Your Community**

Office of Head Start (OHS) | 1250 Maryland Avenue, SW | 8th Floor Portals Building | Washington, DC 20024
<https://eclkc.ohs.acf.hhs.gov> | 1-866-763-6481 | Contact Us

An electronic version of this document can be found at:
https://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2015/resour_im_005_091815.html



INFORMATION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 21, 2015*

ITEM TITLE: **5.1**

CONTACT PERSON: *Debra Derr, President*

**SUBJECT: INTRODUCE WALDON HAGAN, VICE PRESIDENT OF STUDENT
DEVELOPMENT AND SUCCESS**



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 21, 2015*

ITEM TITLE: 6.1

CONTACT PERSON: Seth Albert, ASG President; Lindsay Patiño, ASG Vice President

SUBJECT: DOMESTIC VIOLENCE AWARENESS MONTH - BOARD RESOLUTION

WHEREAS: The crime of domestic violence violates an individual's privacy and dignity, security and humanity, due to systematic use of physical, emotional, sexual, psychological and financial control and/or abuse; and

WHEREAS: Domestic violence affects all social groups, but people who are women, transgender, LGBTQ, poor or working class, Native, of color, immigrant, non-English speaking, disabled, young, elderly, or who may be otherwise marginalized experience high rates of domestic violence; and

WHEREAS: Intimate partner relationships are a significant social determinant of health, resulting in negative health outcomes for survivors of domestic violence that must be addressed with trauma-informed care; and

WHEREAS: Preventing domestic violence is not only possible but is our collective responsibility, and prevention requires significant changes to our social norms regarding gender roles, strength, sexuality, relationships, and the normalization of violence; and

WHEREAS: Programs across Oregon provided vital community-based services such as hospital accompaniment and support groups to over 20,000 adults, 1,500 teens and 4,000

children – and emergency shelter to 2,500 adults, 300 teens and nearly 2,000 children – in 2014; and

WHEREAS: It is survivors of violence themselves who have been in the forefront of efforts to bring peace and equality to the home.

THEREFORE, the MHCC Board of Education does hereby proclaim October to be

**OFFICIAL MHCC
DOMESTIC VIOLENCE AWARENESS MONTH**



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 21, 2015*

ITEM TITLE: **6.2**

CONTACT PERSON: *Jennifer DeMent, Chief Financial Officer*

SUBJECT: RESOLUTION TO CLARIFY INTENT OF ITEM 6.3 OF June 10, 2015 "RESOLUTION MAKING APPROPRIATIONS"

The Resolution appropriating the 2015-16 budget had certain clerical errors which need to be corrected to properly appropriate the budget as approved by the Budget Committee and Adopted by the Board of Directors.

Capital Outlay was appropriated separately and should have been included as a Plant Addition appropriation, for which it was a sub-object appropriation.

These changes do not alter individual fund appropriations, the total appropriations of \$224,490,421, or the total budget of \$225,830,056.

Physical Plant Maintenance Fund – (06)

Plant Operations and Maintenance	104,977
Plant Additions	<u>795,023</u>
TOTAL	900,000

Clubs Fund – (50)

Student Services	245,000
Plant Additions	<u>5,000</u>
TOTAL	250,000

Trusts Fund – (51)

Student Services	445,000
Plant Additions	<u>5,000</u>
TOTAL	450,000

Associated Student Government – (52)

Student Services	866,881
Plant Additions	<u>176,247</u>
TOTAL	1,043,128



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 21, 2015*

ITEM TITLE: **6.3**

CONTACT PERSON: *Christie Plinski, Vice President of Instruction*

**SUBJECT: PROGRAM APPROVAL - ENGINEERING TECHNOLOGY AAS &
BASIC HEALTHCARE CERTIFICATE**

Associate of Applied Science in Engineering

Executive Summary

The Industrial Technology department at MHCC is proposing the creation of a new Associate of Applied Science degree program in Engineering. This degree option will consist of 108 credits of coursework that is already offered in the Engineering Transfer, Engineering Technology, Math, Science, and Writing departments. The goal of this program is to serve students who desire to obtain a four year Bachelor degree at some point in the future, but currently need to complete a two year, job ready curriculum. This new program will also ameliorate many of the financial aid obstacles students are facing in completing the transfer engineering program at MHCC.

Background

Historically MHCC has offered two types of engineering programs, CTE and Transfer. Students in the career technical majors (Civil, Civil-ENV, Mechanical, and Architectural) complete a course of study that prepares them for entry into the workforce after two years. These graduates frequently work as engineering aides assisting engineering teams in design, drafting and project management responsibilities. The curriculum is quite specific to each discipline and provides students with an excellent depth of knowledge in their chosen area.

If students desire to obtain a Bachelor of Science degree in Engineering by starting at MHCC they must complete the engineering transfer program. This curriculum mirrors most ABET accredited engineering programs and consists of introductory engineering courses in the first year and fundamental engineering courses in the second accompanied by chemistry, physics and calculus.

All Bachelor of Science in Engineering programs require calculus based physics and engineering fundamental courses. Currently we do not offer students who desire to complete a two year degree in engineering an option to complete a curriculum that will allow them to continue their studies to a Bachelor of Science degree. The engineering department desires to remedy this by offering a general engineering AAS degree that will offer students a degree that allows them to transfer in the future to complete a four year degree in engineering.

Proposed Program

Our proposed program of study will be built by melding the calculus based core of the transfer program with a selection of the discipline specific courses already taught in the engineering technology program. By removing many of the general education requirements of the AS degree and substituting in engineering technology courses we can allow students to build a degree that both prepares them for the job market as well as for transfer in the future. This concept has been vetted with our advisory board and they are excited for the new course offering at MHCC. We have prepared a draft course guide that is attached here.

Our goal is to serve both the high achieving engineering technology student who really desires to transfer at a later date but is unable to at the present time as well as the underachieving transfer student who realizes late in their curriculum that transferring is not an option for them. Additionally,

this program has been crafted to serve our engineering transfer population that is having a hard time receiving financial aid funding under the conflicting state and federal financial aid guidelines.

Labor Market Analysis

Using the Labor Insights Burning Glass tool, we found that the demand is 'much higher' than average for graduates in the engineering fields. Burning Glass found 108 Job postings per 10,000 people. This matches our advisory board and general anecdotal evidence that there are rarely enough qualified people to fill engineering/technical jobs in the Portland metro area.

Budget Impact

The proposed program will require no new courses and will simply repackage already offered courses into a new degree. As such, we foresee negligible budget impact for having to add a new course to the website, educate staff on new offerings, etc. On the plus side we anticipate this degree resulting in a handful of 'completers' that would otherwise be lost and thus will help our budget in newer funding models.

Engineering Technology

Associate of Applied Science Degree Program

MHCC Faculty Advisers

Andrew Dryden: 503-491-7482
Andrew.Dryden@mhcc.edu

Room AC 2581

The Associates of Applied Science in Engineering Technology degree is designed specifically for students seeking a two-year degree that equips them for entry-level technician jobs in the engineering field and prepares them for future advanced studies in engineering. Engineering technicians work in support of engineers completing drawings, contributing to design or overseeing manufacturing/construction processes.

This degree includes coursework both in engineering technology as well as the required science, math and engineering courses required as preparatory work for a Bachelor's degree in Engineering. Students should meet with an advisor to select an appropriate set of courses for their electives that will best prepare them for their chosen area of interest in engineering.

Program Outcomes

At the completion of this program, students should be able to:

- Apply mathematic, science and engineering skills
- Design a system, component or process to meet desired needs within realistic constraints
- Function on multidisciplinary teams
- Identify, formulate and solve engineering problems
- Demonstrate technical expertise in a subject areas chosen from: mechanical engineering, civil engineering, manufacturing processes, drafting, surveying or fundamentals of electricity
- Analyze applied physics problems with an emphasis in applied mechanics
- Determine forces and stresses in elementary mechanical systems
- Calculate basic loads and demands in systems
- Working in a team, apply technical expertise in creating a product from concept to working prototype
- Describe the ethical responsibilities of the engineering profession

First Quarter (Fall)	Credits
CH221 General Chemistry I	5
GE101 Engineering Orientation	4
MTH251 Calculus I: Differential Calculus	4
WR121 English Composition	4
Related Elective	3
	20

Second Quarter (Winter)

CH222	General Chemistry II	5
GE115	Engineering Graphics	3
MTH252	Calculus II: Integral Calculus	4
WR227	Technical Report Writing	4
		16

Third Quarter (Spring)

GE102	Engineering Orientation	3
HPE295	Health and Fitness for Life	3
MTH253	Calculus III	4
	Human Relations ¹	3
	Related Elective	3
		16

Fourth Quarter (Fall)

ENGR211	Statics	4
MTH254	Calculus IV: Vector Calculus	5
PH211	General Physics with Calculus I	5
	Related Elective	3
		17

Fifth Quarter (Winter)

ENGR213	Strength of Materials	4
ET240	Project Design I	3
MTH256	Differential Equations	5
PH212	General Physics with Calculus II	5
		17

Sixth Quarter (Spring)

ENGR212	Dynamics	4
ET250	Project Design II	4
MTH261	Linear Algebra	4
PH213	General Physics with Calculus II	5
		17

¹ Refer to AAS Degree requirements on page 22 of the printed catalog.

Basic Healthcare Certificate

The proposed Basic Healthcare certificate is designed to prepare students for work in entry-level positions in healthcare industry. This will be a three term certificate with the first two term offering the student a diverse range of electives that will provide them the basic knowledge pertinent to work in the medical industry and allows them to choose courses that focus on a specific interest area or that introduces them to courses that can be applied to relevant to Allied Health professions. In the third term the student will have the opportunity to select from a one of three healthcare specialty tracks. The third term focuses on work ready skills for entry level positions in healthcare as well as it will give the student the opportunity to experience firsthand the health care system and the career pathways available to them should they desire to further their education. The selection of classes and specialty tracks will allow the student to acquire credentials along a trajectory that could lead to a higher degree as they advance in their healthcare career.

The Basic Healthcare certificate will provide the student with an opportunity to get a job in the health care system and will provide them with the foundation they can build on the further their education if they wish to advance to higher level health care careers. Growth in the healthcare industry has been growing steadily for years and will at an ever increasing pace. According to the U.S. Bureau of Labor Statistics (BLS) the health care industry is, “projected to add more jobs, over -4 million- than any other industry between the years of 2012-2022”. It is projected to be the fastest growing industries in the economy. (Healthcare, 2014) (See attached statistic data) The demand for healthcare providers and support staff are due in part to:

- The aging population, and “older people utilize health care services three times more than the younger people. Plus they have more chronic conditions, which require different and longer-term treatment compared to acute conditions.” (Salka, 2014)
- The Affordable Care Act: increase in accessible health care for all citizens
- Increase in medical technology and advanced treatment for acute illness
- Push for preventive healthcare medicine
- Demand to contain health care cost, and improving quality of care and access by utilizing healthcare workers to their fullest potential and training.
- The rapid growth in the Portland metropolitan area is also putting greater demands on the health systems in the region and these systems are looking for innovative ways to meet some of the demands in a more cost efficient manner utilizing specifically trained skilled healthcare workers.

To offer our students the opportunity to acquire the competencies to qualify for entry-level positions in this job market will open many doors for them and will help to make them ready to move forward in their careers and education as their life situation allows and they seek additional education to support higher level healthcare careers.

Curriculum and cost:

There are many skills needed to start a career in health care but it is essential that the person have, “good people skills, because workers in health care industry spend a lot of time interacting with patients and colleagues. Workers need patience and stability.” (Healthcare ,2014) Classes in communication, psychology and writing will enhance communication skills for the health care student.

Also important to any track for the health care professional is a general understanding of math and science classes. The curriculum designed for the Healthcare certificate provides the student with the basic building blocks for a career in health care. All courses assigned for the certificate are presently offered by the college as general electives and non-restricted one term programs (CNA, Medical Intake, Sterile processing). There would be no additional cost to the college to offer the Basic Healthcare certificate.

The program will prepare students with the skills needed to provide service for patients in the health care setting. Emphasis will be placed on helping the student to understand and utilize medical language, how to interact appropriately with patients and colleagues in the health care setting and to have a basic understanding of math and foundations in understanding the how the body works and the application of this information when caring for patients or equipment used in the healthcare setting. Along with the foundational theory specifics technical skills will be taught to prepare the student to enter the work force. The Bureau of Labor and Statistics (BLS) helps to clarify occupational requirements by assigning the typical level of education or training workers need to attain competency and prepare for entry-level positions in a particular occupation. The Basic Healthcare occupations curriculum provided under this certificate meets the BLS requirement of a postsecondary non-degree award.

Curriculum attached.

Local support:

This development of the Basic healthcare certificate was supported and reviewed by staff from the Community Workforce and Development department; Dean of Science and Math; Dean of Allied Health; Dean of Industrial technical and Perkins funds, faculty from Medical Office program, and Biology and Admission and Transcript Evaluator and Academic advisor from David Douglas High school. Community Healthcare partners were from Portland Adventist Medical system and Marquis Care Company.

Local employers, Marquis Health Care Company and Adventist Home Health have projected having openings for 200 to 500 health care workers in the next 4 years. They list as their highest needs: basic caregivers, certified nursing assistant and patient intake specialist. (See attached letters of support) These are entry-level positions that the Basic Healthcare certificate would qualify our students to apply for as they complete their certificate. Both Marquis Company and Adventist Health Care offer educational benefits to their employees to advance their education. With employer support and a stackable credential the student has the option to move forward in the healthcare industry.

Some of the areas where a student with a Basic Healthcare certificate could apply to work is in Hospitals, Clinics, Long Term Care facilities, Assisted Living facilities, EMR Response teams

References:

Occupational Outlook Quarterly (Spring 2014). *Healthcare: millions of jobs now and in the future*. Retrieved from www.bls.gov/ooq .

Salka, Susan (2014). Hospital Review. *“Long-Predicted Surge in Healthcare Demand has Begun”*

Retrieved from <http://www.beckershospitalreview.com/capacity-management/long-predicted-surge-in-healthcare-demand-has-begun.html> .

U.S. Bureau of Labor Statistics. Retrieved from <http://www.bls.gov/ooh/>

Basic Health Care

Less than One-Year Certificate

MHCC Faculty Advisers

TBD: 503-491-xxxx
x@mhcc.edu

Room AC xxxx

Health care workers are in great demand. The Basic Health Care certificate will give the student an opportunity to enter the work force with the basic skills and knowledge they need to be successful in an entry level health care position.

It is essential that the student pursuing a career in healthcare have good people skills. Collaboration and communication are key to a successful position in healthcare as well as patience and stability. Also important for a health care professional is a general understanding of math and science, these are the basis on which health care interventions are founded. Therefore the courses selected for the Basic Health Care certificate focus on the essential elements needed for an entry-level job in health care as well as provide them with basic courses needed to take more advanced courses in the future.

The first two terms provides the student with foundational courses that will enhance the student's interpersonal skills and provide them with the general knowledge in math, science, writing and human relations needed to be successful in the healthcare field. The student can also build on these foundational courses to move forward with their education should they wish to advance their health care career. In the third term the student will focus on work-ready skills, selecting from one of three healthcare specialty tracks which will make them eligible to apply for work in the selected healthcare setting. The tracks prepare the student to work as a Certified Nursing Assistant, a Sterile Processing Technician or in a Medical Intake position.

Program Outcomes

At the completion of this program, students should be able to:

- Introduce the student to opportunities in health care
- Provide basic courses that will enhance the student's ability to function effectively in the health care setting
- To provide the student with the knowledge and technical skills needed to work effectively and safely in their chosen health care track
- To provide foundational courses that can be used as prerequisites for higher level degrees or programs

First Quarter (Fall)		Credits
HD100A	College Success	1
HD130HC	Introduction to Today's Careers: Health	2
MO114	Medical Terminology I or AH110 Medical Language for Healthcare Settings	2-3
PSY101	Psychology of Human Relations or PSY201 General Psychology or BT116 Communication Technologies	3-4
WR115	Introduction to College Writing or WR121 English Composition	4
		12-14

Second Quarter (Winter)

AH130	Introduction to Electronic Health Records Technology	1
BA131	Computer Concepts I	4
BI100	Survey of Body Systems or	

	BI121	Essentials of Human Anatomy And Physiology I	4
MO214		Building a Professional Portfolio	1
MTH060		Beginning Algebra I (or higher)	4
			14

Third Quarter (Spring)

HPE295		Health and Fitness for Life	3
MO212		Diversity and Health Care	3
		Track 1, 2, or 3	7-8
			13-14

Track 1 – Certified Nursing Assistant (CNA):

NAX10		Basic Training: Nursing Assistants	8
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Track 2 – Medical Intake:

MO110		Powerful Strategies for the Office Team	4
MO115		Medical Terminology II	3

Track3 – Sterile Processing Technician:

AHX20		Sterile Processing Technician	7
		Physical Education Elective	1

Total Credits **39-42**



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 21, 2015*

ITEM TITLE: **6.4**

CONTACT PERSON: *Jean Wagner, Head Start Director*

SUBJECT: EARLY HEAD START - REQUEST FOR GRANT APPROVAL

The EHS CCP grant was funded beginning February 1, 2015 for an 18 month period. Funds were awarded for the first 12 months. This grant represents an application for Balance of Funds for the remaining six months. The federal government requires the Board approval of this grant.

Attached is grant proposal and budget.

Balance of Funds for
Early Head Start Child Care Partnerships
Mt. Hood Community College
October 1, 2015

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I. Program narrative providing a brief status update on implementation and operation of the program and a description of projected changes of the final six months of the budget period, including any requests for changes in scope, if applicable.

Mt. Hood Community College Early Head Start Child Care Partnerships project began February 1, 2015. The program manager was hired on February 9, 2015 and the staff, consisting of two family workers and two education specialists, began by May. The first task of the manager was to begin visiting family child care homes and centers who had expressed interest in the program during the summer of 2014.

The process of choosing partners and developing agreements took far longer than expected. The program staff began by contacting the prospective providers who had attended meetings in preparation for writing the grant. Of these, three family child care providers were selected and one center provider was selected. Four high school teen parent centers were selected in addition.

The program needed one additional center. The Child Care Resource and Referral of Multnomah County (CCR&R) identified eleven centers in the program service area. Staff contacted those that were the best match for the grant. Of these, two of the most likely prospective centers refused to partner as their policy did not allow staff to make home visits. Several additional centers were deemed not eligible to partner due to substantiated complaints. Due to these infractions, they would be ineligible to pursue QRIS rating.

Since the process took longer than expected, one family child care partner complained to the Service Employees International Union (SEIU) about the length of time the contracting took

and stated she was concerned about one item in the contract. This resulted in a thorough rewrite of the contracts which took additional time.

Currently the program has partnership agreements with three teen parent centers in high schools. The previous grant called for four high school partners. Centennial Teen Parent Program decided to end the partnership on 9/28/15 as they chose not to make the needed changes in their space to accommodate eight infants and toddlers. The program has partnerships with one private child care center and three family child care homes. Three more agreements with one private child care center and two additional family child care homes are expected to be signed very soon. See Partnership Agreement Samples.

Teen Parent Child Care Partner Sites

Services began well before contracts were awarded. The Assistant Director of Head Start and Early Head Start took the lead with the high school programs.

- Reynolds High School Teen Parent Child Development Center

The Reynolds School district has operated a child care center for the children of teens enrolled in Reynolds Learning Academy, alternative high school, for approximately ten years. Due to a continuous turnover of administrators, the current district officials were not aware of their status as an unlicensed facility. They were also unaware of the state payment of \$25,000 which was available to bring the facility up to licensing standards. By becoming licensed the district could also receive an hourly payment for each child attending care. Following the first meeting to discuss the Early Head Start Child Care Partnerships (EHS CCP) project, Mt Hood staff supported and provided technical assistance to assist the Reynolds District in becoming licensed in order to participate in the EHS CCP project.

Prior to any grant activity, the district had to resolve union issues with mandating their classified staff (child care staff) to participate in training to meet the EHS teacher qualifications. It took several months to resolve this.

In June Child Care Partnership staff assisted Reynolds staff in entering their training and credentials in to the Oregon Registry on Line (ORO). This is a requirement for staff in licensed facilities in Oregon. When they received their ORO reports, the Education Specialist met with staff to list the training needed to meet the qualifications for teacher in Early Head Start. Information about classes was sent to the staff throughout the summer.

A primary concern of staff at Reynolds was the outdoor area of the child care facility which was a large open field. A consultant was hired with grant funds to develop a plan in conjunction with staff. The plan will cost approximately \$25,000 for grading and supplies.

- Gresham Barlow High School Teen Child Care

At Gresham Barlow High School, the space used for child care consisted of two rooms which had capacity for seven infants and toddlers in each room. During the summer of 2015 the EHS CCP funds allowed the rooms to be enlarged to serve eight children in each room and toilet access was provided in the toddler classroom.

The CCP Education Specialist met with teaching staff to review training needed to meet EHS teacher requirements. Each staff was given a report outlining the training needed to receive a CDA. Staff received notices of training available to them through the CCR&R over the summer. Arrangements had been made with CCR&R so that the EHS CCP would cover payment for classes.

The family worker met with the teen parents to enroll them and to begin the summer home visits while teens are out of school.

Gresham High School hosted a meeting of all the teen parent programs to introduce them to the performance standards. The training was provided by the EHS CCP staff. The Gresham Barlow staff met with Mt. Hood Community College EHS teachers and toured the EHS classrooms on the MHCC campus.

- David Douglas High School

The director of the child care center at David Douglas, a previous Head Start teacher at Mt. Hood, attended the EHS/CCP training provided by the Office of Head Start in San Francisco.

The Family Worker and Program Manager met with Insights Teen Parent program at Fir Ridge (David Douglas alternative high school) to share information and explore a partnership at David Douglas High School site.

Following evaluation of transcripts and training on ORO the teaching staff began attending training at the CCR&R.

Teens were enrolled by the Family Worker in June and summer visits were begun.

- Centennial High School (no longer a partner site)

The Teen Parent Coordinator from the Centennial School District participated on the interview team to hire the Family Workers for the Early Head Start Child Care Partnerships Project.

Several meetings were held with the Head Start Associate Director and various Centennial District officials to discuss enlarging the child care room capacity from six to eight infants and toddlers. Although the work to enlarge the room size is fairly minor and does not involve a load bearing wall, the business manager has recently objected to any change in the room size and has

postponed his decision about participating in the grant, despite his earlier support. As of 9/28/15 Centennial is no longer a partner.

Community Child Care Centers and Family Child Care Partner Sites

Community partner sites include one community child care center and three family child care homes at this point. All of the sites have had training in the provision of family style meals and supplies have been purchased to support this activity. Each site has had assistance in setting up systems for tooth brushing and tooth brushes and holders have been purchased for each site.

Each site is using TS Gold Ongoing Assessment and children are enrolled in the system. Partner staff are beginning to enter observations.

Providers have begun providing home visits with enrolled families following training provided in home visiting basics. The CCP Education Specialist has accompanied providers on their first home visit.

All enrolled children are up to date in with 45 day screening requirements. Staff used ASQ-SE for behavior, ASQ-3 for development, Emission Echo Check for hearing, EHS nutrition screening form, and the EHS vision screening tool.

For all participating locations, the Health and Safety Screener from OHS has been completed and approved by the Policy Council and the MHCC Board of Education.

A map of the service area with partner locations follows.

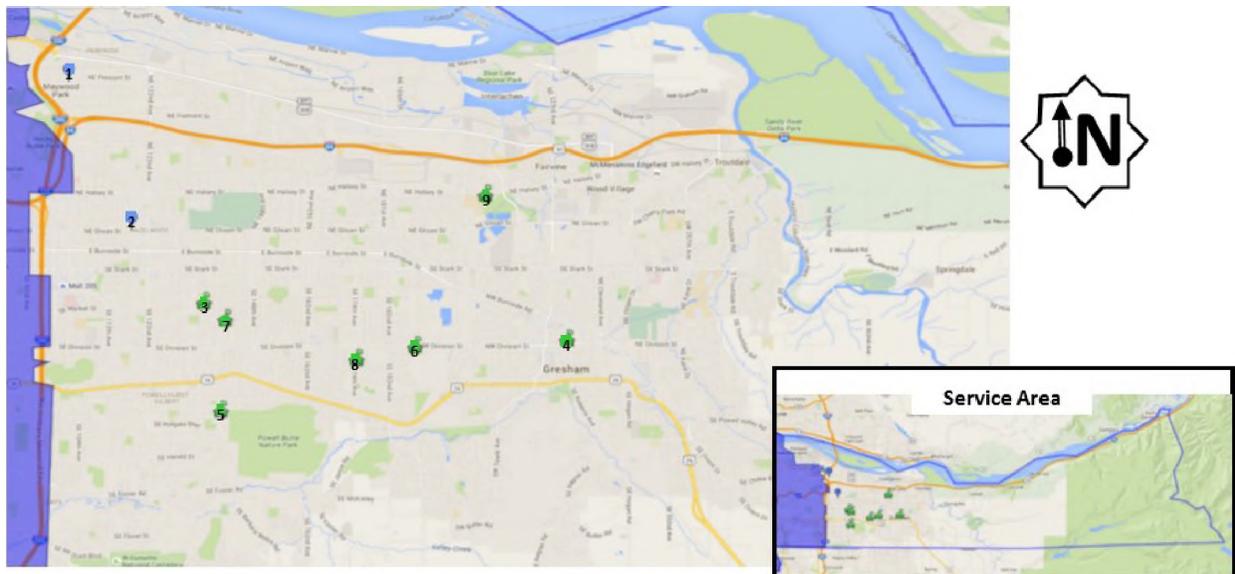
Mt. Hood Community College Child Development & Family Support Programs Early Head Start Child Care Partnerships Locations Map

Administrative Offices:

1. Mt. Hood Community College Maywood Park Center-10100 NE Prescott
2. EHS Child Care Partnerships Administrative Office– 11715 NE Glisan St.

Head Start Program Sites:

3. David Douglas CDC– 1400 SE 135 Ave.
4. Gresham High School– 1200 N Main Ave.
5. Happy Go Lucky– 13940 SE Center St. #B
6. Little Friend's Day School– 18805 SE Division St.
7. Melody's Munchkins– 14124 SE Mill St.
8. Pixie Child Care Center– 2740 SE 174 Ave.
9. Reynolds Learning Academy– 20234 NE Halsey St.



Professional Development

All partner staff has had their qualifications assessed by an Education Consultant at the Child Care Resource & Referral (CCR&R). A spreadsheet of the training needed to reach EHS teacher qualifications has been developed for each person (See Professional Development Spreadsheet in Other Documents). A schedule of currently available trainings has been organized into the Infant/Toddler CDA competency areas so that individuals can choose a training which will pertain to their own CDA training. These trainings are being offered locally through the CCR&R, community colleges and online. Systems for registering and enrolling partners into CCR&R and Mt. Hood Community College classes have been established. Individual staff are working on Associate's degrees, Infant Toddler CDAs and Oregon's Infant Toddler Credential. See Course Catalog in Other Documents. EHS CCP staff met with staff from the Oregon Center for Career Development to develop systems to best support partners who wanted to obtain an Oregon Infant Toddler Professional Credential.

The EHS CCP Education Specialist provides ongoing coaching with each of the child care partner staff. A coaching agreement is jointly developed and staff set goals and receive regular feedback. The individual training plan and coaching agreement are linked together to support the child care partner staff and to provide a road map to successfully meet the EHS standards and best practices in the field. These documents follow.



**Early Head Start
Child Care Partnership Program
Professional Development Agreement**

Coaches Responsibilities

- Observe you during your various daily routines.
- Focus on your strengths, your emerging skills, and your individual professional goals.
- Support you in creating your professional development plans (PDP) in areas that you prioritized for your growth.
- Be organized and prepared for our weekly teacher-coach meetings.
- Assist you in finding continuing education classes in your pursuit of either your I/T CDA, I/T Credential, Step 7, and/or continuing education.
- Provide coaching, training and/or technical assistance on topics including: environments, curriculum, ongoing assessment, and staff/child interactions to classroom staff.
- Offer respectful and reflective coaching.
- Promote staff/parent partnership.

Teacher’s Responsibilities

- Welcome coach into my classroom space.
- Complete Professional Development Plan (PDP).
- Foster positive relationships with all children, families, peers, and coach.
- Design supportive environment that will encourage children’s positive behavior.
- Complete all required continuing education classes in order to achieve my I/T CDA, I/T Credential, Step 7 and/or continuing education within the given timeframe.
- Complete my CDA notebook or I/T Credential notebook within the given timeframe.
- Share with my coach my progress towards achieving my professional goal of achieving my I/T CDA, I/T Credential, and/ or Step 7 including but not limited to my ORO statements, class certificates, and transcripts.
- Sign up/Submit training to ORO in a timely manner.

Professional Development Pathway:

Infant Toddler CDA

Family Childcare CDA

Infant Toddler Credential

Associates Degree in ECE

Date

Teacher’s Signature

Coach’s Signature

Date

MT HOOD COMMUNITY COLLEGE CHILD DEVELOPMENT AND FAMILY SUPPORT PROGRAMS
EARLY HEAD START CHILD CARE PARTNERSHIPS PROGRAM



GOAL SETTING

Teacher: _____ Date: _____

Goal Setting		
Professional practice I want to develop:		
What will it look like when I use this practice: (Goal)		
Steps to achieve this goal:	Resources needed:	
1		
2		
3		
Review date:		
<input type="checkbox"/> I know I achieved this goal because:	<input type="checkbox"/> I am continuing with this goal and have made progress by:	<input type="checkbox"/> I need to revise the goal or change the steps to achieve this goal:

A Training Plan has been developed to define the training planned for the remaining six months of the 18 month project period. The plan includes out of state travel, local training events, trainers brought to the area to provide training and other training methods. This document is located in Training Plan section.

A Mental Health Consultant (MHC) will provide reflective supervision with the EHS CCP staff including education specialists, family workers, and the manager. The MHC will work with the Manager to provide direct modeling and coaching in reflective supervision practices. This model of supervision and coaching will form the basis of practice for working with partner staff and with families. The MHC will observe each child care partner site to assess the social emotional climate and to give feedback to both the assigned education specialist and the child care partners. This will allow the MHC to have direct knowledge of the work that the EHS CCP staff are doing in the field to help guide the reflective supervision process.

Professional development practice will include partner staff in trainings with EHS CCP staff. This allows staff and partners to develop professional learning communities together by sharing experiences in the context of training. Teen parent partners and EHS CCP staff will attend a Circle of Security conference together. EHS CCP staff and child care partners will attend the National Head Start Association conference together.

II. Program schedule for each partner.

A chart of names, addresses, hours and days of each partner follows.

Early Head Start Child Care Partners Sites

Partner Sites Address and Contact Person	Funded Slots #	Classrooms	Days and Hours	Home Visit Options
David Douglas CDC Contact: Connie Sloan connie_sloan@ddouglas.k12.or.us 1400 SE 135th Avenue Portland, OR 97233 (503) 261-8470	14	2	M-F 7:30-4:00	<u>Education</u> 2-parent/teacher conf. 2- Home Visits 9 summer Home Base HV <u>Family Worker</u> 2 time a year
Gresham High School CDC Contact: Julianne Standish standish@gresham.k12.or.us 1200 N Main Ave Gresham, OR 97030 (503) 803-4560 cell	8	2	M-F 7:30-4:00	<u>Education</u> 2-parent/teacher conf. 2- Home Visits 9 summer Home Visits <u>Family Worker</u> 2 time a year
Reynolds Learning Academy CDC Contact: Erin Ferguson eferguson@rsd7.net 20234 NE Halsey Portland, OR 97024 (503) 667-4673	12	2	M-F 7:30-4:00	<u>Education</u> 2-parent/teacher conf. 2- Home Visits 9 summer Home Visits <u>Family Worker</u> 2 time a year
Little Friend's Day School Contact: Charene Simmons schwabies@comcast.net 18805 SE Division Street Gresham, OR 97030 (503) 618-0032	3	Certified Family child care Mixed ages 6 weeks to 5 years	M-F 7:00-5:30	<u>Education</u> 3-parent/teacher conf. 2- Home Visits <u>Family Worker</u> 2 time a year

Melody's Munchkins Contact: Melody Norris melodysmunchkins@gmail.com 14124 SE Mill Street Portland, OR 97233 (503) 334-9949	3	Certified Family child care Mixed ages 6 weeks to 5 years	M-F 7:00-5:30	<u>Education</u> 3-parent/teacher conf. 2- Home Visits <u>Family Worker</u> 2 time a year
Happy Go Lucky Child Care Contact: Anna Pickel happygoluckychildcare@gmail.com 13954 SE Center Street #B Portland, OR 97236 (503) 618-0032	3	Certified Family child care Mixed ages 6 weeks to 5 years	M-F 7:00-5:30	<u>Education</u> 3-parent/teacher conf. 2- Home Visits <u>Family Worker</u> 2 time a year
Pixie Child Care Contact: Tracy Gabriel pixiechildcare@gmail.com 2740 SE 174th Ave. Portland, OR 97236 (503) 761-4341	16	1	M-F 6:00-6:00	<u>Education</u> 3-parent/teacher conf. 2- Home Visits <u>Family Worker</u> 2 time a year
Still Needed				
Child Care Center – TBA Two centers are under consideration at this time.	11			
Family Child Care Home- TBA One FCC has been identified and is interested.	2			
Family Child Care Home – TBA	3			

III. A detailed budget and budget justification describing the proposed uses of funds for operation's and TTA.

A line item budget follows. Following the line item budget is a description of budget detail and justification.

Balance of Contract Funds EHS CCP 10/1/15

	EHS CCP Operations	T/TA Funds
Grant Totals	\$749,998	\$187,499
A. Personnel		
Salaries-Managers	37,674	
Salaries-Coordiators	85,601	14,664
Salaries-PT/Subs		
B. Fringe Benefits		
	73,549	9,000
Totals for Personnel Costs	196,824	23,664
C. Travel		
Travel-Out of State		35,686
D. Equipment		
	42,500	
E. Supplies		
Supplies-Office	700	7,000
Supplies-Graphic Services	3,000	
Supplies-Copies	1,000	
Supplies-Computers	3,000	22,600
2. Child and Family Supplies		
Supplies-Health	500	1,000
Supplies-Instruction	8,500	2,000
Home Visit Supplies		
Supplies-Disabilities/MH	100	250
Supplies-Family Partnerships, Mental Health	1,500	5,000
3. Food Service Supplies		
Supplies-Kitchen	500	
4. Other Supplies		
Supplies-Community Partnerships	500	500
F. Contractual		
3. Food Service		
School Districts	110,500	
Child Care Centers	162,000	
Certified Homes	75,600	
8. Other		
Courier Service	200	
H. Other		
2. Rent		
contracted services-facility use	6,000	4,000

4. Utilities, Telephone		
Contracted Services- Telephone	4,410	
Utilities	1,000	
5. Building and Child Liability Insurance		
child insurance	250	
6. Building maintenance and repair		
Other Exp.-Facility Repair	48,000	
8. Local Travel		
Travel-In State (Staff Mileage)	2,000	
Supplies-Fuel	500	
Supplies-Mechanical	1,000	
10. Child Services Consultants		
Nurse	2,500	1,000
Mental Health Consultants	3,000	3,000
Nutrition Consultant	3,000	1,000
13. Parent Services		
Supplies-Parent Involvement	2,000	
Supplies-Policy Council	432	
Other Exp.-Training Parents		2,000
16. Training or Staff Development		
Other Exp.-Professional Dev.		39,375
Other Exp.-Assigned Training		22,379
17. Other		
Other Exp.-Fees and Dues	800	
Totals	484,992	146,790
Other Exp.-Indirect Cost	68,182	17,045
	\$749,998	\$187,499

Budget Detail and Narrative

<i>Expense</i>	<i>Federal EHS</i>	<i>TTA EHS</i>	<i>Description/Detail</i>
A. Personnel			
Full and Part time Salaries	123,275	14,664	Based on wage comparability study of 2012 As of 7/1/15 staff received a 2% or 4% raise depending on position.
B. Fringe Benefits			
	73,549	9,000	Includes MHCC fringe benefits per OSEA contract including Public Employees Retirement System (PERS), family medical, dental and vision and life insurance.
C. Travel			
	0	35,686	Funds to support the following conference costs: <i>Promoting First Relationships</i> – Seattle WA – 6 staff for 4 days/3 nights. Registration – 395/person = 2,370; Per diem at federal cost = 1,488 for 6; 3 hotel rooms @ 250/night per room = 2,200. Total = \$6,058 <i>NHSA</i> – Nashville TN- Airfare = 700/person x 6 = 4,200; hotel 3 rooms x 5 nights = 4,500; registration @550 = 3,300; per diem @ 6 days = 462 x 6 = 2,772 – Total = \$14,772 <i>PITC Modules I&II</i> ; Northern CA; 7 days/6 nights; Registration Fee @ 3,400/staff = 6,800; Airfare @ 200/person = 400; per diem@ 150/person = 300; Total = \$7,500 <i>National Assoc. of Family Child Care</i> conference – San Diego, CA – registration @ 265 x6 = 1,590; Airfare @ 350 X 6 = 2,100; Hotel @ 152 per night x 5 = 2,280; per diem @ 231 per person = 1,386; total = \$7,356
D. Equipment			
	42,500		Van @ \$36,000 for use with providers, staff and materials. In addition, can use to take families to appointments. Van (Nissan NV 3500 HD SV) seats up to 12 counting driver and is built for flexibility to serve multiple needs. SPOT Vision Screener to use for vision screening of children in child care @ \$6,500.
E. Supplies			
Office Supplies			
Office	700	7,000	Operations: Paper, toner, pens, staples, desk supplies, files, post its, easel and easel pads, etc.

<i>Expense</i>	<i>Federal EHS</i>	<i>TTA EHS</i>	<i>Description/Detail</i>
			Training: Furniture including tables, chairs, sofa, soft chairs, lighting, shades, etc. to furnish new training spaces.
Graphic Services	3,000		Brochure for project, business cards, year one annual report, posters for recruitment, project recognition signage for each location
Copies	1,000		Weekly Parent Bulletin, Partner Newsletter monthly, etc. copies @ four cents per copy.
Computers	3,000	22,600	Operations: Computers for six locations at \$400 per unit = \$2,400, , software upgrades, maintenance and repair Training: Smart media including visual presenters, speakers, surge protectors, Media system, DVD player etc. to create SMART training rooms at CCP Glisan office and CCR&R - \$10,000 each. Software for Go to Meeting @ 600; Software for Go to Training @ \$2,000
1.Child and Family Supplies			
Supplies Health	500	1,000	Operations: Toothbrushes 4 x per year; fluoride varnish 4 x year @ 1.50 per application x 100 children = 600; safety supplies including plug covers, baby gates, etc. Training: Books and pamphlets, resource books for staff and parent libraries.
Supplies Instruction	8,500	2,000	Operations: Ongoing -Harvest for Healthy Kids materials including monthly fruits and vegetables, kitchen implements, etc.; replacement supplies; coaching supplies; laminating materials; child documentation photographs, display boards, etc.; home visit supplies. Additional furniture for new center. Infant car seats @ 500. Training: Books and pamphlets, resource books for staff and parent libraries.
Supplies- disabilities	100	250	Operations: Adaptive materials to meet needs of children on IFSP Training: Books and pamphlets, resource books for staff and parent libraries.
Supplies- family partnerships	1,500	5,000	Operations: Emergency funds for emergent needs of families such as diapers, formula and bus tickets; parenting curricula, etc.

<i>Expense</i>	<i>Federal EHS</i>	<i>TTA EHS</i>	<i>Description/Detail</i>
			Training: Books and pamphlets, resource books for staff and parent libraries. – 1,000; simultaneous translation equipment at \$4,000.
1. Food Service	Supplies		
Kitchen supplies	500		Replacement supplies and additional supplies for new sites.
1. Other Supplies			
Community Supplies	500	500	Operations: Food and supplies for advisory committee meetings, other community meetings and events Training: Supplies for office and training room including coffee service, cups, dishes, microwave; food for training events.
F. Contractual			
Contracts for 4 Teen parent child care centers at Reynolds, Centennial, David Douglas and Gresham-Barlow	110,500		Per cost rate of \$650/month for 5 months per child to center to cover meeting EHS requirements and any loss of subsidy.
Contracts for Certified Family Child Care Homes (4)	75,600		Per cost rate of \$900/month for 6 months per child to FCC to cover meeting EHS requirements and any loss of subsidy.
Contracts for child Care Centers (2)	162,000		Per cost rate of \$1,000/month for 6 months per child to centers to cover meeting EHS requirements and any loss of subsidy.
8. Other			
Courier Service	200		Payment for inter-office mail service
H. Other			
2. Rent			
Contracted services – facilities	6,000	4,000	Rent additional space for storage of materials and a training room for providers and staff. Operations: 4,000 for rent of office at \$750/month; 2,000 for additional storage Training: 4,000 for separate room for training center.
3. Utilities and Telephone			
Contracted services telephones	4,410		4 phones @ 35/month= 840; internet for ipads @ 45/month x 11 per month = 2,970, internet for bldg. @ 100/mo.

<i>Expense</i>	<i>Federal EHS</i>	<i>TTA EHS</i>	<i>Description/Detail</i>
Utilities	1,000		Garbage, electricity, water, gas
4. Building and Child Liability Insurance			
Child insurance	250		6.50/child
5. Building maintenance and repair			
Other expenses – facility repair	48,000		Repairs and maintenance at centers including outdoor areas in family child care homes @ 10,000, Pixie - needs paint, flooring, add door into bathroom, change out toilet to toddler toilet and add shed @ 10,000. New center Kids Inc. will require outdoor improvements to make it an infant/toddler space @ 13,000; Indoor – paint, flooring, kitchen repair, new countertops and cabinets/shelving @ 15,000.
8. Local travel			
Staff mileage	2,000		Mileage at federal rate for trips to and from centers, homes and home visits
Supplies fuel	500		Van fuel
Supplies mechanical	1,000		Annual inspection and any needed work.
10. Child Services Consultants			
Nurse	2,500	1,000	Consult with providers and staff regarding health needs of children and health and safety issues. Provide training to staff, providers and families.
Mental Health Consultant	3,000	3,000	Consult with providers, staff and parents regarding mental health needs. Work directly with parents on referrals or services needs for children. Provide training to staff and providers. Contract @ 75/hour.
Nutrition Consultant	3,000	1,000	Consult with providers, staff and parents regarding nutrition needs including feeding issues and menus. Provide training to parents, providers and staff.
13. Parent Services			
Supplies parent involvement	2,000		Monthly parent center meetings x 6 mos.; other parent events such as Dad’s Night and family picnic.
Supplies Policy Council	432		\$6/child for Policy Council funds to support member activities and costs

Expense	Federal EHS	TTA EHS	Description/Detail
Other expenses- Training Parents		2,000	1 parenting classes at 10 sessions each @ \$25 for food and supplies = \$500; workshops and training events for parents to include payment for child care.
16. Training and Staff Development			
Other Exp. – Professional Development (Group)		39,375	To cover: Circle of Security @ 3,400 per person x 10 people = 34,000; Infant Toddler Development and Routines @ 1,250 for trainer; Postpartum depression @ 225 for trainer; Infant Massage @ 650/person x 6 = 3,900.
Other Exp. – Assigned Training		22,379	Staff training- Local conferences such as OAEYC, PRO, domestic violence, teen issues, etc.@ 2,500 Provider training - CCR&R classes @ \$30/class x 27 providers x 2 classes each =\$ 1,600, MHCC classes @\$275 plus fees for 8 providers x 2 classes = \$4,779, CDA fees @ \$7,000 and other training including on line courses, other classes, local workshops and conferences such as OAEYC or PRO, and membership for providers in NAEYC to qualify for CDA @ 4,000. OAEYC, PRO, local conference etc. for partners @ 2,500.
17. Other			
Other expenses – fees and dues	800		Oregon HS Association @ 15/child = \$563; portion of NHSA membership.
Other Expenses – Indirect cost	68,182	17,045	MHCC charges 10% indirect

IV. Details of the contract with each partner in the contractual object class category of budget and accompanying narrative summarizing the total amount to be paid to partners and the amount budgeted for subsidy replacement costs for children losing subsidies.

The method of payment proposed in the previous 12 month grant was found to be unwieldy and posed problems in ensuring timely payment to providers. It also failed to provide incentive to enroll children whose parents are employed less than 136 hours per month. In this six month portion of the grant, MHCC proposes to reimburse providers an amount closer to the actual full time subsidy rate each month for each child in order to ensure full time care for all children.

The amounts to be paid monthly are \$650/per child per month for school districts who have some indirect sources of payment from the state, \$900/child per month for family child care and \$1,000/child per month for center care. State subsidy for full time care is \$900 for certified family care and \$1,037-\$1,130 for center care. As explained below, the part time rate for 63-135 hours of care in a center drops to \$778-\$848 and to \$675 for part time family care.

It has been very difficult to recruit Early Head Start eligible families for full day child care, since families who work over 136 hour per month often do not meet the EHS income eligibility. Many low income families are enrolled in care part time because they work part time or are enrolled in the JOBS program. In order to fill their program and to serve part time workers, the practice in local centers is to enroll several children in one slot so that one child is in care Monday, one is in care Tuesday and Thursday, and a third is in care Friday. This does not meet the Early Head Start standards and does not fit into the original plan for reimbursing providers.

Another factor in enrolling children has been the lack of implementation of the state plan to offer contracted slots to participants in this grant. At the time of planning this project, Oregon DHS

had said that they would guarantee contracted slots for EHS CCP placements. Following the grant awards, the state announced that there would not be contracted slots until October 2015 and just last week announced that contracted slots would not be offered until January at the earliest. Since the with Head Start Collaboration Director left her position in early summer, there has not yet been a discussion with the state about contracted reimbursement.

The new plan for payments guarantees providers a set monthly payment and ensures that the children are in care full time. The collection of subsidy and payment remains between the provider and parent with EHS CCP staff ensuring full enrollment within 30 days.

There remains uncertainty about Employment Related Day Care (ERDC) payments due to the new changes in the CCDF funding. States must make the required changes by the end of 2016. The State of Oregon is implementing changes to ERDC beginning in October 2015 with additional changes throughout 2016. Initially, families will be given twelve month of ERDC instead of a three or six month voucher. Self-employed workers and working homeless families will be eligible for ERDC coverage. A working student family may use ERDC during class time in addition to work time. In January the ERDC rates will go up and in April tiered reimbursement will be instituted based on the QRIS rating. Parent co pay will be minimal when the provider has achieved a three, four, or five star rating. The timing of these ERDC changes is unknown. The newly proposed method of EHS CCP payment to providers is designed to stabilize care for both providers and low income families. The following chart details amounts to be paid.

Partner	Amount per month prior to change	Amount per month after change
Reynolds School District	\$550 plus any lost subsidy.	\$650 per child \$7,800 per month

Partner	Amount per month prior to change	Amount per month after change
12 children	The District Offices receive the subsidy and do not pass it to the centers. It would be unlikely, we would ever pay lost subsidy.	\$78,000 per year (10 mos.)
Gresham Barlow School District 8 children	\$550 plus any lost subsidy. The District Offices receive the subsidy and do not pass it to the centers. It would be unlikely, we would ever pay lost subsidy.	\$650 per child \$5,200 per month \$52,000 per year (10 mos.)
David Douglas School District 14 children	\$550 plus any lost subsidy. The District Offices receive the subsidy and do not pass it to the centers. It would be unlikely, we would ever pay lost subsidy.	\$650 per child. \$9,100 per month \$91,000 per year (10 mos.)
Pixie Child Care Center 16 children	\$750 plus any lost subsidy. When the program discovered that families shared spaces in order to make up one “slot” – it became clear that the “lost subsidy” payment was a problem. Instead we hope to raise the amount to allow families to have consistent child care so that they can find work and become self-sufficient.	\$1,000 per child. \$16,000 per month \$192,000 per year
Happy Go Lucky 3 children	\$650 plus any lost subsidy.	\$900 per child \$2700 per month \$8100 per year
Little Friend’s Day School 3 children	\$650 plus any lost subsidy.	\$900 per child \$2700 per month \$8100 per year
TBA Child Care Center 11 children	\$750 plus any lost subsidy.	\$1,000 per child \$11,000 per month \$132,000 per year

Partner	Amount per month prior to change	Amount per month after change
TBA Family Child Care Home 3 children	\$650 plus any lost subsidy.	\$900 per child \$2700 per month \$32,400 per year
TBA Family Child Care Home 2 children	\$650 plus any lost subsidy.	\$900 per child \$1,800 per month \$21,600 per year

V. Projected amounts of other funding that support services to EHS children including CACFP and CCDF funds in other funding section and a justification.

No funds are reported in Other Funding as these funds are paid directly to the child care providers.

All of the partners in this grant including schools, family child care and center child care, have a grant with CACFP to collect for meals. USDA payments will go directly to the partners. The partnership agreements state that they stay in good standing with CACFP.

Employment Related Day Care vouchers provided to families specify the number of hours of care, and the maximum funding authorized by the Department of Human Services. Providers may claim up to five sick days per month per child. The voucher also states the amount of co-pay which is the parent responsibility. Providers report attendance to the DHS and receive payment. It is not known at this time how the changes in CCDF will affect attendance or copay.

VI. Samples of applicable contracts with FCC and centers.

Much work went into the partnership agreements. Early on, the program realized that the document needed additional work and clarity. The re-write initially by a complaint was a much better document. As the program completes one year, it is time to re-write the sections on payment for more clarity and simplicity. See sample agreements in Sample Partnership Contract section.

VII. A brief description of any challenges encountered with partners and efforts to preserve these partners.

Challenges include identifying eligible families to be served in EHS CCP, locating partner centers, the changing state rules regarding ERDC and the complaint lodged by a union on behalf of a family child care provider.

One ongoing challenge has been in finding child care centers for the partnership. The service area is a high poverty area and there are few child care centers in the community and even fewer who take the ERDC subsidy. CCR&R identified eleven potential partner centers in the service area. Several of the centers had substantiated complaints in the past year, usually related to maintaining ratio, and were not eligible to participate. Five of the centers do not enroll children under the age of two and one half years and two centers, which are a part of a national chain, declined to participate because they have corporate policies which do not allow staff to do home visits.

Predicting enrollment in the high school teen parent programs has been a challenge. Although high school staff predicted full enrollment in fall of 2015, this has not materialized. EHS CCP in high school teen parent programs is expected to increase in the coming months and as the EHS program becomes more familiar to the students.

In late Spring MHCC Head Start was contacted by the Region X to say that Service Employees International Union (SEIU) had been in contact with the Office of Head Start on behalf of a family child care provider. The signed agreement was called into question and the Regional and National Office of Head Start offered assistance and suggested that enrollments be curtailed until the agreement was approved. The agreement was approved and resigned by providers about two months later. Although this caused a further delay in start up, the result is a more understandable agreement. As a result of the renegotiation MHCC realized that the method of payment to

providers was going to be difficult. This has resulted in the changes proposed in Part IV of this proposal.

VIII. A description of proposed changes to partners, including efforts to identify replacement partners and program design modifications planned as a result of those challenges.

In order to serve all 75 children, the some changes are required. The loss of Centennial School District caused the program to re think how to serve the 75 children. The project will develop a partnership agreement with one additional child care center and two child care homes. The number of children in Family Child Care will move from the current 9 to 14, moving 5 children from center care to family care. Center care will move from 66 to 61 children.

The program has begun discussion with two child care centers and with one family child care home. It is expected that these partnership agreements will be signed in the near future.

The only design modification is in the payment methodology described above in part IV.



INFORMATION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *October 21, 2015*

ITEM TITLE: 7.1

CONTACT PERSON: *Debra Derr, President*

SUBJECT: PRESIDENT'S REPORT & POTENTIAL G.O. BOND UPDATE