

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A meeting of the Mt. Hood Community College District Board of Education will be held on **January 16, 2019, with a Regular Session at 6:30 p.m.** in the Board Room at Mt. Hood Community College, 26000 S.E. Stark St, Gresham, OR 97030.

AGENDA SESSION #973

ITEM	TIME	EXHIBIT	INFO/ ACTION	AGENDA ITEM	PRESENTER
	6:00 p.m.			Board Dinner	
1	6:30 p.m.	CONVENE AS MHCCD BOARD		CALL TO ORDER /DECLARATION OF A QUORUM/PLEDGE OF ALLEGIANCE	Diane McKeel
		1.1	Action	Approval of the Agenda	Diane McKeel
		1.2	Info	Correspondence	Lisa Skari
2	6:45 p.m.			PUBLIC INPUT: <i>Anyone wishing to provide public testimony should submit their name and address on the blue public comment sheet to the Board Secretary. Public testimony is limited to 3 minutes per speaker.</i>	
3	7:00 p.m.			INFORMATION/REPORTS	
		3.1	Info	Receive Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2018	Julie Fahey
		3.2	Info	Special Report: Tenure Process	Travis Brown
4	7:30 p.m.			BUSINESS/ACTION	
		4.1	Action	Consent Agenda: Approvals & Information a) Minutes – December Work Session #970, December 12, 2018	Diane McKeel

				b) Minutes – December Regular Session #971, December 19, 2018 c) Monthly Personnel Report d) Monthly Financial Report e) Monthly Head Start Report f) Resolution to Approve Head Start Policy Changes	
		4.2	Action	New Degree Approval: Associate of Science in Liberal Arts (ASLA) Degree	Sara Rivara Christy Weigel
		4.3	Action	KMHD Public Radio Operating Agreement with Oregon Public Broadcasting (OPB)	Diane McKeel
5	8:15 p.m.			CLOSING REPORTS	
		5.1	Info	<ul style="list-style-type: none"> • Board Members (2 min each) • ASG Representatives (2 min each) • Advisory Representatives (2 min each) <ul style="list-style-type: none"> ○ Cheryl Johnson (FTFA) ○ Kim Sharer (CEA) ○ Marilyn Pitts (PFTA) 	
		5.2	Info	President’s Report	Lisa Skari
6	8:45 p.m.			ADJOURNMENT	Diane McKeel
The next Regular Board meeting is scheduled for Wednesday, February 20, 2019 at the Mt. Hood Community College Main Campus.					
<i>Individuals requiring accommodations due to disability should contact Accessible Education Services at 503-491-6923 or aes@mhcc.edu</i>					



OFFICE OF THE PRESIDENT
Lisa Skari, Ed.D
President
503-491-7211
Lisa.Skari@mhcc.edu

January 16, 2019

TO: The Board of Education
 Diane McKeel, Chair
 Jim Zordich, Vice Chair
 Tamie Arnold
 Teena Ainslie
 Annette Mattson
 Kenney Polson

FROM: Lisa Skari, EdD
 President

SUBJECT: Board Letter for December 2018

Happy New Year... the time when commitments to make positive changes abound. A *New York Times* article suggested I could increase my chance for success if I set a meaningful and achievable goal, make a plan, and get back on track if I find myself falling short. My resolution for the coming year is to increase my engagement with campus. This is important to me, and through some creative scheduling, we think we have a plan. What happens on this campus, in our classrooms, at our events, is important to me. I look forward to seeing, hearing, and experiencing more of the great things happening here at MHCC.

On the national front, the partial government shutdown does not yet appear to have a course to resolution. Funding has expired for many departments and agencies we work with, like Agriculture, Commerce, and the National Science Foundation. To date, the college has not yet experienced any challenges with the shutdown, though we remain concerned over potential impacts on students receiving benefits. Grace Stratton, from Senator Wyden's office, visited campus mid-December and met with Directors McKeel, Zordich, and me. She shared draft language on the proposed Economic Ladders to End Volatility and Advance Training to Employment (ELEVATE) Act. The bill seeks to close the workforce gap that is preventing many Americans from getting a job. It provides states with federal funding to design and implement subsidized jobs programs, which help workers access training and supports to achieve and maintain employment. We will continue to track the bills progress.

On December 4, Al Sigala and I went to Salem, joined by foundation board members Brock Miller and Nancy Jaksich. We had the opportunity to meet with Representatives Bynum, Reardon, Smith Warner, and Piluso, and Senators Thomson, and Monnes Anderson. We shared

the impacts of the Governor's base budget and investment budget, while Brock and Nancy talked about the impact community colleges had on their businesses. The team made a strong case and impact on our legislators.

A few recent highlights that demonstrate progress toward our goals include:

Learner/Student Success: Improve student outcomes

Course Outcomes Assessment Tool: To address Recommendation Three from our last accreditation visit, we undertook the development of a tool to assist faculty in assessing course outcomes. We completed the roll out of the Course Outcome Assessment tool, training over 200 faculty members. Using the tool, faculty can better assess and record how well students are achieving outcomes stated in the course, and ultimately enhance their teaching. There has been positive feedback from the faculty.

Community Pride: Increase the college's reputation in the community

Transitions Program Graduation: On December 12, ten students graduated from the Transitions, a career planning and college preparation program for those who feel that the life experiences that they have are limitations and a barrier to success. The program helps students develop a career goal, learn about the college and its resources, and develop time management and study skills. Students also learn how to apply for scholarships and to develop life-long career development skills. The ceremony featured three individuals, an alumni speaker, and two graduates. Each shared a story of the transformative nature of the program. It was a truly inspiring event!

Partner Innovation: Strengthen and expand partnerships

National College Testing Association (NCTA) Certification: Mt. Hood Community College's Testing Services are now one of 200 NCTA Certified Test Centers in the country. By encouraging self-evaluation and adherence to professional standards, test center certification assists test centers in improving their testing processes and their service delivery to examinees. Test Center Certification demonstrates that the test center operates under the highest accepted standards and procedures for all types of testing. Congratulations to Mika Culy and the Testing Services staff for preparing, submitting, and receiving this certification.

In closing, welcome to a new year, a new quarter, and the new opportunities that await us.

Community/Educational Presentations and Selected Outreach Activities

- Dec 3 Attended Oregon Business Plan*
- Dec 4 WorkSystems Government Relations Task Force*
- Dec 4 Meeting with Portland Columbia Symphony Orchestra, with Al Sigala and Elise Huggins*
- Dec 4 Conference call with Cam Preus, OCCA*
- Dec 4 Meeting with Trustee Arnold*
- Dec 5 MHCC Foundation Winter Reception and Concert*
- Dec 10 Meeting with Trustees McKeel and Zordich*
- Dec 11 Meeting with Superintendent Perera, Carla Gay and Lisa Riggs, Gresham-Barlow School District*
- Dec 11 Meeting with Trustee Arnold*
- Dec 12 Attended WorkSystems Legislative Breakfast*
- Dec 13 Attended Legislative Days in Salem, with Al Sigala, Foundation Board President Brock Miller and Foundation Board member Nancy Jaksich*
- Dec 14 Conference call with OPC Marketing-Recruitment Subcommittee*
- Dec 17 Meeting with Trustee McKeel*
- Dec 17 Interview with Gresham Outlook*
- Dec 18 Attended Gresham Chamber of Commerce Business Lunch*
- Dec 19 Meeting with Mark Mitsiu, PCC Chancellor, and Jessica Howard, PCC-Southeast President*
- Dec 20 Meeting with Grace Stratton, Senator Wyden's office, with Trustees McKeel and Zordich*

Select Media Mentions

Gresham Outlook: New MHCC program graduates 11

<https://pamplinmedia.com/go/42-news/414976-316557-new-mhcc-program-graduates-11->

Gresham Outlook: MHCC Saves Students Money on Textbooks:

<https://pamplinmedia.com/go/42-news/414752-316200-learning-log>

Gresham Outlook: Gov. Brown's proposed budget irks community colleges:

<https://pamplinmedia.com/pt/9-news/414815-316601-gov-browns-proposed-budget-irks-community-colleges->

Gresham Outlook: MHCC Gets \$17K from Car Show:

<https://pamplinmedia.com/go/42-news/415382-316556-learning-log>

Gresham Outlook: Buy a 'manikin' calendar and help MHCC nursing program; MHCC seeks foreign student host families

<https://pamplinmedia.com/go/42-news/413742-314735-learning-log>

Gresham Outlook: High schoolers get MHCC credits; MHCC offers new transfer option

<https://pamplinmedia.com/go/42-news/415836-317433-learning-log>

Portland Business Journal: Professionals Take Advantage of Scouting Programs for Career Development

<https://www.bizjournals.com/portland/news/2018/12/07/professionals-take-advantage-of-scouting-programs.html>

Portland Business Journal: How Oregon Works: 4 pathways to a living-wage career

<https://www.bizjournals.com/portland/news/2018/12/06/how-oregon-works-4-pathways-to-a-living-wage.html>

Newswire: Anna Mae Tichy's Newly Released "Mary Speaks" Shares a Captivating Perspective...

<https://www.benzinga.com/pressreleases/18/12/r12886684/anna-mae-tichys-newly-released-mary-speaks-shares-a-captivating-perspe>



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *January 16, 2019*

ITEM TITLE: 4.1a

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

SUBJECT: APPROVAL OF MINUTES – December 12, 2018 Work Session #970 Meeting Minutes

Session #970

Members present: Diane McKeel (Chair), Jim Zordich (Vice Chair), Annette Mattson, Kenney Polson, and Tamie Arnold

Additional Attendees: Lisa Skari, Jennifer DeMent

Chair Diane McKeel called the meeting to order at 6:09 pm and stated work sessions are to gather information and discuss and review various aspects of matters outlined on the agenda. The board will not be taking any action and no public input will be taken during the work session.

1. KMHD

The work session opened with a discussion by board members on KMHD, supported with Skari and DeMent as needed. Skari provided two handouts to board members. The first handout had a high-level overview of board responsibilities and four questions for the board to consider in their discussion, and the second handout had quick facts on KMHD to briefly synthesize and highlight finances and the impact on students and the community. The focus for the discussion tonight was to consider each of the options. The Board will vote on this at the January board meeting. Skari outlined the options:

A. Option One:

Bring KMHD back to MHCC in full operation. This means having programmers, support around underwriting, and fundraising. It would be a functioning radio station and implied that the current jazz program be maintained, although based on the fundraising raised that could potentially shift. There could be some impact to current KMHD listeners. Oregon Public Broadcasting (OPB) cannot share the donor information with us, so we would need to start over.

There was a brief discussion about donor information and whether OPB would share that information with MHCC. DeMent stated she asked OPB if they would provide the donor information to us and was informed their privacy policy does not allow for it unless the donor opts in. This would require further discussions, with collaboration and agreement on both sides, and could be a costly campaign. We could ask them what it would take to accomplish this, although the cost for this would be ours as it is for our purposes.

Skari stated this option is estimated to not have a significant increase in enrollment. The annual cost to bring the station back to full operation for year one would be \$550,000. If cost increases for staffing are included, by year five it would be \$617,000. This could be offset by fundraising. The transition would take place in August, so the first year would be four months with an estimated fundraising amount of about \$25,000. The past performance when KMHD was previously here was \$300,000.

Questions and comments raised for Option One during the discussion:

1. When could the transition begin? There was a brief discussion on possible transition options and when it would be. Skari stated there are not any funds allocated for this and OPB would need to agree to terminate the contract early. The contract is thru August 2019.
2. Could the fundraising begin before the contract ends and it changes hands? Skari stated we would need to obtain an adjustment to this year's budget and plan for it in next year's budget.
3. What is the year one cost for employment and the FTE? The fundraising support was stated at 2.0 FTE total, with .5 FTE for administrative support, .5 FTE for marketing, and 1.0 FTE for development for just over \$200,000 in new staff. The additional \$350,000 funds are for positions that include a faculty advisor, chief operator, operations coordinator, adjunct faculty, part-time hourly student office manager, contracted engineering technical support, and accounting and audit support. There is 25% administrative and direct costs. OPB currently pays for the transmitter and power bills.
4. If the KMHD station was brought back, what is the minimum in fundraising needed to get that moving? DeMent shared the estimated costs for this option were calculated using the foundation staffing and their current costs and use as a baseline. There is a need to make an investment in staff to get things started, such as a membership campaign and

underwriting for commercial sales. DeMent shared that when we had KMHD previously, we had at least one full-time staff that handled underwriting. Skari stated it would be a grass roots effort to build up the donor databases, which takes time to build trust and confidence with donors for fundraising.

5. Could we negotiate to put our people in place for the fundraising drives between January and August? Could we have any of the funds? There was a brief discussion on fundraising.
6. Zordich stated OPB is currently in fundraising right now for KMHD. Several questions were asked: what kind of programming will fundraising be based on? Will it be based on having an all music station or having a community-related music combination station where we entertain and inform our community? What is more valuable? If you have a community-oriented station, will you have the same level of support for that kind of philosophy versus an all music format?
7. Skari asked if there were any associated costs for safety factored into the calculations. DeMent stated there was no budget included for safety upgrades or concerns. There were previous safety concerns when volunteers were here at night and would have to go outside to use the restroom. Ten years ago, there were security concerns with the layout of where the station was located. There may still be concerns for volunteers or staff who have to work late after hours.

B. Option Two:

Bring the station back focused on being a student lab. It would replicate our current KMHD2 not in the online format but could be with the FM format. Because it would be a student lab, the current programming could be reduced over what it currently is because of the availability of students and not having paid staff there. It could be impacted and be somewhat dependent on the students that quarter. There is potential for loss for some listeners. There could be a possible format change for advertising and there would be no significant increase in enrollment. The annual cost would be about \$200,000. With the increases, it would be roughly \$220,000 by year five.

Questions and comments raised for Option Two during the discussion:

1. What if there was a transmitter failure? DeMent shared the transmitter is 10 plus years old and is currently a deferred maintenance item. We do not have any funding set aside for it. OPB has suggested they would be willing to help finance the cost of a transmitter, but there are FCC implications around that. If we bring the station back, we would incur all of those costs.
2. Is there still a new transmitter downstairs that could be used if needed? JD Kiggins stated there is a transmitter that is at the facility right now that is a modified television transmitter, which could be used in an emergency but it would need to be certified by the

FCC before being used. In terms of maintenance, the transmitter will eventually need to be replaced.

3. The KMHD station is currently a 24-hour station.

C. Option Three:

This option is to maintain the current contract and status quo. The annual cost for year one is \$15,300 and the cost by year five would be at \$15,760. That is actual cash in and out and does not include the trade advertising allotment that we have. Not factored in this figure (if it all were to go away) is what the actual cost of KMHD2 would be, which is currently used in the student lab.

Questions and comments raised for Option Three during the discussion:

1. There was a question on whether the student lab portion materialized in the past. Skari stated the KMHD2 is a broadcasting lab on campus that is up and running. What did not materialize in the past was the internship opportunities. Skari does not know how much work was previously done to hold OPB to some of those commitments.
2. Skari stated the College could not make money or profit on negotiating the contract. DeMent shared there are opportunities to better utilize trade advertising.
3. Could we negotiate a shorter contract with OPB so there are less unknowns? What is the minimum period OPB would renegotiate for? DeMent stated our FCC renewal is due in three years, in 2022. The current contract is a 10-year contract with an option to automatically renew for five years with no changes, which is what we have right now. We have floated the idea of having a shorter contract but there was not a lot of interest from OPB. If they make an investment in transmitter upgrades or replacement, they would want to amortize that over a longer contract period. There are two possible sub-options with this. We could let the contract roll forward and do a better job of facilitating the things that are not working or renegotiate a new contract.
4. The Governor's proposal right now is a cut budget. Are there any projections on where cuts would be made to make up for the \$200,000 to start this? Skari stated that with the Governor's budget, projections, and additional costs, there would most likely be cuts regardless of this program. There may always be some subsidy for this, as the fundraising would not cover it. Skari stated that during the peak years when MHCC had the station with eight FTE, the highest level of fundraising raised was \$370,000. DeMent stated the fundraising numbers for OPB are \$600,000 to \$700,000. They have 17 radio stations that they fundraise for and staff and volunteers are allocated for multiple stations. Additional questions: Is it possible to ask for a three-year contract to get our fundraising up to speed and not include spending for the transmitter? Is there flexibility to get someone started on the fundraising aspect of it?

Skari stated in making these decisions, as we are allocating dollars and allocating staff, we have to think about the entire institution as well and where the programmatic needs are, where the enrollment needs are, and where the fundraising needs are. If we have the availability to hire more fundraising staff and we could raise several hundred thousand dollars, is this where we want the funds to go?

5. DeMent has concerns about doing a one, two, or three-year contract. A great deal of time has been spent discussing the options since last year and resources have been used for discussions with the board and staff, as well as gathering the financial data. If we do a one-year contract, are we going to continue extending these conversations?
6. The student newspaper was interested in student feedback in keeping the station. Mattson recalled the number one student priority was for safety improvements on the campus and we need to allocate funding for that also.
7. Zordich asked whom are we benefitting by maintaining a radio station.
8. Skari stated last year there were approximately 25 students in broadcasting classes and MHCC awarded four AAS degrees and seven broadcasting certificates. The program is integrated, so there are students who do not get a degree or certificate that take those classes.

McKeel stated there were many questions from the discussion tonight, questions around what OPB will do, around fundraising, and about the budget. The Governor's budget is a concern and whether cuts will need to be made. There was a discussion about fundraising competition with our foundation. Would this fundraising compete with funds for student scholarships? Skari stated the need to be cognizant of having two fundraising functions and to be aware so one is not jeopardized. Arnold stated the radio listeners and those donating to the station are not necessarily the same people who would donate to the foundation for scholarships and might be two different audiences. DeMent stated the purpose of trade advertising was to announce events. We currently have the ability to send OPB information about MHCC events to be advertised, but we are not sending them information to put events on the air.

Mattson referred to the board bylaws about asking for a recommendation from the President to the Board on this issue. She stated receiving a recommendation from the President before the Board votes in January would be helpful.

2. Board Bylaw Review Schedule

Zordich led a discussion on the board bylaw review. He suggested each board member review the bylaws and come back in January with recommendations for omissions, additions, and corrections. Arnold proposed a different process for reviewing the board bylaws and

proposed it be a continuous process as part of the work sessions. She proposed there be a set amount of time at each work session for bylaw review and updates. There was a brief discussion about the proposed process as it would provide an opportunity for continuous review and evaluation of the bylaws, but it may prolong the process. Mattson suggested starting with the outdated bylaws first, as there are some bylaws that date back to 2006. She stated it would be helpful to have track changes listed in the document to show the changes. She shared her experience with another board updating bylaws and they worked with OSBA to assist in the process. Zordich suggested reviewing the ORS statues listed on the bylaws so they are up-to-date and suggested the bylaws could be divided into sections for each work session and estimated four sections could be worked on at a time. A decision about the process will be made at the next board meeting.

3. **Board Collaborations**

Arnold discussed a proposal she brought to the board last June for MHCC to work as a conveyor to bring all of the different East County school districts together to find common ground and to collaborate. This would be especially beneficial around legislative sessions. A copy of an email Arnold had about the process was distributed to board members. Arnold asked if board members were still interested in creating a collaborative. Arnold discussed the idea with the new superintendent of the Gresham Barlow School District and received a positive response. It is a great opportunity for the college to interact with K-12 school districts. Arnold stated there are several different models on how frequently these meetings would occur.

There was a brief discussion on what collaboration with different boards would look like and what things could be worked on together. Arnold clarified it would be board members from high schools that feed into MHCC. She centered the idea on advocacy and looked at this concept to open up outreach opportunities. She hoped they would ask who else could be brought to the table to support education and how could we collaborate even more. Are there other community leaders and business people we could ask to bring to the table and build a network in East County? Mattson shared that Multnomah County K-12 School District Boards had a meeting this past Monday night and invited legislators from Multnomah County to attend.

Arnold suggested that conversations could start about this in January before the legislative session. Arnold stated she would take the lead to work with Dr. Skari on the structure for this. Skari stated a quorum for these meeting would not be required as long as there were no issues that required an action. There could be collaboration but no deliberation towards a decision or action taken. Mattson shared an example of a recent meeting where board members were seated at different tables for discussion so there was not a quorum.

Additional Items Discussed

Zordich asked about the structure for the Legislative Breakfast on January 9. Skari stated the format included three student presentations, with each student sharing a little bit about their story and the importance of adequate funding. It will be very MHCC centric and highlight our

students. A businessperson will also make a presentation. Mattson suggested it may be helpful if the students and businessperson had talking points for their presentation.

There was a brief discussion with questions about the demographics of college students and community college students. Do we know the breakdown of whom we serve? How many are first generation? How many students come out of poverty? How many are students of color? Those kinds of stories of whom we serve and their stories are impactful. Much of the information appeared in the MHCC fact book on the website. Skari stated the quick facts have been updated and will be included in the packet to board members for the legislative visit tomorrow.

McKeel shared about a group of legislators that visited K-12 schools around the state during the summer and learned many details about the high schools they visited during those meetings. Arnold shared an example of community leaders and legislators who visited a local school, toured the school facilities, and were shown all the things that needed repair and maintenance. She asked if a walking tour of MHCC was possible during the legislative breakfast. There was a brief discussion on how to get legislators to visit the college and how to get the community to understand the needs of the college. The community polling is critical when trying to put forth a bond. Skari stated the importance of advocacy and a consistent message with our legislators and suggested a plant tour in the summer might be better with the weather.

There was a brief discussion about a business speaker at the legislative breakfast and Skari asked what type of business owner would be most impactful for this audience. Potential speakers were suggested. Skari stated she would talk with Al Sigala.

The meeting was adjourned at 7:45 pm.

Clerk

Board Chair

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

Mt. Hood Community College Board of Education

Board Responsibilities

- Define mission, vision, values
- Strategic planning
- Monitor institutional performance
- Adopt financials (e.g. budget, tuition, fees)
- Set policy

Questions to Consider

- How do the options align with and fulfill mission, vision, values?
- How do the options affect institutional performance?
- What are the financial implications of each option?
- What are the policy decisions needed for each option?

Mt. Hood Community College Board of Education

KMHD Quick Facts

1. Return to full operational KMHD
 - Current jazz program maintained
 - Impact to current KMHD listeners during transition
 - No significant increase in enrollment*
 - Annual cost for year one is \$550,000 {\$617,000 by year five}
 - Fundraising offsets \$25,000 in year one {\$300,000 in year five}
 - Fundraising could compete against Foundation
 - Transmitter failure would cost \$200,000 - \$300,000

2. Bring back KMHD as student lab
 - Duplicates current KMHD2
 - Current jazz program reduced {reduction based on student interest}
 - Loss of current KMHD listeners
 - Possible format change for revenue
 - No significant increase in enrollment*
 - Annual cost for year one is \$200,000 {\$220,000 by year five}
 - Transmitter failure would cost \$200,000 - \$300,000 {estimated}

3. Maintain contract with OPB
 - Current jazz program maintained
 - No change to current KMHD listeners
 - No change in format
 - No impact on enrollment
 - Annual cost for year one is \$15,300 {\$15,760 by year five}
 - Excludes trade advertising valued at \$74,000 annually
 - Excludes cost if we had to pay for KMHD2 license
 - Opportunity to negotiate contract details

*Approximately 25 students a year, 4 AAS degrees/7 Broadcasting certificates awarded 2018



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *January 16, 2019*

ITEM TITLE: **4.1b**

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

SUBJECT: APPROVAL OF MINUTES – December 19, 2018 Regular Session #971 Meeting Minutes

Session #971

A Regular session of the Mt. Hood Community College District Board of Education was held on December 19, 2018 at 6:30 in the Board Room at Mt. Hood Community College, 26000 S.E. Stark Street, Gresham, Oregon.

1.0 CALL TO ORDER/DECLARATION OF A QUORUM

Board Members in attendance: Diane McKeel (Chair), Jim Zordich (Vice Chair), Tamie Arnold, Annette Mattson, Teena Ainslie (by phone)

A meeting of the MHCC District Board was called to order at 6:33 p.m. McKeel declared a quorum was present.

1.1 APPROVAL OF THE AGENDA

Zordich moved to approve the agenda. Mattson seconded the motion and it passed unanimously. Motion carried.

1.2 CORRESPONDENCE

There was no correspondence.

2.0 PUBLIC INPUT

There was no public comment.

3.0 INFORMATION AND REPORTS

3.1 Special Report: Small Business Development Center

Kedma Ough presented a special report to the board on the Small Business Development Center (SBDC). She thanked the board for the opportunity to present. Ough began by stating the Small Business Administration (SBA) is tasked/mandated to support small businesses and provided highlights regarding the SBA's mission and programs with over 1000 offices located across the county. In Oregon, there are 19 centers each offering standard advising and training. There are several signature programs that make MHCC unique. In Oregon, there are five recognized signature programs and MHCC owns four of them. We operate as the innovation platform for 19 centers and play a role nationally.

The first program is the *Project Proto Youth Entrepreneurship Program*, which is recognized statewide and helps develop the business skills and experience needed in today's competitive market. Students receive educational support and have an opportunity to build an online business. MHCC owns the curriculum for this program and we have allowed other SBDC's to use the curriculum, which is making a difference across the State. The second program is the *Innovation Program*. This is another signature program owned by MHCC which provides an opportunity to interface with the entire community. The third program is the *Cybersecurity Program*, and the last program is the *Franchise Program*. This year the national SBDC recognized the MHCC SBDC program as a national initiative that every state needs to look at certification for franchising. They have now certified more than 24 states and it all comes through the SBDC program here.

Ough encourages support from the Board in communicating the great opportunity for businesses to come to MHCC through our signature programs. We are in high demand because of our results and have a waiting list. The MHCC SBDC has won the SBA Business of the Year Award for the last three years in a row. Ninety-nine percent (99%) of all referrals do not come from this college, and Ough wants to see our own team as part of that initiative. Ough wants this college to be known as the place to go for not only classes, but for business support and advising.

Ough shared there are several different ways a referral from inside the college could come in. It could be inviting SBDC to be part of a class or it could be a simple message to students to make them aware of the opportunity. For students looking for a job opportunity, they could be referred to SBDC for information about grant opportunities, funding resources, etc. Some people want to start a new business for several different reasons, so it could be a referral for services.

Ough stated the referrals are tracked and come from several different sources. Referrals come from the SBA, Business Oregon, and from all of their service partners such as the Hispanic Chamber, African Chamber, OAME, etc. Clients who have used their service also provide referrals.

Any opportunity for a presentation about their services really works. They are always available to accept invitations to speak at community groups. She would like to have direct access to students and to provide materials for distribution in classes. A recent idea she proposed was to have a question on the registration form to see if students were familiar with the SBDC. She looks forward to working with the marketing team on communication strategies.

4.0 BUSINESS/ACTION

4.1 Approval of Consent Agenda

Arnold motioned to approve the consent agenda. Zordich requested Item F be pulled out of the consent agenda for discussion. Arnold withdrew motion to approve and motioned to pull Item F out of the consent agenda. Zordich seconded the motion and it was approved by Arnold, Zordich, and McKeel. Mattson opposed the motion resulting in not enough votes to pass the motion. Zordich then motioned to approve the consent agenda as written. Mattson seconded the motion and it passed unanimously.

4.2 Cybersecurity Small Business Certificate

Skari shared this is a very creative example of how one of our programs has worked with SBDC and is an innovative approach to a certificate. Skari complimented them on the work they are doing and are looking at what is good for students.

Wayne Machuca, Lead Instructor of the Cybersecurity Program in Information Systems, and Kedma Ough, Director of the Small Business Development Center, provided a presentation on the Cybersecurity Small Business Certificate. Machuca stated that when they designed the Cybersecurity Program in 2010 – 2012, they anticipated a classroom size of about 12 to 15 people in the program. The program was launched and it has exploded. The Information Systems as a general program has grown substantially and the numbers are continuing to expand. The program is broken up into three groups of students in Cybersecurity, Computer Science, and Game Development with roughly 350 students right now. As a result, they are seeing about 127 declared majors in the Cybersecurity program, about 100 in Computer Science, and about the mid 90's for students in Game Development. One of the requirements of the degree is that students have to participate in an internship for 120 hours. About five years ago, they out ran all available internship opportunities in East Multnomah County, so the challenge was finding internship opportunities.

Machuca stated a few years ago, he talked to Kedma Ough about the internship challenges and that an overwhelming majority of their graduates that go directly into industry tended to go into small and medium-sized businesses. Computer hacking was a big problem for small and medium-sized businesses, which often lacked resources for cybersecurity. They had an idea that as part of the student internship, the Cybersecurity students would be trained through the SBDC to be advisors and consultants for small businesses and trained to speak to

entrepreneurs, not just as a technician but also as a translator of technology to small businesses.

The concept was approved and they received a grant. Part of the grant required them to train people to be able to work as advisors, but also to create avenues where business owners and entrepreneurs could learn enough technology that they could be quasi self-sufficient with their own cybersecurity. They designed a series of stackable credentials within Information Systems that crosses multiple-degree programs. The Cybersecurity degree was designed around people having a base level of computer technology training. For the small business owner or entrepreneur who does not have the technology training when they start, they brought in courses from several different Information Systems degrees. They created three stand-alone certifications that are less than one year and are stackable. The first credential is Business Computer Fundamentals, the second credential is Business Cyber Security Fundamentals, and the third credential is Business Cyber Security Practical Implementation. Each certificate is designed using existing courses, but is reorganized so there is no impact on infrastructure or budget. They are asking for board approval to move forward to complete the NSF grant requirements, which requires certification.

Zordich motioned to approve the Cybersecurity Small Business Certificate Program. Mattson seconded the motion, it passed unanimously, and motion carried.

5.0 CLOSING REPORTS

5.1 Board Members

Arnold – Nothing to report.

Mattson – She attended the East Portland Chamber of Commerce Government Affairs Committee and Awards Breakfast. The recipients this year were East Portland and East County providers of affordable housing. A board member from three local community colleges attended.

Zordich – He attended a constituent coffee last Saturday sponsored by State Representative Chris Gorsek. They discussed the community college budget dilemma over the coming year. Zordich shared that OER (Open Educational Resources) is doing some dynamic and interesting things regarding textbook affordability plans.

Ainslie – She was thrilled to read in the local newspaper that Chris Gorsek talked with the Governor about community college funding. She inquired about the fundraising campaign for a commercial refrigerator for Barney's Pantry. Skari shared it was a successful campaign and the foundation raised close to \$15,000 for Barney's Pantry. The funds will be used to purchase a refrigerator, food and hygiene items. The foundation is planning to present a check to the student government sometime in January. Ainslie inquired about building a partnership with a local business and Skari stated she would talk with Al Sigala.

McKeel – She attended the East Metro Economic Alliance (EMEA) Legislative Breakfast. The legislators in attendance were Chris Gorsek, Laurie Monnes Anderson, Janelle Bynum, Lew Frederick, and Chuck Thomsen. All were in agreement about needing to address the funding issue and taking action. The EMEA Legislative Committee is meeting tomorrow to determine their business priorities. McKeel sees the community college funding as a priority.

Mattson – She recommended a recent article in the Portland Business Journal regarding community colleges and the investment needed in workforce.

Advisory Representatives

Cheryl Johnson (FTFA) – She commented about OER and stated they are in a great place in regards to our textbook affordability team. She does not anticipate any problems as they already designate classes that have low cost and no cost textbooks. She extended a thank you to the Foundation for continuing to sponsor that work. She thanked the Board for their dedication and commitment and for being a MHCC champion around the community. It has made a great difference in the community. She appreciates all the work they do and wishes everyone a great holiday.

Garie Zordich (CEA - attended to represent Kim Sharer) – the Testing Center has received formal notification from NCTA they have been designated a Nationally Certified Testing Center. On Tuesday, the classified employees outdid themselves with the Winter In-Service. John Hamblin captured everything beautifully with the appreciation email he sent out to all staff this morning. There were 247 staff, faculty, and administrators that attended the keynote presentation. There were 298 staff, faculty, and administrators that attended breakout sessions held during the day. She handed out a copy of the Winter In-Service schedule to board members. She wants to thank the following classified employees who were on the planning team: Aaron Sorenson, Amy Salsbery, Christy Weigel, Corey Huston, Janine Shockley, Jenny Ruelas, Katelyn Goslin, Lisa Riegel, Michael Hein, Nataly Paoli, Nicholas Gosling, Sarah Aimone, and Shari Pruett. The CEA Association wishes everyone a good and safe holiday.

Marilyn Pitts (PFTA) – Nothing to report.

ASG Representatives

ASG Representatives did not attend the meeting.

5.2 President's Report

Skari shared the following thoughts in her President's Report.

I, like many of our students, started this week with a deep sigh of relief... I made it through the first quarter. Like the students, I had many, many learning opportunities. My hope is I was able to accurately translate the lessons into productive action. Yesterday was a wonderful celebration of the completion of the quarter. We held our Winter In-Service... the professional development day for staff. It was my favorite to date. The day kicked off with a

keynote by Dave Evans, co-author of the New York Times best seller, *Designing Your Life*. With his own life journey leading him into a tech career, working for companies like Apple and Electronic Arts, Dave teaches students at Stanford through his Life Design Lab and coursework. The lab applies human-centered design thinking to tackling the “wicked” problems of life and vocational wayfinding. Dave challenged the audience to answer the question: “What do you plan to do with your one wild and precious life?” Dave Evans was selected by the Winter In-Service Planning Team for several reasons:

- His dynamic, energizing and entertaining presentations,
- The connection between his message and MHCC’s continuous improvement efforts, and
- The relevance to human (or student) centered design work happening around campus, including with the implementation of our New Student Experience.

A special thanks goes out to the Winter In-Service Planning Team and People Strategies Council for their creation of a wonderfully engaging day. The Student Development and Success Division for making lunch possible, and the Classified Employee Association generously supported the purchase of books, supplies, and printing. And, all of this could not have happened without the facilities and custodial team for logistical help and support, and Title III, which provided the funding for our keynote.

In closing, I would like to extend a special thanks to the Board, my leadership team, our union leaders and their members, and our students for their hard work and commitment. We have ended 2018 on a positive note and I look forward to the new year, new opportunities, and our unified work in increasing access and breaking down barriers. Happy Holidays.

McKeel thanked everyone on behalf of the Board for their commitment to the College and looks forward to the opportunities ahead for next year.

6.0 ADJOURNMENT

Mattson moved to adjourn the meeting. Arnold seconded the motion and it passed unanimously. The meeting adjourned at 7:47 pm.

Clerk

Board Chair

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



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *January 16, 2019*

ITEM TITLE: **4.1c**

CONTACT PERSON: *Travis Brown, Director of Human Resources*

SUBJECT: MONTHLY PERSONNEL REPORT

MONTHLY PERSONNEL ACTIVITY REPORT

New Hires:

Support Staff:

Name	Position	Department	Hire Date
Aguilera, Luisa N	Assistant Teacher	Head Start	12/19/18
Brambila Guzman, Alma E	HS Classroom Aide	Head Start	12/10/18
Brown, Nicole M	Teacher	Head Start	12/03/18
	Early Childhood Education		
Cheung, Wyn	Consultant	Child Care Resource & Referral	12/10/18
Hannigan, Gabrielle			
Therese	Teacher	Head Start	12/10/18
Vaughn, Alexandria A	Food Service Aid	Head Start	12/17/18
Villa, Yvonne	Program Assistant	Head Start	12/10/18

Transfers:

Name	Previous Position	New Position	Txfr Date
Berhane, Fekadu B	Client Systems Engineer- Information Technology	Network Engineer-Information Technology	12/03/18

Separations:**Management:**

Name	Position	Department	End Date
Kolins, Craig A	Chief of Staff	President's Office	12/04/18

Faculty:

Name	Position	Department	End Date
Bayer, Noah B	Instructor - Surgical Technology	Health Professions	12/31/18
	Instructor - Early Childhood Education	Early Childhood Education	12/31/18
White, Ellen G	Education	Early Childhood Education	12/31/18
Yapp, Raye Ann	Instructor - Dental Hygiene	Health Professions	12/31/18

Support Staff:

Name	Position	Department	End Date
Brown, Nicole M	Teacher	Head Start	12/21/18
Lawson, Kelley J	Early HS Teacher	Head Start	12/14/18
Lebow, Wendy	Workforce Dev Spec	Workforce	12/31/18
Loar, Renae L	Teacher	Head Start	12/21/18
Wright, Sarah W	Program Specialist	Adult Basic Skills	12/31/18



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *January 16, 2019*

ITEM TITLE: 4.1d

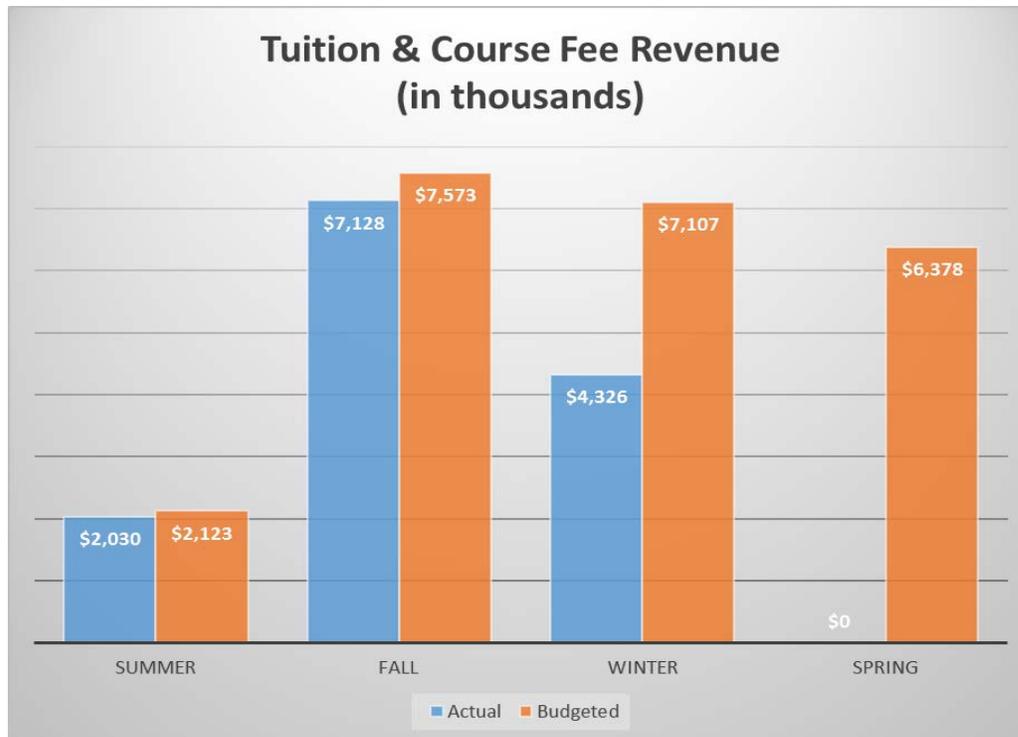
CONTACT PERSON: *Jennifer DeMent, Chief Operations Officer*

SUBJECT: MONTHLY FINANCIAL REPORT

This report includes 2018/19 activity through the month of November.

Revenues:

- State support revenue is received quarterly in August, October, January and April. The amount budgeted for 2018-2019 reflects Mt. Hood's estimated share of the biennial state support amount of \$570 million.
- Property tax revenue is received beginning in November. Revenue is turned over monthly from the counties, with the largest payments received in November and December.
- Tuition and fee revenue for summer term is \$2 million, fall term is \$7.1 million and winter term is \$4.3 million. Preliminary enrollment numbers indicate a decline in tuition-bearing classes as compared to 2017/18 enrollment by -1% for summer term and -4.3% for fall term. Early registration information for Winter term enrollment indicates a decline in tuition-bearing classes by -18.1%.



Expenditures:

As of November 30, five months of the fiscal year have passed. If expenditures occurred equally throughout the year, there would be 58% 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.
- 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 \$75 thousand for Student Aid, \$275 thousand for aquatic center support, and \$400 thousand for facilities capital projects.

MT. HOOD COMMUNITY COLLEGE DISTRICT
General Fund Financial Report
Fiscal Year 2018/19
As of November 30, 2018

	Actual Year to Date Jun 30, 2018	Adopted Budget 2018-19	Actual November 2018	Percentage of Budget Remaining
Beginning Fund Balance	9,638,760	7,150,000	10,603,330	
Revenues				
State Support	28,241,363	28,065,002	14,072,300	50%
Property Taxes	12,287,756	12,595,086	469,099	96%
Tuition and Fees	23,726,171	25,604,579	14,331,042	44%
Uncollectible Receivables	(547,762)	(200,000)	-	
Other Revenues	1,659,600	1,287,165	270,890	79%
TOTAL REVENUES	65,367,128	67,351,832	29,143,331	57%
Expenditures				
Salaries	35,725,066	38,841,105	13,413,790	65%
Health Care	6,142,336	6,487,656	2,256,414	65%
Fringe/Taxes	10,152,295	12,354,442	3,808,189	69%
Materials & Supplies	6,900,714	7,242,103	2,800,002	61%
Utilities	1,524,671	1,665,493	451,204	73%
Grants in Aid/Tuition Waivers	953,001	1,393,775	328,324	76%
Debt Service	2,329,475	2,308,825	504,413	78%
Transfers to Other Funds	675,000	750,000	-	100%
TOTAL EXPENDITURES	64,402,558	71,043,399	23,562,336	67%
Rev Greater (Less) Than Exp	964,570	(3,691,567)	5,580,995	
Beginning Fund Balance	<u>9,638,760</u>	<u>7,150,000</u>		
Ending Fund Balance	<u>10,603,330</u>	<u>3,458,433</u>		
<i>As a percentage of expenditures</i>	<i>16%</i>	<i>5%</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 2018/19 budget was based on the assumption that community colleges will receive \$570 million for the 2017/19 biennium. The 2018/19 budget represents the amount of state support we expect to receive. MHCC currently represents approximately 10% of the state total.

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

Tuition and Fees include all tuition, course fees and instructional service fees. Tuition for 2018/19 generates \$107.00 per credit hour for the General Fund. A technology fee of \$6.25 per credit hour and an Associated Student Government (ASG) fee of \$4.00 per credit hour are in addition to the tuition rate and recorded in separate funds. A College Service Fee of \$49 per term is also assessed to students registered for a minimum of one credit. An Access Fee of \$39 per term is also assessed to students registered for a minimum of two credits. Students that became eligible for the tuition pledge in 2015/16, 2016/17 or 2017/18 will continue paying the tuition rate in effect when they began, provided they continue to meet eligibility criteria. New students beginning in 2018/19 will pay the 2018/19 tuition rate, will not be eligible for the tuition pledge at that rate, and will be subject to any future tuition increases. Other Revenues include rental charges, interest earnings, and grant and foundation indirect cost recoveries and sales revenue.

Expenditures:

Salaries consist of the wages and salaries paid to all employees from all employee groups.

Health Care consists of the employer paid portion of medical, dental and vision insurance premiums, as well as \$45,000 for the Part-time Faculty and Tutor Association's health insurance reimbursements.

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

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

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

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

Debt Service consists of principle and interest payments on general long-term debt.

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



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *January 16, 2019*

ITEM TITLE: **4.1e**

CONTACT PERSON: *Pam Greenough Corrie, Director of Head Start*

SUBJECT: **MONTHLY HEAD START REPORT**

Mt. Hood Community College Head Start Program Report

Head Start/Early Head Start News from the Director

December 2018

News:

Pam Corrie provided a short tour of Head Start locations on a Head Start School bus. Corey Sippel – Environment Health, Risk & Safety Manager, Al Sigala – Executive Director Development Communications, Foundation, Patricia Pangell – Employee and Labor Relations Analyst, Dexter Johnson – Facilities Director, and Lauren Griswold – Marketing & Communications Director were on the tour. The group visited our Troutdale, Rockwood Stark, Yamhill, Kelly Place, and Sunrise facilities. This provided the group the opportunity to observe the many different types of sites and the many different community partners we have.

The first Quarterly Policy Council & Staff Luncheon at Maywood occurred on December 10th; seven staff members and three Policy Council executive committee members attended and were able to discuss and ask questions regarding our program. We shared our opportunities, concerns, and curiosities with each other. It gave everyone a chance to get to know each other better.

Maywood was able to adopt two Something Wonderful families this year, providing gifts to needy families in the East County area. Staff enjoyed wrapping the 30 or so presents and they were delivered in mid-December.

CDFS had its Winter All Staff meeting in the visual arts theater and campus classrooms on December 14th for 300 staff. The focus this year was on cultural humility. We had a keynote address and 9 different trainings that staff could choose from all focused on cultural humility, anti-bias, and inclusion. Staff were able to participate in equity training of their choice as well as more job specific trainings. We once again were able to have another successful training day for all of CDFS!

David Douglas School District invited Pam Corrie to attend their Early Works Visioning process meeting. Those invited developed a DDSD vision for early childhood services within the district. We planned several action steps and other community partners to be invited.

Enrollment Report for Nov 2018

This report shows the number of children enrolled in Head Start and Early Head Start. The Head Start Act 642(d)(2) requires a report of program enrollment periodically to the Policy Council and the Board.

Este informe muestra el número de niños matriculados en Head Start y Early Head Start. La Ley de Head Start 642 (d) (2), requiere un informe periódicamente de la inscripción en el programa a Policy Council y a la Directiva.

В этом рапорте показано также количество детей в Head Start и Early Head Start. Акт 642(d)(2) требует периодические рапорты о количестве обслуживаемых детей для подачи в Совет Стратегии и в Совет Директоров.

Number of children funded to serve 2018-19

Head Start		Early Head Start	
Federal	399	Federal	116
State	619	Federal Expansion	24
City of Portland	40	State	6
		City of Portland	30
		MIECHV	20
		Child Care Partnerships	75
Total:	1058	Total:	271

Enrollment for November

Head Start	Children	Early Head Start	Children
Head Start	1058	Early Head Start	164
		EHS Non-Partnerships	32
		EHS Child Care Partnerships	75
Total:	1058	Total:	271

Waitlist

Program	Children
Head Start	135
Early Head Start	153
EHS Child Care Partnerships	12
Total:	299

November 2018 Attendance Analysis – Absences

Most of our programs maintained average daily attendance above 85% for the month of February. Although we are not required to analyze attendance if it is above 85%, we thought sharing the reasons for absences would be informative. Here is a breakdown of absences by program:

Head Start

Absence Reason	Percent
Illness	33%
No bus/no transportation*	15%
Appointment	8%
Vacation	3%
Family Emergency	2%
Other-Excused (i.e. with family member, lice)	10%
Unknown*	28%

Early Head Start

Absence Reason	Percent
Illness	44%
No bus/no transportation	4%
Appointment	4%
Vacation	6%
Family Emergency	0%
Other-Excused (i.e.19 with family member, lice)	18%
Unknown	24%

Child Care Partnerships (CCP)

Absence Reason	Percent
Illness	15%
No bus/no transportation	10%
Appointment	2%
Vacation	10%
Family Emergency	0%
Other-Excused (i.e. with family member, lice)	18%
Unknown	24%

Individual Attendance

The numbers below represent the percentage of individual children in our program this school year with moderate chronic absenteeism (80-89% Average Daily Attendance - ADA) and those with severe chronic absenteeism (less than 80% ADA) for the school year:

Program	80-89% ADA	Less than 80% ADA
Head Start	25%	31%
Early Head Start	24%	29%
Child Care Partnerships	25%	48%

Mt. Hood Community College

Head Start Financial Report

November 2018

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

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

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

BUDGET JULY 2018-JUNE 2019

FUNDING SOURCE	TOTAL FUNDS
Federal/State Head Start	10,606,789
State Duration	370,948
Children's Levy Head Start	435,492
Federal Early Head Start	1,593,650
EHS - Child Care Partnerships	1,575,696
Children's Levy EHS	539,089
EHS Expansion	390,464
State EHS	81,132
MIECHV	200,000
Total	15,793,260
*State Duration funds have not yet been released.	

EXPENDITURE REPORT NOVEMBER 2018

Budget Category	Budget	Spent	Percent Spent
Personnel/Salaries	7,470,080	678,077	34%
Fringe Benefits	4,285,430	370,799	33%
Travel	52,989	15,347	75%
Equipment	7,500	0	0%
Supplies	289,779	40,711	37%
Contractual	1,240,125	85,121	20%
Facilities/Property Services	799,938	74,376	47%
Other	360,969	36,722	26%
Indirect	1,435,643	134,991	31%
Total	15,942,453	1,436,144	33%

Reimbursement Funds

Source	Amount Budgeted	Amount Received Year to Date
DHS Child Care**	\$326,195	\$58,857
USDA Funds**	\$643,184	\$9,508.02

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

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

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

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

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

Closing Date 11/20/18

Description	Head Start	Early Head Start	Children's Levy EHS	Children's Levy HS	MIECHV	EHS-CCP	EHS Expansion	Totals
Center Supplies	9169.14	1,129.35	306.49	431.34	\$19.32	\$200.16	\$302.08	\$11,055.64
Computer Supplies	317.13					\$27.96		\$317.13
Dental/Medical								\$0.00
Education Supplies	656.55					\$285.00		\$656.55
Family Services Supplies	68.56	5.39						\$73.95
Health Supplies								\$0.00
Kitchen Supplies								\$0.00
Office Supplies	66.33							\$66.33
Other Costs								\$0.00
Parent Activities	503.95	19.80						\$523.75
Postage								\$0.00
Pre-Employment	3,398.25	201.50						\$3,599.75
Site Repair/Maintenance	2,620.55	91.02	11.09	54.17	\$7.70		\$18.34	\$2,784.53
Training	4,559.43	225.16		12.50		-\$234.02		\$4,797.09
Vehicle Costs	1,359.07							\$1,359.07
Utilities	\$1,608.34	\$169.76	\$95.32		\$72.31	\$81.96	\$121.04	\$1,945.73
Total	\$24,327.30	\$1,841.98	\$412.90	498.01	\$99.33	\$361.06		\$27,179.52

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

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

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

Этот рапорт показывает количество обедов подаваемых в Head Start а так же размер компенсации получаемой нами от USDA. Акт 642(d)(2) Head Start требует ежемесячных рапортов в Совет Стратегии и в Совет Директоров о продовольствии предоставленном USDA.

USDA Reimbursement Rates for 2018-19

Meal	Rate per Meal
Breakfast	1.79
Lunch	3.545
Snack	0.91

October 2018

Meal	Number of meals served
Breakfast	16,759
Lunch	17,353
Snack	7,223
Total Reimbursement for the month:	\$98,087.93

November 2018

Meal	Number of meals served
Breakfast	13,369
Lunch	13,010
Snack	4,276
Total Reimbursement for the month:	\$72,205.76

Head Start and Early Head Start Non Federal Share Report

2018-19

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

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

Total Annual Budget	
Federal EHS Grant	\$1,491,196.00
Federal EHS Child Care Partnerships	\$1,567,424.00
Federal EHS Non-Partnership	
Federal HS Grant	\$5,157,545.00
TOTAL GRANT	\$8,216,165.00
Match Needed:	\$2,054,041.25

Available Match:	
Oregon Head Start	\$5,688,844.00
Oregon EHS	\$81,132.00
Portland Children's Levy	\$386,826
Total	\$6,156,802.00



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *January 16, 2019*

ITEM TITLE: 4.1f

CONTACT PERSON: *Pam Greenough Corrie, Director of Head Start*

SUBJECT: RESOLUTION TO APPROVE HEAD START POLICY CHANGES



CHILD DEVELOPMENT & FAMILY SUPPORT PROGRAMS
10100 NE Prescott • Portland, OR 97220-3555
Phone (503) 491-6111 • FAX (503) 491-6112

December 20, 2018

To whom it may concern;

The Mt. Hood Community College Policy Council approved the proposed changes to the Selection and Enrollment Policy.

Sincerely,

A handwritten signature in black ink, appearing to read "Kaela Patterson", is written over a horizontal line.

Kaela Patterson
Mt Hood Community College
Policy Council Chair

MT. HOOD COMMUNITY COLLEGE
CHILD DEVELOPMENT AND FAMILY SUPPORT PROGRAMS

SELECTION AND ENROLLMENT

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

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

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

Eligibility

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

Age

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

Disability

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

Location

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

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Approved Board of Education 4/12/17

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

Additional Criteria - Full Day and Child Care Partnerships

- a. Families must work, attend school or attend job training programs and need full day child care.
- b. Family eligibility for the Full Day option will be reassessed annually, in Spring. If it is determined that the family no longer qualifies for Full Day services, they will be offered a Part Day/Part Year or Home Based option.

Additional Criteria – EHS Expectant Families

- a. Priority will be given to women in their first trimester.
- b. Priority will be given to pregnant women.

Transitions From Early Head Start To Head Start

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

When Families Move – Within and Outside of Service Area

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

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

Selection Criteria

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

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Early Head Start Applicants Only	
High risk pregnancy/infancy (failure to thrive, feeding issues, lack of prenatal care, gestational diabetes, etc.) – must explain	5
Early Head Start Home Based Applicants Only	
Early Head Start applicant whose family has never received EHS home-based services	10
First trimester of pregnancy	10
Pregnant	10
Birth to 18 months	5
Parental Status	
Young parent (19 or under)	10
One parent family	5
DHS guardianship (children live with biological parent(s))	30
Family Factors	
Domestic violence in past 12 months	5
Substance abuse/dependence or Substance recovery in past 12 months	5
Disaster/tragedy, severe trauma, etc.	5
History of gang violence in family	5
Chronic illness/disability of family member	5
Other stressors (e.g. sudden unemployment, recent accident, severe loss)	5
Non-English speaking (either parent)	3
Parent (either) Active Military or within past 12 months	5
Parent (either) has less than GED or high school diploma	5
Referral to program by social service agency/other HS, EHS, Migrant	5
Other Factors	
Family is currently homeless - documented on application	30
Child is currently in foster care- documented on application	30
Family is at program site (MHCC Student, lives in apartments at CC, FV, KP, RW, etc.) – documented on application	10
Applicant or parents are of Native American, African American or African descent	10
Returning child	30
Income	
0-100% of Poverty Guidelines (or TANF Cash Grant/SSI)	20
101-130% of Poverty Guidelines	5
Over-income 131-200%	3
Over Income 201-225%	1
Over Income 226%	0

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

Approved Policy Council 2/9/17
 Approved Board of Education 4/12/17



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *January 16, 2019*

ITEM TITLE: 4.2

CONTACT PERSON: *Sara Rivara, Dean of Humanities*

SUBJECT: NEW DEGREE APPROVAL – Associate of Science in Liberal Arts (ASLA) Degree

Proposed New Degree: AS in Liberal Arts

This degree would work well for students who are pursuing majors that often lead to a Bachelor of Arts after transferring to a university. This may include majors such as history, English/literature, modern languages, philosophy, etc. In fall of 2017 and fall of 2018 there were a combined total of 424 enrolled, unduplicated students with these types of majors on file.

The new degree is based on the Associate of Science degree and includes two years of Modern Language as one of the degree requirements in order to meet university BA requirements. The State of Oregon does not currently allow community colleges to develop their own AA degrees.

Liberal Arts Core (62 credits)

First Year Modern Language 101/102/103, 12 – 15 credits

Second-Year Modern Language 201/202/203, 12 – 15 credits

One (1) Arts & Letters course, other than Modern Language, 3 – 4 credits

Three (3) Social Science courses from two disciplines, 9 – 12 credits

Courses in major / university requirements. 16 – 26 credits

Written Communication (2 courses)

WR121 English Composition, 4 credits

WR122 English Composition: Critical Thinking (recommended) or WR227 Technical Report Writing, 4 credits

Health & Physical Education (3 credits)

HPE295 Health and Fitness for Life recommended, 3 credits

Mathematics (1 course)

MTH105 Mathematics in Society or above, 5 credits

Oral Communication (1 course)

COMM111 Fundamentals of Public Speaking or COMM218 Interpersonal Communication recommended, 4 credits

Science (Minimum of 6 credits)

Lab Sciences recommended, 8-10 credits

Total credits: 90-100

AS in Liberal Arts (ASLA) Degree Worksheet

2019-20 Catalog

Liberal Arts Core

62 credits

First-Year Modern Language 101, 102, 103	12-15
Second-Year Modern Language 201, 202, 203	12-15
One (1) Arts & Letters course, other than Modern Language	3-4
Three (3) Social Science courses from two disciplines	9-12
Courses in major / university requirements	16-26

Written Communication

2 courses

WR121 English Composition★	4
WR122 English Composition: Critical Thinking★ (recommended) or WR227 Technical Report Writing★	4

Health & Physical Education

3 credits – HPE295 Health & Fitness for Life
recommended

_____	Credits:_____
_____	Credits:_____
_____	Credits:_____

Mathematics

1 course

MTH105 Mathematics in Society (or higher)	5
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Oral Communication

1 course - COMM111 or COMM218 recommended

COMM111 Fundamentals of Public Speaking★	4
COMM218 Interpersonal Communication★	4
COMM100 Basic Speech Communication★	3
COMM114 Argument and Critical Discourse	3
COMM115 Intercultural Communication★	4
COMM219 Small Group Communication★	3

Science

Minimum of 6 credits – Lab Sciences recommended

_____	Credits:_____
_____	Credits:_____

Courses in major / university requirements

16-26 credits

_____	Credits:_____	_____	Credits:_____
_____	Credits:_____	_____	Credits:_____
_____	Credits:_____	_____	Credits:_____
_____	Credits:_____	_____	Credits:_____
_____	Credits:_____	_____	Credits:_____

To see how your MHCC credits may transfer to regional universities, visit my.mhcc.edu, click on **Student Services**, then click on **Transferring to a University**.

University Bachelor of Arts requirements

Work with a university adviser to ensure you are taking the right courses at MHCC.

PSU

Fine & Performing Arts requirement: take one course beginning with prefix ART (except Art History), MUS, or TA.

EOU

Science requirement: 2 courses from 2 disciplines, including at least 1 lab science.

Aesthetics & Humanities

requirement, take 2 courses with 2 different prefixes from:

- Art History: ART204/205/206
- Shakespeare: ENG201
- Film Studies: FA257/258/266
- Music Theory: MUS111/112/113
- Philosophy: PHL201/202
- Spanish: First / Second Year

Artistic Process & Creation

requirement, take 2 courses with 2 different prefixes from:

- Art: ART115/116/117; ART231/232; ART254; ART260/261; ART271
- Music Lessons: MUP171-191
- Electronic Music P: MUS117
- Theatre Arts: TA
- Creative Writing: WR241/WR242

OSU - See [OSU's MHCC equivalencies list](#) for assistance choosing MHCC courses from each OSU category:

- Cultural Diversity
- Literature & the Arts
- Western Culture
- Social Processes & Institutions
- Difference, Power & Discrimination
- Biological science
- Physical science

SOU

Science requirement: Lab science courses required.

UO

Complete one (1) additional course each from Arts & Letters, Social Science, and Lab Science.

WOU

Communication requirement: COMM111 Fundamentals of Public Speaking.

Arts & Letters requirement: 9 credits of Creative Arts; 8 credits of Literature; and 3 credits of Philosophy or Religion.

Social Science requirement: must include one 8-9 credit sequence.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *January 16, 2019*

ITEM TITLE: **4.3**

CONTACT PERSON: *Lisa Skari, President*

SUBJECT: KMHD PUBLIC RADIO OPERATING AGREEMENT WITH OREGON PUBLIC BROADCASTING