

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A meeting of the Mt. Hood Community College District Board of Education will be held on **December 19, 2018**, 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 #971

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.			<b>PUBLIC INPUT:</b> <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	6:55 p.m.			<b>INFORMATION/REPORTS</b>	
		3.1	Info	Special Report: Small Business Development Center	Kedma Ough
4	7:15 p.m.			<b>BUSINESS/ACTION</b>	
		4.1	Action	Consent Agenda: Approvals & Information  a) Minutes – October Regular Session #968, October 17, 2018 b) Minutes – November Regular Session #969, November 28, 2018	Diane McKeel

				<ul style="list-style-type: none"> <li>c) Monthly Personnel Report (November)</li> <li>d) Monthly Financial Report (November)</li> <li>e) Monthly Head Start Report (November)</li> <li>f) Acceptance and Expenditure of Projects Funded in Whole or Partially by Non-District Funds</li> </ul>	
		<b>4.2</b>	<b>Action</b>	Cybersecurity Small Business Certificate Program	Wayne Machuca, Kedma Ough
<b>5</b>	<b>7:45 p.m.</b>			<b>CLOSING REPORTS</b>	
		<b>5.1</b>	<b>Info</b>	<ul style="list-style-type: none"> <li>• Board Members (2 min each)</li> <li>• ASG Representatives (2 min each)</li> <li>• Advisory Representatives (2 min each) <ul style="list-style-type: none"> <li>○ Cheryl Johnson (FTFA)</li> <li>○ Kim Sharer (CEA)</li> <li>○ Marilyn Pitts (PFTA)</li> </ul> </li> </ul>	
		<b>5.2</b>	<b>Info</b>	President's Report	Lisa Skari
<b>6</b>	<b>8:30 p.m.</b>			<b>ADJOURNMENT</b>	Diane McKeel
<p><b>The next Regular Board meeting is scheduled for Wednesday, January 16, 2019 at the Mt. Hood Community College Main Campus.</b></p>					
<p><i>Individuals requiring accommodations due to disability should contact Accessible Education Services at 503-491-6923 or aes@mhcc.edu</i></p>					



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

December 12, 2018

**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 November 2018

In this season of giving thanks, I would like to take a few moments to offer my gratitude to the people who helped me transition to a new state, a new college, and new life. Thank you to the Board for the opportunity to serve this college and community. I appreciate your confidence in me, and collaborative spirit in creating brighter futures for our students. Thank you to the faculty and staff who have welcomed me with kind spirits and support. I appreciate your patience and willingness to teach me the ways of Mt. Hood. Thank you to the students for letting us be a part of your educational journey, and for inspiring me every day.

In November, we received Governor Brown's budget proposal. Her base budget calls for a 4.7% decrease in funding and the elimination of the Oregon Promise. A budget cut this size would equate to raising tuition \$18.25 per credit next year, and \$22 the following year. In addition, cuts to the Oregon Promise would greatly affect our community, as we have 726 Oregon Promise students at MHCC this fall. We are concerned of the base budget's negative consequences.

On the national front, the Department of Education is proposing changes to the Title IX regulations for how colleges and universities handle sexual misconduct. The public comment period on the proposed changes is open now through the end of January. In addition, the Senate is suggesting the administration's new stance on Title IX will make the already challenging reauthorization of Higher Education Act (HEA) even more difficult. Sen Murray, the Democratic leader of the Health, Education, Labor and Pensions (HELP) Committee, considers campus safety one of her priorities and has major concerns with the proposed rule changes.

My listening tour continues. In the month of October, I met formally with 12 groups/departments (e.g. Testing, Integrated Media) and 17 individuals (e.g. staff, faculty, deans, managers). Externally, I met with seven community members, four external groups (e.g. CAL, Gresham Chamber of Commerce) and represented the college at four public events (e.g. Annual Alder Elementary visit).

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

### **Learner/Student Success: Improve student outcomes**

Student Recruitment and Outreach: A pilot program during Fall 2018 saw our Enrollment Services Team implement a new Customer Relation Management program. Staff communicated with 8,319 students via email, text message and telephone. More specifically, they outreached to 2,000 College Now students, 3,223 students that applied for financial Aid, and 3,096 applicants. Preliminary results showed more students converted to enrollment this year, despite an applicant pool that was 35% smaller than Fall 2017. Results of the pilot suggest greater efficiency and effectiveness in recruitment activities.

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

College Now: The College Now program allows high school students to earn both high school and college credit at no cost to the student. MHCC's annual report on the College Now Dual Credit Program shows that 3,759 high school students earned 37,847 total college credits during the 2017-2018 school year, with a tuition savings of \$4,437,560. The totals represent 6% decrease over last year, but a 7% increase in tuition savings for our community. A special thanks to all the faculty and staff for their work to increase access to higher ed for our community.

### **Partner Innovation: Strengthen and expand partnerships**

Pay equity: The College partnered with Trupp HR, a local Human Resources consulting firm, to conduct a pay equity audit, in response to the new pay equity law taking effect in January 2019. This pro-active audit is considered an industry best practice, with a number of other public and educational institutions participating in similar studies. The College will use the audit to identify areas in need of implementing process improvements to our pay actions.

In closing, I look forward to celebrating the completion of my first quarter at Mt. Hood Community College. I congratulate our students, faculty and staff for their hard work in achieving another successful quarter, and great start to the academic year. Well-deserved rest awaits.

### ***Community/Educational Presentations and Selected Outreach Activities***

- Nov 1 Visit to 4<sup>th</sup> Classes with John Hamblin, Enrollment Services staff, Felisha Brewer, Alder Elementary*
- Nov 2 WorkSystems Government Relations Task Force*
- Nov 5 Meeting with Trustees McKeel and Zordich*
- Nov 5 Meeting with AAUW - Gresham*
- Nov 7 OPC November meeting*
- Nov 8-9 OCCA Conference, Sunriver, OR*
- Nov 13 Meeting with National Science Foundation Grant Evaluator*
- Nov 14 Northwest Commission for Colleges and Universities annual meeting*
- Nov 16 CAL Board work session*
- Nov 19 WorkSystems Government Relations Task Force*
- Nov 20 Meeting with Sen. Fagan and Al Sigala*
- Nov 21 Conference call with Josh, Campus Compact*
- Nov 21 Meeting with Lynn Snodgrass, Gresham Chamber of Commerce*
- Nov 26 Meeting with Trustees McKeel and Zordich*
- Nov 28 Mt. Hood Community College Foundation Board meeting*
- Nov 28 Meeting with Rep. Keny-Guyer, with Al Sigala and Judi Charman*
- Nov 28 Meeting with ASG President*
- Nov 28 Conference call with Governor Brown*
- Nov 29 Meeting with Director McKeel*
- Nov 29 Gresham Chamber of Commerce Board meeting*
- Nov 30 Meeting with Superintendent Diaz, Reynolds School District*
- Nov 30 Meeting with Rep. Piluso, with Al Sigala*
- Nov 30 Meeting with OSSA staff, with Director McKeel, Lynn Snodgrass (Gresham Chamber of Commerce), Kim Hyatt*



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *December 19, 2018*

**ITEM TITLE:** 4.1a

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

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**SUBJECT: APPROVAL OF MINUTES – October 17, 2018 Regular Session #968 Meeting Minutes**

### **Session #968**

A meeting of the Mt. Hood Community College District Board was held on October 17, 2018, 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.

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

Board Members in attendance: Diane McKeel (Chair), James Zordich (Vice Chair), Tamie Arnold, Kenney Polson, Annette Mattson (via phone).

A meeting of the MHCC District Board was called to order at 6:32 p.m. A quorum was present.

#### **2.0 APPROVAL OF THE AGENDA**

##### **2.1 Agenda Approval.**

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

##### **2.2 Correspondence**

Skari had one piece of correspondence this month and publically congratulated the board. The board was selected to receive the Phi Beta Kappa 2018 Board of

Trustees Excellence Award which recognizes the Board of Trustees for their leadership and outstanding commitment to student success. The college nomination was one of four selected nationally. Skari also thanked Beth Sammons who submitted the nomination on behalf of the Board. McKeel, Mattson, and Arnold will be able to receive the award in person next week when they attend the ACCT National Legislative Congress Conference in New York. Skari introduced Laurie Popp as the new Board Secretary and thanked Vickie Stom for stepping up to support the Board and President's Office during the transition.

### **3.0 PUBLIC INPUT**

There were 3 public input sheets presented.

- Susie Jones – is here to testify on behalf of the KMHD radio station. She strongly urges the board to bring the radio station back to campus with a jazz format. She believes by bringing the station back to the campus physically located here, the college is going to gain an additional marketing tool, it is going to once again have a laboratory for students in the radio program, it will have synergy with the music department, and it will bring prestige to the college and the community the college serves. She states there will be some start-up costs involved in bringing the radio station back but believes the costs will be covered very quickly through the membership and underwriting of the station. The station had a strong history of success while it was on campus, both financially and in its' general operations. She thinks it is very important to bring the radio station back to the college. She met this afternoon with the Gresham Mt. Hood Jazz Association, which is the owner of the Mt. Hood Jazz Festival and Mt. Hood Jazz Festival name. The Board voted to offer an agreement with the college to license the Mt. Hood Jazz festival name to Mt. Hood Community College in an exclusive license agreement that the music department would be able to use to support its jazz curriculum. They are drawing up a proposal they would like to propose to the board for review.

Arnold asked if Jones was on the Board of Mt. Hood Jazz Association. Jones responded yes she was.

Arnold asked what the estimated amount would be to lease the name. Jones stated it would be an inclusive license to use the name and the Association would ask the college to cover the costs to renew the name, estimated at about \$150 per year. They are looking to write the terms in the agreement but there would be no costs to the college.

McKeel asked for some history regarding how the name transferred to the Association. Jones shared that when the Mt. Hood Festival left the college the first time, an organization was formed to keep the Mt. Hood Jazz Festival alive in

the Gresham area and they called themselves the Gresham Mt. Hood Jazz Association. They were in charge of producing the festival in the subsequent years. They took up the Mt. Hood Jazz Festival name and kept it renewed.

Arnold asked if there is still a festival held. Jones stated there is not a Jazz festival held, but on campus in the spring there is a competitive student jazz festival that occurs here and they have always called themselves “The Northwest Jazz Band Festival” so they wouldn’t be confused with the Mt. Hood Jazz Festival. This would clear a path for them to use the Mt. Hood Jazz Festival name and to expand the reach of their festival.

- Melanie Roberts (ASG Vice President) – is here to share her input about KMHD. She worked with Bob Hansen and Cassie Wilson of The Advocate to put on the student input session this week. After hearing about the student voices at the session, she thinks it would be great for the students to have a voice at the college.
- Megan Phelps (Editor and Chief at The Advocate) and Cassie Wilson (News Editor at The Advocate). Phelps and Wilson, along ASG, hosted an event titled “KMHD Info Session” held on October 16 from 11:30 am to 12:30 pm. The main purpose of the event was to inform the community and also inform the students, faculty, and staff about the upcoming decision and facilitate a voice from those people. They made it a community event so other people could attend the event. They thanked Jim Zordich for attending the event. They had poster boards so people could put a sticker to vote for what option they thought was best. There were 39 total votes. Option One (renew the agreement) received two votes. Option Two (establish an affiliated non-profit) received two votes. Option Three (bring the station back to college operations) received 35 votes. There was public input and people shared their past history with the station and how they feel about its future. There was a general sense of dissatisfaction of how the agreement has been over the past ten years. For those who want to stay with OPB, they all agreed it should be renegotiated in terms of financial and student benefits, and having a more visible connection with Mt. Hood’s branding. The majority of those who spoke were in favor of bringing it back for the students by the students. They have an article about the KMHD radio station in The Advocate and a copy of the student newspaper was distributed to all board members. They offered to share all their information with the board if they would like to review it.

Zordich asked how much initial interest they had in their survey. They have received over 40 responses about this matter. An all student email went out this afternoon to reach more people.

McKeel asked how long the survey has been up. The survey has been up since last Friday and they will keep it up thru next Thursday. They are available if board members have any questions as they are here to communicate with the community, students, and faculty.

#### **4.0 INFORMATION/REPORTS**

##### **4.1 Special Report: Adult Basic Skills, WIOA Title II and Collaborations with Career Pathways**

Kelley Keith, Dean of Adult Basic Skills, is joined by Amy Widger, Instructor in ESL and Intensive English for College and Careers, Scott Plinski, Instructor with ABE/GED, and Kristen Kulongoski, Career Pathways Coordinator. They have a shared ABS mission developed by ABS, staff, and faculty to provide responsive education and training opportunities for adult learners who are preparing for meaningful employment and further education through rigorous instruction and comprehensive student support services. Keith presented a PowerPoint presentation describing the various programs in Adult Basic Skills, including the Adult Basic Education/General Educational Development (ABE/GED) program which serves students who do not have a high school diploma and are seeking to prepare for the various tests in GED, and also students who want to pay a reduced cost to brush up their skills before they take the college placement test or take college courses. The additional programs are the Accelerated Supported Instructions (I-BEST or VESL), Intensive English for College and Career-Credit (IECC), and English as a Second Language-non-credit (ESL) program which serves the largest population of students who are immigrants and refugees in our community.

Career Pathways collaborates with ABS who provides the accelerated supported instruction. There are two models which are Vocational ESL (VESL) and Integrated Basic Education and Skills Training (I-BEST). They recently received a grant thru Gateway to College to support adjudicated, homeless, and foster youth to pay for their first college credits, meals each day they attend class, childcare, transportation, and books and fees. The first three programs (ABE/GED, ESL, and IECC) are partially funded by a grant called the Workforce Opportunity and Innovation Act. This grant is to serve those with the greatest barriers to employment. Their mission is to serve those students who are looking to develop their skills and seek further education and training. They have a data and accountability team who collects student information, all the demographic information, any barriers they report they have, and daily attendance and the data is sent to the State as part of their reporting. They also have state and local partnerships, and WorkSource is one of their primary and deepest partnerships.

McKeel asked if the PDX Bridge students come to campus. Keith replied yes they do. They are in Writing 90 and HD 100 class – a linked cohort, and they have a student success specialist coach supporting them as they go thru their first term, and food is brought to class for them.

Arnold asked if the Workforce Opportunity and Innovation Act funds the program 100%. Keith replied it only pays for about 30 %.

Arnold asked if students are not attending, does that affect the grant. Keith replied it demonstrates the retention and if they get a report back indicating retention isn't as strong as it should be they use that data to work on strategies to improve their programming to improve retention.

Arnold asked how this program compares to the other community colleges regarding retention. Keith replied they are pretty strong and are probably two or three in leading the state in overall outcomes.

Part of the Title II Grant is that they are required to have the curriculum aligned with College and Career Readiness Skills (CCRS). This is high academic, very rigorous course outcomes that our faculty use and facilitate in their classes. They are designed for adults and designed to prepare students for college and for workforce training. A big focus is on transitioning students to post-secondary coursework or career training opportunities. Keith stated in the I-BEST and VESL models, students are nine times more likely to complete and three times more likely to continue going to college in these particular models.

Kulongoski shared that Career Pathways Mt. Hood has a long history of offering career pathways and is currently a collaborative program. It's a coordinated effort between WorkSource Gresham, the College Adult Basic Skills department, different career and technical education departments, and various other services the College offers. Career Pathways is a set of integrated short term education, occupational training, and support services that wrap around to provide an integrated comprehensive experience for our students. Mt. Hood Community College has two primary models for implementing career pathways. There is a Non-Cohort Model (traditional model – two-year degree program where the curriculum and the requirements are divided up into smaller sections and work within an academic department to take classes and achieve a certificate, and then work towards a two-year degree). The model discussed at the board meeting is the Cohort Model, which focuses on accelerated supported instruction that integrates the support services, the adult basic services component, so students can strengthen their reading, writing, math, and language skills at the same time they take their regular college-level credit courses. They can do both at the same time because there are multiple instructors and career coaches and the wrap around support services that move

with the student throughout the program. The Cohort Model primarily targets students that are new to college who otherwise might not come to college. There are two success stories profiled in the PowerPoint presentation and the program has many student success stories. Keith states that Mt. Hood Community College was the first community college in Oregon to implement and deliver the I-BEST Model and they have national recognition for some of the work they are doing.

Kulongoski stated they have an outstanding success rate. All of the participants are co-enrolled in Mt. Hood Community College and WorkSource Gresham so they are able to access the services they need and can be referred to community partners to access all of their services. They are proud of the partnerships they have created both internally at the college and externally in the community with WorkSource providers, employers, social service agencies. The program is primarily funded with grant funds.

McKeel asked how the students know about the program. Kulongoski responded the MHCC communications team has been instrumental in helping to build a recruitment and marketing strategy, utilizing social media, flyers, email, and contacts with all the local high schools. They have a dedicated staff who attend all the career fairs and local community events. Keith shared they also recruit directly from ABS and go into the classrooms and share information, and provide presentations and workshops so students are aware.

One of their greatest accomplishments in the last year, in addition to the student success, is they developed a metric for measuring program success. The last six months is the first time they have been able to accurately capture completion, both Industry Recognized Credentials which is the IRC completion, as well as Career Pathway Certificate of Completion success rates. Over the last four years they've had 325 students go through the program and have an overall average of 77% completion rate which ranges from 54% – 96% completion rate. They have a 68% industry recognized completion rate. Not all of their programs offer industry recognized credentials, but where they are available, they will offer them. Keith concluded the presentation and acknowledged she hoped to come back again and provide detailed information and an update on their outcomes.

Bob Hansen, ASG President, asked if most classes are taught at the Maywood Campus or on the Gresham campus. Keith replied most are taught on the Gresham campus but they do have one cohort that is taught at the Maywood Center.

Melanie Roberts, ASG Vice President, asked about Writing 90 and HD 100C if they are trying to get more of those types of classes in other subjects with the

Career Pathways degree. Keith responded that what those classes attempt to do is develop those writing skills simultaneously while they are in their career and technical classes and are placed directly into the program with all of the wrap around support so they are able to develop those skills at the same time they are learning the training and occupational skills.

Kulongoski mentioned that while they have a great success rate, a challenge is growing pains. They have a number of partners who are interested in expanding their partnership options, but right now they are meeting their limit on what they can do based on staff and resources. They have a lot of opportunities, as well as in our own health professions department, and are thinking creatively about how to make that happen to meet the needs of our community. Pam Greenough Corrie, Director of Head Start, shared they have hired about 15 people who graduated from the program and shared that in the field of early childhood, it is an important issue right now in terms of not having enough workforce available, especially in infants and toddlers.

Skari thanked Kelley and Kulongoski for their presentation. She highlighted that we know how to retain students and make them successful, but the challenge is those programs cost more money because there are two faculty in those classes and we don't get the funding from the State in order to support what needs to be done. McKeel thanked Keith for the presentation and the work they are doing.

## **5.0 BUSINESS/ACTION**

### **5.1 Consent Agenda.**

Motion was moved by Zordich to approve the consent agenda. Arnold requested a discussion on Item D. Arnold seconded the motion to accept the consent agenda, except for Item D removed for discussion.

- a) Minutes from Regular Session #966 on September 19, 2018
- b) Minutes from Special Session #967 on October 3, 2018
- c) Consideration of Selection of Head Start Janitorial Services
- d) Monthly Personnel Report (September)
- e) Monthly Financial Report (September)
- f) Monthly Head Start Report (September)

Discussion of the Monthly Personnel Report (Item D):

Arnold had a question about the Separations at Head Start. She noticed there were ten separations and asked if Corrie could share more about this. Corrie shared that many of the positions that turned over were part-time positions and

that right now, the field of early childhood has a problem in terms of hiring teachers. There are more positions for teachers than there are teachers who can afford to be paid at the level of most early childhood salaries. In addition, the public schools are now offering Pre-K, and the bachelor degree prepared teachers can be hired at \$15,000 to \$20,000 more than what we can pay. That is a huge struggle statewide for Head Start programs. Also, the State has funded a Pre-School Promise Program which requires paying the higher public school teacher salary. Corrie stated they have one classroom Pre-School Promise, and the teacher is paid a higher salary versus the salary for Head Start teachers.

Arnold asked what the strategy is to accommodate the need. Corrie stated they started a Parent-to-Teacher Program where they provide training to some of the parents and provide job shadowing while working in the classrooms. They provide about half of the training that was discussed earlier in the Career Pathway certificate. They are in their second year and are working with parents from last year to see if they can complete the second half of training, while also starting with a new group of parents.

Arnold asked that of the folks that have left, did 90% – 100% leave because of the compensation. Corrie stated it wasn't 100% but she would have to look at the list of names to provide details. She is aware that some left the State. She shared that some of the past teachers have been hired by another program in the area that pays a higher wage.

Arnold asked if Corrie had any statistical information she could share with the Board on the attrition rate for these positions. Corrie did not have information for this year, but the previous year they had a 21% turnover rate and they dropped it down to 17% for last year (2016-2017). She does not have the 2017-2018 rates yet.

Arnold asked Corrie how does that fare with regular master degree prepared teachers. Skari asked if Arnold was referring to our tenured faculty. Arnold replied yes. Skari stated she thought it would be much lower as part of that was compensation. Our tenured faculty go through a process and by the time they get tenure, there is a commitment to them and to us and we tend to see our full-time faculty stay.

Arnold wants to develop a better understanding of how this program, in particular, might look and whether it is a teacher or a general HR number and how this compares with the rest of the College? Travis Brown, Director of Human Resources, stated he will pull the data for attrition.

Arnold wants to have a further discussion associated with this and the costs associated with training. Corrie stated that when they leave to other jobs in the field, the College is actually building the infrastructure of the community in

terms of child care as most child care facilities do not have people that have CDAs. It really tends to be in the Head Start programs and in the public school positions for Instructional Assistants. The challenge is the bachelor degree positions. Corrie states childcare licensing rules are moving up in terms of expecting qualifications and this is about the professionalization of early childhood. Head Start has been a leader in this because the federal government has mandated they hire people with bachelor's degrees, and the associate teachers have an associate degree, and the assistants have a CDA, so they are driving that professionalization.

Arnold asked if there is a ratio of bachelor's prepared teachers that you have to have. Corrie stated the federal government has set a bar for the country of 50%, but Corrie states that we are at 98% of bachelor degree prepared teachers. Recently she has authorized an associate degree level position as she has some openings.

Polson asked for an explanation as to why five people left on the same day out of a total of ten people who left. Jennifer DeMent, Chief Operations Officer, stated that most Head Start classes do not run during the summer so employees are done working in June. The College covers their health insurance over the summer, so even if they accepted another job or moved out of state they stay on as an employee over the summer for health insurance benefits. This can cause a significantly higher number of separations for Head Start in September. McKeel requests any further questions be sent to Skari to be presented at a later date.

Zordich moved a motion to approve the consent agenda. Arnold seconded the motion and it was passed unanimously.

## **5.2 Budget Transfer Request**

DeMent presented information regarding the resolution to transfer budgeted appropriations. This request is to transfer the appropriated budget from General fund Contingency to General fund Instruction in the amount of \$133,000. Last year there was a difference of opinion with the Part-Time Faculty Association regarding which employees would be included as a professional tutor subject to the collective bargaining agreement. An arbitrator decided that they would all be part of the agreement, and there was a difference in wages. All the employees were moved to the union contract wage scale which had a large impact on the budget in the Learning Success Center. Lauren Smith, Director of Student Engagement, collected data and researched how to get the most tutoring support for our students with as few dollars as possible. Some of this involves some shifting of services.

DeMent mentioned that Jim Zordich had a question at the last meeting about the Modern Languages which has a high percentage of students in each class that use the tutoring, however the overall number of students is not that many compared to Math or other tutoring subjects. This request adjusts the hours when tutoring will be available to students and also includes restoring Modern Language tutors, looking for better ways to provide those services, and a tutor in Visual Arts to help support the technician in the classroom. The request is \$133,000 to come out of Contingency and into Instruction and that still maintains Contingency at 3% which is the board required minimum.

Zordich asked if the reserve remains at two. DeMent responded yes the reserve remains at two.

Smith responded to a question about restoring hours back to regular hours, and tutors will be available the same hours as the library, until 8pm, to serve students. The Learning Success Center and AVID Center are currently not open on Friday, so this would cover the cost to restore the hours back to regular hours and be open on Friday.

Zordich asked if it is too early to know what the deficient effect would be on the next budget cycle. DeMent stated this is an annual cost and will add \$133,000 to the budget deficit for next year.

Zordich motioned to approve the budget transfer request. Polson seconded the motion and it was passed unanimously. Motion is approved.

### **5.3 OSBA Elections**

There is a correction to this agenda item. This topic should read as an Information item and not an Action item. It will be an Action item next month on the agenda. Annette Mattson is our Board Liaison to OSBA so we want her input on this discussion and vote. The board binders have the ballot and information on the two resolutions.

## **6.0 CLOSING REPORTS**

### **6.1 Board Member Comments**

- Tamie Arnold – no report
- Kenney Polson – no report

- Jim Zordich – Diane McKeel and Jim Zordich attended the EMA meeting (Superintendent’s Forum). The College was represented by Al Sigala, Executive Director of Development and District Communications. The big issue is money and how the school boards are going to be approaching the state legislature. Sigala and Zordich both emphasized that MHCC is this community’s college. That is the most important fact we can relate. Zordich attended the forum on the KMHD and found it very interesting, and found some of the peripheral comments from the audience to be very interesting. He appreciated the enthusiasm and the only caution he had is that the devil is in the details and that’s what we have to research more thoroughly. In a letter to the Governor he stated the current budget level for the State Community College Fund is equal to that which was provided in 2009-2010. Even the amount of money being proposed by HECC is basically maintaining the current level but not allowing us to advance. Most assuredly we will be facing tuition increases.
- Annette Mattson – texted her comments: The OCCA Executive Committee met yesterday with the new Executive Director and will report on it next month. The marketing firm to help with messaging and strategy has also been hired.
- Diane McKeel – she added comments from the EMA meeting she attended with Zordich that almost all the school districts attended the meeting. Many talked about the bond that they passed. When Sigala stated we had not passed a bond at Mt. Hood Community College since 1974 you could hear the gasp in the room. Most people did not know that. People were asked who had attended MHCC or knew someone who had attended MHCC, almost every hand in the room went up. It gives you a sense of how important our college is to this community. Skari and McKeel attended the Gresham Chamber of Commerce Candidate Forum and they talked with some of the state legislators about community college funding. The community colleges are left out of the funding. We cannot emphasize that enough with our state legislators.

### **ASG Representatives**

- Bob Hansen, ASG President – There are bins set up around campus for a school supply drive for Hall Elementary School. We had the KMHD Info Session. We had approximately 40-50 people attend. It was great to see all the students attend and you really felt a sense of community. There is a blood drive on Tuesday at 11:30 in the main mall as the Portland area is low on blood. There will be an LGBTQ event. There will also be an ASG Civic Engagement once a month. The first one is October 24 at 11am and 4pm, and on October 25 at 11am and 1pm. This will be a time for students to come to ASG and have coffee and donuts and speak with ASG reps and have a voice on campus. They have been working with Safety

on campus and went around and tested all the emergency phone lines and handicapped buttons. He is happy to report they all worked. They are working with Campus Public Safety on what the top priorities are for what needs to be fixed. Lastly, they are excited about completing the voter registration drive and had a 300% increase from last year in getting students registered. They had a high goal and unfortunately did not meet the goal but it was still a huge success.

Arnold asked what their goal was. Hansen shared their goal was 500 students and they ended up getting 250 students registered.

Arnold asked what they contribute their success to. Hansen said it was really just getting out there. They hit it hard on Student Welcome Day and gave free t-shirts to students and brought voter registration cards to classrooms. It was a good team effort and dedication. Also at New Student Experience they had registration cards available.

- Melanie Roberts, ASG Vice President – Student Activities is hosting a Halloween event on October 30 called “Trunk or Treat” from 5:30 pm to 7:30 pm. It is free for students and the community. Volunteers will be handing out candy to families. It will be held in Parking Lot D and cars will be decorated. They put up posters around the community about the event.

### **Advisory Representatives**

- Cheryl Johnson – Faculty from various departments on campus like to bring speakers to campus. They have a speaker coming up from the Reader’s Series from the English department. They are bringing Samiya Bashir, a poet at Reed College, to campus on November 15 from 1pm to 2pm in the Visual Arts Theatre. These are well attended events and she encourages the Board to come and attend
- Kim Sharer – she had a statement prepared but was asked to wait and give it at the next meeting. She stated staff are just as concerned about safety as students are, referencing the same concerns about safety as what Hansen shared earlier.

## **6.2 President’s Report**

Skari thanked the Advocate and ASG staff for hosting the student forum to learn more about the license decision in front of the Board. She also acknowledged all

the work faculty and staff have put in to get the quarter off and rolling. The time and energy put into getting the campus ready, getting students aid/courses/support, and designing and building courses happens behind the scenes, but is critical to our ability to provide quality education and training. Last week, the college said good-bye to Jarrod Hogue, and thanked him for his years of service. He will remain in the area and stated he would remain a resource to the college. In his new role with a major textbook company, Skari hopes he might have a way to share the experiences our students face with book access and affordability.

This week, Skari welcomed Laurie Popp, Executive Assistant to the Board of Education, and Felisha Brewer, Executive Assistant to the President. Skari cannot express how happy and relieved she is to have them as part of the team. She stated it is a great feeling to be fully staffed looks forward to their contributions to our work. She recognized and publically thanked Vickie Stom and Pam Benjamin for stepping in and stepping up to support the Board and the President's Office during the transition. Vickie managed her existing position and the duties of the Board secretary with grace, never missing a beat. Pam came back from retirement to support Skari and acclimate her to the nuances of the president's role. Skari shared they are amazing women and so appreciated their support of the President's Office and service to the College.

Next week, Skari is looking forward to joining McKeel, Mattson and Arnold at the ACCT National Legislative Congress in New York. It will be a great honor to watch as they receive the Phi Theta Kappa Board of Trustees Excellence Award. Skari is also looking forward to the opportunity to hear how others are approaching similar opportunities and to bring back and share ideas on how we might improve. As Skari mentioned in her written report, she continues to question the State's commitment to community colleges. Skari thanked the board for another great month and concluded her report.

## **7.0 ADJOURNMENT**

Arnold motioned to adjourn. The motion was seconded by Polson and approved unanimously. Meeting adjourned at 7:59 p.m.

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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:** *December 19, 2018*

**ITEM TITLE:** 4.1b

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

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**SUBJECT: APPROVAL OF MINUTES – November 28, 2018 Regular Session #969 Meeting Minutes**

### Board Meeting Minutes – Session #969

A meeting of the Mt. Hood Community College District Board of Education was held on November 28, 2018, with an Executive Session at 6:30 pm, followed a Regular Session at 6:45 pm 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, Kenney Polson, Annette Mattson

A meeting of the MHCC District Board was called to order at 6:50 pm. McKeel declared a quorum was present.

#### **2.0 APPROVAL OF THE AGENDA**

##### **2.1 Agenda Approval**

Zordich moved to approve the agenda. The motion was seconded by Polson and passed unanimously.

##### **2.2 Correspondence**

Skari recognized the Board for receiving the 2018 Board of Trustees Excellence Award from Phi Theta Kappa International. Skari noted that part of the nomination submitted by Beth Sammons included some examples of how the board supports Phi Theta Kappa and Rho Theta. They were impressed by how the Board has stepped up and covers one-third of the international dues for our students, which is actually creating access for this program. As a result, Rho Theta has the lowest dues in the region. The board members each received a medallion from Phi Theta Kappa and they gathered for a group photo wearing their medallions to commemorate the award recognition.

Skari stated the Board received a letter from the Mayor of Gresham congratulating them on the award and recognizing the work the Board does for East County and their commitment to student success at Mt. Hood Community College. Mayor Bemis thanked the Board for tirelessly working to ensure our students have a top-notch post-secondary school within our community.

McKeel, Arnold, and Mattson, all attended the ACCT Conference and were honored to accept the award at the Awards Luncheon.

### **3.0 PUBLIC INPUT**

There was 1 public input presented.

- Michael McAfee – provided a handout to board members regarding weapons on PCC property. He would like to request a policy change with the Mt. Hood Community College for the safety and security of our community. He would like to request that the Mt. Hood Community College Board of Education adopt policy that is aligned with Oregon law, specifically ORS 166.370. This allows legally licensed citizens to carry concealed hand guns on campus. Many community colleges in Oregon, including Portland Community College, have already adopted policy allowing legally licensed citizens to carry hand guns on campus. The handout he distributed is a copy of the PCC policy from their website regarding weapons on PCC property.

### **4.0 INFORMATION/REPORTS**

#### **4.1 Special Report: K-12 Partnership Highlights**

John Hamblin, Executive Dean for Student Development, presented on K-12 Partnerships. Highlighted in the report are recruitment efforts at our local high schools that create a more customized experience for the school and potential students. Additionally these departments are providing multiple language sessions to support our diverse student population within our district.

Additional items that were covered in the presentation included: TRIO ETS (Educational Talent Search), which provides college support to seven district

middle and high schools for 501 first generation and low income students; AVID (Advancement Via Individual Determination), which partners with four local high schools with AVID programs and helps to support a college-going culture with substantial holistic support for students; AES (Accessible Educational Services), formerly Disability Services, has built relationships with our local district high schools to ease the burden of transition for students needing accommodations; and lastly our Middle College program which builds a solid bridge to college for high achieving students, and is currently serving 150 students and growing rapidly.

Arnold asked why the AVID program does not include David Douglas, Corbett, and Centennial. Hamblin stated they are not an AVID school.

Hamblin shared that students coming to MHCC from a K-12 environment who are on an Individualized Education Plan (IEP), the IEP does not come with them to MHCC. Sometimes they find out about an IEP when they receive a conduct report for behavioral issues in the classroom. They are having outreach conversations and building partnerships with schools and counselors who work with students needing support and accommodations for transitioning to college.

Polson asked if there was a reason why the IPE's are not coming to MHCC. Hamblin responded that when students apply for admission to the college, they take a college placement test and the high school transcripts are not sent to MHCC. It is not the same as college transcripts. The student educational record belongs to the school district and is rarely transferred on. Sometimes the student does not want the IEP to follow them to college as they want to leave that behind them.

Zordich asked if that is a concern of the student or is it a concern of the parent. Hamblin responded he believes it is a concern of all three, the student, the parent, and the school.

Polson stated the AVID program is designed for students who plan to come to college, and some students who are on an IPE are not involved in the AVID program. He suggested the college partner with the school district and counselor to get the information on the IEP transferred here. Hamblin shared that is what they are currently working on with the high schools, to work with the counselors and school districts to have that partnership.

Polson asked if the students have been identified, as many times they do not offer that information and we do not ask them for that information. Hamblin shared the partnership is to help with the navigation and involves working with the school counselor to provide a warm handoff for the student, so they receive the support and services they need.

Arnold asked for clarification regarding students who have IEPs in high school, and although the IEPs are not shared, the information is shared because of the partnerships. Whether the student chooses to ask for accommodation is up to the student. Hamblin stated it is really the advocacy for the student and the relationship with the counselor.

Middle College is a rapidly growing program. Samantha Piers-VanderPloeg runs the Adult High School program and shared that junior and seniors are able to do dual-credit, take college courses during high school to earn college credits. They are getting the college experience early and the advisor works with the student for their college planning and career planning. It is a great partnership with the high school.

Arnold asked who pays the fees. Piers-VanderPloeg stated that most schools have agreed to pay up to 12 credits and they also pay a certain amount for books. If the amount does not cover all the costs the student is required to pay the remaining fees.

Mattson asked if the school district still receives their funding from the State. Piers-VanderPloeg responded yes. The student is not eligible for financial aid if they do not have a high school diploma or GED. She shared that more and more schools want to partner with us. The students are working towards a full associate degree. Some earn it during high school and some matriculate to MHCC after high school to complete the associate degree.

McKeel asked about access for students and if there are barriers or challenges. Piers-VanderPloeg responded there can be language barriers so they are doing a lot of outreach. Transportation as a barrier was also highlighted.

College Now was discussed and the annual report will be sent to all board members. The program is for students in high school who are able to take college credit courses taught by their high school teachers. It is open to all students and free to all students. The report shows the highlights of the program, which provides a great resource to high school students in our district. The impact is substantial saving nearly \$4.5M to students taking these free credits while in high school. The program has over 30 articulated partner high schools.

Polson asked if this is only offered to high schools in our district. Hamblin referred to the report that shows we have articulated with over 30 high schools and they are located all across the state.

Arnold asked if there is any financial benefit to the college. Hamblin responded yes we collect the SFT (Student Full-Time) reimbursement from the state. We do not receive tuition for it.

Lastly, the college has adopted a local 4th grade class at Alder Elementary School. The program provides the college an opportunity to visit the school on College Day in the fall and for the 4th grade class to visit the college in the spring. Photos of the event were shared, including Dr. Skari and members of President's Cabinet and our recruitment team in attendance.

#### **4.2 Quarterly Financial Update (1<sup>st</sup> Quarter)**

Jennifer DeMent presented an updated 3-year Fiscal Forecast to board members. The scenario contains new information from the Governor's Budget. There are 5 columns of numbers. The first column is from last fiscal year, the next column is a working number for current year, and the next 3 columns are 3 years out of estimates on what those numbers will look like. The top section is for revenue. Last year revenue was just over \$65 million and this year we are at \$66 million. That is our working number and then you can see the projected number out. Expenditures come next, broken out by expenditure type. Then we get to our operating results. Last year we brought in just over \$964,000 more than what we spent. This year we are projected to have a \$4 million operating deficit. The next section is our ending fund balance. Last year we ended with just over \$10.6 million or 16 percent of expenditures. Our board policy requires a minimum of 5 percent. If we don't make any changes we will spend more money than we bring in and will deplete those reserves. Last year we ended up with more money and spent less than we thought we would. This is due to enrollment declines last year that resulted in reduced revenue and reduced costs. We had a 2 percent decline in overall enrollment and our tuition bearing enrollment declined 3.7 percent. The difference is our College Now program and our apprenticeship programs that we turn to the State for reimbursement but we do not charge tuition on. That has helped retain our share of state support funds. The enrollment decline resulted in about \$1.1 million less in tuition fee revenue last year than what we had budgeted for. The statewide trend for community college full-time equivalent enrollment fell 3.6 percent so we were in line with the statewide trend.

On the expenditures side, estimated rate increases did not materialize or were off-set by efficiencies that were put into place. Tuition waivers were significantly underspent. \$1.2 million was budgeted and we spent \$953,000. We underspent by about 31 percent. Some of the tuition waivers are contractually required, such as staff waivers, and it is difficult to estimate how many tuition waivers there will be. For the current year, tuition and fees were down for summer and fall terms. Summer is a bit insignificant, but fall term was down 5 percent. The combined revenue loss for that is about \$550,000 in tuition because we

budgeted flat enrollment. If we forecast that enrollment will continue to be down 5 percent for the remainder of the year, the overall revenue loss is \$1.3 million in tuition revenue. What is also reflected here is the reduction in associated instructional costs. We are seeing some reductions in our part-time instruction, so there is some off-set in the amount budgeted for our part-time faculty line item.

We grand-fathered in the tuition pledge for students that were already qualified. Many of those students are still here. We are estimating a total \$700,000 in pledge discounts this year. Fall term was about \$400,000 in discounts.

We budgeted to begin this year with \$7.1 million. We started with \$10.6 million. The balance from last year rolled forward to this year so we started out with more funds than we thought we would have. Next year is a new biennium. It usually means we ask you to go thru the budget process without knowing how much money we will get from the state. The first scenario shown is based on continuing at the same state funding level as what we currently have, and a \$3.00 per credit tuition increase. If we get the same amount of funding and get a \$3.00 tuition increase, we can get through next year but there isn't enough money left for future years. One of the factors affecting next year is the 3.9 percent increase in PERS rates. The PERS rate changes every biennium. Next July, rates are increasing an average of 3.9 percent. Jennifer shared projections based on proposed increases to the state support fund. State support is only about 40 percent of our revenue. All of our revenue sources have to increase by the same rate our expenditures increase. Oregon Community College Association (OCCA) put together a budget request at \$646.7 million, which is 12 percent more than the Department of Administrative Services (DAS) funding request.

DeMent entered different numbers in the forecast tool to show various scenarios. The Governor's proposed budget, received today, is presented as a base budget, down 4.8 percent from the current biennium. There is an investment package of \$103 million. If we were to get the base budget and the investment package, our funding would be \$645.6 million, which is really close to the OCCA recommended amount. The Governor asks that if we get the funding package, we keep our tuition increases at or below 5 percent. We will not know how much money we will get from the state when we have to increase tuition rates and approve the budget. Jennifer will send the scenarios to board members in print.

Arnold asked what the investment package is. DeMent stated it is \$70 million in CTE funding that may or may not be distributed through the funding formula, and the balance would be distributed through our current distribution formula.

Mattson shared there was a Governor's Conference Call this afternoon and there will be much more information available at the OCCA meeting. Skari distributed a handout to board members from the Governor's call today.

DeMent stated if we go with the Governor's base budget and limit our tuition increase to \$5.00 per credit hour, we will not have enough money to get through the next year. DeMent states we budget with flat funding, we need a tuition increase, and either generate more revenue or identify cost reductions.

DeMent stated over the last biennium, we have had unfunded mandates costing an estimated \$1.7 million a year. We have cut where we could cut, and have made investments in programming, added or expanded programs, and made investments in systems improvements and software upgrades. Currently, we are implementing a new time and attendance system, ready to launch in January. We have had operating deficits in the past and we have gotten through it, but we need to be strategic about our spending. The next steps include a request to staff to start unit planning. The Analytics and Institutional Research (AIR) team have developed a new tool to assign budget requests to plan goals and submit. This presentation will be provided to managers next month. We are looking for a balance of revenue generation and expenditure reductions.

Zordich asked what year our debt service is fully satisfied. DeMent stated the pension bonds are not until 2028. The 2013 issue in 2033.

Mattson stated the DAS budget for current service level is actually higher than what the Governor put in their budget. Greg Hamann and others have been doing work on what true current service level budget is. Mattson shared that during the phone call with the Governor, she indicated the Governor was not happy about the funding base and is working to get additional investments. There will be much more information coming out.

#### **4.3 OCCA Update / ACCT Update**

Mattson distributed a handout from John Wykoff, Interim Executive Director at OCCA, with information regarding the October Board Meeting Key Takeaways. Several board members also attended the OCCA Conference. OCCA was also on the Governor's conference call today and it shows the importance of our lobbying efforts. The OCCA Board will be meeting next week and adopting the goals for 2018-2019. The Executive Committee met and drafted those and there will be a discussion next week on Friday. One of the priorities is advocating for a total budget, not just current service levels, but an investment budget to increase the number of CTE in workforce ready graduates. They are advocating for \$787 million. Mattson is proud of the organization that all 17 community colleges are standing together to advocate for all of us. They are doing outreach with business organizations affirming the community college's role as the

resource for workforce education. Promoting the Student Success Center and the strategies to support students, mobilizing board members across Oregon to advocate for our colleges, meeting with legislators, empowering OCCA Board staff. Mattson had a conversation with Denise Frisbee and Cam Preus about the importance of raising the level of OCCA to represent the colleges in professionalism and training the board members, and it's a strong voice for education. When sessions starts, every Monday at 4pm, any board member across the state can call in for a legislative update and can listen in to that phone call.

Arnold added there are opportunities highlighted on page four of the handout if anyone is interested in being more involved with OCCA.

McKeel shared highlights from the ACCT conference. She attended the Chairs Academy on board responsibilities. It was a day-long program with presentations and panel discussions on identifying chair and board responsibilities. Panel discussions on successes and challenges experiences by different institutions. Arnold, Skari, and McKeel were on a panel about conducting an effective CEO search. Jill Wakefield, our consultant, was in the session and it went very well. She shared a lot of people asked for more information about the process and it was very interesting and they learned a lot.

Mattson also shared highlights from the ACCT Conference. The theme of the conference was Partnerships: Building Blocks to Student Success. In addition to the opening session, new attendee orientation, closing event and all keynote events, she attended several sessions. These included *Strengthening Working Families*, *Accelerating Transitions to Meet Attainment and Workforce Goals*, *Trustees Impact on Student Graduation Rates*, *Building a Culture of Completion with an Equity Lens*, *From Silos to Student Success*, a session which included examples of legal precedent regarding free speech activities on campus, as well as the session in which Dr. Skari and Trustees McKeel and Arnold participated.

Arnold shared she is a member of Governance and Bylaws Committee. A self-evaluation was instituted they have implementing it at the board level and are now doing it at the committee level. She attended several great sessions and suggested she could provide a quick overview and share the slides at one of the board work sessions.

Skari shared the best session was passing a property tax bond in a red state. The key was nine years of continuous polling and community outreach. It spoke to our need to be more intentional about our communications with our community.

#### **4.4 Board Policy Review: By-Laws**

McKeel shared it is important to review our policies and make changes and updates where needed. It has been two years since the last review, so it was felt a review was in order as a new director will be welcomed in 2019.

The review will begin with Section 9000: Board By-Laws. A copy of the Board By-Laws was provided in the board notebooks. McKeel asked Zordich to chair the committee and President Skari and her staff will support the work.

Mattson asked if there will be an attorney working with Zordich and the committee on the review. Zordich responded yes.

The board members were asked to provide feedback to Zordich after reviewing the by-laws. It will be discussed at the next Board Work Session on December 12 to formalize the process.

### **5.0 BUSINESS/ACTION**

#### **5.1 Consent Agenda.**

Zordich called for a correction and amendment to Section 6.1 Closing Reports of the Meeting Minutes from Regular Session #968, October 17, 2018. Zordich motioned to remove Item A from the Consent Agenda. Mattson seconded the motion. Item A was removed for review and will be put forth for approval at the next board meeting. Zordich moved to approve the Consent Agenda, except for Item A. Mattson seconded the motion and it passed unanimously.

- a. Minutes – Regular Session #968, October 17, 2018 (removed)
- b. Monthly Personnel Report
- c. Monthly Financial Report
- d. Monthly Head Start Report
- e. Head Start Duration Grant Approval

#### **5.2 New Degree Approval**

- a) Associate of Science – Computer Science Degree  
Pam Wiese, Computer Science Instructor, presented on the Associate of Science – Computer Science degree. The degree we have currently is the ASOT. It was put together by a consortium of computer faculty from community colleges throughout the state. That degree does not allow students to transfer anywhere. Our students earn the degree here, but if they transfer to any other college in the state they still need to take a year of computer science courses. The new program follows the ACM guidelines. Students could transfer and be accepted as juniors at a state university.

Arnold asked for information to help differentiate between the associate transfer degrees and the need for an Associate of Science in Computer Science degree. John Hamblin responded that one big issue in Oregon is maintenance on statewide transfer degrees. The Associate of Science Oregon Transfer (ASOT) in Computer Science is one of the newest and was developed a few years ago. There are several different degrees and for each one of those degrees, the student has to know exactly which institution they are transferring to as the curriculum is different for each university. The maintenance has not been done. This is an alternative to the statewide transfer degrees that are not maintained.

Zordich motioned to approve. Mattson seconded the motion and it was unanimously approved.

b) Associate of Science – Music Degree

Elise Huggins, Interim Dean of Integrated Media/Performing and Visual Arts, and Kevin Lambert, Music Choral Director, presented on the Associate of Science – Music Degree. Huggins stated the idea is to create a pathway for our students. She shared a lot of the students reach a max time frame for financial aid, which means any courses after they reach the max time frame, if they are not part of the degree will not be covered by financial aid. They want to make sure for our students that their degree is fully covered by financial aid. There has been virtually no change to the pathway that the music department outlined. The degree is to address the max time frame issue for financial aid.

Polson asked why it is an Associate of Science in Music instead of an Associate of Art in Music. Lambert stated they have more flexibility for financial aid to have it through the Associate of Science (AS) rather than an Associate of Art (AA). Huggins referenced the work that Instructional Services is doing at the College to maximize degree completion for students. Hamblin stated they do not have control of the Associate of Arts but they do have control of the Associate of Applied Science and the Associate of Science. The AS is more flexible and allows for additional music classes without having additional language requirements in the AA. Hamblin states this maximizes their access to as many of the credits they will need to transfer and be able to receive financial aid funding for those classes.

Mattson motioned to approve the program. Zordich seconded the motion. McKeel, Arnold, Mattson, and Zordich voted to approve, Polson voted to oppose. Motion was carried.

### **5.3 OSBA Elections**

The results of the board vote for OSBA election results are:

- 1) OSBA Board of Directors Position 17 – Michelle Vo (Corbett 39)
- 2) OSBA Board of Directors Position 19 – Paul Anthony (Portland 1J)
- 3) Resolution 1: Adopts the proposed 2019-20 OSBA Legislative Priorities and Policies – Yes
- 4) Resolution 2: Amends OSBA Bylaws relating to composition of the Board of Directors by adding a voting seat for a representative of the Oregon School Board Members of Color Caucus – Yes

Arnold motioned to approve the board vote for OSBA election ballot. Mattson seconded the motion and it was approved unanimously. Motion carried.

## **6.0 CLOSING REPORTS**

### **6.1 ASG Representatives**

Kenneth Mendoza, ASG Legislative Affairs Representative– shared his biggest role in wanting to be in ASG is to make a difference in community outreach and if you have a diverse ASG compared to other community colleges, a lot more students will look into that. He enjoys helping others and wants to help others succeed. Mendoza shared that ASG Student Life and Diversity Resource Center came together and collaborated with Veterans Services. They had six veterans come and share their experience with students, and had military uniforms on display for students to see. They also had an alcohol awareness program for students and look forward to the mental health stress event as they get close to finals.

Madison Higgins, ASG Community Affairs Outreach Representative – shared she is excited to work with ASG this year. She shared they just finished their food drive in the food pantry on November 16 and collected 317 pounds of food. They want to thank all those who helped and supported this effort. ASG members visited the Oregon Food Bank and sorted a large amount of food. It was a great opportunity for members to give back to the community and strengthen the partnership with the community. Higgins shared that earlier this year she put together a school supply drive for Hall Elementary. They were able to read to three 1<sup>st</sup> grade classrooms and were asked to do some mentoring as well.

#### **Board Member Reports**

Mattson – She had a wonderful experience visiting an anatomy class and writing composition class. Cheryl Johnson accompanied her on the class visits. She encourages board members to visit classes and see the students.

Zordich – He wants to promote the Alumni event on December 5<sup>th</sup>. The Foundation has received 100 responses so far and would like to encourage a

broader attendance. Skari and Zordich attended the Foundation Board meeting this morning. The Foundation audit has been completed. Zordich spoke about the Foundation Scholarship Program, a program he has been watching very carefully since he has been on the Board. This year, the Foundation received 673 scholarship applications. Of that, 155 awards were made to a total amount of \$471,000. Some of the students who do receive the awards do not utilize them in full because of other financial resources they receive, so the Foundation has a jump start opportunity which allows a second opportunity for students who were not originally awarded a Foundation scholarship to receive a scholarship. These are students who were in the list for review but did not receive the awards. Zordich also shared that the Foundation Board meeting was held at the Small Business Office in the Rockwood area. Zordich shared that Kedma Ough, Director of Small Business Development Center and STEM Hub, is a dynamic and exuberant person and the success of the Small Business Program is a fantastic part of our community.

Polson – No report

Arnold – she had the opportunity to be Principal for almost a day and went to David Douglas High School. She met with Principal Bier and it was a wonderful experience. She learned a lot about the school. One of the things she found impressive was that the students are not allowed to have their cell phones visible and they are to be kept tucked away. She found the student responses about this policy interesting as the students shared they felt it gave them the opportunity to really connect with other people more. She also got to hear about the experiences of some of students at Mt. Hood and she got to see some of the colleges that were there that day. Overall it was a wonderful experience. She also attended the ACCT Leadership Conference and the OCCA Conference.

McKeel – No report. She wasn't able to attend the Voices of Veterans event but thinks the work the Veterans Services office is doing is incredible and appreciates that work.

### **Advisory Representatives**

Cheryl Johnson – shared that while we do get a large benefit from dual credit program, faculty are not involved at the level they want to be. It is not just faculty at Mt. Hood, as OEA has put out a statement around dual credit and what involvement faculty should have. Johnson read the OEA Joint Statement to board members. She stated that at MHCC, we don't have any involvement with high school faculty beyond the initial approval of the course. Once that happens, the high school faculty are able to teach the course without any communication with the college faculty. She states that is a real problem and they want and ask for more of an ability to have communication with our high school instructors and to know what is going on in the classrooms to make sure they are meeting

our MHCC standards. Johnson shared this is a huge issue for faculty and it is not just at Mt. Hood but it is statewide.

Samantha Piers-VanderPloeg (attended on behalf of Kim Sharer) – shared that November 14 was the National Education Support Professionals Day, and Governor Kate Brown made a proclamation to make it an official day in Oregon. This was a day that public school employees that are Education Support Professionals (ESP) are recognized for the amazing work they do every day. She thanked Dr. Skari for recognizing our employees on that day with an email and a Mt. Hood pin. It meant a lot to our classified employees.

Marilyn Pitts – shared this term has been about looking at the various elements that the college bargaining team and the association bargaining team came up with and working to get those things into effect. One thing that is close to happening is we will now be providing a monthly subsidy for health insurance for a small number of part-time employees. This will be effective at the end of this week for December. Pitts distributed a copy of the latest PFTA Newsletter to board members.

## **6.2 President's Report**

Skari spoke about the Governor's budget and sees this as a challenge to us. She is not fond of cut situations and prefers to focus on revenue. She has been having these conversations with President's Cabinet on how to generate more revenue. She wants to have that conversation with campus and do as much as we can there so hopefully we do not have to look at the other option. This is something Skari is committed to and she will be working with the Board to make sure our student voice and college voice is heard with the Governor and legislators. Skari shared the high note is we can do this. She has faith in the campus community that we can do this.

Skari followed up with Piers-VanderPloeg and also recognized the classified employees for their work. She has a copy of the Proclamation that the Governor signed. Skari passed around a copy of the card that was distributed to staff and gave a special thank you to Lauren Griswold and Felisha Brewer for their work on this. She shared about Barney's Pantry and the Foundation's end-of-the-year campaign. They realized one of the ways to optimize our food pantry is to have a commercial refrigerator. The Foundation committed to the end-of-the-year appeal tied in with Giving Tuesday. The goal was to raise \$10,000 that would be matched by the Foundation. As of yesterday, they were at \$7700. She would like to personally thank the Full-Time Faculty Association for their generous donation of \$1000. Marilyn Pitts asked if the doubling of a donation was still in effect. Zordich shared that was originally part of Giving Tuesday. Skari will follow up with Al Sigala about it.

McKeel asked for Samantha Piers-VanderPloeg to please pass on the Board's appreciation to all the classified employee association staff for the work they do.

There is a change in meeting dates in December and January. The Board Work Session is changed to December 12 at 6pm and moved to the Board Conference Room. The Regular Board Meeting in December will be on December 19. The Board Work Session in January is changed to January 9 at 6pm. The Regular Board Meeting in January will be on January 16.

**7.0 ADJOURNMENT**

Zordich motioned to adjourn. The motion was seconded by Polson and passed unanimously. Meeting adjourned at 9:13 pm.

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Clerk

Board Chair

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



# ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *December 19, 2018*

ITEM TITLE: 4.1c

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

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SUBJECT: MONTHLY PERSONNEL REPORT

## MONTHLY PERSONNEL ACTIVITY REPORT

### New Hires:

#### Management:

Name	Position	Department	Date of Hire
Babine, Aline D	Class & Comp Manager	Human Resources	11/19/18

#### Faculty:

Name	Position	Department	Date of Hire
None			

#### Support Staff:

Name	Position	Department	Date of Hire
Bickell, Jason L	Patrol Person	Public Safety	11/08/18
Duran, Leticia	EHS Assistant Teacher	Head Start	11/02/18
Perez-Correa, Kenia	Student Success Specialist	Workforce Development	11/13/18
Ryan, Meaghan E	Education Specialist	Head Start	11/06/18
Shaker Atia, Samar L	Teacher	Head Start	11/26/18

**Transfers:**

<b>Name</b>	<b>Previous Position</b>	<b>New Position</b>	<b>Transfer Date</b>
Nitti, Laura	EHS Family Support Specialist -Bilingual	Student Success Specialist - Workforce Dev.	11/28/18

**Separations:**

<b>Name</b>	<b>Position</b>	<b>Department</b>	<b>Ending Date</b>
Brakefield, Kayla R	Teacher	Head Start	11/09/18
Brown, Kimbree L	Education Manager	Head Start	11/02/18
Collver, Gwendolyn R	Administrative Assistant	Head Start	11/16/18
Devonshire, Cheyra	HS Classroom Aide	Head Start	11/02/18
Hemphill, Shelby	Program Assistant	Head Start	11/02/18
Jaramillo Morffe, Pilar	Assistant Teacher	Head Start	11/09/18
Lewis, Yohana L	Bus Driver	Head Start	11/23/18



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *December 19, 2018*

**ITEM TITLE:** 4.1d

**CONTACT PERSON:** *Jennifer DeMent, Chief Operations Officer*

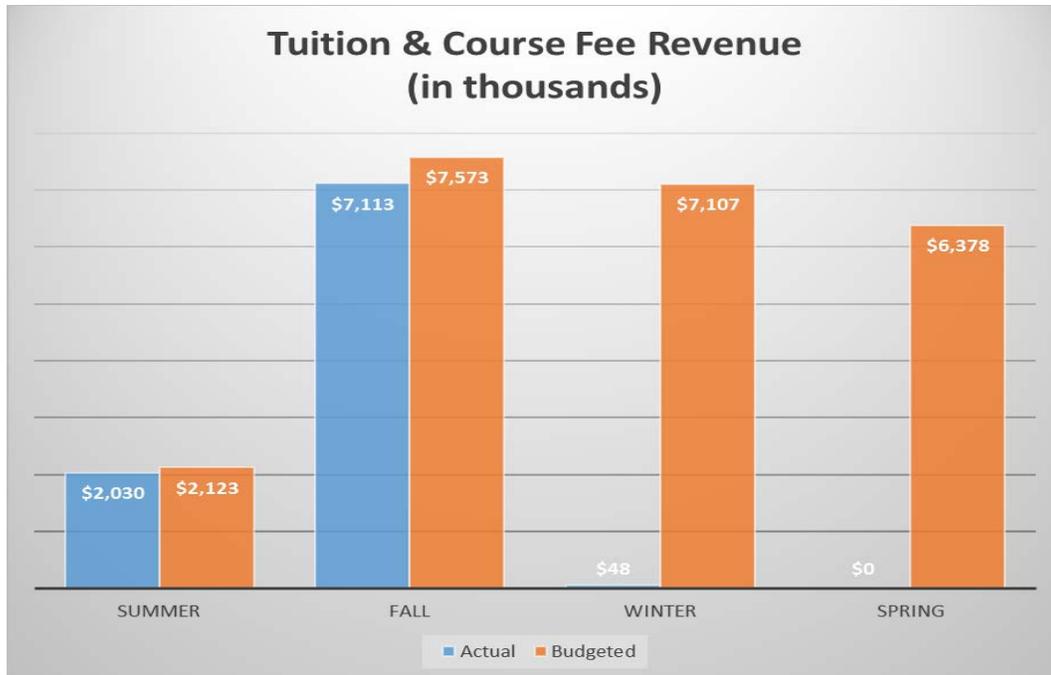
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### **SUBJECT: MONTHLY FINANCIAL REPORT**

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

#### **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 and fall term is \$7.1 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.



#### Expenditures:

As of October 31, four months of the fiscal year have passed. If expenditures occurred equally throughout the year, there would be 67% 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 October 31, 2018**

	<b>Actual Year to Date Jun 30, 2018 (Pre-close)</b>	<b>Adopted Budget 2018-19</b>	<b>Actual October 2018</b>	<b>Percentage of Budget Remaining</b>
<b>Beginning Fund Balance</b>	<b>9,638,760</b>	<b>7,150,000</b>	<b>10,603,330</b>	
<b>Revenues</b>				
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	9,857,736	62%
Uncollectible Receivables	(547,762)	(200,000)	-	
Other Revenues	1,659,600	1,287,165	246,558	81%
<b>TOTAL REVENUES</b>	<b>65,367,128</b>	<b>67,351,832</b>	<b>24,645,693</b>	<b>64%</b>
<b>Expenditures</b>				
Salaries	35,725,066	38,841,105	10,303,293	73%
Health Care	6,142,336	6,487,656	1,757,632	73%
Fringe/Taxes	10,152,295	12,354,442	2,937,348	76%
Materials & Supplies	6,900,714	7,242,103	1,761,519	76%
Utilities	1,524,671	1,665,493	894,285	46%
Grants in Aid/Tuition Waivers	953,001	1,393,775	247,783	82%
Debt Service	2,329,475	2,308,825	-	100%
Transfers to Other Funds	675,000	750,000	-	100%
<b>TOTAL EXPENDITURES</b>	<b>64,402,558</b>	<b>71,043,399</b>	<b>17,901,860</b>	<b>75%</b>
<b>Rev Greater (Less) Than Exp</b>	<b>964,570</b>	<b>(3,691,567)</b>	<b>6,743,833</b>	
<b>Beginning Fund Balance</b>	<u><b>9,638,760</b></u>	<u><b>7,150,000</b></u>		
<b>Ending Fund Balance</b>	<u><b>10,603,330</b></u>	<u><b>3,458,433</b></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:** *December 19, 2018*

**ITEM TITLE:** 4.1e

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

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**SUBJECT:** MONTHLY HEAD START REPORT

## Mt. Hood Community College Head Start Program Report

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

November 2018

#### **News:**

Pam Corrie and Cynthia Smith attended the Oregon Head Start Association meeting in Salem 11/7-11/9/18. Along with two parents, Kaela Patterson and Joseph Becker and two staff Jessica Conn and Erlinda Reyna. We received updates on both national and statewide initiatives in Head Start. We can expect further funding to grow and improve both Early Head Start and Head Start this next year.

Pam Corrie attended the **All Hands Raised** Kindergarten Transition Strategic Leadership group meeting on 11/13/18. Data was shared about the partnerships with Head Start and school districts (Gresham Barlow and Reynolds). We developed plans for future steps in the partnerships to help increase child attendance in Head Start and Kindergarten. We have a Head Start classroom at Davis Elementary where we are a partner with **All Hands Raised** to help transition our children into kindergarten. The older kids come and read to the Head Start children and our children go and visit the kindergarten classrooms. A new partnership started this year with Head Start site Gresham United and East Gresham Elementary school.

We hosted a **Preschool for All Task force** visit at our North Powellhurst location.

Trauma Informed Oregon completed a second training on implementation of trauma informed practices within our organization on 12/16/18. This training was presented by Ana Hristic to the CDFS Management Team.

The two Associate Directors (Cynthia Smith and Kimberly Moua) along with two teachers (Emily Solonika and Teresa Spielbusch) attended the National Association for the Education of Young Children conference in Washington DC.

One of our five-year goals (7/1/15-6/30/20) is to increase child attendance by 5%. In September and October this year, we increased child attendance by 3-5% depending upon each of our grants. This is moving us closer to reaching our overall goal! October's Average Daily Attendance was 87% in Head Start, 90% in Early Head Start and 84% in our Early Head Start Child Care Partnerships program. Head Start has a national threshold goal of 85% attendance.

## Enrollment Report for Oct 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
<b>Total:</b>	<b>1058</b>	<b>Total:</b>	<b>271</b>

### Enrollment for October

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

### Waitlist

Program	Children
Head Start	132
Early Head Start	151
EHS Child Care Partnerships	9
<b>Total:</b>	<b>292</b>





### October 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	34%
No bus/no transportation*	15%
Appointment	8%
Vacation	2%
Family Emergency	2%
Other-Excused (i.e. with family member, lice)	17%
Unknown*	27%

Average daily attendance for the Head Start program was 67%. The largest increase in absence reasons in July were for unknown reasons (June's was 37%).

#### Early Head Start

Absence Reason	Percent
Illness	47%
No bus/no transportation	2%
Appointment	13%
Vacation	5%
Family Emergency	1%
Other-Excused (i.e.19 with family member, lice)	15%
Unknown	17%

Average daily attendance for the Early Head Start program was 74% for July. The largest increase in absence reasons for June were for vacation. Absences due to illness dropped 18% and unknown reasons dropped 11% from June's percentages.

#### Child Care Partnerships (CCP)

Absence Reason	Percent
Illness	16%
No bus/no transportation	11%
Appointment	1%
Vacation	1%
Family Emergency	0%
Other-Excused (i.e. with family member, lice)	16%
Unknown	55%

Average daily attendance for the Child Care Partnerships program was 70% for July. The largest increase for absence reasons in July were for unknown reasons (June's was 32%).

**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:

<b>Program</b>	<b>80-89% ADA</b>	<b>Less than 80% ADA</b>
Head Start	60%	0%
Early Head Start	75%	25%
Child Care Partnerships	36%	45%

Mt. Hood Community College Head

Start Financial Report

**October 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
<b>Total</b>	<b>15,793,260</b>
*State Duration funds have not yet been released.	

**EXPENDITURE REPORT OCTOBER 2018**

Budget Category	Budget	Spent	Percent Spent
Personnel/Salaries	7,519,037	649,643	21%
Fringe Benefits	4,280,530	368,774	21%
Travel	50,887	14,341	48%
Equipment	7,500	0	0%
Supplies	295,209	30,509	23%
Contractual	1,133,591	116,697	18%
Facilities/Property Services	801,938	109,052	28%
Other	378,983	33,346	16%
Indirect	954,637	0	20%
Total	15,422,312	1,322,361	21%

**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 10/20/18**

<b>Description</b>	<b>Head Start</b>	<b>Early Head Start</b>	<b>Children's Levy EHS</b>	<b>Children's Levy HS</b>	<b>MIECHV</b>	<b>EHS-CCP</b>	<b>EHS Expansion</b>	<b>Totals</b>
Center Supplies	21,867.92	1,248.66	432.77	1,152.94	34.32	1,133.25	1,164.41	<b>\$24,736.61</b>
Computer Supplies	290.55							<b>\$290.55</b>
Dental/Medical								<b>\$0.00</b>
Education Supplies	3,083.50	851.29		18.69		40.00	283.77	<b>\$3,953.48</b>
Family Services Supplies	1,941.94	85.39	34.15	34.16		51.23		<b>\$2,095.64</b>
Health Supplies	231.25	31.25	12.50	15.63			15.63	<b>\$290.63</b>
Kitchen Supplies								<b>\$0.00</b>
Office Supplies								<b>\$0.00</b>
Other Costs								<b>\$0.00</b>
Parent Activities	377.80							<b>\$377.80</b>
Postage						18.13		<b>\$0.00</b>
Pre-Employment	634.32	119.46	2.55	2.55		5.10		<b>\$758.88</b>
Site Repair/Maintenance	1,514.31			49.80				<b>\$1,564.11</b>
Training	2,413.04	1,569.55	51.64	12.62	140.00	9,282.01		<b>\$4,186.85</b>
Vehicle Costs	14,563.95							<b>\$14,563.95</b>
Utilities	2,894.32	295.85	351.99	11.60	267.03	99.83	116.61	<b>\$3,820.79</b>
<b>Total</b>	<b>\$49,812.90</b>	<b>\$4,201.45</b>	<b>\$885.60</b>	<b>1,297.99</b>	<b>\$441.35</b>	<b>\$10,629.55</b>	<b>\$1,580.42</b>	<b>\$56,639.29</b>

**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

**September 2018**

Meal	Number of meals served
Breakfast	5,710
Lunch	5,918
Snack	3320
<b>Total Reimbursement for the month:</b>	<b>\$34,221.41</b>

**October 2018**

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

**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
<b>Total</b>	<b>\$6,156,802.00</b>



# ACTION

## MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

**DATE:** *December 19, 2018*

**ITEM TITLE:** 4.1f

**CONTACT PERSON:** *Jennifer DeMent, Chief Operations Officer*

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

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

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

Adult Basic Education Course Fees	\$100,000
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*Funds to offer adult and basic education instruction for people who have less than an eighth grade education or did not complete high school. (Federal)*

Cable Regulatory Commission	43,642
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*Board community relations - Funds for necessary equipment to televise the board meetings.(Other)*

Childcare Resource & Referral	550,775
Childcare Resource & Referral, CHIF Childcare	1,611,404
Childcare Resource & Referral, Program Income	155,384
Childcare Resource & Referral, United Way	125,450

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

Head Start, AFS	326,195
Head Start, CHIF	539,089
Head Start, CHIF Gateway	435,492
Head Start, Early HS Expansion State	81,132
Head Start, Early HS Federal	1,593,650
Head Start, Federal	5,143,437
Head Start, Maternal, Infant & Early Childhood Home Visiting Program Federal	200,000
Head Start, Parents as Teachers (PAT)	286,870
Head Start, State	5,834,200
Head Start, Training Federal	105,125
Head Start, USDA	643,184

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

Jenzabar Intern	4,593
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*Funds to provide an Information Technology (IT) with an Intern from Jenzabar. (Other)*

Perkins Consortium	1,003,889
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Perkins, Reserve	95,747
<i>Funds to further develop the academic and professional technical skills of professional technical students through high standards; link secondary and postsecondary pro-tech programs; and provide professional development and technical assistance to pro-tech educators. (Federal, State)</i>	
Project Yess, Alternative Education	114,000
<i>Funds to identify at risk youth in East Multnomah County and assist them in becoming employable and ultimately employed. (Federal)</i>	
Small Business Development Center	77,000
Small Business Development Center, Federal	6,483
Small Business Development Center, NSF Cybersecurity	111,700
<i>Funds to provide comprehensive services and resources to existing and potential small businesses; and to account for program income generated by the Small Business Administration federal grant. (Federal, Other)</i>	
Title III	515,090
<i>Funds to provide for student retention and student success. (Federal)</i>	
TRIO Student Support Services Grant	272,494
<i>Funds to provide support services to at risk students on campus. (Federal)</i>	
TRIO Talent Search Grant	256,968
<i>Funds to help low-income and first-generation students achieve success in secondary education and ultimately enroll in a post-secondary educational institution. (Federal)</i>	
Workforce Connections, Career Boost Redeployment	520
Workforce Connections, Career Pathways	45,759
Workforce Connections, Competitive Strategies	40,901

Workforce Connections, Competitive Strategies SNAP	20,125
Workforce Connections, Dislocated Workers Program Readjustment	26,988
Workforce Connections, Health Careers Northwest	461,296
Workforce Connections, Health Careers Northwest 2	112,120
Workforce Connections, Liaison	18,038
Workforce Connections, Navigator	554,232
Workforce Connections, Northwest Promise	122,245
Workforce Connections, OR Work Experience	106,505
Workforce Connections, OR Work Experience 2	53,972
Workforce Connections, Participant Training	70,057
Workforce Connections, Pathways to Opportunities	20,000
Workforce Connections, PDX Justice	12,500
Workforce Connections, PDX SNAP	12,500
Workforce Connections, Prosper Portland	31,411
Workforce Connections, Reboot Northwest	105,000
Workforce Connections, STEP UP	465,559
Workforce Connections, TechHire 2	25,352
Workforce Connections, TechRise	24,750
Workforce Connections, Training Implementation	344,851
Workforce Connections, WIOA Adult 2	18,358
Workforce Connections, WIOA Youth 2	161,290

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

Total	\$23,087,322
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# ACTION

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

**DATE:** *December 19, 2018*

**ITEM TITLE:** 4.2

**CONTACT PERSON:** *Wayne Machuca, CIS Instructor, and Kedma Ough, Manager, Small Business Development Center*

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**SUBJECT:** CYBERSECURITY SMALL BUSINESS CERTIFICATE PROGRAM



## Program Application Worksheet

**Title:** Cybersecurity Small Business Certificate Program

**CIP Family:** ???

**CIP:** ???

**Credits:** 12-40

**Program Length:** Variable

**Date Implemented:** TBD      **Term:** Summer **Year:** 2019

### Summary:

The MHCC Cybersecurity Program is proposing adding a new Cybersecurity Career Pathway Certificate of Completion. The purpose of this credential is to present fundamental business cyber security skills and structures common to most small and medium sized businesses. This program is intended for individuals with basic computer awareness or have completed Credential I. In this program, students will be exposed to general cyber security topics in an up-to-date and investigatory environment, learn the language of computer hackers, learn general network design techniques, and create a business plan for the inevitable hack event.

### Program Contact Information:

Contact Name: Kedma Ough

Contact Department: SBDC

Contact Phone: 503-491-7658

Contact Title: Innovation Director

Contact Email: [kedma.ough@mhcc.edu](mailto:kedma.ough@mhcc.edu)

Contact Fax:

Contact Name: Dr. Wayne Machuca

Contact Department: BUS/ISTM

Contact Phone: 503-491-7631

Contact Title: Professor

Contact Email: [wayne.machuca@mhcc.edu](mailto:wayne.machuca@mhcc.edu)

Contact Fax:

### Financial Assistance Options Available to Students

Federal-WIOA eligible, PELL eligible if degree seeking

State of Oregon: Oregon Opportunity Grant, Oregon Promise, if degree seeking

College: College Foundation Scholarships, Division tuition waivers

### Standard A: Need

There is a huge need to create small business cybersecurity certificates for the small business community. The Small Business Development Center, an extension of Mt Hood Community College, is required under the Small Business Administration to serve small businesses. Our team at the Mt Hood SBDC oversees the Oregon SBDC Statewide Cybersecurity Program. As part of our role, we work throughout the state to support awareness, education, advising and resources to small businesses on cybersecurity issues and concerns. Last year collectively the Oregon SBDC served more than 5,500 business and less than 1% have a strong cybersecurity infrastructure in place.

These businesses are not interested in going for a full two or four-year degree to obtain a job. They are business owners and are focused on receiving the most up-to-date cybersecurity knowledge so they can better support their business infrastructure. Many of them will never hire an IT team though the owners may take on the lead for creating a cybersecurity strategy plan.

Based on our work in the cybersecurity community we are fully aware of the following statistics

- [43 percent](#) of cyber attacks target small business.
- Only [14 percent](#) of small businesses rate their ability to mitigate cyber risks, vulnerabilities and attacks as highly effective.
- [60 percent](#) of small companies go out of business within six months of a cyber attack.
- 55 percent of respondents say their companies have experienced a cyber attack in the past 12 months (May 2015 -May 2016), and
- 50 percent report they had data breaches involving customer and employee information in the past 12 months (May 2015 -May 2016).
- In the aftermath of these incidents, these companies spent an average of \$879,582 because of damage or theft of IT assets.
- In addition, disruption to normal operations cost an average of \$955,429.
- [Small businesses reported](#) that only:
  - 38 percent regularly upgrade software solutions;
  - 31 percent monitor business credit reports; and
  - 22 percent encrypt databases.
- [75 percent](#) of small businesses have no [cyber risk insurance](#).

### **Standard B: Collaboration:**

This program has been created in collaboration with MHCC's office of instruction, the college wide curriculum committee, and the MHCC Small Business Development Center. Externally, the National Science Foundation through a grant received has requested this set of courses as part of building a program to support cybersecurity training particularly for small businesses in our community. We also rely on input from our cybersecurity advisory committee that consist of members from MHCC, Technology Association of Oregon, SBDC Michigan, and the National CyberSecurity Alliance. The advisory committee meets ten times a year to provide feedback and insight for our cybersecurity small business initiative.

### **Standard C: Alignment**

The proposed Business Cybersecurity Fundamentals aligns with current Board goals of transforming lives and serving the community. In addition, it addresses the Partner Innovation core them where the college works closely with businesses to proactively reassess current and future trends so that it may provide relevant skills and educational training while eliminating barriers and maximizing efficiencies and service quality.

Small Business owners completing the program will be more prepared in managing their cybersecurity strategies and engaging with up-to-date cybersecurity resources and tools. The curriculum was designed to provide small business owners with the knowledge and skills they need to



meet the real concerns of cybersecurity threats. Special attention was taken to ensure that level of education and learning outcomes are clearly defined for this certificate as well as within each course. These outcomes align with the requirements for success in securing a small business and minimizing cybersecurity threats.

### **Standard D: Design**

This course of instruction includes training in HTML, Computer Concepts, Network +, Firewall, Digital Forensics, and Penetration Testing for defense

### **Standard E: Capacity**

The program will admit up to 30 students per Cybersecurity Cohort. Interested cybersecurity students may include recent potential entrepreneurs, solo entrepreneurs and small businesses referred from the Small Business Development Center, the Small Business Administration, Community Partners including the Technology Association of Oregon and employed business owners seeking to upgrade their skills and increase their knowledge and abilities.

### **Outcomes:**

#### **Credential I – Business Computer fundamentals**

Upon successful completion of this certification program, students will be able to:

- Identify the major components of a computer system
- Describe how different computer components work together to make a system
- Describe the basic hardware and software (applications and operating systems) necessary to provide basic computer functionality
- Demonstrate proficiency using a common word processing software
- Demonstrate proficiency using a common spread sheets software
- Design and create a simple web site

### **Coursework:**

Course Number	Course Title	Credits
CIS120	Computer Concepts 1	3
CIS125WP	Desktop Publishing	3
CIS125SS	Spreadsheets	3
CIS197HTM	HTML	3
		12

## Credential II – Business Cyber security Fundamentals

### Description

The purpose of this credential is to present fundamental business cyber security skills and structures common to most small and medium sized businesses. This program is intended for individuals with basic computer awareness or have completed Credential I. In this program, students will be exposed to general cyber security topics in an up-to-date and investigatory environment, learn the language of computer hackers, learn general network design techniques, and create a business plan for the inevitable hack event.

### Outcomes

Upon completion of this program, student participants should be able to:

- Understand general topics in cyber security
- Identify fundamental cyber vulnerabilities in a small or medium sized business
- Identify scripting software and describe how it can be used in cyber attacks
- Describe how different computer devices can be combined to create a simple network
- Perform basic risk analysis on a small system
- Describe different measures to support the recovery of data from a compromised system
- Differentiate between incident response techniques
- Prepare and propose a plan of action in response to a cyber event

### Coursework

Course Number	Course Title	Credits
ISTM183C	Fundamentals of CyberSecurity	3
CIS122	Computer Concepts 3	4
ISTM151N	Preparation for Network+	3
ISTM283A	Fundamentals of Disaster Recovery and Business Continuity	3
		13

## Credential iii – Business cyber security practical implementation

### description

The purpose of this credential is to introduce students to the effective implementation of cyber security tools and to defend a typical system from hacker attacks. This program is intended for individuals with strong computer technical skills OR have completed Credential II OR have earned a recent degree in Information Systems or Computer Science. Skills learned here include how to install and implement a business firewall, how to perform basic penetration testing of a system, how to perform digital forensics on a system, and skills to prepare a student to participate in the CompTIA Security+ certification test.

### Outcomes

Upon completion of this program, student participants should be able to:



- Install a simple firewall
- Design a firewall implementation appropriate for a given business
- Demonstrate proficiency in a variety of cyber security issues
- Describe basic cyber security defense techniques based upon known attack profiles
- Using common tools, describe different computer hacking techniques
- Using common tools, perform a basic forensic analysis of a given computer

coursework

Course Number	Course Title	Credits
ISTM283B	Firewall Implementation	3
CIS284S	Preparation for Security+	4
ISTM283F	Practical Digital Forensics	4
ISTM284E	Ethical Hacking	4
		15

Total Credits: **40**

# STACKABLE CREDENTIALS – SBDC

## DRAFT V3

### CREDENTIAL I – BUSINESS COMPUTER FUNDAMENTALS

#### DESCRIPTION

The purpose of this credential is to present fundamental business computer skills common to most organizations and is intended for individuals with limited, antiquated (greater than 7 years), or no prior computer training and experience. Students will be introduced to various relevant and up-to-date topics in computer design and types, how computers are begun used in various businesses, and beginning cyber security topics. Students will also be exposed to intermediate level MS Office and MS Excel topics, and basic internet web design skills.

#### OUTCOMES

Upon completion of this certificate, student participants should be able to:

- Identify the major components of a computer system
- Describe how different computer components work together to make a system
- Describe the basic hardware and software (applications and operating systems) necessary to provide basic computer functionality
- Demonstrate proficiency using a common word processing software
- Demonstrate proficiency using a common spread sheets software
- Design and create a simple web site

#### COURSEWORK

	Course Title	Credits
CIS120	Computer Concepts 1	3
CIS125WP	Desktop Publishing	3
CIS125SS	Spreadsheets	3
CIS197HTM	HTML	3
		12

### CREDENTIAL II – BUSINESS CYBER SECURITY FUNDAMENTALS

## DESCRIPTION

The purpose of this credential is to present fundamental business cyber security skills and structures common to most small and medium sized businesses. This program is intended for individuals with basic computer awareness or have completed Credential I. In this program, students will be exposed to general cyber security topics in an up-to-date and investigatory environment, learn the language of computer hackers, learn general network design techniques, and create a business plan for the inevitable hack event.

## OUTCOMES

Upon completion of this program, student participants should be able to:

- Understand general topics in cyber security
- Identify fundamental cyber vulnerabilities in a small or medium sized business
- Identify scripting software and describe how it can be used in cyber attacks
- Describe how different computer devices can be combined to create a simple network
- Perform basic risk analysis on a small system
- Describe different measures to support the recovery of data from a compromised system
- Differentiate between incident response techniques
- Prepare and propose a plan of action in response to a cyber event

## COURSEWORK

Course Number	Course Title	Credits
ISTM183C	Fundamentals of CyberSecurity	3
CIS122	Computer Concepts 3	4
ISTM151N	Preparation for Network+	3
ISTM283A	Fundamentals of Disaster Recovery and Business Continuity	3
		13

## CREDENTIAL III – BUSINESS CYBER SECURITY PRACTICAL IMPLEMENTATION

### DESCRIPTION

The purpose of this credential is to introduce students to the effective implementation of cyber security tools and to defend a typical system from hacker attacks. This program is intended for individuals with strong computer technical skills OR have completed Credential II OR have earned a recent degree in Information Systems or Computer Science. Skills learned here include

how to install and implement a business firewall, how to perform basic penetration testing of a system, how to perform digital forensics on a system, and skills to prepare a student to participate in the CompTIA Security+ certification test.

## OUTCOMES

Upon completion of this program, student participants should be able to:

- Install a simple firewall
- Design a firewall implementation appropriate for a given business
- Demonstrate proficiency in a variety of cyber security issues
- Describe basic cyber security defense techniques based upon known attack profiles
- Using common tools, describe different computer hacking techniques
- Using common tools, perform a basic forensic analysis of a given computer

## COURSEWORK

Course Number	Course Title	Credits
ISTM283B	Firewall Implementation	3
CIS284S	Preparation for Security+	4
ISTM283F	Practical Digital Forensics	4
ISTM284E	Ethical Hacking	4
		15

Total Credits: **40**

# SBDC CREDENTIALS ATE GRANT

## IMPACT STATEMENT

This program is designed to accommodate at least 30 student participants per year. At this capacity, students would easily be folded into existing courses and sections requiring no addition of any new hardware, software, or applications.

In the event that participations exceed 30 per year on a sustainable basis, MHCC administration and faculty will review section enhancement needs on a course by course basis and will, if necessary, recruit sufficient adjunct cyber security faculty to satisfy the need.

DRAFT

# CLINIC – INDUSTRY MARKET PROFILE

## INDUSTRY/MARKET PROFILE FOR THIS PROGRAM

Please note that these certificates are being designed for small business owners that need cyber security training and are not looking at employment. They are looking at getting the knowledge to implement security in their company. The industry/market profile is based on the current state of cyber security and the state of small businesses in Oregon.

## DEMAND FOR CYBER SECURITY JOBS IN OREGON

Site: <https://www.cyberseek.org/heatmap.html>

• TOTAL CYBERSECURITY JOB OPENINGS	2,911
• TOTAL EMPLOYED CYBERSECURITY WORKFORCE	6,475
• SUPPLY OF CYBERSECURITY WORKERS	Very Low

## TOP CYBERSECURITY JOB TITLES IN NEED

- Cyber Security Engineer
- Cyber Security Analyst
- Network Engineer / Architect
- Cyber Security Consultant
- Vulnerability Analyst / Penetration Tester
- IT Auditor
- Software Developer / Engineer
- Systems Engineer
- Cyber Security Architect

## DEMAND FOR CYBER SECURITY SUPPORT FOR SMALL BUSINESSES IN OREGON

- Oregon Cyber security Breaches: 221 companies reported a breach since January 2015 <https://justice.oregon.gov/consumer/DataBreach>
- Small Business Development Center Statewide served .... Since 2018

## GENERAL SMALL BUSINESS CYBER SECURITY STATISTICS

- [43 percent](#) of cyber attacks target small business.
- Only [14 percent](#) of small businesses rate their ability to mitigate cyber risks, vulnerabilities and attacks as highly effective.
- [60 percent](#) of small companies go out of business within six months of a cyber attack.
- [48 percent](#) of data security breaches are caused by acts of malicious intent. Human error or system failure account for the rest.
- Small businesses are [most concerned about](#) the security of customer data:
- 55 percent of respondents say their companies have experienced a cyber attack in the past 12 months (May 2015 -May 2016), and
- 50 percent report they had data breaches involving customer and employee information in the past 12 months (May 2015 -May 2016).
- In the aftermath of these incidents, these companies spent an average of \$879,582 because of damage or theft of IT assets.
- In addition, disruption to normal operations cost an average of \$955,429.
- While [many small businesses are concerned about cyber attacks](#) (58 percent), more than half (51 percent) are not allocating any budget at all to risk mitigation.
- [Small businesses reported](#) that only:
  - 38 percent regularly upgrade software solutions;
  - 31 percent monitor business credit reports; and
  - 22 percent encrypt databases.
- If a company has a password policy, [65 percent](#) of respondents say they do not strictly enforce it.
- [16 percent](#) of respondents admitted that they had only reviewed their cybersecurity posture after they were hit by an attack.
- [75 percent](#) of small businesses have no [cyber risk insurance](#).

# SMALL BUSINESS CYBERSECURITY (CLINIC)

## ADVISORY COMMITTEE

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Smart Ocholi

Cybersecurity Expert

Nastacia Voisin

Co-host for Cybercast Oregon Podcast