



**Clatsop
Community
College**

Board of Education

July 23, 2026

Board Packet

BP 2305 Board of Education Annual Organizational Meeting

References:

ORS 341.283, ORS 255.335(5)

The Board of Education shall hold a regular organizational meeting following the regular district election not later than the last day of July of that year.

The purpose of the annual organizational meeting is to or for:

1. Election of a Board Chair.
2. Election of a Board Vice-Chair.
3. Provision for time and place for regular meetings.
4. The President of the College shall be appointed the Clerk of the College, the Vice-President of College Services shall be appointed the Deputy Clerk of the College, and the Secretary to the President shall be named the Board Secretary.
5. Conduct any other business as required by law or determined by the Board of Directors.

The incumbent Board Chair will preside until a successor is elected, whereupon the successor will assume the Chair. In the event no incumbent Chair or Vice-Chair remains on the Board, or neither is able to continue to serve as an officer, the Board will select a temporary Chair to conduct the election.

Clatsop Community College

1651 Lexington Avenue * Astoria, Oregon 97103 * (503) 338-2411

NOTICE OF MEETING

DATE: Thursday, July 23, 2026
TIME: Regular Board Meeting, 5:30 pm
PLACE: South County Campus or Zoom
ZOOM: <https://clatsopcc.zoom.us/j/89824559188>

REGULAR BOARD MEETING

❖ CALL TO ORDER

- Roll Call
- Approval of Agenda

❖ PUBLIC FORUM

- **Public Comment** Note: This is an opportunity for brief comments for the Board. Individuals wishing to sign up for public comment during the meeting should do so by emailing Felicity Green at fgreen@clatsopcc.edu by no later than 12:00 noon on Thursday, July 23. Public comments may not exceed 3 minutes unless approved otherwise by the Board Chair. Public comment will also be accepted by mail to: Felicity Green, Board Secretary, 1651 Lexington Avenue, Astoria, OR 97103, by close of business on Wednesday, July 22.

❖ APPROVAL OF MINUTES

- Board Retreat, June 18, 2026
- Public Hearing on the Budget and Regular Board Meeting, June 18, 2026

❖ VERBAL REPORTS / DISCUSSION ITEMS

- Report of the President
- Report of the Board Chair

❖ WRITTEN REPORTS *will be accepted as submitted*

- Report from OCCA
- Report from CEDR
- Report from the CCC Foundation
- Report from Communications and Marketing
- Report from Instruction and Student Success
- Report from Human Resources

❖ OLD BUSINESS

- President's Evaluation and Goals

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❖ NEW BUSINESS

- Maintenance Update on the Forerunner
- Approve Pause on Historic Preservation and Restoration Programs
- Approve Pause on Automotive Technician Programs
- Approve Pause on CADD Technician Program
- Election of Board Officers
- Appointment of Board Committee Reps for Academic Year 2026-27
- Set Board Meeting Dates, Times and Locations
- Appointment of Clerk, Deputy Clerk and Board Secretary
- Authorize Fiscal Year Signatures
- Appointment of Budget Officer
- Designate Depository of Funds for Fiscal Year 2026-27
- Set 2026-27 Board Goals

❖ ANNOUNCEMENTS/COMMUNICATIONS

- Next Board Meeting: TBD
 - Committee Meetings
 - Board Policy Committee Meeting: TBD
 - Board Meeting Agenda Prep: TBD
- 3rd Board Member Attending: TBD*

❖ BOARD FORUM

❖ ADJOURNMENT

Clatsop Community College

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2025 - 2026 Board Goals for the College

1) Board Self-Evaluation Aligned with Strategic Priority 3: Strengthen Our Reputation

By March 2026, the Board of Education will conduct a comprehensive 360-degree evaluation of its performance, gathering input from board members, college leadership, faculty/staff, and community stakeholders. The Board will review the results and prepare a summary report to inform continuous improvement and strengthen governance practices.

2) Institutional Effectiveness Aligned with Strategic Priority 4: Increase Organizational Effectiveness

Each quarter, during a regularly scheduled board meeting, the Board of Education will review the College's Strategic Plan Scorecard and Institutional Effectiveness Dashboard, ensuring progress and alignment with the College's mission, strategic priorities, and accreditation standards.

3) Board Communication Training Aligned with Strategic Priority 4: Increase Organizational Effectiveness

Prior to January 2026, the Board of Education will participate in an interactive Microsoft Outlook (mail and calendar) training session led by Tom Ank, designed to strengthen communication practices, improve meeting coordination, and enhance the effective use of digital tools.

Non-Discrimination Declaration: It is the policy of Clatsop Community College that there will be no discrimination or harassment on the grounds of race, color, sex, gender, marital status, religion, national origin, age, sexual orientation, gender identity or expression or disability in any educational programs, activities, or employment. Questions or complaints should be directed to Anita Jensen, Affirmative Action/Gender Equity (Title IX) Officer, Lower Library, Suite 102, ajensen@clatsopcc.edu (503) 338-2450; TDD : Oregon Relay- Dial 711. For Student Access Services, contact Faith Forster, Columbia Hall, Room 111, fforster@clatsopcc.edu (503) 338-2313.

Accommodations: Students having questions about or a request for classroom accommodations should contact Faith Forster, Columbia Hall, Room 111, fforster@clatsopcc.edu (503) 338-2313. Community members having questions about or a request for special needs and accommodation should contact Anita Jensen, Lower Library, Suite 102, ajensen@clatsopcc.edu (503) 338-2450; TDD: Oregon Relay- Dial 711. Please send special needs and accommodations requests here. Contact should be made at least two business days in advance of the event.

Declaración de no-discriminación: Es la política de Clatsop Community College que no habrá ningún tipo de discriminación o acoso por razón de raza, color, sexo, género, estado civil, religión, origen nacional, edad, orientación sexual, identidad de género o expresión discapacidad en los programas educativos, actividades o en la contratación. Preguntas o quejas deben ser dirigidas al Anita Jensen, Oficial de Acción Afirmativa / Título IX localizada en la biblioteca, oficina número 102 , ajensen@clatsopcc.edu número de teléfono (503) 338-2450, TDD (discapacidad auditiva) marcar 711 en su teléfono. Para servicios de acceso para estudiantes, comuníquese con Faith Forster localizada en Columbia Hall, oficina número 111, fforster@clatsopcc.edu (503) 338-2313.

Ayuda a personas discapacitadas: Estudiantes que tengan preguntas o una requieran solicitud de adaptaciones en el aula deben comunicarse con Faith Forster, localizada en Columbia Hall , oficina número 111, fforster@clatsopcc.edu (503) 338-2313. En cuanto a los miembros de la comunidad, se les pide que se comuniquen con Anita Jensen, localizada en la biblioteca, oficina número 102 , ajensen@clatsopcc.edu número de teléfono (503) 338-2450, TDD (discapacidad auditiva) marcar 711 en su teléfono. Haga el favor de notificar a la oficina para que se le pueda proporcionar apoyo. La comunicación debe tomar lugar por lo menos dos días de trabajo antes del evento por el cual se requiera tal ayuda. Para más información, vea la página Web de Clatsop Community College bajo Información en Español.

Minutes



Clatsop
Community
College

Board of Education

**MINUTES OF THE JUNE 18, 2026
BOARD OF EDUCATION
RETREAT**

Board Members Present: Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk, Mitra Vazeen

Others Present: President Jarrod Hogue and Recording Secretary Felicity Green

Ed Johnson called the Retreat to order at 4:00 pm.

The Board began the retreat by discussing their self-evaluation survey results.

Although the self-evaluation results showed a high degree of satisfaction with most questions, several Board members expressed an interest in receiving more information from staff. There were requests for better data on programs and student statistics as well as for access to a dynamic dashboard with information such as class registration and waitlist numbers. There were comments that the Board reports are both lacking in data and too long to read. Some Board members suggested that the Board should put together a checklist for the information they would like to have.

Several Board members asked for a fact sheet on Historic Preservation that would include the number of current students, past students and yearly graduation rates along with the costs of the program. Some Board members expressed enthusiasm for the format of the monthly financial reports, saying they would like to have access to something similar every month for enrollment data. Other Board member requests included enrollment information on Maritime and Welding programs and information on College faculty and staff such as student evaluations and total number of students per term.

The Board also discussed marketing, the importance of interpersonal relationships and some of the difficulties, including housing, which make marketing the College a unique challenge. Several Board members commented on how much better the College reputation in the community is now than it was several years ago.

President Hogue said that he would work with Ian Wilson to create a Board accessible dashboard.

There was some discussion of moving the regular monthly Board meetings to Mondays. The Board agreed to move the July Board meeting to Thursday, July 23 at 5:30 pm on the South County campus.

Tom Ank distributed iPads to the Board. The iPads were purchased with a generous donation from Jody Stahancyk. The Board will now go paperless and the monthly Board packet will no longer be printed.

The Board Retreat ended at 5:44 pm.

MINUTES OF THE JUNE 18, 2026
BOARD OF EDUCATION
Public Hearing on the Budget and Regular Board Meeting

Board Members Present: Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk, Mitra Vazeen

CCC Faculty, Staff and Students Present: Karson Nasstrom, *Nursing Instructor*; Teena Toyas, *Provost / Vice President of Instruction and Student Success*; Fernando Rojas, *Spanish Instructor and FT Faculty Rep*; Layla Solar, *Assistant Director, Financial Aid*; Rinda Johansen, *Program Specialist and Classified Union President*; Anita Jensen, *Human Resources Director*; Tom Ank, *Director of Computer Services & Information Security*; Kevin Leahy, *Executive Director, CEDR & Associate Vice President for Business, Community & Workforce Development*; Beth Van Elswyk, *Foundation Director*; Julie Kovatch, *Communications Director*; Evon Jacobsen, *Administrative Specialist*; Bill Meck, *Financial Consultant*;

Community Members Present: Abby Jablon, *Astorian*; John Goodenberger, *Historian and Historic Preservation Instructor*; Jo Brown, Linda Oldenkamp, LaRee Johnson, Nicole Possert, Mike Brosius

Chair Ed Johnson called the Public Hearing on the Budget to order at 6:33 pm, announcing that this was the time and place to conduct a public hearing on the 2026-2027 budget as approved by the Budget Committee and recommended to the Board on April 21, 2026, and as published in *The Astorian* on June 13, 2026 and that this was the opportunity for members of the public to discuss the budget proposed for the fiscal year July 1, 2026 to June 30, 2027 and for the Governing Body to make any amendments, if deemed necessary.

There was no public comment.

Ed Johnson declared the Public Hearing on the Budget closed at 6:34 pm. **He then called the Regular Board meeting immediately to order.**

Roll was called. All Board members were present.

Jody Stahancyk **moved to accept the agenda as amended.** Lloyd Mueller seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

PUBLIC FORUM

John Goodenberger, one of the instructors in the Historic Preservation program, spoke about the program and enumerated many of the projects his students have completed over the years. He advocated for a pause to the program rather than a complete shutdown. His letter to the Board is included in Appendix A.

Nicole Possert, the Executive Director of Restore Oregon, a statewide nonprofit devoted to historic preservation, gave a public comment via Zoom. She spoke about Restore Oregon's campaign for

historic trades and said that almost 20% of the construction industry works in reconstruction and that many more jobs will be needed in the future. In answer to a question from the Board, she said that her commitment to the program would be partnership from Restore Oregon. Her letter to the Board is included in Appendix A.

Linda Oldenkamp, a community member who lives near the Lexington campus, spoke to the Board last month and said she wanted to comment again. She feels that eliminating the program is a big mistake and that if the College reorganizes the program, it is important that it happens soon. She asked that there be a motion to pause rather than end the program. President Hogue said that there would not be any Board action on the matter any time soon, as the College will be teaching out the remaining students this year.

Marie Johnson, a community member, said that she remembers when the program began. She urged the College to look into partnerships and grants to fund the program as she feels it would be a huge loss to the community. She commented that many people visit Astoria because of the historic homes.

Mike Brosius, a community member and county commissioner elect, also spoke at the May meeting. He said he thought that a pause in the program was a reasonable request. He asked for information on what would be required to restart the program, specifically, how many students and, if those students were not forthcoming, how much money. He said when he had this information he would commit to returning in January 2027 with students and money.

Jo Brown, a local artist who commented at the May meeting, suggested that the program use the entire town as a classroom. She said the community would pull together to keep the program.

APPROVAL OF MINUTES

Jody Stahancyk **moved to approve the May 14, 2026 Minutes as presented.** Mitra Vazeen seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

REPORT OF THE PRESIDENT

President Hogue thanked the Board members who were able to be present at commencement, saying that seeing smiling students and participating staff was a great reminder of why we are all here. He said he wants to be sure to celebrate the positive things at the College and cited the NPS (Net Promoter Score) from the community survey, which has gone from -34 to +23 to +39 in the last three years. He stressed that improving this score was a goal set by the College that everyone has worked hard to achieve.

He spoke about Clatsop Works, which provides great opportunities for students to earn real income and learn about actual opportunities, and said it should be celebrated. The goal for Clatsop Works was an increase in the number of internships with a target of 35, but this year there are 51. He said it has become a statewide model, with other counties are coming to Clatsop to learn how to run their programs. He complimented Misty Bateman for all her work, noting that she had gotten funding from the Department of Education to subsidize employers so they could offer internships.

He also commended and thanked the CCC full time faculty bargaining team for their work on the new 3-year contract, saying that they demonstrated their shared interest in the long-term future of the College with cooperation and collegiality. He highlighted the student success grant from the HECC, which helps ESL students transition to college. CCC hired a Spanish speaking transitions specialist with this grant and the number of GED completers who are moving on to college has more than doubled.

FINANCIAL REPORT

Bill Meck gave the report, saying that the trends have been holding steady all year. Revenues are up \$190,000 from a year ago but expenditures and wages are up \$721,000. Other expenditures, however, are down. He feels the College is still in a situation where the budget is going to balance, but it may need to use some timber revenue to achieve that. He is hoping that the August timber revenue will be around \$300,000, which would cover everything extra needed from the operating fund.

As the College is starting a new fiscal year, there will not be a financial report until the September Board meeting. At that point, he hopes to be able to provide the FY 25/26 final numbers. The first financial report for FY 26/27 will be included in the October Board packet.

President Hogue spoke to the Board about a recent Coast Guard exam of the Forerunner, in which they identified some structural issues. WCT Marine has now done ultrasonic testing and they have identified several large sections of the hull that are below the viable threshold. Repairs could be in the several hundred thousand dollar range. President Hogue said that the College will now need to consider whether to keep a 60 year old fishing vessel with an old engine going or come up with a new plan. He is wondering about the possibility of a coop or partnership with other local entities. A Board member asked about the Tongue Point Job Corps vessel the Ironwood. President Hogue said that unfortunately, the Ironwood is not approved by the Coast Guard either. However, Tongue Point may be acquiring a larger, retired research vessel soon, so he is planning to discuss possibilities with them.

REPORT OF THE BOARD CHAIR

Chair Ed Johnson said that he was very impressed with the contract process as neither side brought in attorneys. He was also impressed by the RiverSea conference, saying that the posters and oral presentations were very well done. He commented that the pinning ceremony is one of his favorite events of the year.

WRITTEN REPORTS

There were no questions. Beth Van Elswyk thanked Jody Stahancyk for her suggestion and said that she will begin listing donors in the Foundation Board report. She commented that the Foundation most recently had a surprise grant from John Crawford and the Nebeker family is setting up a scholarship.

POLICIES FOR SECOND READING AND ADOPTION

Jody Stahancyk **moved to approve BP 5010 Admissions for 2nd Reading and Adoption.** Sheila Roley seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

There was a question about whether BP 3715 Intellectual Property was connected to the faculty contract. President Hogue said that it was not; the faculty concerns in the contract were more connected to other colleges which have been selling classes by using the names and likenesses of instructors without their consent.

Jody Stahancyk **moved to approve BP 3715 Intellectual Property for 2nd Reading and Adoption.** Sheila Roley seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

AMEND 2025 – 2026 APPROPRIATION RESOLUTION #2025-26-01

Sheila Roley read the resolution: **that the Board of Education of Clatsop Community College amends the appropriations for the purposes indicated within the funds below beginning July 1, 2025.** Ed Johnson **so moved.** Jody Stahancyk seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

ADOPT FY 2026-27 BUDGET, MAKING APPROPRIATIONS AND IMPOSING AND CATEGORIZING TAXES RESOLUTION #2025-26-02

Sheila Roley read the resolution: **BE IT RESOLVED, that the Board of Education of Clatsop Community College adopts the budget for fiscal year 2026-2027 in the total sum of \$28,700,755 as now on file in the Finance Office, Clatsop Community College, 1651 Lexington Avenue, Astoria, OR 97103; and BE IT RESOLVED, that for the fiscal year beginning July 1, 2026, the amounts below are hereby appropriated for Clatsop Community College for the purpose indicated within the funds listed and BE IT RESOLVED, that the Board of Education for Clatsop Community College hereby Imposes the taxes provided for in the adopted budget at the rate of \$.7785 per \$1,000 of assessed value for operations and in the amount of \$1,058,746 for bonds; and that these taxes are hereby Imposed and categorized for the tax year 2026-2027 upon the assessed value of all taxable property within the College district.** Jody Stahancyk **so moved.** Ed Johnson seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

RATIFY FACULTY CONTRACT

President Hogue said that for the last few months the leadership has been meeting with the negotiation team. He said that it was a collaborative process. There were several changes that will protect the College in the future and he is very pleased that the contract will include incentives for faculty to teach over the summer and to have higher enrolled classes at any time through the year. COLAs (cost of living adjustments) were also adjusted to reflect the CPI (consumer price index); the faculty were the last group to agree to this metric, which is now the same across the College.

He said that he is confident in this agreement and feels it is a win for both parties. He recommended that the Board approve the new contract. A Board member asked if the increases in the contract were in the budget. He said that while it is hard to budget for an employment group when you don't know the outcome, enough was specifically built into contingency that it will be covered.

Jody Stahancyk **moved to ratify this contract.** Sheila Roley seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

MOVING JULY MEETING

Jody Stahancyk **moved to have the July Board meeting on Thursday, July 23.** Ed Johnson seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

MANDATORY REPORTER TRAINING

A link was sent out for the Board to do mandatory reporting training. Several Board members reported that they had completed it or had completed this training in the past.

POLICIES FOR FIRST READING

Jody Stahancyk **moved to approve BP 3540 Sexual and Other Assaults on Campus for 1st Reading.** Sheila Roley seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

Jody Stahancyk **moved to approve BP 3518 Child Abuse Reporting for 1st Reading.** Sheila Roley seconded the motion. **Ashley Flukinger, Ed Johnson, Bill Montero, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. The motion carried.**

BOARD FORUM

Mitra Vazeen thanked everyone on campus for all their work on commencement, commenting that it was a great event.

Lloyd Mueller seconded Mitra Vazeen's comment, saying that it is always a unique opportunity and seeing the expressions on the graduates faces was wonderful.

Sheila Roley said she attended her grandson's graduation instead but is sorry she missed the College graduation.

Ed Johnson thanked full and part-time faculty for a great year, saying that they put their whole heart and soul into it.

Bill Montero said that it was a real honor to be part of Commencement and that a lot of hard work had clearly gone into it.

Ed Johnson adjourned the meeting at 7:32 pm.



June 9, 2026

Via Email jhogue@clatsopcc.edu and fgreen@clatsopcc.edu

Mr. Jarrod Hogue, President
and Board of Education
Clatsop Community College
1651 Lexington Ave
Astoria, OR 97103

RE: Support to Continue the Historic Preservation Program at Clatsop Community College

Dear Mr. Hogue and the Board of Education,

Our statewide nonprofit organization specializes in historic preservation advocacy and education in Oregon and has worked in collaboration with the Clatsop Community College Historic Preservation program (HPP) since it was created. This program has been critical to developing a pipeline of specialized trade professionals who are urgently needed not only in Oregon but across the nation. The shortage of qualified craftworkers in the construction trades has only accelerated in the last decade. The Advisory Council on Historic Preservation issued a policy statement in 2020 on the "[Promotion and Value of Traditional Trades Training](#)." The statistics and information cited are national in scope but are equally applicable to Oregon and the western United States.

Clatsop's HPP program is unique: it is the only community college west of the Rocky Mountains that teaches hands-on historic preservation crafts. West Coast communities rely on their graduates to restore not only their buildings but also monuments and structures of national, state, and/or regional importance. As you know, these are specialized, trained professionals who can secure a family-wage job in a variety of applications, from critically needed direct trades that restore materials (from stained glass to plaster to original windows) to historians, consultants, designers, art conservationists, and project managers. There is an urgent and ongoing need for craftspeople who understand preservation principles and have practical, hands-on training.

Dawn Marie Hert

3094 Valley View Drive, The Dalles, OR 97058
541.980.0374 ~ dawnmariehert@gmail.com

June 10, 2026

Via Email: jhogue@clatsopcc.edu and fgreen@clatsopcc.edu

Mr. Jarrod Hogue, President
and Board of Education
Clatsop Community College
1651 Lexington Ave
Astoria, OR 97103

RE: Support for Continuation of the Historic Preservation Program at CCC

Dear Mr. Hogue and the Board of Education,

I am writing as a practicing land use planner who has also been a historic preservation planner and advocate for over thirty years. I am a former city planner who not only believes in the Historic Preservation Program (HPP) at Clatsop Community College but also someone who worked with and had an Eastern Oregon community benefit from this program. In my prior role, the City of The Dalles hosted workshops led by the HPP that were made possible with funding support from Oregon's State Historic Preservation Office. Two workshops were held in The Dalles that provided hands on instruction and application helping educate some of our region's contractors on window restoration and plaster repair. Providing this specialized training to new and existing trade professionals is vital to ensure restoration is chosen over replacement.

With CCC being the only community college in Oregon that teaches hands-on historic preservation practices, I would encourage not only that this program be saved but also believe it could grow into something much bigger if partnered with other community colleges throughout Oregon. Historic buildings of national, state, local and regional significance scatter the landscapes throughout Oregon and competent restoration of these buildings, monuments and structures is needed. These restoration projects need trained and skilled people who truly understand preservation. We need these programs to ensure our historic resources remain in our communities.

In addition to my role as a professional land use planner, I am also a board member of Restore Oregon. I know our Board would like to continue partnering with the college and ask for your reconsideration on the termination of this program. I would also like to help be a conduit to the Eastern Oregon region I serve and assist in any way to look for partnerships with other colleges. My hope is that we all can help grow this program rather than see it end.

Sincerely,



Dawn Marie Hert, Land Use Planner,
Passionate Preservationist & Restore Oregon Board Member

June 11, 2026

Dear President Hogue and The Board of Education,

Thank you for this opportunity to submit a letter of support for Clatsop Community College's Historic Preservation & Restoration program. Since its inception in 2009, this program has produced good paying jobs through a community-based education. We teach within one of the most historic small towns on the West Coast; we use Clatsop County's historic buildings and sites as a hands-on laboratory; and we engage highly skilled craftspeople to share traditional crafts with our students.

Clatsop is one of three community colleges within the nation that teaches hands-on historic preservation. We have done our best to offer our students a wide offering of experiences. For reference, I've included a list of forty-one buildings within the region used by our students for workshops. These workshops have taught our students skills in the repair and restoration of wood, plaster, ironwork, stained glass, stone, and masonry. It's also provided an opportunity for our program to create partnerships, good will and positive publicity for Clatsop Community College.

For sixteen years, we have encouraged our students to develop projects that are relevant to the community. This year's practicum students, for instance, showed the breadth of historic preservation while also giving back to the community that educated them. One student partnered with the City of Astoria to repair storm windows at Alderbrook Community Hall, then developed a maintenance plan for the building. Another student explored Community Land Trusts as a way to provide affordable housing within Astoria's National Register Historic Districts. Four students partnered with Fort Clatsop National Historical Park: one completed a mock application to use Federal funds to alter a historic property within the park; one developed an electrical plan for the Fort Clatsop replica while another made recommendations for a historically sensitive fire suppression system for the replica; and a fourth documented and started planning the restoration of Japanese plantings within a cultural landscape in the park's holdings.

This is Clatsop Community College at its best.

We also recognize the financial difficulties facing the college. We believe, if given the chance, our program can help reduce some of the financial strain. Let's put the program on "pause" and teach-out the ten currently enrolled degree and certificate seeking students. In the meantime, let the Historic Preservation Advisory Committee work with college administration to determine how and if the program might be reconfigured as well as find ways to bring funds to the program through grants and existing partnerships.

Thank you for your consideration.

John Goodenberger, adjunct

Historic Preservation & Restoration Program, Clatsop Community College

Building and Sites used for restoration workshops by the CCC Historic Preservation Department:

Astoria

1. Astoria Victory Monument (Doughboy Statue)
2. Capt. George Flavel Museum
3. Odd Fellows Building
4. Merwyn Apartments
5. Liberty Theater
6. First Presbyterian Church
7. Fort Astoria Park
8. Hillside Cemetery
9. Astoria Ferry #2
10. Masonic Temple
11. Elks Lodge
12. Performing Arts Center
13. Grace Episcopal Church
14. Heritage Museum
15. Astoria Train Depot
16. Clatsop Community College
17. Uppertown Firefighters Museum
18. US Customs House reconstruction
19. Alderbrook Community Hall

Clatsop County

1. Fort Clatsop
2. Norman Yeon Property (NPS)
3. Oceanview Cemetery and its Mausoleum
4. Pioneer Cemetery
5. Lindgren Cabin
6. Butterfield Cottage
7. Brownsmead Train Depot

Washington (lower river)

1. Deep River Lutheran Church
2. Astoria Quarantine Station
3. Ft. Columbia
4. Stella Blacksmith Shop

Greater Oregon and Washington

1. Criterion Schoolhouse (Salem)
2. Flippen Res. (Clatskanie)
3. Mayo House (Portland)
4. Billy Webb Elks Lodge (Portland)
5. Bishops Close (Portland)
6. Steiner Cabin (Portland)
7. Odd Fellows Lodge (The Dalles)
8. Maxville Cabin (Enterprise)
9. Brune Cabin (White Salmon, Wash.)
10. White Clover Grange (Nehalem)



CITY OF THE DALLES

Community Development Department

313 COURT STREET
THE DALLES, OREGON 97058
(541) 296-5481 ext. 1125

June 17, 2026

Mr. Jarrod Hogue, President
and Board of Education
Clatsop Community College
1651 Lexington Avenue
Astoria, OR 97103

RE: Support for Clatsop Community College's Historic Preservation Program

Dear President Hogue and Members of the Board:

On behalf of the City of The Dalles, I am writing in support of Clatsop Community College's Historic Preservation Program.

As communities throughout Oregon continue to invest in the rehabilitation of historic buildings, downtown revitalization efforts, and the preservation of cultural resources, the need for skilled professionals trained in historic preservation principles and traditional building trades continues to grow. Clatsop Community College's Historic Preservation Program fills a unique role in meeting that need by providing specialized, hands-on training opportunities that are not readily available elsewhere in the western United States.

The City of The Dalles, like Astoria, is one of Oregon's oldest communities and is home to a significant collection of historic and cultural resources. As a longstanding commercial, transportation, and cultural hub of the Columbia River Gorge, The Dalles contains two historic districts, numerous individually significant historic properties, and a rich architectural legacy that requires ongoing stewardship and investment.

Preserving these resources depends on access to skilled professionals who understand historic preservation principles, traditional building materials, and appropriate rehabilitation techniques. Like many communities throughout Oregon, we regularly encounter a need for qualified preservation professionals, craftspeople, and contractors with specialized expertise in the restoration and rehabilitation of historic buildings. Programs such as Clatsop Community College's Historic Preservation Program help develop these critical skills and provide a valuable pathway for training the next generation of preservation practitioners.

The program's value extends beyond historic preservation alone. It provides students with practical, hands-on skills that support family-wage careers in construction trades, restoration, consulting, project management, and related professions. At a time when many communities continue to face skilled labor shortages, programs that prepare the next generation of tradespeople and preservation professionals are increasingly important.

We recognize that budget decisions require balancing many competing priorities. However, we encourage the College to continue investing in this program and to explore opportunities that

support its long-term sustainability. The Historic Preservation Program represents a unique educational asset for Oregon and an important contribution to preserving the skills and knowledge needed to steward historic resources for future generations.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Joshua Chandler". The signature is fluid and cursive, with the first name "Joshua" and last name "Chandler" clearly distinguishable.

Joshua Chandler
Community Development Director
City of The Dalles

President's Report



Clatsop
Community
College

Board of Education

President's Report to the Board

July 2026

1. Year 7 - Evaluation of Institutional Effectiveness Fall 2026

(Strategic Priority: Relates to all five strategic priorities)

Clatsop Community College's Year Seven Evaluation of Institutional Effectiveness (EIE) site visit is scheduled for October 14–16, 2026, with the report due to NWCCU 60 days prior to the visit.

NWCCU describes the Year Seven EIE as:

- a comprehensive self-evaluation on all Standards and Eligibility Requirements;
- a review that includes an on-site peer evaluation team; and
- the basis for the Commission's decision on reaffirmation of accreditation.

The EIE is not an evaluation of individual academic programs or employees. Rather, it focuses on how the College assesses institutional effectiveness, uses evidence to inform decisions, and continuously improves in support of its mission and student success.

2. Industrial Symbiosis

(Strategic Priorities: Build and Sustain Partnerships)

The Living Machine at the MERTS campus is being used as a small test location for vermifiltration, a natural wastewater treatment process that uses earthworms, microbes, and filter media to break down organic waste and improve water quality. Initial testing will focus on brewery wastewater. The project is part of a broader Industrial Symbiosis effort in Clatsop County, which brings together businesses and public partners to find innovative ways to reuse waste streams and resources. Partners include the City of Astoria, Clatsop County, ColPac, the State of Oregon, and other regional organizations interested in sustainable wastewater treatment. The facility has been mothballed for several years, and this effort represents an opportunity to reinvigorate and repurpose it as a regional testing site. Part of the grant's intent is to create future learning opportunities for students interested in environmental science and wastewater treatment.

3. Warrenton 4th of July Parade

(Strategic Priority: Strengthen our Reputation)

We had a great time in the Warrenton parade and were honored to receive the Mayor's Choice Award for our decorated Maritime program lifeboat entry. Go Bandits!

Congratulations to Julie Kovatch for the excellent float design. Thank you to Board Chair Ed Johnson, who helped decorate and rode with me as I pulled the lifeboat with my truck. Thank you also to Teena Toyas, Bill and Margaret Antilla, Tina Willis, Julie Kovatch, Rinda Johansen, Sarah Geleynse, and Holly Tumbarello for representing the College so well. It was also great to see strong participation from families and school groups.

3. HVAC Training Grant

(Strategic Priorities: Improve Student Access, Strengthen our Reputation, Build & Sustain Partnerships)

The first HVAC Foundations cohort, funded entirely through the Youth Development Division Job & Work Readiness Grant, included 21 students. Nineteen completed the training and received up to \$1,000 in training stipends, OSHA certification, industry standard tools and PPE, and a strong opportunity to accelerate into a high wage, high demand career pathway. Sixteen students chose to continue and were placed with local trade partners for an 80-hour paid internship experience. Special thanks to Dan Nelson of Diamond Heating, Sharon Raymor, Project Manager Erin Kester, Josh Allison, Margaret Antilla, and the Business Office for supporting this successful first cohort.

4. M/V Forerunner Update

(Strategic Priorities: Strengthen our Reputation, Build & Sustain Partnerships)

Prior to dry dock, the College asked Doug Taylor, a marine engineer and volunteer with the Columbia River Maritime Museum, to provide an initial assessment of the M/V Forerunner. During dry dock, the Coast Guard inspected the bilge areas and noted several areas of concern involving both hull plating and structural members. WCT Marine then conducted ultrasonic testing on the steel and identified several areas of steel wastage, where hull plating has thinned over time due to corrosion. WCT later provided an estimated repair cost of approximately \$435,000.

As part of this review, I toured WCT Marine's facilities and discussed with their leadership the possibility of leasing one of their vessels, depending on availability, to conduct some of the scheduled vessel learning days for the coming academic year. More information will be shared as options are further evaluated.

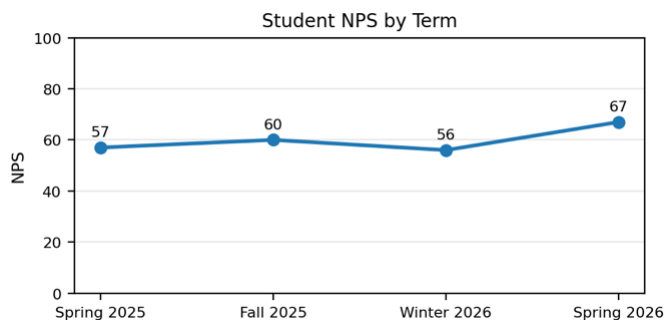
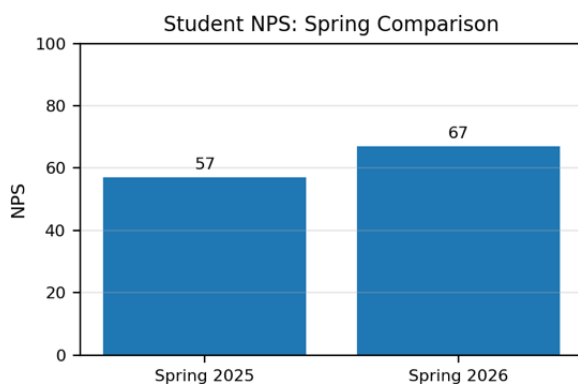
Thank you to CCC's Tyler Neale for coordinating this review and helping gather the information needed to better understand the vessel's repair needs and options.

5. Student Survey – Spring 2026

(Strategic Priorities: Strengthen our Reputation)

With the completion of the Spring 2026 survey, the College has now conducted quarterly student surveys for a full academic year. Across Spring 2025, Fall 2025, Winter 2026, and Spring 2026, student sentiment remained strong and consistent, with Net Promoter Scores of 57, 60, 56, and 67, respectively. The average NPS across the most recent three surveys was 61, which is well above what is generally considered a good score and exceeds the College's strategic goal of maintaining an average student NPS above 50. Spring 2026 included 78 respondents and produced the strongest result of the four quarters. Overall, the surveys continue to show that students see Clatsop Community College as a welcoming, supportive, and safe place to learn.

At the same time, a full year of survey data gives us a clearer picture of where we still need to improve. The most consistent themes were course availability, scheduling flexibility, communication, and the experience students have in online and hybrid learning. In Spring 2026, students rated feeling welcome at 4.7 and feeling safe at 4.8, while advising remained a notable strength at 4.7. Course offerings and class times both scored 4.2. Taken together, the results suggest that the College's foundation is strong, and that continued attention to scheduling, delivery consistency, and student facing processes will provide the greatest opportunity to improve the student experience.



Activities/Meetings:

Week of June 22:

- In-Person Meeting w/ World of Speed to talk about donation
- Manufacturing Grant Reporting
- Meet w/ Vanessa Garner Integrated Education & Training RE: Career Pathways Grant
- HVAC & Plumbing Synchronicity
- Misty Wharton, Northwest Regional ESD
- Trees & Taps, Networking w/ Natural Resource Representatives

Week of June 29:

- Required Employee Training (Sexual Harassment & Workplace Bullying)
- HVAC Grant Project Meeting
- Astoria-Warrenton Area Chamber, Morning Networking
- Budget Meeting with Jennifer Carlson, CFO
- HVAC Foundations Celebration
- Holiday (Independence Day)

Week of July 6:

- Tour of WCT Marine
- Astoria Rotary meeting at IDEALabs
- Sarah Geleynse and Jamie Swick, Teach-Out Plans for Suspended Programs
- OSU-Clatsop CC Collaboration Meeting & Tour
- HVAC Grant Student Pizza/Celebration
- Budget Meeting with Jennifer Carlson, CFO
- Vacation (July 9)

OCCA



Clatsop
Community
College

Board of Education

OCCA Update for College Boards – July 2026

Community College Current Service Level Update

On June 23, the Higher Education Coordinating Commission (HECC) announced that the Department of Administrative Services Chief Financial Office (DAS-CFO) had revised the 2027-29 current service level (CSL) calculation for community colleges. The updated estimate is approximately 13.7%, down from the 17.8% HECC presented to its Commission on June 10-11. The revised estimate remains above the 7.5% Community College Support Fund increase developed by Oregon's community colleges.

According to HECC, DAS-CFO revised the calculation to align it with current source data and CSL methodology. The earlier model applied a 0% growth rate to pension obligation bond (POB) payments, effectively carrying the prior debt-service cost into 2027-29 without an increase. The updated model reduces those costs where bond obligations expire or mature and no payment continues into the new biennium.

The revised CSL remains a technical state budget calculation, not a final funding recommendation or a complete estimate of college need. It does not account for the \$167 million colleges are spending from reserves in the current biennium to support ongoing operations. Without enough ongoing revenue to replace that one-time support, colleges would need to continue drawing down reserves, increase tuition, or reduce programs and services.

HECC is expected to approve its Agency Request Budget on August 23. The Governor's Recommended Budget is scheduled for release on December 1, and the Legislature will make final funding decisions during the 2027 Legislative Session. Given the state's essentially flat revenue outlook and the requirement that the Governor submit a balanced budget, colleges should not treat the 13.7% CSL as an expected funding level.

BOARD MEMBER ACTION:

- **Read more about the proposed CSL** by [clicking here](#) for an FAQ document.

Workforce Pell Learning Lab

OCCA was pleased to help support the Workforce Pell Learning Lab, held June 23 at Chemeketa Community College's Wine Studies Center. The interactive workshop brought together more than 120 participants, with representatives from nearly every Oregon community college, to move from Workforce Pell awareness to action.

Throughout the day, participants assessed readiness, identified institutional barriers and state-level dependencies, explored Oregon-focused tools and real program scenarios, and developed practical next steps to support implementation.

OCCA extends its thanks to Chemeketa Community College for hosting, and to the day's

presenters for sharing their time and expertise: Kamille Seward and Jimmy LeDuc from Education Design Lab; Julia Pontoni and Donna Lewelling from the Higher Education Coordinating Commission; and Kate Kinder from the National Council for Workforce Education. The strong turnout reflected Oregon's shared commitment to strengthening workforce pathways and expanding opportunities for students across the state.

BOARD MEMBER ACTION:

- **Check in with your president** to hear feedback from the **college's team that attended** to learn more about your college's plan for short term programs that may be Workforce Pell eligible.

Lunch & Learn Recap: Executive Sessions & Public Meetings Law

OCCA Senior Policy Advisor and General Counsel Karen Smith presented at the final 2025-26 OCCA Lunch & Learn on June 25, "Oregon Public Meetings Law: Can the Board Discuss This Issue in Closed Session?" The presentation focused on executive sessions and the legal requirements for boards to meet in closed session under Oregon Public Meetings Law. Karen reviewed the limited executive session exemptions, news media access requirements, and guidance for board members on maintaining transparency and compliance when deliberating and making decisions. As a reminder, final decisions or actions may not occur in closed session.

Thank you to all who were able to join us. Board members who were unable to attend – or who would like to revisit the discussion – can view the recording by [clicking here](#).

BOARD MEMBER ACTION:

- Didn't have a chance to attend the June Lunch & Learn? [View the recording online](#) at your convenience. All Lunch & Learn webinar recordings from the last three years are available at that link.

2026 OCCA Conference Call for Presentations

The annual OCCA Conference is set for November 4-6 at Sunriver Resort in central Oregon. This year's theme highlights how "Community Colleges Work for Oregon" and the critical role board members, college leaders, and partners play in that success.

OCCA has issued a call for breakout session proposals, and invites dynamic, engaging proposals for breakout sessions that showcase innovative practices, effective strategies, and meaningful outcomes that demonstrate how community colleges are working for students, communities, and the state. Breakout session tracks will include how Community Colleges Work for:

- Board Leadership & Governance
- Student Success & Institutional Effectiveness
- Oregon's Economy & Communities
- Advocacy & Investment

OCCA encourages proposals that highlight innovative approaches across all topic areas, including the use of emerging technologies such as artificial intelligence, new service delivery models, and creative strategies that improve outcomes, strengthen governance, and advance community impact.

Conference session proposals are due by August 14 and must be submitted using OCCA's online form. Find more information about proposal submissions by visiting OCCA's Conference web page: <https://occa17.com/conference/>

BOARD MEMBER ACTION:

- Work with your president to **consider submitting a proposal** for a conference breakout session highlighting your college's innovative work, successful program or other lesson learned. Be sure to [proposals must be submitted](#) by 5:00 p.m. PST on August 14.

2026 Howard Cherry Awards Nominations

The annual OCCA Howard Cherry Awards are now accepting nominations for Outstanding Board Member, Outstanding Advocate and Outstanding Administrator. The awards will be presented during the OCCA Conference on November 5 at Sunriver Resort in Sunriver, OR.

All submissions must be made using OCCA's online nomination form no later than August 14. For more information on nomination requirements and submission details, visit OCCA's website: <https://occa17.com/conference/>.

BOARD MEMBER ACTION:

- Consider making a nomination and [submit](#) by August 14.

Board Governance & Leadership Survey

The OCCA Member Services Committee is seeking your input to help shape future governance education, leadership development, and professional learning opportunities for Oregon's community college board members and leaders. As part of the Committee's 2025-26 goals, OCCA has launched the Governance & Leadership Education Needs Survey to better understand the training, resource, and support needs of locally elected board members and presidents around the state.

Your feedback will directly inform:

- Board education and governance programming
- Annual Conference and professional development planning
- Future training topics and resource development
- Strategies to strengthen statewide board engagement and leadership support

The survey should take approximately 10–15 minutes to complete, and responses will help

ensure OCCA's future offerings are aligned with the real needs and priorities of our member colleges. The Member Services Committee has set a goal of achieving an 80% response rate statewide, and we would greatly appreciate your participation. The survey will close soon, so please take the opportunity to submit your feedback ASAP!

To take the survey, use this link: <https://www.surveymonkey.com/r/Y8JCXMF>

BOARD MEMBER ACTION:

- If you haven't already done so, please **take the Board Leadership & Governance Survey** by [clicking here](#).

OCCA Digest e-newsletter

The *OCCA Digest* is a monthly e-newsletter that highlights updates during the Legislative Session, important events, news, and announcements. It is a great way to stay connected with information important to community colleges in Oregon and learn how you can take action to support colleges and students. The newsletter is published the first Thursday of each month, *except during a legislative session, at which time it becomes a weekly publication that comes out on Thursdays.*

To sign up to receive this free e-newsletter, visit <https://occa17.com/resources/newsletter/> and click the "Sign Up" button. The OCCA Digest will come from OCCA Executive Support Specialist Laura Crook at laura@occa17.com, so be sure to add her email to your contacts to ensure the email arrives in your inbox and not your spam folder.

###

The Oregon Community College Association was founded in 1962 with the purpose of providing support to the colleges before policymakers and partners whose actions affect the wellbeing of community colleges across the state. OCCA represents the 17 publicly chartered community colleges and their locally elected board members. Leading with racial equity, we advocate, communicate, and collaborate to strengthen community colleges for the benefit of Oregonians, particularly those historically underserved or systemically marginalized in higher education. Have questions about OCCA and our work to support Oregon's community colleges? Contact occa@occa17.com.

CEDR & SBDC



Clatsop
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BOARD REPORT – July 23, 2026

CEDR

Clatsop Center for Business, Community & Professional Development Clatsop WORKS & Cooperative Work Experience

CEDR

Submitted by: Kevin Leahy, CEDR Executive Director & CCC Associate Vice-President

- On June 3, drove to TBCC SBDC for an Accreditation visit with OCCC & TBCC Centers. Happens every five years. Meyer Freeman and Josh Allison were in attendance from our team, too. We were well prepped and felt good about the visit and Accreditation team who were Associate State Directors from Central California, North Texas and Arkansas. Will receive a preliminary report this month and a final by October for the State Network.
- Attended the CCC Regional Business Advisory Meeting on June 4. Carla Moha did a great job leading the meeting. Josh Allison & Misty Bateman from our team participated, too.
- The Tillamook & Clatsop Leaders Tour was held on Monday, June 8 in Tillamook and on Tuesday, June 9 in Clatsop County. Tillamook Working Lands & Water Cooperative and our Clatsop Forestry & Wood Products Economic Development Committee organized this two-day tour (I serve as the Vice-Chair of the CFEDC) We had several elected officials from throughout the state in attendance as well as field staff for Senator Merkley and Representative Suzanne Bonamici also attended, and leaders from the two counties. I attended both days and also had an opportunity to meet and spend time with Christine Drazen at the Monday night mixer at Pacific Distillery. Overall, a VERY productive two days showcasing our dairy, fishing and forestry natural resource industries!
- On June 10, delivered welcome flowers and information (including SBDC rack card) to new businesses in Downtown Astoria. I serve as the Chair of the ADHDA Business Development Committee, and this is something done quarterly.
- Attended Col-Pac (Columbia-Pacific Economic Development District) Board meeting with President Hogue on June 11. We hosted the regional meeting in Columbia 219.
- Led an economic briefing for Pacific Power President Ryan Flynn on Wednesday, June 17th in Astoria at the Chamber offices.

CENTER FOR BUSINESS, COMMUNITY & PROFESSIONAL DEVELOPMENT

Submitted by Josh Allison & Meyer Freeman

Small Business Development Center

- SBDC advisor meeting was held on 6/10 at the Lexington campus where we discussed summer strategy and fall programming.
- Finalized and published new LearnWorlds course: “Starting a Business in Astoria”

- Received a \$4,000 grant from Pacific Power Foundation to support Clatsop SBDC specialty boot camps.
- Submitted grant application to Oregon Community Foundation for the “Thriving Entrepreneurs” grant program. The grant request would help support educational programming and specialty advising.

Community Education & Professional Development

- Attended CCC Regional Business Advisory meeting on 6/4.
- Worked with PA to finalized all Spring Term registrations in Colleague.
- Actively working to program Fall Term courses with Community Ed/Professional Development instructors....as well as with ENCORE Learn
- HVAC Fundamentals program began on 6/15 with 21 students. Current classroom components include: “Intro to Contracting & Skilled Trades” and “OSHA-10 Certifications”.
- Facilitated a strategic planning workshop with ENCORE Learn on 6/23.

Clatsop WORKS Paid Internship Program & CCC Cooperative Work Experience

Submitted by Misty Bateman, Program Manager

Clatsop WORKS

- On June 17th I hosted the first of eight summer Professional Development / Career Exploration sessions for the 2026 Clatsop WORKS interns with an Intern Orientation and Employability Skills workshop at South County Campus. This year 60 students were hired for internships, but four decided to withdraw so our final number sits at 56 interns, who all made it to Orientation!
- On June 24th, we had our second summer session, hosted by the IdeaLabs team at CCC! Interns had a hands-on and inspiring experience exploring the Makerspace while learning about the many creative and technical career pathways connected to innovation, design, digital fabrication, and emerging technologies. Throughout the session, students created custom buttons, custom laser engravings, fiber arts projects such as cloth totes, Claymation figures for stop-motion videos, 3D-printed figurines, sound recordings, and electronic and soldering projects that resulted in tiny working arcade games! Student engagement was HIGH for this session!

- I have begun the check-ins, where I visit each summer intern at their worksite to speak to the student and the worksite supervisor, evaluate how the internship is going, and get photos of the intern for their social media “Spotlight on the Intern” profile.

Cooperative Work Experience (CWE)

- We have four students enrolled in CWE280 for summer term, one in welding with the Port of Astoria boatyard, one in automotive with the TPJC maintenance department, one in Business/Accounting with Urgent Care NW Astoria, and one in Computer Sciences with the CCC Computer Services department.

Foundation



Clatsop
Community
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Board of Education

Clatsop Community College Foundation

Board of Education Report • July 2026

1. Increase Student Access

- **Scholarship Universe** Implementation begins July 8, 2026 as planned
 - Year-round open application window no more missed deadlines for students
 - Automates donor thank-you letters; integrates with Ellucian/Colleague
 - Foundation Board approved \$5,000 for Year 1; ROI review at fiscal year-end
- **Free Bus Access MOU Active** year-round, 24/7 for all students and faculty with CCC ID
 - Sunset Empire Transportation District partnership — HS-to-CCC connectivity included
 - A real barrier removed; direct daily impact for students across Clatsop County
- **High School Simultaneous Enrollment , Welding a leader**
 - HS dual-enrollment in welding courses nearly tripled: 12 students (AY 24/25) → 32 students
 - CCC welding pipeline now reaching Astoria, Seaside, Knappa, Warrenton, and beyond
 - Students arriving at CCC already on a credential pathway exactly the design intent

2. Student Success

- **xTool MetalFab Laser Welder & CNC Cutter Now at MERTS!**
 - Fully funded: NW Future Ready Grant \$12,628 + OCF CTE Equipment Grant \$6,000 + College contribution \$2,671
 - First laser welding and precision CNC cutting capability on the MERTS shop floor
 - Students trained on xTool graduate with specialty skills few community college programs in the Pacific NW can match
- **Ed Reed Room Naming Underway!**
 - X-Tool Lab/room being established at MERTS that will be dedicated to Ed Reed's legacy
 - Ribbon cutting and local promotions forthcoming
- **World of Speed Fund Financially Strong, Program Accountability in Focus**
 - Honest assessment: program needs redesign enrollment, retention, and curriculum relevance are priority action items, working directly with Advisory Committee to compile local data.
 - President met with Donors to update in person and ensure all are focused on the new beginnings.
- **Roundhouse CTE Grant FY 2025–26 Final Report Complete**
 - Programs served: First-year nursing, Maritime, EMT, Medical Assisting, Maritime Fire, Fire Science and Historic Preservation with student supply reimbursements deployed.
 - New Roundhouse application will be submitted July FY 2026–27

3. Strengthen Reputation / Community Outreach

- **SAVE THE DATE April 10, 2027: A Renaissance Revel**
 - “An evening of artistry, revelry, and student opportunity” Renaissance theme announced!
 - Sponsor outreach begins December 2026 for better sponsor recognition and stronger totals

- Pre-events being planned to build momentum; silent auction procurement starting now
- **Community Engagement Ongoing**
 - Regular presence: Downtown Associations, Chambers of Commerce, Rotary, AAUW, 100 Women Who Care
 - Commencement June 12 Foundation present, celebrating our graduates and community investment.
 - A new Foundation tradition was started to make a donation to the Commencement Speakers' charity of choice. This year was Norma Hernandez and her charity of choice was Consejo Hispano.

4. Increase Organizational Effectiveness

- **Gift Acceptance Policy Updated and legal review**
- **Endowment Policy Updated and legal review**
- **June through August: Foundation Process Review in Progress**
 - Dedicated summer review of Foundation processes, procedures, and software for greater efficiency and to go as paperless as possible.
 - Board process development for paperless operations
- **MERTS Departmental Report Template Development Underway**
 - Welding template complete (July 2026 report published); Fire Science and Maritime to follow this summer.
 - *Automotive was and is being done differently, due to an honest assessment review shared with donors to be followed this fall and winter with a report on how to rebuild and budget.
 - The reports are designed to serve donors, industry partners, and community with equal transparency and local data.
 - Peter Drucker's teachings: "What gets measured gets managed" in action

Foundation Board Leadership

- Temese Szalai (Temmi) elected to Foundation Board and appointed Secretary!
- Pat Lehman stepped down as interim secretary.
- Friends of the Foundation Reactivation: Andrew and Katie developing committee charter and DonorPerfect CRM integration framework; ideally aligned to 2026–27 school year

5. Build & Sustain Partnerships

Grants

- **Murdock Trust**
 - Site visit completed May 8
 - Decision expected September 2026; potential to support construction start
 - Ongoing Beth / Jarrod joint stewardship active relationship, not just a wait
- **Roundhouse Foundation**
 - FY 2025–26 grant closed final report submitted
 - New grant application will be submitted in July for FY 2026–27
- **NW Future Ready Grant / OCF CTE Equipment Grant**

- \$12,628 (NW Future Ready) + \$6,000 (OCF CTE Equipment via CCCF) + \$2,671 (college) = xTool MetalFab fully funded (Source: Welding July 2026 Report)
- Grant strategy working as intended: external grants fund high-cost equipment and leverage donor philanthropy
- **Marie Lammfrom Charitable Foundation**
 - \$10,000 received for Olive Bridge Emergency Fund, up to \$1,500/student annually for essential needs (Source: 05-19 Board Meeting Summary)
- **Ongoing Monitoring**
 - Meyer Memorial Trust, Oregon Community Foundation, OCNE, CMH, NW Oregon Works continuous review of application cycles
 - Resers Grant application underway to support Summer HS camps at MERTS

Promotional Partners

- Sisu / DeMarkom go-to partner for events, art walks, and community presence
- Astoria Mini Mart / Growler Guys snack station launching Fall 2026; free laundry for students in need ongoing
- Sunset Empire Transportation District free bus MOU active; transformational for students

Community

- Ongoing engagement: Downtown Associations, Chambers of Commerce, 100 Women, Rotary clubs
- Commencement June 12 Foundation visible, celebrating students and community investment

Alumni

- Friends of the Foundation committee reactivation charter and DonorPerfect CRM framework in development (Andrew and Katie leading)
- ASG involvement being explored for donor thank-you calls a student-to-alumni pipeline in the making

Tours

- Private campus tours for donors, government representatives, and industry partners ongoing
- Tours are a key cultivation tool for the Maritime Simulator campaign



Welding & Fabrication Technology

Program Report for Donors and Community Partners

July 2026

The skilled trades do not merely build things they build livelihoods, communities, and regional economies. Clatsop Community College's Welding & Fabrication program is doing exactly that on the North Oregon Coast.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Executive Summary

Clatsop Community College's Welding & Fabrication program sits at the intersection of urgent regional workforce need and life-changing student opportunity. With 45,600 welding job openings projected nationally each year through 2034 and hundreds of open positions within 100 miles of Astoria right now a CCC welding credential is one of the fastest, most direct paths from enrollment to a living-wage career available on the Oregon Coast.

This report synthesizes program data, regional employer intelligence, wage benchmarks, and scholarship impact for donors, community partners, and prospective students. It presents an honest picture of where the program stands today and where sustained investment can take it.

Key findings at a glance:

- The program offers three credential levels Career Pathway Certificate (3–6 months), One-Year Certificate (~9 months), and an AAS Degree in Welding & Fabrication (2 years) each with distinct career outcomes.
- Entry-level welders in Oregon start at \$20–\$26/hr. AAS graduates with advanced certifications can earn \$55,000–\$75,000+ annually *within five years*.
- At least 15 employers within 100 miles are actively hiring welders from marine fabricators in Astoria to aerospace and defense contractors in Vancouver, WA.
- The Ed Reed Scholarship Fund has provided \$28,798 in direct support to 23 welding student awards over two academic years (2024–2026), making CCC accessible to students who would otherwise be priced out of the trades.
- The program is housed at MERTS — the Marine and Environmental Research and Training Station on South Tongue Point in the IMTC building, described as the most comprehensive industrial and marine technology center in the Pacific Northwest.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Section 1: About the CCC Welding & Fabrication Program

Clatsop Community College's welding program prepares students to work as professional welders in a wide range of industrial environments from local marine fabrication shops to large-scale structural steel operations. Instruction is delivered at the MERTS facility on South Tongue Point, east of Astoria a one-of-a-kind campus asset with hands-on industrial infrastructure rarely found at a two-year college.

Program Philosophy and Intended Outcomes

The program is built around practical, applied skill development across five core welding processes: Oxy-Fuel, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW), and Gas Tungsten Arc Welding (GTAW/TIG). Students also gain exposure to materials science, technical print interpretation, shop safety, fabrication, and in the AAS pathway and professional business communication.

Students graduating from any level of the program are prepared to:

- Weld proficiently using multiple processes across ferrous and non-ferrous metals.
- Follow OSHA and industry safety standards in all welding environments.
- Interpret technical drawings and customer specifications to execute fabrication work.
- Manage a professional portfolio of demonstrated welding competencies.
- Serve as contributors to a clean, organized, and productive shop environment.

Three Levels of Credential with One Stackable Pathway

The CCC welding program is designed as a stackable credential system. Students can enter, earn, work, and return building skills and credentials over time without starting over. This is essential for adult learners, working students, and career-changers common to the North Coast workforce.

1. Career Pathway Certificate approximately 3 to 6 months (15+ credits)

The entry point into the welding pathway. Students complete Industrial Safety (IT140), Materials Processing (WLD100), Shielded Metal Arc Welding (WLD101), GMAW (WLD102), FCAW (WLD103), and GTAW (WLD104). This certificate provides foundational welding skills and allows students to enter the workforce quickly if necessary, however students are encouraged to review the additional 12-credit pathway certificates in specialized areas available.

2. One-Year Certificate of Completion approximately 9 months (48+ credits)

The One-Year Certificate adds depth across all five welding processes and sufficient supervised hours for a student to earn a Certificate of Completion from the American Welding Society (AWS), qualifying them as a nationally recognized entry-level welder. Students are also eligible to sit for the AWS Certified Welder (CW) credential. This is the credential that most directly opens doors to full-time industrial employment.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

3. AAS Degree Welding and Fabrication Technology 2 years (90+ credits)

The full Associate of Applied Science degree adds advanced welding processes (WLD205–208), welding fabrication (WLD209), pipe welding (WLD210), structural steel welding (WLD220), Computer Aided Design I (DRF213), Technical Print Interpretation (DRF139), college writing, applied mathematics, and a human relations course. The AAS provides the educational foundation required for long-term career advancement into supervisory, inspection, and technical leadership roles and opens a pathway toward the prestigious Certified Welding Inspector (CWI) designation.

Program Enrollment Growth at Every Level

The welding program has seen consistent enrollment growth across all metrics. The tables below present term-by-term enrollment and annual unduplicated headcount trends. Figures for AY 23/24 through 25/26 are drawn from the official CCC Welding Enrollment Report (generated June 16, 2026).

Term Enrollment (2024–2025 Academic Year)

Term	Total Enrolled	AAS Degree-Seeking	Notes
Fall 2024	107	—	New equipment enables expanded capacity
Winter 2025	122	—	Highest single-term enrollment on record
Spring 2025	118	35 (notable growth)	AAS enrollment a program high; 3 on 1-yr certificate track

Annual Unduplicated Headcount & FTE Trends

Academic Year	Unduplicated Headcount†	FTE (Full-Time Equiv.)†	Trend Note
2020–21	~23†	—	Baseline — COVID recovery period
2021–22	~27†	—	Steady recovery growth
2022–23	~32†	~37.5†	Consistent upward momentum
2023–24	83	32.7	Equipment donations begin impact
2024–25	91	30.5	Peak enrollment — full equipment investment impact
2025–26	106	30.7	Continued Growth - 106 course enrollees; 49 declared program students (headcount reflects primary program only)

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Enrollment Data Update June 2026

The official CCC Welding Enrollment Report (generated June 16, 2026) provides confirmed three-year enrollment figures. The program's broadest reach counting every student who took at least one WLD course, regardless of declared major shows 214 unduplicated students served across all three academic years combined.

A Growing Community Beyond Declared Welding Students

In AY 25/26, 106 unique individuals took at least one welding course yet only 49 were declared welding program students. More than half of all WLD course-takers came from outside the program. This signals powerful community demand and cross-program utility: high school students, non-degree seekers, and students from automotive and other CTE programs are choosing welding courses as a skill-building path.

The most significant driver of this growth is **high school simultaneous enrollment**: students from Astoria, Seaside, Knappa, Warrenton, and other area high schools taking college courses while still in high school. This cohort nearly tripled from 12 students in AY 24/25 to 32 in AY 25/26 and accounts for most of the overall headcount increase that year. These students concentrate in introductory courses (WLD-100 and WLD-101).

Outside-program student breakdown (AY 25/26): High school / simultaneous enrollment: 32 • Non-degree seeking: 13 • Automotive program: 6 • Community Education: 1

FTE vs. Headcount: Understanding the Distinction

Headcount and FTE measure different things: headcount counts distinct people; FTE counts instructional volume (hours of instruction delivered, used by Oregon community colleges for funding purposes). When more students take introductory single-credit courses rather than full multi-course programs, headcount rises while FTE stays flat. This is exactly what the data shows — and it is a healthy sign: the program is acting as a pipeline, drawing new students in through intro courses who may later commit to the full credential pathway.

Source: CCC Welding Enrollment Report, generated June 16, 2026, CCC Institutional Research.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Section 2: Regional Workforce Need & Employment Outlook

The case for the CCC Welding & Fabrication program is not built on national statistics alone it is built on hard data specific to the seven-county region CCC graduates enter. The Lightcast Q2 2026 labor market dataset, drawn from government sources including the U.S. Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, provides the most current and geographically precise picture available.

The Seven-County Region: A Structural Welder Shortage

The Lightcast analysis covers the seven-county market most relevant to CCC graduates: Clatsop, Columbia, Tillamook, and Washington Counties in Oregon, and Cowlitz, Pacific, and Wahkiakum Counties in Washington. Together, this corridor represents the realistic employment zone for welders trained in Astoria.

Metric	7-County Region	National Avg (Adj.)	vs. National
Projected Welder Jobs (2027)	1,266	1,165	+8.7%
Projected Welder Jobs (2032)	1,296	1,194	+2.4%
Median Annual Compensation	\$60,514	\$50,767	+19%
Median Hourly Wage	\$29.09/hr	\$24.41/hr	+19%
Avg Monthly Job Postings (May 2025–Apr 2026)	10	9	Above avg.
Avg Monthly Hires	47	—	High velocity

Source: Lightcast Q2 2026 Data Set, Occupation Overview: Welders, Cutters, Solderers, and Brazers in 7 Counties. lightcast.io.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

County-by-County Breakdown

The following table shows projected 2027 welder employment by county within the seven-county study area. Washington County (Portland metro) dominates volume, but Cowlitz County (Longview/Kelso, WA) and Columbia County (OR) represent the closest major markets to Astoria graduates. Clatsop County itself shows 30 projected jobs a meaningful baseline for the county's welding workforce anchored at the CCC MERTS campus.

County	Projected Jobs (2027)	Relevance to CCC Graduates
Washington County, OR	987	Portland metro — largest market; 60–90 min drive
Cowlitz County, WA	183	Longview/Kelso — 50 mi east; Nucor, heavy fabrication
Columbia County, OR	47	St. Helens/Scappoose — 60 mi east; industrial corridor
Clatsop County, OR	30	Home county — marine, port, and coastal industrial
Tillamook County, OR	11	Oregon Coast — forest products, marine, fabrication
Pacific County, WA	—	Southwest WA coastal corridor
Wahkiakum County, WA	—	Columbia River corridor

The Completions Gap: The Most Compelling Data Point

The Lightcast report identifies a single statistic that more than any other makes the case for investment in CCC's welding program:

Metric (2024)	Count	Source
Regional annual job openings for welders	131	Lightcast Q2 2026
Regional welding program completions (all institutions)	17	Lightcast Q2 2026 / IPEDS 2024
Gap: openings unfilled by regional graduates	114	7.7 openings per completion

Skills the Market Is Paying For

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Lightcast's skill demand data identifies the technical competencies that employers are actively requesting and paying a premium for in the seven-county region. Every salary-boosting skill listed below is directly taught in the CCC welding curriculum:

Skill	Salary Boost	Projected Growth	Market Trajectory
MIG Welding (GMAW)	✓	+17.3%	Rapidly Growing
Gas Tungsten Arc Welding (TIG/GTAW)	✓	+20.2%	Rapidly Growing
AWS Society Codes & Standards	✓	+24.7%	Rapidly Growing
Welding Equipment Operation	✓	+18.6%	Rapidly Growing
Flux-Cored Arc Welding (FCAW)	✓	+18.0%	Rapidly Growing
Arc Welding (SMAW)	✓	+10.7%	Growing
Fabrication	✓	+14.5%	Growing
Aluminum Welding	✓	+13.5%	Growing
Oxy-Fuel Welding & Cutting	✓	+15.3%	Growing
Structural Welding	✓	+6.5%	Stable — high volume

Every skill in the table above is taught in the CCC curriculum. The Rapidly Growing designations are not projections from a single source they represent Lightcast's analysis of actual employer job posting trends measured over 12 months of real hiring activity in the seven-county region.

The MERTS Advantage

CCC's welding program is anchored at the Marine and Environmental Research and Training Station (MERTS) a facility on South Tongue Point described as the most comprehensive industrial and marine technology center in the Pacific Northwest. This location creates a natural alignment between the welding program and regional marine industry employers, and signals to those employers that CCC graduates have trained in a serious, industry-caliber environment.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Section 3: Regional Employer Directory

The following employers are located within approximately 100 miles of the Astoria campus and represent active or likely hiring destinations for CCC welding graduates. This list spans both Oregon and Washington and covers the marine, manufacturing, fabrication, structural steel, aerospace, and forest products sectors.

Employer	Location	Industry	Welding Roles
WCT Marine & Construction	Astoria, OR	Marine / Fabrication	Welder/Fabricator (\$21+/hr)
Port of Astoria	Astoria, OR	Port / Maritime	Maintenance Welder
Stimson Lumber Company	Tillamook, OR	Forest Products	Millwright / Welder
Hoovestall Welding LLC	Oregon Coast Region	Custom Fabrication	Fabrication / Repair Welder
Nucor – Skyline Steel LLC	Longview, WA	Structural Steel	Structural Welder
Industrial & Commercial Fabricators	Longview/Kelso, WA	Heavy Fabrication	Welder / Fitter
Gunderson Marine & Iron	Portland, OR	Shipbuilding	Ship Welder / Fitter
Vigor Marine Group	Portland, OR	Ship Repair / Fabrication	Structural Welder, Pipe Welder
Versa-Tech Metal Fab, Inc.	Portland, OR	Metal Fabrication	Certified Welder, Fabricator
Buffalo Welding	Portland Metro, OR	Structural / Commercial Fab	Certified Welder
Legacy Talent Search (MIG/TIG)	Portland, OR	Staffing / Industrial	MIG/TIG Welder
SIGMADESIGN (Aluminum Welding)	Vancouver, WA	Aerospace / Defense / Energy	Aluminum Welder (\$27–\$33/hr)
Structural Fab Fitter Employers	Vancouver, WA	Heavy Fabrication	Fitter-Welder (\$27–\$33/hr)
Vancouver Shipyards & Fab Shops	Vancouver, WA	Marine / Industrial	Multiple Welding Roles
Wauna Mill	Wauna, OR	2 nd largest employer in Clatsop County	Multiple Welding Roles

Note: Employer listings are compiled from job board data (Indeed, Glassdoor, ZipRecruiter, GoWelding.org, WorkSourceWA), company websites, and Oregon Business & Industry directories. Listings reflect known activity as of May 2026 and will be verified for current openings. This list is a beginning list to grow with direct relationship building.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Section 4: Scholarship Impact The Ed Reed Fund

The Ed Reed Scholarship represents the Foundation's most direct investment in the welding program's students. Named for a donor committed to workforce development, this scholarship removes a critical barrier for students who want to enter the trades but lack the financial resources to do so.

Two-Year Summary (2024–2026)

Academic Year	Students Supported	Total Awarded	Average Award per Student
2024–2025	13	\$16,048	\$1,234
2025–2026	10	\$12,750	\$1,275
Two-Year Total	23*	\$28,798	*Some students received awards both years

* Two students received Ed Reed support in both academic years, demonstrating continued enrollment and persistence through the program.

What This Means in Real Terms

The average welding student on financial aid received \$1,250 in Ed Reed support per year. For a student enrolled in the Career Pathway Certificate at an estimated cost of \$1,500–\$3,000, that scholarship can cover 40–80% of tuition and fees. For a student pursuing the full AAS degree, it meaningfully reduces debt burden and helps them stay enrolled through the rigorous second year of training.

Donor investment in the Ed Reed fund is not symbolic it is directly and demonstrably keeping welders in training who will fill regional jobs within 6 to 24 months of their first award.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Section 5: Equipment Investment Donor Impact on Training Capacity

The welding program's most significant recent advancement came not from a curriculum revision or a budget increase it came from four donors who understood a simple truth: you cannot train a welder without welding equipment. Their collective generosity transformed what CCC could offer, who it could serve, and what its students can do when they graduate.

The \$88,500 Equipment and Program Investment

Clatsop Community College Foundation received \$88,500 in directed contributions from four donors specifically designated to strengthen the Welding & Fabrication program.

Donor / Organization	Connection to the Program
Samuel S. Johnson Foundation (Betsy Johnson)	Lead philanthropic funder; equipment and program investment
WCT Marine & Construction (Willie Toristoja)	Industry partner and employer of CCC welding graduates; Astoria-based marine fabrication
Bergerson Construction (Greg Morrill)	Regional construction sector investor in workforce pipeline
Anonymous Donor (represented by Mike Brosius)	Confidential donor committed to CCC workforce development

How the \$88,500 Was Deployed

Use of Funds	Amount	% of Total
Instructional Equipment (new welders, multi-process machines)	\$21,000	24%
Equipment Repair (maintenance and restoration of existing equipment)	\$20,000	23%
Instructional Supplies (consumables, materials, safety equipment)	\$20,000	23%
Student Scholarships (including Ed Reed Fund contributions)	\$22,500	25%
Marketing and Outreach (program promotion, recruitment)	\$5,000	6%
TOTAL	\$88,500	100%

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Specific Equipment Acquired

Millermatic 220 Multi-Process Welders (multiple units)

The addition of multiple Millermatic 220 multi-process welding machines was the single most operationally significant outcome of the donation campaign. Prior to this purchase, equipment capacity was a hard cap on enrollment there were simply not enough welding stations for the number of students who wanted to train. These machines directly enabled the program to admit more students and ensure every enrolled student had access to hands-on practice time. The Millermatic 220 is an industry-standard unit used by professional welders, meaning students trained on this equipment arrive at job sites already familiar with the tools they will use.



Lincoln Electric Flextec 350x Multi-Process Welder

The Flextec 350x represented a qualitative upgrade to the program's curriculum not just more of the same, but something new. This machine introduced Aluminum welding as a formal training track at CCC. Aluminum welding (GMAW/TIG on aluminum) is a high-demand, premium-wage specialty particularly relevant to the marine sector, aerospace supply chain, and food and beverage processing industries all of which have significant presence within 100 miles of Astoria. Before this donation, CCC had no capacity to train in this specialty. The Flextec 350x changed that.

What the Equipment Investment Made Possible

The March 2025 donor report documented three direct outcomes of the combined equipment and program investment:

- Enrollment growth: Fall 2024 enrollment reached 107 students; Winter 2025 grew to 122 students; Spring 2025 maintained 118 students with 35 pursuing the full AAS degree a program high. Prior equipment constraints had prevented admission of qualified students.
- New curriculum: Aluminum welding was added as a formal training module a specialty not previously available at CCC expanding the range of jobs and industries accessible to graduates.
- New career pathways: The Career Pathway Certificate structure was expanded, creating the stackable credential system that now defines the program's structure, guiding students to a full AAS degree and livable wage careers.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Industry Validation

“This program is a go-to for our workplace needs. These programs create livable wage jobs.”

— Kirstin Salmi, Office Manager & Promotions, WCT Marine & Construction

WCT Marine & Construction is not only a donor to the program they are one of its primary hiring partners. This dual relationship is exactly the kind of industry engagement that sustains workforce programs over time: donors who give because they see the direct return in the quality of job applicants coming through their doors.

Next-Generation Equipment: The xTool MetalFab

Building directly on the momentum of the donor supported equipment campaign, the program has secured funding for the purchase of an xTool MetalFab Laser Welder and CNC Cutter for Education a next-generation digital fabrication machine that will bring laser welding and precision CNC cutting capability to the MERTS shop floor for the first time.

Equipment	Total Cost	Funding Source
xTool MetalFab Laser Welder & CNC Cutter for Education (Educational Professional Suite)	\$21,299.00	NW Future Ready Grant: \$12,628 OCF CTE Equipment Grant (Foundation): \$6,000.00 College - \$2,671 <i>Total grant coverage: \$21,299.00 — fully funded</i>



Powerful 1200W Fiber Laser
One-pass Cutting and Welding for Thick Metal



Welding
0.2 inch

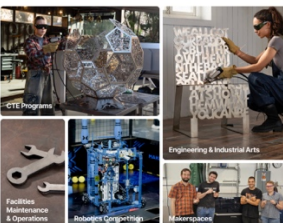


Cutting
0.39 inch

Key Features for Laser Welder



Power Up Your Educational Program



The xTool MetalFab is a professional-grade laser welding and CNC cutting system designed specifically for educational environments. Its acquisition, fully funded through a combination of the NW Future Ready Grant \$12,628 and the Oregon Community Foundation CTE Equipment Grant administered through the CCC Foundation \$6,000, and the college gave \$2,671 creating a significant expansion of what students can learn and demonstrate to employers.

The Lab/Room being established for X-Tool training is being established and set up with funds from Ed Reed’s Legacy. Welding department and the Foundation have discussed and the Lab/Room will be named and dedicated to Ed Reed. Once complete, there will be local promotions as well as a possible ribbon cutting with the Astoria Chamber of Commerce.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Why this matters for students and employers:

- Laser welding is an advanced, high-precision process used increasingly in aerospace, medical device manufacturing, electronics, and specialty fabrication industries that pay premium wages for this skill.
- CNC cutting proficiency is directly applicable to the structural steel, custom fabrication, and manufacturing sectors that make up the largest share of regional welder employment.
- The Educational Professional Suite configuration means the machine is paired with curriculum-ready training materials, reducing ramp-up time and ensuring students are job-ready in the technology faster.
- Students trained on the xTool MetalFab will graduate with a demonstrable skill set that very few community college programs in the Pacific Northwest can match a competitive advantage in hiring conversations and a genuine differentiator for the CCC program.

This purchase is a direct example of the Foundation's expanded grant strategy working as intended: external grant funding is secured for high-cost equipment, supporting donor philanthropic gifts .

New Scholarship

The Lambert Scholarship for Second Year Welding students was created from an alumni graduate. The alum felt there needed to be more support for students to stay in the program and get the full two year degree to obtain the best possible start in the industry. The initial \$5000 scholarship is meant to grow into a yearly scholarship donation to help grow the two year completion rate.

Foundation Fundraiser Welding was the Live Auction Star

At this years annual Foundation Fundraiser held the second Saturday in April, the Welding students fabricated and welded a Santa Maria Grill with added features. Unique design elements included the latches used and the door was multifunctional and built for ease of cleaning out the grill. A safety was included when lifting and lowering the grill portion. It was an added pleasure to have the lead student attend the fundraiser and meet with donors and community. Then when the live auction began, she got to experience the excitement as the bidding wars started, what was expected to auction for \$1500 actually went to \$2800.



† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

What the Program Still Needs

The equipment investment was transformative. It was also a beginning, not a conclusion. The program identified ongoing needs that present the next opportunity for donor investment:

- Equipment replacement and upgrades: As the welding equipment fleet ages, maintenance costs rise and training quality degrades. Continued investment in repair and replacement protects the value of prior donations.
- Aluminum supply cost management: The introduction of aluminum welding created new supply costs and potential tariff exposure on aluminum materials that require sustained funding to maintain.
- Expansion of section capacity: Demand continues to exceed capacity. Additional equipment stations would allow the program to open evening and weekend sections, reaching adult learners and working students who cannot attend during standard hours.
- Advanced specialty equipment: Pipe welding rigs, structural steel fixtures, and precision TIG stations for the AAS pathway represent the next tier of equipment investment that would meaningfully differentiate CCC graduates in the regional job market.
- Floor Covering, all of IMTC is seeking to create a safer and more professional environment by doing shop grade floor covering. For Welding we are looking at slip proof and fire proof.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Section 6: Pathway Comparison Career Pathway Certificate vs. AAS Degree

One of the most common questions prospective students and their families ask is: "How long do I have to be in school before I can start earning?" The honest answer is that CCC offers options and the right choice depends on the student's immediate financial situation, long-term career goals, and life stage.

	Career Pathway Certificate	One-Year Certificate	AAS Degree – Welding & Fabrication
Duration	~3–6 months	~9 months	2 years
Credits Required	15+ credits	48+ credits	90+ credits
Cost Estimate*	~\$1,500–\$3,000	~\$5,000–\$8,000	~\$12,000–\$18,000
Credential Earned	CCC Career Pathway Certificate	CCC Certificate + AWS Entry-Level qualification	Associate of Applied Science (AAS)
Welding Processes Covered	SMAW, GMAW, FCAW, GTAW (intro)	All 5 core processes + deeper skill development	All 5 core processes + Advanced + Pipe + Structural Steel
Business/Academic Coursework	None	None	Writing, Math, Human Relations, CAD, Technical Print Reading
AWS Certification Eligibility	No (foundation toward it)	Eligible to test for AWS Certified Welder	Eligible to test for AWS CW; pathway toward CWI
Entry-Level Job Titles	Tack Welder, Helper, Machine Operator	Entry-Level Welder, Production Welder	Welder, Fabricator, Welding Technician
Typical Starting Wage (OR/WA)	\$18–\$22/hr	\$20–\$26/hr	\$24–\$30/hr
5-Year Earning Potential	\$40,000–\$52,000/yr	\$46,000–\$60,000/yr	\$55,000–\$75,000+/yr
Advancement Path	Gain experience; return for more training	Senior welder; specialization	Supervisor, Inspector (CWI), Fabrication Manager, Instructor
Best Suited For	Career changers needing fast entry; supplement to employment	Job-ready welders seeking industry credential	Students seeking long-term career advancement and leadership roles

* Cost estimates are approximate and may vary by credit load, residency, and fees. Financial aid, scholarships (including the Ed Reed Fund), and Oregon Promise may significantly reduce out-of-pocket costs.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Honest Assessment: Who Should Choose Which Path?

Choose the Career Pathway Certificate if:

- You need to be earning a paycheck within 6 months.
- You are a career-changer with some mechanical background and want to validate new skills quickly.
- You are a high school student or recent graduate exploring trades before committing to a full degree.
- You plan to work and return to complete the One-Year Certificate or AAS over time.

Choose the One-Year Certificate if:

- You want a nationally recognized AWS credential before entering the workforce.
- You are comfortable with a 9-month commitment and want stronger job placement leverage.
- You are targeting marine or industrial employers who specify “entry-level AWS qualification” as a requirement.

Choose the AAS Degree if:

- You are committed to a long-term career in welding, fabrication, or industrial manufacturing.
- You have ambitions toward supervision, inspection (CWI), or technical education.
- You want the highest starting wages and the greatest flexibility to work across Oregon and Washington.
- You are a younger student without immediate financial pressure who can invest two years for a substantially higher lifetime earning trajectory.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Section 7: Starting Pay & What to Expect at Graduation

One of the most powerful things we can tell a prospective welding student and their family is what they will earn when they graduate. The data is genuinely encouraging. Welding is not a path to poverty wages: it is a direct route to middle-class income on the Oregon Coast, often within the first year of employment.

Entry-Level Wages by Credential Level — Oregon and Washington

Credential	Typical Starting Wage	Annual Equivalent	3–5 Year Potential
Career Pathway Certificate	\$18–\$22/hr	\$37,000–\$46,000	\$44,000–\$55,000
One-Year Certificate (AWS)	\$20–\$26/hr	\$42,000–\$54,000	\$50,000–\$62,000
AAS Degree	\$24–\$30/hr	\$50,000–\$62,000	\$55,000–\$75,000+

Regional Wage Benchmarks The 7-County Market

The Lightcast Q2 2026 regional labor market analysis provides the most authoritative and geographically specific wage data available for the region CCC graduates enter. The numbers are striking:

- 7-County regional median wage: \$29.09/hr (\$60,514/year) 19% above the national median. (Source: Lightcast Q2 2026)
- National median wage (all welders): \$24.41/hr (\$50,767/year). (Source: Lightcast Q2 2026; consistent with BLS May 2024 figure of \$51,000)
- Oregon entry-level welder average: \$55,022/year (~\$26.45/hr), range \$46,800–\$60,700. (Source: ZipRecruiter, February 2026)
- Oregon general welder average: \$59,211/year (\$28/hr). (Source: Glassdoor, 2026)
- Washington entry-level welder average: \$57,222/year (~\$27.51/hr), range \$48,700–\$63,100. (Source: ZipRecruiter, 2026)
- Shipyard welders (Oregon): \$23–\$43/hr. (Source: ZipRecruiter Shipyard Welder Jobs in Oregon, 2026)

The regional premium is significant: graduates who stay in the seven-county area earn, on median, \$9,747 more per year than the national median for the same work. This premium reflects the industrial density of the Cowlitz/Columbia corridor and Washington County manufacturing base, and is a direct selling point for students choosing between training locally and relocating elsewhere.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

What Students Can Realistically Expect

Month 1–6 after Career Pathway Certificate:

Most students completing the Career Pathway Certificate can expect to enter helper, tack welder, or production assistant roles in local fabrication shops, marine repair operations, or manufacturing facilities. Starting wages typically range \$18–\$22/hr. Benefits vary widely; many entry positions are full-time with health coverage, especially in marine and industrial settings. The key expectation: this is a launching pad, not a ceiling. Students who continue building skills either on the job or by returning for the One-Year Certificate typically see wage increases within 12–18 months.

Month 9–12 after One-Year Certificate:

With an AWS Certificate of Completion and eligibility for the Certified Welder exam, graduates have a nationally recognized credential that gives them real leverage in hiring conversations. At this level, students can expect to interview for entry-level production welder, fabrication welder, and marine/structural welder positions. Starting wages of \$20–\$26/hr are realistic, and many employers in the Portland metro and Vancouver, WA corridor are actively recruiting at this level. For students willing to commute or relocate to Longview/Kelso or Portland, wages and opportunities increase meaningfully.

Year 2+ after AAS Degree:

AAS graduates enter the workforce with a credential that speaks to more than technical skill—it signals commitment, communication ability, and professional development. Starting wages of \$24–\$30/hr are common in the Portland/Vancouver market, with rapid advancement available for those who pursue AWS Certified Welder and eventually Certified Welding Inspector (CWI) credentials. CWI-certified professionals earn \$60,000–\$85,000+ annually and are in high demand regionally. AAS graduates are also well-positioned for supervisory roles, welding instruction careers, or industry sales roles—all of which carry salaries in the \$55,000–\$75,000 range within five years.

A Note on Specialization and Earning Premium

Not all welding is the same—and not all welders earn the same. Students who develop specialty skills often see dramatic wage premiums above baseline rates:

- Pipe welders: among the highest-paid welding specialties, with experienced pipe welders earning \$70,000–\$100,000+ in high-demand environments (petrochemical, water/wastewater, industrial).
- Structural steel welders: strong demand in infrastructure, bridge, and commercial construction. \$55,000–\$75,000/year with experience.
- TIG/GTAW welders: precision applications in aerospace, defense, and food processing. Premium wages of \$30–\$45/hr for experienced technicians.
- Certified Welding Inspectors (CWI): the gold standard certification in the field, requiring education + experience + exam. AAS graduates are on the pathway. Median income: \$65,000–\$85,000+.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

Section 8: Forward-Looking Opportunities and Action Items for Donors and Partners

The CCC welding program is well-positioned for growth. The workforce demand is real, the regional employer base is active, and the stackable credential model is sound. The honest assessment: the program's future impact is primarily constrained by three factor equipment capital, scholarship funding, and industry relationship depth. Each is actionable.

Priority Action Items

1. Grow the Ed Reed Scholarship Fund

At current award levels (\$750–\$2,046 per student), the Ed Reed scholarship is meaningful but not transformational. A goal of \$5,000–\$7,500 per student enough to cover the full Career Pathway Certificate or a significant portion of One-Year Certificate tuition would allow the Foundation to recruit students who are currently priced out. A named endowment growing this fund is a concrete, high-impact donor investment.

2. Build Employer Partnership Agreements

Formal relationships with WCT Marine exist we need to expand, Wauna Mills is the second largest employer in Clatsop County, the Foundation Board has onboarded a new director from Wauna Mills and that relationship will be renewed. Great opportunities exist to structure as Cooperative Work Experience (CWE) placements, paid internships, or hire-on-completion commitments would give CCC students a direct pipeline to employment and give employers reliable access to trained local talent. The CWE: Welding courses (WLD280/281) already exists in the curriculum as a natural structure for these partnerships.

3. Equipment Investment and Technology Upgrades

Modern welding requires modern equipment. Donations designated for welding equipment including advanced GTAW machines, pipe welding rigs, and workstation upgrades for the AAS pathway directly increase the value of the credential students earn. Employers hire welders who have trained on current technology; equipment investment is talent pipeline investment.

4. Dual Enrollment and High School Articulation Expansion

The welding roadmap identifies articulated high school courses (IT140 and WLD100/101) as College Now pathways. This strategy is already proving itself: high school simultaneous enrollment in welding courses nearly tripled from 12 to 32 students between AY 24/25 and AY 25/26 making it the single largest driver of enrollment growth that year. (Source: CCC Welding Enrollment Report, June 2026.) Expanding formal agreements with all local high schools would build on this momentum, allowing students to begin earning welding credits before graduation and arriving at CCC already on a credential pathway.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.



5. Add a Pipe Welding Emphasis Track

Pipe welding is consistently among the highest-compensated welding specialties and is in heavy demand regionally (Port of Astoria, industrial maintenance, water/wastewater infrastructure). The AAS curriculum already includes WLD210 (Pipe Welding). Formalizing a Pipe Welding emphasis with targeted employer partnerships and specialized certifications would differentiate CCC graduates and justify premium starting wages.

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.



Sources and References

The following sources were used in the preparation of this report. All web sources accessed May 2026.

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- CCC MERTS program description. edumaritime.net/oregon/clatsop-community-college-astoria

Prepared by the Clatsop Community College Foundation • Beth van Elswyk, Foundation Director

† Values approximated from CCC institutional dashboard charts (Welding Headcount.pdf and Welding FTE Trends.pdf). Exact figures available through CCC Institutional Research.

106

STUDENTS
AY 25–26

131

REGIONAL JOB
OPENINGS/YEAR

\$29.09

REGIONAL MEDIAN
HOURLY WAGE

+19%

ABOVE NATIONAL
MEDIAN WAGE

7.7×

JOB OPENINGS PER
REGIONAL GRADUATE

15+

ACTIVE EMPLOYERS
WITHIN 100 MILES

STACKABLE CREDENTIAL PATHWAY

LEVEL 1

Career Pathway Certificate

3–6 months · 15+ credits · ~\$1,500–3,000

\$18–\$22/hr

Entry: \$37K–\$46K/yr → 5-yr: \$44K–\$55K

SMAW, GMAW, FCAW, GTAW intro. Fast entry to workforce.
Tack Welder, Helper, Machine Operator roles.

LEVEL 2

One-Year Certificate of Completion

~9 months · 48+ credits · ~\$5,000–8,000

\$20–\$26/hr

Entry: \$42K–\$54K/yr → 5-yr: \$50K–\$62K

All 5 core processes + AWS Certified Welder eligibility. Entry-
Level & Production Welder roles. National credential.

LEVEL 3

AAS Degree — Welding & Fabrication

2 years · 90+ credits · ~\$12,000–18,000

\$24–\$30/hr

Entry: \$50K–\$62K/yr → 5-yr: \$55K–\$75K+

Advanced processes + Pipe + Structural Steel + CAD +
Business. Pathway to CWI (\$65K–\$85K+). Supervisor &
Inspector roles.

ENROLLMENT GROWTH



□ High school dual-enrollment nearly **tripled** — 12 → 32 students. 214 unique students served over 3 years combined.

In AY 25–26, **106** individuals took a WLD course, yet only **49** were declared program students — signaling broad community demand. Non-program students include high schoolers, automotive & community education enrollees.

Source: CCC Welding Enrollment Report, June 16, 2026

REGIONAL WORKFORCE GAP

7-COUNTY REGIONAL MARKET (2024)

131 vs. **17**
ANNUAL JOB vs. REGIONAL
OPENINGS COMPLETIONS

114 unfilled openings · 7.7× gap

\$60,514/yr

7-County Regional Median — 19% above national average

\$50,767
National Median

\$60,514
Our Region

Source: Lightcast Q2 2026 Data Set, 7-County Region

IN-DEMAND SKILLS (SALARY-BOOSTING)

AWS Codes & Standards	+24.7%	TIG/GTAW	+20.2%
MIG/GMAW	+17.3%	FCAW	+18.0%
Oxy-Fuel	+15.3%	Fabrication	+14.5%

All skills taught in the CCC curriculum. Source: Lightcast Q2 2026



MERTS — Marine & Environmental Research and Training Station · South Tongue Point, Astoria

The most comprehensive industrial and marine technology center in the Pacific Northwest. Students train on industry-standard equipment in an environment that signals professionalism to regional marine and industrial employers alike.

SCHOLARSHIP IMPACT

ED REED SCHOLARSHIP FUND · 2024–2026

\$28,798

Invested directly in welding student success

23

Students
Supported

\$1,250

Avg Award
per Student

2

Multi-Year
Recipients

For a Career Pathway Certificate (~\$1,500–\$3,000 total cost), the Ed Reed award covers **40–80% of tuition and fees** — the difference between enrollment and dropout for many North Coast students.

□ Lambert Scholarship — New 2026

Created by an alumni graduate to support
second-year AAS students

. Initial \$5,000 fund designed to grow as a yearly gift — directly targeting completion of the full two-year degree and highest earning potential.

FOUNDATION FUNDRAISER

□ Student-Welded Grill — Live Auction Star

Students fabricated a custom Santa Maria Grill with unique latches, a multi-functional door, and integrated safety lift. Lead student attended the event and witnessed the bidding firsthand.

\$2,800

Final Auction Price

+87%

Above \$1,500 Estimate

DONOR EQUIPMENT INVESTMENT

\$88,500 Campaign · 4
Donors

Transformational

Student Scholarships	2	\$22,500
New Equipment	2	\$21,000
Equipment Repair	2	\$20,000
Instructional Supplies	2	\$20,000
Marketing & Outreach	1	\$5,000

Key Purchases: Millermatic 220 Multi-Process Welders (expanded station capacity) + Lincoln Electric Flextec 350x (launched *aluminum welding* — new specialty track not previously available at CCC).

NEXT-GENERATION EQUIPMENT

xTool MetalFab Laser Welder & CNC Cutter

\$21,299

100% Grant Funded — Fully Acquired

Laser welding + precision CNC cutting. Aerospace, medical, specialty fabrication industries. Dedicated **Ed Reed Lab** being named and established at MERTS.

\$12,628

NW Future Ready
Grant

\$6,000

OCF CTE
Equipment Grant
(Foundation)

\$2,671

College Match

DONOR PARTNERS

**Samuel S. Johnson
Foundation**

Lead philanthropic funder;
equipment & program

**WCT Marine &
Construction**

Industry partner + active
employer of graduates

Bergerson Construction

Regional workforce pipeline
investor

Anonymous Donor

via Mike Brosius; CCC
workforce development

"This program is a go-to for our workplace needs. These programs create livable wage jobs."

— Kirstin Salmi, WCT Marine & Construction (donor + primary hiring partner)

ACTIVE EMPLOYERS WITHIN 100 MILES

WCT Marine
Astoria · \$21+/hr

Port of Astoria
Astoria, OR

Wauna Mill
Wauna · 2nd largest
Clatsop employer

Nucor Steel
Longview, WA

Vigor Marine
Portland, OR

Gunderson Marine
Portland, OR

SIGMADESIGN
Vancouver · \$27–
33/hr

Stimson Lumber
Tillamook, OR

**Vancouver
Shipyards**
Vancouver, WA

15+ total employers identified across marine, manufacturing, structural steel, aerospace, and forest products sectors.

PRIORITY OPPORTUNITIES FOR DONORS & PARTNERS

1

Grow the Ed Reed Fund

Target \$5,000–\$7,500/
student — covering the full
Career Pathway Certificate.
A named endowment is the
highest-impact vehicle.

2

Employer Partnerships

Formalize CWE placements
and hire-on-completion
commitments with WCT
Marine, Wauna Mill (new
Foundation Board director),
and the Portland/Vancouver
corridor.

3

Equipment Upgrades

Pipe rigs, advanced GTAW
stations, AAS structural
fixtures. Slip-proof/fireproof
floor covering for IMTC
safety upgrade.

4

High School Articulation

Dual enrollment (12 → 32
students) is the single
largest growth driver. Formal
agreements with all area
high schools would
accelerate this pipeline.

5

Pipe Welding Emphasis Track

Highest-paid welding specialty (\$70K–\$100K+). WLD210 already
in curriculum. A formal emphasis with employer partnerships
differentiates CCC graduates and justifies premium starting
wages.

Communications and Marketing



Clatsop
Community
College

Board of Education

Communications and Marketing Report for Thursday, July 16th, 2026, BOE Meeting

Submitted by Julie Kovatch, 7/1/26

Communications – Internal collaborations and messaging to CCC community

- Website-
 - Website use: May 5.4K
 - Highest visited pages for month: Homepage, Catalog, Canvas, Employee Portal, Schedules and Calendar, Areas of Study
- Collaborating with Registrar to update structure of CCC Catalog.
- Began production on printed 2026 Fall Class Schedule. We are printing a month early to see if this is a positive move to prompt people to apply and register before fall term.
- Commencement participation- 2026 Commencement Program Content; coordinate printing with Copy Center and Office of Instruction. Russ took and uploaded photos from event to share with the students. They are accessible via the clatsopcc.edu website. Also coordinated guest speaker's accommodations and thank you gift.
- Nursing Pinning-Russ took and uploaded photos from the event to share with the students. They are accessible via the college website.
- Photo shoot of HVAC group in class
- ASG advisor duties: wrap up of year: PO's and accounts, office cleared, keys turned in and information exchanged to connect new student leaders before fall term.

Communications – External collaborations and messaging to public

- Press releases for: Full-Time Faculty Contract Approved, Student Success Stories for Argie Mendez-Alvarez and Naomi Roberts, EMT Program Offerings, Commencement Ceremony info.
- Announcements to students and social media postings: Announcements of weekly events, student awards night, nurses pinning ceremony, commencement, closures.
- As the CCC rep for the OCCA Campus Advocacy Coordinators I coordinated a visit from the Oregon Legislative Finance Office and OCCA to our campus on Jun 9th. The LFO and CCC leadership met to discuss how Oregon legislative decisions impact CCC finances. The group then go a tour out at MERTS and focused on the Fire Science program with a demonstration of the burn building.
- 80's Prom on Goonie/Short Circuit Weekend- CCC was host to the 80's prom that the Clatsop County Historic Society threw for the celebratory weekend. All CCC students were invited to attend the event for free. The event went well with attendees enjoying the Patriot Hall facility.
- Attended the bi-weekly College Advocacy Coordinator meetings and the monthly Oregon Community College Marketing Public Relations Group meetings.
- Attended area community meetings as schedule allowed: AWACC, Rotary, and ADHDA groups.

Marketing – Printed Media, Radio, and Publications, Marketing events

- We are signed up to be part of the Coast Guard Welcome Packet again this year so we can promote CCC to the new Coast Guard families in our area.

Communications and Marketing Report for Thursday, July 16th, 2026, BOE Meeting

Submitted by Julie Kovatch, 7/1/26

- Designed and ordered new general brochures for CCC recruitment purposes.
- Created flyers, slides and social media ads for EMT course promotion. Promo is running now.
- Preparation for outreach events this summer (fair, column centennial, parades). Communicated out volunteer opportunities to CCC employees to assist and got good response for coverage for all events. Designed and ordered displays, banners and swag items to engage with audiences at events.
- Prepped the lifeboat for the Warrenton 4th of July parade and the Astoria Regatta parade on August 8th.
- Radio ads are running during local high school games that focus on Oregon Promise, then during college sports games the ads focus on transfer options and the benefit of staying local the first two years, and Seattle pro games that focus on adult learners wanting to go back to college to get training in skills for better jobs. I have also started incorporating our new mission into the radio ads using the phrase “reach your full potential”.
- As this is the end of the fiscal year, I have totaled up the student success stories over the past year and we have promoted 24 student success stories featuring individuals and 9 success stories featuring groups of students (like RiverSea Conference, pollinator gardenwork, and nursing graduates scoring well on NCLEX) for a total of 33 stories.
- Social Media- Audience- June #'s-
 - Facebook followers: 3,773 (up 22)
 - Instagram Followers: 1,510(up 10)
 - Organic post views #'s Facebook: 56.2K Instagram: 3.5K

Events – Recent and Upcoming

- July 4th Warrenton Parade participation
- July 18th- booth at Column Centennial Celebration
- July 22-25-Clatsop County Fair Booth for CCC
- Aug. 8th-Regatta Parade participation
- CCC event details and important dates can be seen on the CCC Calendar at:
<http://www.clatsopcc.edu/events/>

Instruction and Student Success



Clatsop
Community
College

Board of Education

July Report to the Board
Office of Instruction and Student Services
Prepared by Provost Teena Toyas: BS, MA
July 8, 2026

The July Report to the Board continues to provide updates for the Office of Instruction, Student Services, and Patriot Hall. We are striving to achieve and implement goals across the five priority areas of the Clatsop Community College Strategic Plan.

Strategic Priority I-Improve Student Access

Office of Instruction and Student Services

1. The fall schedules for the 2026-27 are available in the Colleague Course Catalog for students to view and register. Summer classes began on July 6th and classes are progressing well.
2. All dual credit grades for the spring term have been submitted and confirmed in Colleague. Dual credit courses will be reconvened in the fall term of 2026.
3. The Dual Credit Team of Teena Toyas and Rinda Johansen met with Astoria, Jewell, Knappa, and Seaside High Schools during the spring term. The dual credit courses projected for the 2026-27 academic year were confirmed. We will also meet with Warrenton and Clatskanie High Schools in August 2026 to confirm dual credit courses for the 2026-27 academic year. We continue to be committed to our partnerships with the various high schools and provide dual credit courses to qualifying students.

Strategic Priority II-Increase Student Success

Office of Instruction and Student Services:

1. Student Services personnel, including Admissions and Advising, met with students from the local high schools and registered the students for the summer and fall courses. The Advising Team led by Christine Riehl will continue to meet with students throughout the summer and provide assistance in getting the students registered for the fall term courses.
2. The Admissions team led by Kasey White will continue to work with student applicants and guide them through the admissions and registration processes to ensure students are ready to begin the fall term.

Strategic Priority III-Strengthen Our Reputation

Office of Instruction and Student Services

1. Clatsop staff, faculty, and administration continue to meet with community stakeholders, service groups, business owners, and others throughout the summer term. These constituents have a vested interest in education and the success of the College. The meetings and opportunities provide reassurance that Clatsop Community College offers strong leadership, organized structures, financial stability, and a reliable reputation.

Strategic Priority IV-Increase Organizational Effectiveness

Office of Instruction and Student Services

1. Instructional administrators continue to review and complete evaluations with designated faculty for quarterly and annual evaluations. These evaluations include peer observations, self-evaluations, administrator evaluations, student evaluations, and final review with supervisors. The evaluations for full-time faculty are facilitated for provisional faculty during the first three years of their employment. Continuing faculty are evaluated every 5 years per the full-time faculty contract.

2. Supervisors are also completing the yearly evaluations for classified and service supervisory staff for 2025-26. The supervisors meet with each direct report, review the evaluation, and discuss goals and other matters related to an employee's performance.

Strategic Priority -Build and Sustain Partnerships

Office of Instruction and Student Services

1. All areas of academic instruction and community education continue to collaborate with stakeholders and community partners to build and sustain collaborative partnerships and opportunities.
2. Patriot Hall continues to provide opportunities for Clatsop academic students, community education students, college staff, and the community at large. Open gym opportunities, which include basketball, pickleball, and volleyball, are scheduled during the week. The facility is open Monday-Thursday, 7:00 AM to 7:00 PM for the summer term.

Student Awards Organized by Becky Kraft, Office of Instruction

Administrative Assistant

The Student Awards Night on June 4, 2026, at the Fort George Lovell Room was a phenomenally successful event. Students, high school faculty, and others received recognition for their outstanding achievements. Dr. Julie Brown, who is retiring effective September 1, 2026, was also honored at the event.

Graduation Success

Becky Kraft, Administrative Assistant for the Office of Instruction, coordinated and facilitated a phenomenally successful graduate ceremony for our student graduates, family members, guests, faculty, and staff. Norma Hernandez provided an inspiring graduation address. Dr. Julie Brown represented the Clatsop faculty with the faculty address.

Thank you to all the faculty, staff, administrators, students, and others who helped Becky Kraft make the 2026 Clatsop Community College a tremendous success!! 🎉🥳

Projected Summer Activities

- Hiring committees for positions related to reorganization
- Statewide affiliation group participation
- Evaluation of Institutional Effectiveness report for NWCCU work due August 14, 2026
- Dual Credit work with the Oregon Higher Education Coordinating Commission
- Planning for the fall 2026 new student orientation
- Annual report information due to NWCCU August 1, 2026
- Coordinating with staff for summer vacations and time off

Human Resources



Clatsop
Community
College

Board of Education

To: **Board of Directors**

Prepared By: Anita Jensen

Date: July 9, 2026

Subject: **New Hires, Job Postings, Separations, Position Changes,
Recruitment News**

NEW HIRES

- **Tera Cole, Writing Instructor**

Please join us in welcoming Tera Cole as the College's new Writing Instructor.

Ms. Cole brings more than a decade of higher education teaching experience from Idaho State University, where she served as a Senior Lecturer in the Department of English. Throughout her career, she has taught a broad range of composition, literature, technical writing, business communication, and humanities courses while mentoring students, advising majors, and serving on numerous university committees.

An accomplished educator, Ms. Cole is the recipient of Idaho State University's Master Teacher Award and has been recognized multiple times for excellence in teaching and student achievement. She has extensive experience teaching first-year writing, developmental writing, and online courses, and has completed nationally recognized Quality Matters certification in online instruction. In addition to her teaching accomplishments, she is an active writer with published fiction and creative nonfiction and has presented at regional academic conferences.

Tera's commitment to student success, inclusive teaching practices, and excellence in written communication will be a tremendous asset to Clatsop Community College. We are excited to welcome her to our faculty and look forward to the knowledge, experience, and enthusiasm she brings to our students and our campus community.

NEW JOB POSTINGS

- Nothing to report.

SEPARATIONS

- Nothing to report.

POSITION CHANGES

- Nothing to report.

RECRUITMENT EFFORT UPDATE STATEMENT

- Maritime Specialist – failed search.

Old Business



Clatsop
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Board of Education

President's Draft Goals for 2026-27
July, 2026

1. Complete the 7-Year Evaluation of Institutional Effectiveness

By August 15, 2026, submit Clatsop Community College's NWCCU Seven-Year Evaluation of Institutional Effectiveness (EIE) Report that demonstrates the College's progress toward mission fulfillment and compliance with NWCCU Standards.

2. Ensure Fiscal Stewardship

By June 30, 2027, General Fund ending fund balance of at least 12.5% of annual operating expenditures (Ending Fund Balance Percentage = Unrestricted ending fund balance divided by annual operating expenditures, excluding transfers to ending fund balance, expressed as a percentage.)

3. Professional Development

By June 30, 2027, secure the capital match funding needed to renovate the Maritime Science Building and incorporate maritime simulation capabilities.

New Business



Clatsop
Community
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Board of Education

May 3, 2026

Re: TV Forerunner boatyard out of service plan June 2026

Executive summary: The focus of the upcoming boatyard period should be twofold: A) A targeted inspection of the vessels structure and B) Preservation activities directly related to identified areas of substantial corrosion and water tight integrity.

The vessel was briefly inspected on April 29th as she lay afloat at the dock in Astoria. The focus of this review was to determine the state of the vessels structure and seaworthiness, to come up with a plan for the upcoming June 2026 boatyard period, and to review the current inventory of coatings available for the boatyard period.

- 1) Structure and seaworthiness: The 1960's era fishing vessel is of steel construction and in generally acceptable condition topsides. There are, however, areas of substantial corrosion (loss of material beyond approx. 25% of original thickness) and poor coating condition that were observed on the aft deck area. These areas are localized and should be addressed in June. While the coating condition on the remainder of the vessels hull wasn't fully available for inspection, the general appearance of the hull coatings (inside and out) is good with 2 exceptions. Firstly, the engine room bilge area below the main engine and secondly, the bilge area fore and aft and outboard of the propeller shaft and stuffing box. There are several areas of poor coating condition (condition with general breakdown of coating over 20% or more of the area, or hard scale at 10% of areas under consideration) and associated substantial corrosion. Unfortunately, access to these areas is limited while the vessel is in the water, so a more targeted visual and ultrasonic thickness (UT) reading program should be accomplished in June. Such inspections should be accomplished immediately after the vessel is placed on the hard to allow sufficient time for resources to be applied to any steel replacement and areas of poor coating condition. In my opinion, a targeted and economical UT inspection versus a comprehensive UT inspection will suffice given that there are no relevant regulatory requirements for a thorough UT submittal for this vessel. I do believe, however, that the UT inspection will yield **at least** one area of corrosion in the after bilge area that will require steel replacement. A corrosion hole on the main deck can be dealt with by a bolted epoxy patch given its lack of associated fracture and low stress location. A steel insert is preferred but will be more expensive and time consuming.
- 2) Plan for the upcoming Boatyard period:
 - a. As mentioned, immediately after the boat is pressure washed and on the hard, a targeted UT inspection and close up visual inspection should be accomplished to identify all areas of substantial corrosion and poor coating

condition. Thereafter, a CCCC management review will be needed to determine the scope of any steel and coating renewals. As aside, in my experience, it is normal for there to be minimum corrosion on any vessels exterior hull (given its ease of access and focus during prior boatyard periods) so it may be that minimum exterior coating failure and corrosion will be encountered. As such, my opinion would be to ONLY focus resources on areas of the exterior hull which display coating breakdown (with subsequent surface preparation and application of a good surface tolerant epoxy) and or those areas of the hull where the existing anti fouling paint has lost its effectiveness. Additionally, given that the vessels exterior anti fouling paint (biocide type versus ablative) was renewed 2 years ago, it may be that the hull will be relatively growth free in June. Such a strategy for the underwater hull will free up student and contractor resources to focus on the preservation areas on the aft deck and engine room bilge areas. I would also suggest that appropriate anodes be sourced or on hand in case they are found to be in a deteriorated condition.

- b. The vessel hull fittings (sea water supply and overboard valves) should be visually inspected as possible. Any valves that are currently not functioning properly should be replaced.
- c. I would recommend the installation of a more robust automatic bilge pumping arrangement, as well as maintenance, augmentation or replacement of the current alarm system to ensure it is fully functional at all times.
- d. Regarding the single main engine, it is my understanding that the current operating hours cannot be exactly determined, but that the operating hour meter shows approximately 16,000 since the last major overhaul. The aged Detroit Diesel 12-71, while proven robust and currently operating satisfactorily, is well over the targeted 10,000 running hour standard for overhaul of cylinder heads and inspection of the major running and auxiliary components. I would strongly encourage that a top end overhaul of the engine be completed by a competent mechanic, and or that the engines current performance be evaluated against industry standards.
- e. Topside painting of the deck, hull and superstructure should ONLY focus on areas of deteriorated condition to preserve available student resources for focus on more critical preservation activities.
- f. Tools and equipment: The port of Astoria requires that all exterior sanding of coatings be accomplished by sanders outfitted with a vacuum attachment. My recommendation would be that a minimum of 4 such vacuums and

associated hand held random orbital sanders be available at the job site. Additionally, an air compressor and at least 1 needle gun or pneumatic scaler must be available to adequately address the corrosion in the bilge areas. Hand held tools such as wire brushes and chipping hammers will also be required as will appropriate personal protective equipment. Additionally, to address the internal corrosion in the engine and shaft alley areas, a removals plan to allow best access to the bilges should be developed soonest. This plan should include not only removal of deck plates and stored equipment, but also removal of structural supports where possible.

- g. Note: Given the vessels age and uncertain structural condition, it is my recommendation that it not be operated in sea states that can place high stress on the hull structure until such time as the June inspections and potential repairs are completed.

3) Current inventory of coatings:

- a. Amercoat 229T: Gloss epoxy acrylic topcoat: 3 gallons + 1 quart cure agent. Assume this is the 2 part yellow topside epoxy. Investigate whether more 229T cure is available as it appears that there is an excess of base material.
- b. Amerlock 2/400 Gray: Two component high solids epoxy coating. Cure material is missing or TBD. Used as primer or base anti corrosive epoxy and for deck. Appears suitable. This is apparently a surface tolerant epoxy and could be suitable for the preservation areas on deck and in the bilge areas. More discussion on use of this product is required as there is likely a superior performing surface tolerant epoxy for the worst corrosion areas.
- c. Amerlock 2/400 White: Two component high solids epoxy coating for house etc. Cure material is missing or TBD.
- d. Amercoat 229T Black resin: As item a above but in black. Cure agent appears to be needed. Some of these quart cans look old and need to be disposed of. There is a new looking gallon that should be used.
- e. Amerlock sealer Hrd + clear base: A two part penetrating sealer where adequate surface preparation cannot be accomplished. This material should only be used in easily accessible and non-critical structural areas as the tendency is for these type products to lose integrity and promote subsequent corrosion.
- f. Amercoat 5450: High gloss alkyd (oil based) coating. Appears to be a gray color. Satisfactory for exterior and easily accessible areas, but is inferior to an epoxy system. Compatibility issues with epoxy coatings must be considered before applying this coating to avoid delamination and coating failure.

- g. PPG Anti fouling bottom paint: This gallon of material is suitable for use if its condition is evaluated. Additional coating can be procured in June if needed.
- h. All these coatings should be opened and evaluated to ensure that they are suitable for use.

In closing, it is obvious that there are some difficult decisions that are associated with continued service of the Forerunner. The condition of the hull being the number one area of uncertainty, followed by the age and condition of the main engine. Hopefully, however, the June boatyard period will help expose the future financial and mechanical challenges CCCC is facing to continue to safely operate the training vessel. Additionally, I recommend that in the near term, suitable environmental limits be placed on vessel operations to minimize the risk of structural problems. Lastly, I recommended that, (given the likelihood of high future maintenance costs), a suitable replacement vessel search be commenced to evaluate whether a more sound and modern alternative vessel is available.

Doug Taylor / Retired Marine Engineer / CRMM Boat manager (volunteer). 520-833-1099

Visual & Ultrasonic Survey Report: The Forerunner



Date: June 15, 2026

Vessel: R/V Forerunner

Location: Astoria, Oregon

Vessel Particulars

- **Vessel Dimensions:** 58'x17'
- **Home Port:** Astoria, Oregon
- **Vessel Type:** Research Vessel
- **Survey Scope:** Visual Hull Inspection and Ultrasonic Thickness (UT) Gauging.

2. Inspection Methodology

Inspection Methodology

WCT Marine & Construction conducted a structural assessment of the R/V Forerunner, a 58' x 17' steel-hulled vessel, while hauled out in dry dock. The survey methodology consisted of a comprehensive visual inspection of the hull exterior and side shell, supplemented by a brief internal visual examination of accessible spaces.

To accurately assess the vessel's current structural integrity, thorough ultrasonic thickness (UT) gauging was performed at systematically assessed reference points across the hull. Due to limited historical construction documentation for the vessel, the original shell plating thicknesses were established at 0.250" and 0.312". These baseline measurements were utilized to calculate the current scantlings.

Measurements were recorded at all designated locations to map the hull's condition quantitatively. These readings are critical for identifying localized or general corrosion, ensuring that no areas of the hull exhibit wastage exceeding the standard accepted industry discard criteria, defined as a 25% reduction from the baseline plate thickness. Applying the standard industry discard criteria of a 25% maximum allowable reduction, the minimum acceptable readings are 75% of the vessel's original base measurements.

The minimum acceptable thresholds for both of the *R/V Forerunner's* established original plating thicknesses:

- **For 0.250" original plating:** The minimum acceptable reading is **0.1875"**
- **For 0.312" original plating:** The minimum acceptable reading is **0.234"**
- Any ultrasonic thickness (UT) readings falling below these respective thresholds indicate wastage that exceeds the 25% limit, marking those areas as requiring cropping and inserting new steel plating.

3. Survey Findings by Location

The hull underwent UT gauging, revealing the current condition of the steel plating across several key areas:

The underwater hull surface was inspected in dry dock. The shell plating was inspected for galvanic corrosion, pitting, and stress cracking common to steel structures.

- **Callout #1 (Stern Plating):** An 18" x 12' section of the stern plating yielded multiple ultrasonic thickness readings under 0.200".



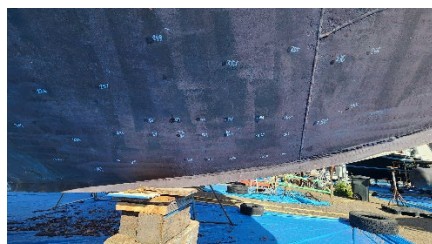
- **Callout #2 (Port Side Aft):** A 16" x 32" area port side, aft of the keel coolers, showed consistent readings under 0.200".



- **Callout #3 (Port Side Keel):** An area measuring 24" x 4' on the port side keel near the shaft penetration was flagged.



- **Callout #4 (Starboard Bow):** A 28" x 6' area on the starboard side bow showed consistent readings under 0.150".



- **Callout #5 (Starboard Transducer to Shaft):** A 32" x 12' area running from the starboard side transducer aft to the shaft penetration showed consistent readings below 0.201".



- **Callout #6 (Midship Side Shell):** A 36" x 24" area on the midship side shell, just aft of midship, showed consistent readings below 0.201".



- **General Structural Integrity:** While the general assessment shows the hull to be in fair standing, the extensive localized thinning noted in the callouts above requires immediate review.

5. Recommendations

- **Repair:** Crop and Renew areas called out in this report. Engineering is highly recommended.
- **Maintenance:** Ensure all areas where coatings are removed and any newly repaired areas, are properly primed and repainted according to standard marine coating schedules to prevent premature surface corrosion.
- **Anode Inspection:** Given the vessel's location and hull material, ensure standard sacrificial anode replacement cycles are maintained to protect against electrolysis-induced wastage. Additional anodes recommended.

Report Prepared By:

John Demase, Shipyard Competent Person, OSHA 1915.7

WCT Marine & Construction, Inc.

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WCT MARINE & CONSTRUCTION, INC

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Prepared for:

Dale Butts

dbutts@clatsopcc.edu

Date: 7/2/2026

Project: Forerunner

Project Summary

WCT Marine & Construction, Inc. to provide labor, materials, and equipment to crop and renew the structural areas of the R/V Forerunner that have exceeded standard acceptable wastage limits, as identified in the recent Visual & Ultrasonic Survey Report.

Hull Repairs

Based on the ultrasonic thickness (UT) gauging results, the following callout locations will have the compromised steel plating cropped and new steel plating inserted internal structural steel will be replaced in the crop and renew areas. Internal structural steel may extend up to 10" beyond the callout. A transducer will be removed and a customer supplied replacement will be reinstalled. During construction the rudder, shaft, and prop will be removed and realignment will be conducted.

Callout #1 (Stern Plating): Crop and renew an 18" x 12' section of the stern plating.

Callout #2 (Port Side Aft): Crop and renew a 16" x 32" area port side, located aft of the keel coolers.

Callout #3 (Port Side Keel): Crop and renew a 24" x 4' area on the port side keel near the shaft penetration.

Callout #4 (Starboard Bow): Crop and renew a 28" x 6' area on the starboard side bow.

Callout #5 (Starboard Transducer to Shaft): Crop and renew a 32" x 12' area running from the starboard side transducer aft to the shaft penetration.

Callout #6 (Midship Side Shell): Crop and renew a 36" x 24" area on the midship side shell, just aft of midship.

Total price: \$435,327.00

General Provisions:

1. This quote includes all labor, material and equipment to complete all the work listed above.
2. Should additional work be required or the scope of work changes due to unforeseen circumstances, a CFR will be submitted for further evaluation before work continues.
3. Signed work order or PO# must be issued before work begins.
4. Price is based on package purchase. Should quantity requested change, quoted price will be re-evaluated.
5. Proposal valid for 30 days.
6. 14 days' notice required for scheduling.
7. This Proposal is only valid with an agreeable contract with the customer.



BP 2210 Board of Education Officers

References:

ORS 341.283

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

The terms of officers shall be for one (1) year.

The duties of the Chair of the Board of Education are:

- Preside over all meetings of the Board of Education;
- Call emergency and special meetings of the Board of Education as required by law;
- Consult with the President on Board of Education meeting agendas;
- Communicate with individual Board members about their responsibilities;
- Participate in the orientation process for new Board members;
- Assure Board of Director compliance with policies on Board member education, self-evaluation, and evaluation of the President;
- Represent the Board of Education at official events or ensure Board of Education representation;
- Appoint all Board Committees;
- Retains full voting and participation rights.

The duties of the Vice-Chair of the Board of Education are:

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

The duties of the Secretary for the Board are:

- Notify members of the Board of Education of regular, special, emergency, and adjourned meetings;
- Prepare and post Board of Education meeting agendas;
- Record and have prepared for adoption minutes of Board of Education meetings;
- Maintain all records, proceedings and documents of the Board;
- Attend all Board of Education meetings and closed sessions, unless excused, and in such cases to assign a designee;
- Conduct the official correspondence of the Board of Education;
- Certify as legally required all Board of Education actions;



The duties of the Clerk for the Board are:

- Approve and sign the minutes of all special and regular meetings of the Board of Education;
- Sign all other official documents of the Board, as appropriate.

The Board of Education does not have an official system of rotation of officers; it elects the officers each year from among all its members.

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

END OF POLICY

President's Cabinet Approval Date:	November 27, 2018
College Council Approval Date:	November 29, 2018
Board Adoption Date:	November 13, 2018
Last Revised:	November 13, 2018

Rescinds:1.035



BP 2220 Committees of the Board of Education

References: ORS 192.610-192.690
BP 2715 Code of Ethics

The Board of Education may by action establish committees that it determines are necessary to assist the Board of Education in its responsibilities.

Board of Education committees that are only advisory have no authority or power to act on behalf of the Board of Education. Findings or recommendations shall be reported to the Board of Education for consideration.

An individual Board Member has the authority to represent the Board when authorized by a specific Board motion and/or when requested by the Board chair or designee.

The Board of Education has established a Budget Committee as required by law and will form other committees as needed to address the needs of the Board.

Committees of the Board of Education are governing bodies subject to Oregon Public Meeting Law.

END OF POLICY

Board Adoption Date:	November 13, 2018
Last Revised:	February 8, 2024

Rescinds: 1.120, 1.215

Committees of the Board of Education

Board Policy Committee

Chair _____

Vice Chair _____

Presidential Evaluation Committee

Chair _____

Vice Chair _____

Representatives of the Board of Education

Representative to the Foundation Board _____

Representative to OCCA _____

Representative to CEDR / SBDC _____



BP 2310 Regular Meetings of the Board of Education

References:

ORS 341.283

BP 2720 Special and Emergency Meetings

BP 2340 Agendas

BP 2345 Public Participation at Board of Education Meetings

The meeting schedule (time and place) for regular meetings of the Board of Education shall be established at the annual organizational meeting but may be changed by the Board with proper notice.

“Meeting” means the convening of the Board of Education as the College’s governing body to make a decision or to deliberate on any matter. The Board has the authority to act only when a quorum is present at a duly called regular or special meeting. All regular, special, and committee meetings of the Board will be open to the public unless provided by law.

Private or Social Meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the Public Meetings Law.

A Board meeting may be adjourned to another time if a quorum is not present or if additional business needs to be conducted at the regular time of adjournment. The item, date, and place of the adjourned meeting will be specified and appropriate notice given.

Notification of Board of Education Meetings

The Board of Education will give public notice, as required by law and reasonably calculated to give actual notice to interested persons, of the time and place for regular meetings of the Board of Education, and of the principal subjects to be considered. Notice of Board of Education meetings will be published on the Clatsop Community College website.

END OF POLICY

Board Adoption Date:

November 13, 2018

Last Revised:

February 8, 2024

Rescinds: 1.125, 1.140, 1.150, 1.155

2026 – 27 MONDAY BOARD MEETING POSSIBLE DATES

Any conflicts with holidays or other calendar events are highlighted.

1ST MONDAYS

September 7 (Labor Day)	March 1
October 5	April 5
November 2	May 3
December 7	June 7
January 4 (1 st Day of Winter Term)	July 5
February 1	

2ND MONDAYS

September 14 (Inservice)	March 8
October 12	April 12
November 9	May 10
December 14	June 14
January 11	July 12
February 8	

3RD MONDAYS

September 21	March 15
October 19	April 19
November 16	May 17
December 21 (Christmas week)	June 21
January 18 (MLK day)	July 19
February 15 (President's Day)	

4TH MONDAYS

September 28

March 22

October 26

April 26

November 23 (Thanksgiving week)

May 24

December 28 (Christmas holiday)

June 28

January 25

July 26

February 22

LAST MONDAYS

September 28

March 29 (Easter Monday)

October 26

April 26

November 30

May 31 (Memorial Day)

December 28 (Christmas Holiday)

June 28

January 25

July 26

February 22

2026 – 27 TUESDAY BOARD MEETING POSSIBLE DATES

Any conflicts with holidays or other calendar events are highlighted.

1ST TUESDAYS

September 1	March 2
October 6	April 6
November 3	May 4
December 1	June 1
January 5	July 6
February 2	

2ND TUESDAYS

September 8	March 9
October 13	April 13
November 10	May 11
December 8	June 8
January 12	July 13
February 9	

3RD TUESDAYS

September 15 (New Student Orientation)	March 16
October 20	April 20
November 17	May 18
December 15	June 15
January 19	July 20
February 16	

4TH TUESDAYS

September 22	March 23
October 27	April 27
November 24 (Thanksgiving week)	May 25
December 22 (Christmas week)	June 22
January 26	July 27
February 23	

LAST TUESDAYS

September 29	March 30
October 27	April 27
November 24 (Thanksgiving week)	May 25
December 29 (Christmas Holiday)	June 29
January 26	July 27
February 23	

2026 – 27 WEDNESDAY BOARD MEETING POSSIBLE DATES

Any conflicts with holidays or other calendar events are highlighted.

1ST WEDNESDAYS

September 2	March 3
October 7	April 7
November 4	May 5
December 2	June 2
January 6	July 7
February 3	

2ND WEDNESDAYS

September 9	March 10
October 14	April 14
November 11 (Veterans Day Holiday)	May 12
December 9	June 9
January 13	July 14
February 10	

3RD WEDNESDAYS

September 16	March 17
October 21	April 21
November 18	May 19
December 16	June 16
January 20	July 21
February 17	

4TH WEDNESDAYS

September 23	March 24
October 28	April 28
November 25 (Thanksgiving Eve)	May 26
December 23 (Christmas week)	June 23
January 27	July 28
February 24	

LAST WEDNESDAYS

September 30	March 31
October 28	April 28
November 25 (Thanksgiving week)	May 26
December 30 (Christmas Holiday)	June 30
January 27	July 28
February 24	

2026 – 27 THURSDAY BOARD MEETING POSSIBLE DATES

Any conflicts with holidays or other calendar events are highlighted.

1ST THURSDAYS

September 3	March 4
October 1	April 1
November 5	May 6
December 3	June 3
January 7	July 1
February 4	

2ND THURSDAYS

September 10	March 11
October 8	April 8
November 12	May 13
December 10	June 10 (Pinning / Day before Commencement)
January 14	July 8
February 11	

3RD THURSDAYS

September 17	March 18
October 15	April 15
November 19	May 20
December 24 (Christmas Eve)	June 17
January 21	July 15
February 18	

4TH THURSDAYS

September 24	March 25
October 22	April 22
November 26 (Thanksgiving)	May 27
December 24 (Christmas eve)	June 24
January 28	July 28
February 25	

LAST THURSDAYS

September 24	March 25
October 29	April 29
November 26 (Thanksgiving)	May 27
December 31 (New Years Eve)	June 24
January 28	July 29
February 25	

Clatsop Community College
Board Meeting
July 23, 2026
Submitted by: Jarrod Hogue

Authorized FY26-27 Signatures

What: Request that the Board authorize individuals to sign orders and other transactions for FY26-27.

Why: Board policy 6150 states the Board will annually authorize employees to sign orders and other transactions. The Board may also authorize the use of facsimile signatures by those persons authorized to sign College checks.

Authority to sign orders and other transactions on behalf of the Board of Education is delegated to the President and other officers appointed by the President during the Board's annual organizational meeting in July, or at other times when deemed necessary. The Board may authorize the use of electronic signatures by those persons authorized to sign College checks.

Recommended Action:

The Board authorizes the Clerk (the President), the Deputy Clerk (the Chief Financial Officer) and the Provost / Vice President for Instruction and Student Success be authorized to sign orders and other transactions.

Only the Clerk and the Deputy Clerk may use facsimile (electronic) signatures.

Clatsop Community College
Board Meeting
July 23, 2026
Submitted by: Jarrod Hogue

Title: Appoint FY2026-27 Clerk, Deputy Clerk and Board Secretary

What: Board Policy 2305 states that

The President of the College shall be appointed the Clerk of the College, the Vice-President of College Services shall be appointed the Deputy Clerk of the College, and the Secretary to the President shall be named the Board Secretary.

The Chief Financial Officer now fulfills the duties of the formerly titled Vice President of College Services.

The Executive Coordinator to the President and Board of Education now fulfills the duties of the Secretary to the President.

Recommended Action: The Board appoint
President Jarrod Hogue as the Clerk of the College;
Jennifer Carlson, Chief Financial Officer, as Deputy Clerk of the College;
Felicity Green, Executive Coordinator to the President and Board of Education, as
Board Secretary.

Clatsop Community College
Regular Board Meeting
July 23, 2026
Submitted by: Jarrod Hogue

Title: Appoint FY2026-27 Budget Officer

What: Request the Board appoint Chief Financial Officer Jennifer Carlson as the Budget Officer

Why: Each local government must have a budget officer, either appointed by the governing body or designated in the local government's charter. The budget officer is under the supervision of the President. The budget officer is responsible for preparing or supervising the preparation of the proposed budget for presentation to the budget committee.

Recommended Action: The Board appoint Chief Financial Officer Jennifer Carlson as the Budget Officer.

**Clatsop Community College
Board Meeting
July 23, 2026
Submitted by: Jarrod Hogue**

Designate Depository of Funds for FY26-27

What: Request that the Board adopt a list of qualified depositories for public funds for FY26-27.

Why: Board Policy 6300 states: *The Board of Education at its annual organizational meeting in July or at other times deemed necessary by the Board, shall designate such bank or banks, as the Board deems safe and proper depositories for district funds*

Per [Oregon Revised Statute 295.002](#), an Oregon public official may deposit public funds up to the amount insured by the Federal Deposit Insurance Corporation (FDIC) or the National Credit Union Share Insurance Fund of the National Credit Union Administration (NCUA) in any insured financial institution with a head office or branch in Oregon. Public funds deposits that exceed these insurance limits, currently set at \$250,000, may only be held in a depository qualified by the Oregon Public Funds Collateralization Program (PFCP). The complete list of qualified was last updated on May 6, 2026 and is available at this link: <https://www.oregon.gov/treasury/public-financial-services/public-depository-information/pages/list-of-qualified-depositories.aspx>

The current authorized banks are Columbia Bank and U.S. Bank. A change in banking service requires a Request for Proposal (RFP) process.

Recommended Action:

The Board adopts the list of qualified depositories in Clatsop County for public funds for FY26-27 as designated by the Oregon State Treasury.

Source: Oregon State Treasury, Finance Division

- BANK OF AMERICA
- BANK OF THE PACIFIC
- MAPS CREDIT UNION
- COLUMBIA BANK
- U.S. BANK
- WAUNA FEDERAL CREDIT UNION
- WELLS FARGO BANK

Draft Board Goals for 2026-27
July, 2026

1. Support the Strategic Plan

By June 30, 2027, review at least three updates on progress toward the College's 2025-2030 Strategic Plan.

2. Ensure Fiscal Stewardship

By June 1, 2027, adopt a balanced budget and review regular financial reports to monitor the College's financial health.

3. Participate in Board Development

By July 30, 2027, participate in at least one Board development activity.

4. Support and Evaluate the President

By August 30, 2027, establish annual goals for the President and complete the President's annual evaluation.

Upcoming Events



Clatsop
Community
College

Board of Education

AUGUST & SEPTEMBER 2026 UPCOMING EVENTS			Updated 7/8/2026
EVENT	DATE	TIME	LOCATION
July Board Meeting	Thursday, July 23	5:30 pm	South County Campus
Regatta Parade	Saturday, August 8	TBD	Downtown Astoria
Summer Term Ends	Thursday, August 26	5:00 pm	All Campuses
Labor Day Holiday: College Closed	Monday, September 7	All Day	All Campuses
Regular Board Meeting (<i>if 2nd Thursday schedule continues</i>)	Thursday, September 10	5:30 pm	Columbia 219 or Zoom
Inservice Week Activities	Monday, September 14 – Friday, September 18	TBD	Lexington Campus
New Student Orientation	Tuesday, September 15	10:00 am – 2:00 pm	Lexington Campus
Fall Term Begins	Monday, September 21	8:00 am	All Campuses