COVER SHEET – AGENDA ITEM #R2

For Commission Meeting: May 21, 2018

"Community Technology Grant Agreement: Portland Community College"

Recommendation

Staff recommends that the Commission approve the 2018 Community Technology Grant agreement with Portland Community College for $39,324.

Background

At its January meeting, the Commission selected 8 Pre-Applications to invite to apply for funding. Following the Commission's decision, MHCRC staff engaged all 8 applicants in a process to complete full grant applications and contracts.

MHCRC staff has reached agreement on a final grant application and contract with Portland Community College (PCC) and recommends approval at the May meeting. The Commission unanimously agreed to move PCC's Pre-Application forward in the granting process. The primary purposes of the PCC Expanding Horizons by Developing Video Production Skills project are to address needs of video production students at PCC by providing a) access to professional video production technology, b) more up-to-date
curricula, and c) expanded community connections as well as meeting the needs of local high school multimedia teachers for professional development.

There are no significant changes to the final application or the grant request.

As part of the normal grantmaking process, Comcast is given the opportunity to review all final grant applications and contracts prior to staff moving the contracts forward for Commission consideration.

Attachment: Draft Community Technology Grant Agreement: PCC

Prepared By: Rebecca Gibbons
May 15, 2018

AGREEMENT FOR COMMUNITY TECHNOLOGY GRANT

This Agreement is between the Mt. Hood Cable Regulatory Commission (Commission), through the Office for Community Technology (OCT), and Portland Community College (Grantee) (together referred to as the "Parties").

RECITALS:

This Agreement is entered into for the purpose of providing the Commission's 2018 grant funds for the Grantee's Expanding Horizons by Developing Video Production Skills project.

AGREEMENT:

1.   Grant Amount, Use of Grant

Grantee is awarded a total amount of $39,324 for specific capital costs related to the Grant project. Grantee shall use the Grant funds exclusively for the purposes outlined in its Grant Application (the "Grant"). The Grant Application is attached to this Agreement as Attachment 1. Grantee shall not use the Grant funds for any purposes other than those set forth in Attachment 1.

2.   Project Manager

The Commission's Project Manager shall be Rebecca Gibbons or such other person as shall be designated in writing by the OCT Community Technology Program Manager.

3.   Payments

Grantee shall submit periodic invoices for reimbursement of actual capital costs incurred by Grantee related to the approved Grant budget.

Grantee shall use its best efforts to submit invoices for grant-funded expenses incurred in any July1-June 30 period (the Commission's fiscal year) to the Commission according to the following timeline in each year of the grant in which expenses occur:
- In fiscal year Quarter 1 (July 1 – September 30), Quarter 2 (October 1 – December 30) and Quarter 3 (January 1 – March 31), submit invoices incurred during a quarter no later than 45 days after the close of each fiscal quarter.
- In fiscal year Quarter 4 (April 1-June 30), submit any invoices for grant-funded expenses incurring through May 30 by June 15, provide an estimate of anticipated grant-funded expenses incurred during the month of June by June 25, and an invoice for any grant-funded expenses incurred in the month of June by August 15.

Grantee shall submit invoices online through the Commission's online grants management system using the claims module. The invoice, uploaded as an attachment to the grants management system claims module, shall be on Grantee's letterhead, signed and dated by an authorized representative of Grantee, addressed to "MHCRC c/o City of Portland", and include the title of the grant project, the total amount requested for reimbursement and an invoice

number. Grantee must also complete an expense line item, an expense report and attach supporting documentation through the grants management system in order to complete and submit the invoice to the Project Manager for review. Supporting documentation shall include copies of receipts or other evidence of payment, for the capital cost amount claimed in the invoice. The Project Manager, at her/his sole discretion, may require additional financial documentation of Grant expenditures.

Upon submission by the Grantee of an invoice, and upon certification by the Project Manager that the invoice is in accordance with this Agreement and any restrictions upon use of the Grant funds, the Commission shall pay to the Grantee the amount as specified in the invoice, not to exceed the total Grant amount, within thirty (30) days from date of the invoice. If the Project Manager finds that the invoice is not in accordance with this Agreement, the Project Manager shall notify the Grantee of the reasons for the disallowance and non-payment.

All invoices for Grant project capital costs must be received by the Commission no later than May 30, 2019 in order to be paid under the Agreement terms. No invoices shall be accepted after this date.

4.   Financial Records

Grantee agrees to keep accurate and complete financial records that will enable the Commission to easily determine the use of Grant funds and the allocation method of Matching Resources committed by Grantee and Project Partners for the Grant. Grantee shall maintain all financial records related to the Grant for one (1) year after the termination of this Agreement. Grantee shall provide the Commission prompt access to these records upon request and permit copying as the Commission may require.

5.   Reports

Grantee shall submit Interim Status Reports and a Final Status Report (collectively referred to as 'Report(s)') to the Project Manager using the Commission's online grants management system. The Reports shall include both programmatic and financial information as established by the Commission. An example of the range of report information collected is attached to this Agreement as Attachment 2. For a Report to be acceptable to the Project Manager, the Grantee shall document and clearly describe the progress of the grant scope in accordance with the reporting schedule defined below.

Interim Status Reporting periods are June 1, 2018 through December 31, 2018; January 1, 2019 through June 30, 2019. Interim Status Reports are due within thirty (30) days of the end of each reporting period.

Grantee shall submit a Final Status Report no later than July 30, 2019.

Grantee shall immediately provide notice in writing by electronic mail to the Project Manager when Grantee anticipates or realizes any deviation in the Grant project which may

result in Grantee's inability to fulfill the Grant project as originally submitted and approved by the Commission.

Grantee shall also provide other financial or program reports as the Commission deems reasonably necessary or appropriate. Grantee shall make its books, general organizational and administrative information, documents, papers and records that are related to this Agreement or Grantee's performance of services available for inspection by the Project Manager or other Commission representatives during reasonable business hours following five (5) business days advance written notification from the Project Manager.

6.   Project and Fiscal Monitoring

The Commission and the Project Manager shall monitor the Grantee's performance on an as needed basis to assure compliance with this Agreement. Such monitoring may include, but are not limited to, on site visits at reasonable times, telephone interviews and review of required reports and will cover both programmatic and fiscal aspects of the Grant. The frequency and level of monitoring will be determined by the Project Manager. Grantee shall remain fully responsible at all times for performing the requirements of this Agreement.

7.   Audit

Because Commission grant funds are derived from the cable services franchises in Multnomah County, the cable companies may conduct a financial review or audit of Grantee for the purpose of verifying whether use of capital grant funds is in accordance with the requirements of cable franchises related to use of capital grant funds. If the Commission receives notice from a cable company in accordance with the terms of the cable franchises of such audit or review, the Commission's Project Manager shall notify Grantee within 5 business days of receiving the notice, and shall identify to Grantee the relevant financial records of Grantee that the cable company seeks to review. The scope of such audit or review of Grantee shall be consistent with the terms of the applicable cable franchise. Grantee agrees to make such relevant financial records available to cable company's authorized representative for inspection and copying. Such records shall be reviewed during normal business hours at a time and place made available by Grantee. The Commission's Project Manager shall promptly provide Grantee with written notice of the audit or review's conclusions.

8.   Publicity

Any publicity shall indicate that the project was made possible by a Grant from the Commission through funds provided by the cable companies. Grantee shall notify the Project Manager before releasing information about the Grant to the press or other news media. The Commission may include information regarding the Grant in periodic public reports.

9.   No Other Obligations/Complete Agreement

Grantee acknowledges that, except for the Grant, the Commission has no obligation to provide, and the Commission has not led Grantee to believe in any way (whether expressly or by

implication) that the Commission will provide any additional or future assistance, financial or otherwise, either to Grantee or for the Grant project.

This Agreement contains the complete agreement of the parties. This Agreement may not be assigned, nor may any of the Commission's rights be waived, except in writing signed by a duly authorized representative of the Commission. The Commission may specifically enforce, or enjoin a breach of, the provisions of this Agreement, and such rights may be freely assigned or transferred to any other governmental entity by the Commission.

10. Representations

Grantee represents that it has full power and authority, and has obtained all necessary approvals, to accept the Grant, to carry out the terms of the Grant and this Agreement, and to conduct the Grant project in compliance with all applicable laws.

11. Indemnification

Subject to the limitations and conditions of the Oregon Constitution, Article XI, Sections 7 and 9, and the Oregon Tort Claims Act (ORS 30.260 through 30.300), the parties agree to indemnify and hold one another harmless from any loss, damage, injury, claim, or demand arising from their respective activities in connection with this Grant. Neither party shall be liable for any loss, damage, claim, or demand arising from the negligence of the other party or its agents or employees.

12. Compliance with Laws

The Commission and Grantee agree to comply with all applicable local, state and federal laws and regulations that apply to the subject matter of this Agreement.

13. Amendment

The Project Manager is authorized to amend the terms and conditions of this Agreement, provided such changes do not increase the Grant amount or the Commission's financial risks or change the purpose of the Grant. If approved such amendments shall only be effective if in writing, and signed by duly authorized representatives of both Parties. Any change in the amount of the Grant funds or the financial risks under this Agreement must be approved by vote of the Commission.

14. Term of the Agreement

This Agreement becomes effective on June 1, 2018 unless Grantee fails to sign and return the Agreement to the Commission within thirty (30) days of Commission action to approve the Agreement, in which event this Agreement shall be null and void. The term of this Agreement is through, and including, September 30, 2019.

15.   Early Termination of Agreement

This Agreement may be terminated prior to the expiration of its term by:

(a)   Written notice provided to Grantee from the Commission before any obligations are incurred; or

(b)   Mutual written agreement of the Parties.

Termination of this Grant shall be without prejudice to any obligations or liabilities of either party already accrued prior to such termination. However, upon receiving a notice of termination, Grantee shall immediately cease all activities under this Grant, unless expressly directed otherwise in writing from the Commission in the notice of termination. Further, upon termination, the Commission and/or Grantee shall deliver to the other party all works-in progress and other property that are or would be deliverables had the Grant been completed. Grantee shall be entitled to receive reasonable compensation as provided for under this Agreement for any satisfactory work completed up until the time of notice of termination.

16.   Material Failure to Perform

The Project Manager may terminate this Agreement after determining that Grantee has failed to comply with any material term or condition of this Agreement. It shall be a material breach and cause for termination of this Agreement if Grantee uses grant funds outside the scope of this Agreement.

Notice and Opportunity to Cure. The Project Manager shall give Grantee written notice of the intent to terminate this Agreement, identifying the reasons for such action. Grantee shall have thirty (30) days from the date of the written notice to cure the breach. If the breach is of such nature that it cannot be completely cured by Grantee within the thirty (30) day period, then Grantee shall submit a cure plan to the Project Manager no later than fifteen (15) days from the date of the written notice. Grantee's cure plan shall include actions, steps, and a time period to cure the breach. Grantee must obtain written consent from the Project Manager to proceed with a cure plan under an extended cure period.

No Payment During Cure Period. During the cure period or extended cure period, the Commission is under no obligation to accept or pay invoices submitted by Grantee under this Agreement. Grantee shall not perform services or take actions that would require the Commission to pay grant funds to Grantee without the written consent of the Project Manager. Grantee shall be solely responsible for any expenses associated with cure of its noncompliance or failure to perform.

Cause for Termination. If Grantee fails to cure the material breach within thirty (30) days of the written notice of termination, or if Grantee does not receive consent from the Project Manager to proceed with a cure plan and executes the cure plan satisfactory to the Project Manager, then the Commission may, at its sole discretion, require Grantee to refund to the Commission any amounts improperly expended, any unexpended amounts or the full amount of

Grant funds paid by the Commission to Grantee for the Grant project in compliance with the terms and conditions of this Agreement.

17.   Suspension of Work

The Project Manager may at any time give notice in writing to Grantee to suspend work and expenditure of funds provided under this Agreement. The notice of suspension shall specify the date of suspension and the estimated duration of the suspension. Grantee shall immediately suspend work and expenditure of funds to the extent specified. During the period of the suspension Grantee shall properly care for and protect all projects in progress including materials, supplies, and equipment that are on hand for performance of the Grant. The Project Manager may, at any time, withdraw the suspension of work as to all or part of the suspension in written, by electronic mail, notice to Grantee specifying the effective date and scope of withdrawal. Grantee shall then resume diligent performance of the work. In no event shall Grantee be entitled to any incidental or consequential damages because of suspension.

The causes for suspension of work include, but are not be limited to, Project Manager's concerns about Grantee's ability to complete the Grant in accordance with this Agreement or any other non-compliance with the Agreement.

18.   Non-Discrimination

In carrying out activities under this Agreement, Grantee shall not discriminate against any employee or applicant for employment on the basis of race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. Grantee shall take actions to insure that applicants for employment are employed, and that employees are treated during employment, without regard to their race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, or disability. Such action shall include but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Grantee shall state that all qualified applicants will receive consideration for employment without regard to race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. In regard to carrying out activities under this Agreement, Grantee shall further not arbitrarily refuse to provide services to any person and shall not discriminate in offering services on the basis of race, color, religion, age, sex, marital or economic status, national origin, sexual orientation, disability or source of income.

19.   Severability

Commission and Grantee agree that if any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the Parties shall be construed and enforced as if the Agreement did not contain the particular term or provision held to be invalid.

20.   Choice of Law and Choice of Forum

This Agreement shall be construed according to the laws of the State of Oregon, without regard to its provisions regarding conflict of laws. Any litigation between the Commission and Grantee arising under this Agreement or out of work performed under this Agreement shall occur, if in the state courts, in the Multnomah County court having jurisdiction thereof, and if in the federal courts, in the United States District Court for the State of Oregon.

21.   Survival

As of the date of termination of this Agreement, any pre-existing unresolved claim or dispute by either Party, including but not limited to, money owed, performance due, or any other obligations of the Parties, that is the result of the other Party's performance or non-performance, will, by their terms, survive termination of this Agreement and will be resolved in accordance with the terms and conditions of this Agreement. All indemnity and unperformed obligations will survive termination of this Agreement. The obligation under Section 5 to submit a Final Report shall also survive termination of this Agreement.

22.   Assignment

This Agreement or any interest therein may not be assigned or subcontracted without the prior written consent of the Project Manager. In the event of transfer without prior written consent, the Commission may refuse to carry out this Agreement with either the transferor or the transferee and yet retain and reserve all rights of action for any breach of contract committed by Grantee.

Notwithstanding Grantee's use of any subcontractor for performance of this Agreement, Grantee shall remain obligated for full performance hereunder, and the Commission shall incur no obligation other than its obligations to Grantee under this Agreement. Grantee agrees that if subcontractors are employed in the performance of this Agreement, the Grantee and its subcontractors are subject to the requirements and sanctions of ORS Chapter 656, Workers' Compensation.

23. Electronic Means

The parties agree the Commission and Grantee may conduct this transaction, including any contract amendments, by electronic means, including the use of electronic signatures.

24.   Notice

Any notice provided for under this Agreement shall be sufficient if in writing and (1) delivered personally to the following addressee, (2) deposited in the United States mail, postage prepaid, certified mail, return receipt requested, (3) sent by overnight or commercial air courier (such as Federal Express), or (4) email addressed as follows, or to such other address as the receiving party hereafter shall specify in writing:

If to the Commission:
>   Attn: Rebecca Gibbons, Project Manager:
>   Mt. Hood Cable Regulatory Commission
>   c/o City of Portland/ OCT
>   P.O. Box 745
>   Portland, OR 97207-0745
>   Email: rgibbons@mhcrc.org

If to Grantee:
>   Attn: Lori Gates
>   Portland Community College
>   P.O. BOX 19000
>   Portland, Oregon, 97280
>   Email: lgates@pcc.edu

Any such notice, communication or delivery shall be deemed effective and delivered upon the earliest to occur of actual delivery, three (3) business days after depositing in the United States mail as aforesaid, one (1) business day after shipment by commercial air courier as aforesaid or the same day an email transmission is sent (or the first business day thereafter if sent on a Saturday, Sunday or legal holiday).

AGREEMENT FOR COMMUNITY TECHNOLOGY GRANT: Expanding Horizons by Developing Video Production Skills

GRANTEE SIGNATURE:

GRANTEE: Portland Community College

BY: _____ Date: _____

Name: _____

Title: _____

MT. HOOD CABLE REGULATORY COMMISSION SIGNATURES:

By: _____ Date: _____
    Mt. Hood Cable Regulatory Commission Chair

Approved as to Form:

By: _____ Date: _____
    Mt. Hood Cable Regulatory Commission Attorney

Application

00738 - 2018 Community Technology Grants

00883 - PCC: Expanding Horizons by Developing Video Production Skills

Community Technology Grants

Status:	Submitted
Submitted Date:	04/20/2018 4:53 PM

Primary Contact

Name:		Lori	Gates
	Salutation	First Name	Middle Name	Last Name

Email: lgates@pcc.edu

Phone:*

971-722-8518

Phone   Ext.

Title: Grants Officer

Organization Information

Organization Name: Portland Community College

Organization Type: Community College or University

Tax ID

Organization Address: P.O. BOX 19000

City*

Portland	Oregon	97280
City	State/Province	Postal Code/Zip

Phone: 971-722-4365

Executive Summary

Executive Summary

The Executive Summary is your opportunity to introduce your project.

The Portland Community College (PCC) *Expanding Horizons by Developing Video Production Skills* project addresses needs of video production students at PCC for expanded access to professional video production technology, more up-to-date curricula, and greater community connections as well as needs of local high school multimedia teachers for professional development. The project has two sets of targeted beneficiaries: a) PCC Multimedia and Video Production students; and b) local high school teachers. It address the public benefit area of Reducing Disparities.

Students in introductory video production classes at PCC are working with outdated camera (camcorder) equipment and students in advanced classes do not have access to the variety of lights commonly used in the industries for which they are preparing for employment. These disparities create disadvantages for all students seeking Video Production One-Year Certificate and Associate of Applied Science (AAS) Degree awards at PCC, but particularly for students from under-resourced backgrounds seeking economic mobility through education and better employment. Through the Dual Credit program, PCC and high schools within the college's service district are creating opportunities for students to receive no-cost college credit for courses in multimedia and video production taught by qualified high school teachers. However, instructors and staff in the PCC Dual Credit program identified a need for more professional development for high school teachers of digital arts and video production and noticed that secondary teachers often lack a community of practice with peers in other schools, post-secondary instructors, and community professionals.

The *PCC: Expanding Horizons by Developing Video Production Skills* project will address these identified needs through the following project activities: 1) updating camera systems used in introductory courses; 2) broadening the pool of lighting gear used by advanced courses; 3) integrating the new technology into coursework; 4) increasing community and professional exposure of PCC students with the airing of student-produced programming through Open Signal; and 5) providing a professional development opportunity for local high school teachers. These activities will: a) educate students on current (industry-recognized) skills for employment, b) provide improved opportunities for a diverse group of students to develop familiarity with professional-grade equipment, and c) provide a professional development opportunity for multimedia and video production teachers.

The project has three anticipated outcomes: 1) PCC Multimedia and Video Production students will benefit from revised curricula integrating new technology; 2) Students will complete video production projects that will be aired on community access; and 3) High school teachers' professional development needs will be served by implementation of new technology within a class specifically adapted for their interests.

Video Production students at PCC create documentary and narrative projects in the wider Portland community, supporting diverse organizations, causes, and stories. Recent examples include a documentary interviewing the creators of a locally produced graphic novel ("Know your City") that discusses and explores societal issues; a memorial tribute to those killed in the 2017 MAX train stabbing; video profiles of a PCC Women's Resource Center and Veterans Center; and more. PCC instructors will enter into Producer Agreements with Open Signal to curate student projects like these for distribution on community access cable channels. This will provide opportunities for Portland-area viewers to see PCC student productions. The use of community access channels to air student programs will also promote greater student engagement with creating content for diverse communities and expose those communities to the PCC program.

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Project Narrative

Total Grant Funds: $39,324.00

Total Match Funds: $73,583.00

Total Funds: $112,907.00

Cable System Technology Use   Community Access Channels

Proposed Technology   Video production equipment

Public Benefit Area   Reducing Disparities for Underserved Communities

Project Purpose

In defining the project purpose, applicants must:

Portland Community College (PCC) is the largest institution of higher education in Oregon, enrolling over 74,000 full- and part-time students at four comprehensive campuses (Sylvania, Rock Creek, Southeast, and Cascade) and providing additional academic offerings at eight smaller centers around the Portland metropolitan area. The College is committed to its mission: *Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.* The mission is embodied in planning and activities across PCC. The PCC Multimedia (MM) Department is located at Cascade Campus (705 N. Killingsworth St., Portland, OR 97217) and is designed to provide students with skills needed in multimedia and video production careers. Courses emphasize concepts, applications, and hands-on skills used within the design, production, and delivery of content. Students also develop skills in project management through real-world assignments that stimulate collaboration. PCC offers Two-Year Degrees and One-Year Certificates in Multimedia and in Video Production. Although over 400 students from diverse backgrounds enroll in over forty MM courses each year, the proposed project will focus on seven courses that together enroll over half of that total number per year.

The primary purposes of the *PCC: Expanding Horizons by Developing Video Production Skills* project are to address needs of video production students at PCC by providing a) access to professional video production technology, b) more up-to-date curricula, and c) expanded community connections as well as meeting the needs of local high school multimedia teachers for professional development. PCC has invested significantly in improving campus facilities for teaching Multimedia and Video Production courses at Cascade Campus; however, the program is continuously focused on the need to keep up with the rapid pace of technical advancement in the field. Now that PCC physical studio facilities at Cascade are state-of-the-art, effort is shifting to curricula and technology improvements to align learning opportunities with current in-demand skills, industry standards, and community needs.

There are two sets of targeted beneficiaries for this project: 1) PCC Multimedia and Video Production students; and 2) local high school teachers. This project expects to serve approximately 300 students in specific Multimedia and Video Production classes from Summer Term 2018 through Spring Term 2019. Both sets of beneficiaries are disadvantaged by limited professional-grade, up-to-date technology available for instruction and student use. The rapid pace at which technology has been changing and the costs to replace the technology needed for the multimedia courses, has made it challenging for PCC to provide the beneficiaries with both up-to-date and professional-grade technology that industry professionals expect prospective employees to be able to use in the field. Industry professionals, graduates, and advanced students identified needs for updating technology and equipment at PCC. The prioritized needs are: 1) cameras and camcorders available to students to support uniformly better skills development; 2) more varied types of lighting resources to enhance student familiarity with lighting commonly used by today's professionals; and 3) updated 4,000 pixels resolution (4K) monitoring technology.

I. Targeted Beneficiaries: PCC Multimedia and Video Production Students

The first group of beneficiaries will be PCC students in the Multimedia and Video Production program at Cascade Campus. Over 40% (44%) of 67,552 students across the district were residents of Multnomah County in 2016-17. More than one-third of Cascade students (36%) are students of color. Although PCC Cascade draws students from the wider region, the top ten zip codes of students are in North, Northeast, and Southeast Portland (i.e., Multnomah County). In 2016-2017, MM students were 64% male, 33% students of color, and 76% aged 20-49 years, reflecting the diversity of PCC's credit students as a whole. Overall, 46% are male, 34% are students of color, and 73% are aged 20-49 years and PCC credit students are more diverse than the population of Multnomah County which is approximately 29% people of color.

Needs and Strategies to Benefit PCC Multimedia and Video Production Students. Multimedia students need to have revised course curricula integrating more up-to-date, professional-grade technology to be better prepared for employment within the video production industry. A stakeholder survey identified priorities for updated curricula and technology in seven courses: *MM 235 Digital Video Editing and Production* (4 credits), *MM 260 Video Production I* (4 credits), *MM 261 Video Production II* (4 credits), *MM 262 Video Production III* (4 credits), *MM 263 Cinematography and Lighting* (3 credits), *MM 267 Special Effects I: Green Screen* (4 credits),and *MM 275 Music Video* (3 credits). Students in *MM 235* and *MM 260* currently use high-definition (HD), consumer-level cameras (Canon XA20 camcorders) that do not match newer ultra-high definition (UHD) and 4K technology used by industry. Students in the additional five courses (*MM 261*, *MM 262*, *MM 263*, *MM 267*, and *MM 275*) currently use a limited variety of lights (tungsten, florescent) and do not gain experience in these courses with newer, energy efficient lighting technology with which employers expect job applicants to be familiar. In all targeted courses, students lack 4K-capable monitoring equipment for viewing and editing. It is important to PCC and community employers that the Multimedia and Video Production program address these needs so that graduates are better prepared to enter career pathways in the industry

and employers gain a better-prepared workforce.

The proposed project targets student needs for more optimum learning opportunities and proposes to address disparities by updating curricula and technology in the seven courses identified above. These changes will increase students' knowledge and skills related to professional technology as well as increase their employment prospects. Updated curricula for *MM 235* and *MM 260* will feature new camera (camcorder) equipment that will offer more accessible manual controls, UHD/4K recording, and 4K monitors that are becoming the new standards in video production. Updated lighting technology and related curricula in the other courses (*MM 261*, *MM 262*, *MM 263*, *MM 267*, and *MM 275*) will address industry expectations that now include familiarity with lower-energy, higher-illumination lighting. These changes will provide students, especially those disadvantaged by under-resourced prior learning experiences, with stronger skills and knowledge to move on to more advanced activities and employment. See also the **_Technical Design_** section below for more discussion of technology updates.

A related need of student beneficiaries is increased community interaction and exposure. Video Production students at PCC already create documentary and narrative projects in the wider Portland community, supporting diverse organizations, causes, and stories. Recent student project topics include: the Portland Retro Gaming Expo, protests in Portland in spring 2017, a memorial tribute to those killed in the MAX train stabbing, and the Historic Portland project. In the past, student programming has been submitted for broadcast on PCC's Channel 27 (PCC TV). This is a channel focused on PCC's educational mission. PCC TV provides an audience for student programming beyond the classroom, but the exposure is more limited than students would achieve by having their projects broadcast on community access channels with expanded public audiences. Addressing this limitation is important in order to encourage students to produce quality projects suitable for broader audiences in the wider community and for the community (including employers) to gain greater exposure to community-oriented programming created by PCC students.

To address this need and bring student projects to a broader community audience, PCC faculty are entering into Producer Agreements with Open Signal, located near the PCC Cascade Campus, for broadcasting student projects on community access cable. Partnering with Open Signal will provide a larger and broader audience for student programming. The new technology and revised curricula that are part of the proposed project will provide students with improved instruction and equipment access to produce higher-quality programming. Opportunities to have their projects broadcast on community access will encourage more student projects that focus on community issues, expanded engagement of the program and students with the wider community, and increased exposure of the community to the PCC program and, more importantly, Multimedia and Video Production student projects.

How Use of Project Services will Benefit PCC Multimedia and Video Production Students. The seven courses targeted by the *Expanding Horizons by Developing Video Production Skills* project (*MM 235*, *MM 260*, *MM 261*, *MM 262*, *MM 263*, *MM 267*, and *MM 275*) are all part of multiple Multimedia and Video Production certificate and degree awards at PCC. As a part of a career and technical education (CTE) program, Multimedia and Video Production courses are strongly grounded in developing hands-on skills for employment. The program is in continual dialog with employers and industry stakeholders to assure that courses are up to date and provide learning opportunities for skills that are in-demand in the industry. The student experience in Multimedia and Video Production typically begins with a series of introductory courses during their first term in the program. These include *MM 110 Introduction to Multimedia* (1 credit), *MM 120 Multimedia Design* (2 credits), *MM 130 Multimedia Graphic Video and Audio Production* (3 credits), and *MM 140 Multimedia Authoring I* (3 credits). Students who take these courses sequentially in one term gain a broad introduction to the areas of study within the program. In these courses, students develop basic skills in digital media production, learn about choices among certificate and degree awards, and find out about course requirements.

Students choosing to pursue a One-Year Certificate or Associate of Applied Science (AAS) Degree in Video Production typically enroll in *MM 235 Video Editing/Production* (4 credits) in their second term and *MM 260 Video Production I* (4 credits) in their third term. These targeted courses prepare students for more advanced courses required for certificate and degree awards, including the other courses targeted by this project: *MM 261 Video Production II* (4 credits), *MM 262 Video Production III* (4 credits), *MM 263 Cinematography and Lighting* (3 credits), *MM 267 Special Effects I: Green Screen* (4 credits), and *MM 275 Music Video* (3 credits).

Students will benefit from the *Expanding Horizons by Developing Video Production Skills* project through updated course curricula and upgraded, professional-grade recording and monitoring technology in their introductory Video Production courses (*MM 235* and *MM 260*). They will also be assessed on their knowledge, skills, and abilities using the new technology in these courses. The instruction and hand-on experiences will better prepare them for more advanced courses in Video Production and

for future employment. For example, working with UHD/4K resolutions in their projects and developing skills in specific production techniques that are only possible when shooting and monitoring at these higher resolutions will be beneficial because UHD/4K video contains about four times as much picture information as current HD technology.

Students in the advanced Video Production courses (*MM 261*, *MM 262*, *MM 263*, *MM 267*, and *MM 275*) will benefit from the project's integration of new lighting equipment as well as the new recording and monitoring equipment. They will participate in hands-on training, use the new technology as part of their class projects, and be assessed on their knowledge, skills, and abilities. Students will benefit through developing and completing projects integrating the use of professional-grade technology as well as having their projects aired on community access. Faculty will encourage students to think in terms of projects of interest to the community in light of the community access opportunity. For students, creating programs and content for community viewers (community access channel) using professional-quality technology will be a valuable step toward finding and keeping employment in the industry.

The Multimedia and Video Production program has been offering certificate and degree awards in Video Production for over 10 years, with graduates finding employment in local industry. The following quotes from program graduates provide perspectives on the program from former students:

The benefits of the Multimedia Program, in my job, have been incalculable. I mean, I wouldn't even have this job without the skills I learned in the Multimedia Program. One of the great things about the Multimedia Program is they teach you the process. They don't just teach you to make the final product. They teach you concept. They teach you design. They teach you drafts. They teach you how to take criticism, and who to show it to. They teach you the whole process that you need to know to get to that final product. Which I really appreciated, and something that I still use today. [Joe Bolenbaugh, Multimedia Producer, Oregon Children's Theater]

…I got way more than I thought I was going to get out of it. I had the mentality that this was just a community college program, and I came into the program thinking that. Then, after completing the program, I learned soon, and quickly, that this program was pretty advanced. The difference was that I didn't pay ninety-thousand dollars for my intro… [Chuvalo Boyd, Creative Director, Nine Media]

What (PCC) really gave me was an opportunity to hone my skills, quickly, and efficiently, and learn everything that I needed to walk out the door and be efficient, and be really ready to go. PCC really helped lay the foundation for me to launch my dream career. And, I couldn't have done it without going through this program. [Jesselee Kahaloa, VFX Coordinator, Laika]

PCC gave me the confidence, and the skills, and the network that I needed to get the job that I have now. [Liz Vaughn, Technical Specialist/Media Trainer, Open Signal]

Outcomes for PCC Multimedia and Video Production Students. There are two project outcomes for PCC Multimedia and Video Production students expected to result from implementation of the *Expanding Horizons by Developing Video Production Skills* project within the grant award period. The project planners have also identified evidence (indicators) of achievement for each project outcome as well as additional (long-term) outcomes that will result from implementation of the project.

Project Outcome 1: Students will benefit from revised courses integrating new technology that will prepare them for today's multimedia careers. This will be measured by college credits earned in target courses (*MM 235*, *MM 260*, *MM 261*, *MM 262*, *MM 263*, *MM 267*, and *MM 275*) and credential completion from Summer Term 2018 through Spring Term 2019 (approximately 12 months). All 300 enrolled Multimedia and Video Production students will gain new multimedia and video production knowledge, skills, and abilities and increase their employment prospects as evidenced by: **1a)** 275 students will earn credit toward Multimedia and Video Production certificates and degrees (A, B, C, and Pass grades) in classes that are part of the grant project; **1b)** 10 of these students will earn a certificate or degree in Multimedia and Video Production during the grant period; **1c)** 90% of students will earn at least 80% score on practical skills tests on new technology; and **1d)** 85% of students surveyed will rate their knowledge, skills, and abilities regarding new technology "improved" or "highly improved" after instruction.

Project Outcome 2: Student video production projects will be completed and suitable projects aired through Open Signal (community access channel). This will be measured by completed student projects and student-produced programs aired from Summer Term 2018 through Spring Term 2019. Students will gain real-world experiences, skills, and abilities in video production and increase their employment prospects as evidenced by: **2a)** a total of 15 student projects (A/B roll documentaries, 10; Narratives, 5) completed; and **2b)** a total of three hours of student productions aired on community access through OpenSignal.

Outcomes beyond the Grant Period: The targets for project outcomes identified above will be part of evaluation within the grant

award period. However, longer-term benefits for students are also anticipated. An additional 275-300 students per year will complete revised courses and use updated technology after the grant award period ends. Because the largest number of beneficiaries during the grant period will be completing lower-level introductory classes and will not accumulate enough credits to graduate within the grant period, the number of PCC students who earn Multimedia and Video Production certificates or degrees after completing classes integrating grant-funded equipment will likely increase to approximately 40 per year by 2019-2020.

II. Targeted Beneficiaries: Local High School Teachers

The second group of *Expanding Horizons by Developing Video Production Skills* project beneficiaries will be local high school multimedia and video production teachers. There are over 20 high school multimedia/video production programs in the Portland metropolitan area and each secondary CTE program must have at least one teacher certified to teach courses in the program. Every licensed high school CTE teacher in Oregon must complete professional development activities in order to gain and periodically renew their CTE teaching license. Successful completion of a college-level course in the teaching area is a way to meet professional development requirements and stay current in the field.

Needs and Strategies to Benefit Local High School Teachers. PCC Video Production instructors, working with PCC's Dual Credit program and its high school partners, identified professional development needs of local multimedia and video production teachers. In order for high school students to receive college credit in addition to high school credit, the high school teachers must be qualified (approved) to teach the college course. PCC Dual Credit already provides supports (including workshops) for such dual credit teachers. However, these teachers still face challenges meeting professional development requirements in the content area, finding resources for curriculum development, and developing specifications and sourcing funding for technology and software investments.

This project proposes to address the professional development needs of high school multimedia teachers by offering *MM 260 Video Production I* as a summer class adapted to address teachers' professional development needs. The primary needs for this group of beneficiaries that the project will address are: continuing development of video production and teaching skills; expanding knowledge of video production equipment that supports learning; sharing of learning activities, resources, and assessment rubrics; and developing a community of practice that includes other teachers and community connections. Multimedia and Video Production has tentatively labeled the class "MM 260 Video Production for Educators."

How Use of Project Services will Benefit Local High School Teachers. Teachers will have an opportunity to earn four college credits (approximately 50 contact hours of continuing education) from PCC in early Summer Term 2018 (June/July). Some teachers at school districts and individual high schools in the region will learn of the opportunity through PCC's Dual Credit program. These teachers received inquiries soliciting interest and input regarding content for a "Video Production for Educators" course. Other teachers will hear about the opportunity through materials distributed by PCC Multimedia and Video Production faculty or the Portland Public Schools (PPS) Pathways program (CTE/Career Pathways). Teachers are being invited to complete an online survey instrument to share their responses regarding course design. The survey went online in February 2018 and has already resulted in informal commitments to enroll from more than seven teachers. With PPS Pathways support, enrollment of at least 12 teachers (a Project Outcome 3 target) is very possible.

Initial results from the survey show strong interest from teachers in the following areas:

•Learning more about video production concepts, skills, and workflows;

•Learning more about how to develop and maintaining editing systems and labs;

•Sharing assignments, assessment strategies, and rubrics;

•Developing a community of practice with other teachers in the region; and

•Learning more about funding sources and equipment for their schools.

Teachers will benefit from the project's adaptation of curriculum to focus on areas of interested identified by themselves and their peers. The teachers who are beneficiaries of the project will be able to take their learning from "MM 260 Video Production for Educators" and employ it in their schools and courses. They will utilize new video production skills; knowledge of up-to-date video production equipment; and knowledge of new learning activities, resources, and assessment rubrics that support learning. As an outgrowth of course participation, teachers will also benefit from the development of a community of practice (i.e., a group with shared interests engaged in a process of shared learning) for teaching multimedia and video production that includes secondary and postsecondary instructors and community professionals. Finally, teachers will develop skills in building community support for ongoing activities that will elevate their practice of teaching video production.

Outcomes for Local High School Teachers. The outcome for local high school teachers (Project Outcome 3) will be to gain

much-needed multimedia and video production knowledge, skills, and abilities and meet professional development requirements through the summer professional development experience ("MM 260 Video Production for Educators") using adapted curriculum and upgraded technology. This will be evidenced by: **3a)** at least 12 local high school teachers earning multimedia professional development credit; and **3b)** 85% of teachers surveyed rating their participation in "MM 260 Video Production for Educators" as "worthwhile" or "highly worthwhile" at the end of the class.

<u>Outcomes beyond the Grant Period</u>: In addition to providing useful learning and a professional development opportunity for teachers, the project planners hope teachers form a community of practice for video production teaching based on networking, community, and mutual support. Proposal developers expect that these benefits will have a positive impact on these teachers and their high school students long after the grant project's end.

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Evaluation Plan

How will you evaluate progress toward and achievement of the projects anticipated outcomes?
The evaluation plan should include evaluation questions, strategies or methodologies to collect data in order to answer the questions and steps to document findings and lessons learned.

The *Expanding Horizons by Developing Video Production Skills* project will incorporate a variety of data to evaluate its reasonably achievable and measurable outcomes. Periodic (formative) evaluation will take place throughout the project period. The Project Director will be responsible for project-level evaluation activities. Seth Bloombaum (part-time faculty) will be the Project Director and will work with PCC's Institutional Effectiveness office to develop and implement the data collection and reporting processes outlined below. After each college term, the Project Team (composed primarily of Video Production faculty) will meet to evaluate activities to date and plan future activities. A final evaluative report (summative evaluation) will include outcome assessment results, project strengths and challenges, and plans for continuous improvement.

The project design incorporates evaluation as an integral element of the project over the course of the project. Within target courses, instructors will be observing the impact of new technology and curricular revisions on students and high school teachers as well as assessing their skills in using new technology and administering surveys to collect evidence from them about project outcomes. The Project Director will create data reports including quantitative and qualitative data assessing the project's outcomes. The Project Team will meet quarterly to review the data reports and discuss progress on outcomes, anecdotal evidence from instructors, accomplishments and challenges, and lessons learned. The Team will also discuss future project activities (see **Implementation Plan** section below) in light of evaluation findings to date.

Evaluation Question 1. How will PCC Multimedia and Video Production students benefit from revised (updated) curricula and use of new professional-quality equipment in courses? (See Project Outcome 1 in the **Project Purpose** section.)

Indicators:

1a. Students earning credit toward Multimedia and Video Production certificates and degrees;

1b. Students earning a certificate or degree in Multimedia and Video Production;

1c. Students earning a minimum average score on practical skills tests on new technology; and

1d. Students rating their knowledge, skills, and abilities regarding new equipment "improved" or "highly improved" after instruction.

Data and Collection Methods: The Project Director will work with PCC's Institutional Effectiveness office to create a report for the project that includes course enrollment, grade, and program completion data from PCC's Banner student information system to show data for Indicators 1a and 1b. Instructors of target classes will administer in-class skills tests (Indicator 1c) and collect end-of-term surveys (Indicator 1d) from students in classes. The Project Director will then collect anonymized data for Indicators 1c and 1d from instructors. The Project Director will run the customized data report and compile data for indicators after the end of each term (Summer Term 2018, then each term thereafter).

Findings and Lessons Learned: The Project Director will share findings on Project Outcome 1 at Quarterly Project Team Meetings. This will facilitate use of data to assess project success, including progress on achieving project outcomes (i.e., meeting indicator targets), at regular intervals throughout the project. The Project Team will analyze results, identify strengths and challenges of project-related activities to date, and develop strategies to apply project learnings in current and future instruction. These findings and lessons learned will be documented in meeting notes.

Evaluation Question 2. Will programming created by PCC Multimedia and Video Production students using professional-quality equipment integrated into course curricula be appropriate for airing on community access channels? (See Project Outcome 2 in the **Project Purpose** section.)

Indicators:

2a. Number of student projects completed in targeted classes; and

2b. Total hours of student productions aired on community access through Open Signal.

Data and Collection Methods: Instructors will send the Project Director data on student projects completed in targeted courses and submitted to Open Signal. The Project Director will collect data on student programming broadcast on community access from Open Signal programming logs and records. The Project Director will compile data for these indicators after the end of each term (Summer Term 2018, then each term thereafter).

Findings and Lessons Learned: The Project Director will include findings for Indicators 2a and 2b in quarterly data reports shared with the Project Team. See **Evaluation Question 1**, Findings and Lessons Learned, above for information on Quarterly Project Team Meetings. The Project Team will analyze results for Indicators 2a and 2b to inform assessment of progress toward project success and to determine if adjustments in instruction are needed to support completion of more quality student projects and facilitate more student programming being broadcast through Open Signal.

Evaluation Question 3. Will local high school multimedia and video production teachers benefit from a *MM 260* class adapted to their professional development needs and integrating professional-quality equipment? (See Project Outcome 3 in the **Project**

Purpose section.)

Indicators:

3a. Teachers earning multimedia professional development credit for target class ("MM 260 Video Production for Educators"); and

3b. Teachers reporting the class as "worthwhile" or "highly worthwhile" for their teaching at the end of the class.

Data and Collection Methods: The instructor of "MM 260 Video Production for Educators" (Seth Bloombaum, also the Project Director) will collect information from students regarding their affiliation with high schools and professional development plans as well as data for Indicators 3a and 3b via a student survey administered at the end of the class. Data on credits earned by teachers will be part of the customized data report from the Banner system (see *Evaluation Question 1*, Data and Collection Methods, above for more information on the customized report). The Project Director will compile data for these indicators after the end of Summer Term 2018.

Findings and Lessons Learned: The Project Director will share findings on these indicators with the Project Team at the first Quarterly Project Team Meeting. The Team will use the results to evaluate project success in meeting Project Outcome 3. The data on these indicators, as well as the instructor's learnings from teaching the course, will be incorporated in planning around offering similar professional development opportunities for high school teachers in future. Findings and lessons learned will also be shared with the PCC Dual Credit program in order to inform their plans for future activities to address needs of high school teachers who are teaching, or interested in teaching, dual credit courses in other subject areas.

Reporting. The Project Director will submit a Mid-Project Report to MHCRC that summarizes project success in addressing Evaluation Questions and meeting Project Outcomes to that point. He will also include summaries of project strengths, challenges, and learnings in the report. At the end of the grant period, the Project Direct will compile project data for the Project Team's review. They will use the data to assess overall project success. The Team will also discuss strengths and challenges of the project overall and how to use project data and learnings to improve future instruction and related activities. The Project Director will then submit a Final Project Report to MHCRC that will be informed by the Final Team Meeting discussion.

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Project Partners

A "Project Partner" is defined as an organization that supplies cash or in kind resources and/or plays an active role in the planning and implementation of the project. You should present who your Project Partners are, their respective roles in the project, and specific contribution each partner will make to the project in the form of financial support, equipment, personnel, or other resources.

There are no formal Project Partners external to PCC for the *Expanding Horizons by Developing Video Production Skills* project. However, the proposed project will partner with Open Signal to broadcast student-produced programming on community access channels as well as the PCC Dual Credit program and PPS Pathways program to reach local high school teachers who could benefit from the "MM 260 Video Production for Educators" professional development opportunity. The project will also collaborate with internal PCC partners to support the project, faculty, and student participants. The Office of Institutional Effectiveness will provide information systems programming, technical advice, and project evaluation support. Offices such as Advising, Disability Services, and student resource centers (Multicultural Center, Women's Resource Center, etc.) will support recruiting PCC students for project courses and will offer student support resources for participants. PCC's Facilities Management Services will provide maintenance services. Multimedia and Video Production at PCC also partners with other PCC departments to coordinate new video productions profiling various campus offices and activities (for example, PCC's Paralegal Department, Sonic Arts Program, Multicultural Resource Centers, Non-Credit Community Education program, and Athletics).

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PROJECT FEASIBILITY SECTION includes: Technical Design, Implementation Plan, Organizational Capacity and Project Budget (see Final Application Budget form)

Technical Design

The Technical Design should specify in detail the proposed technology and equipment to be employed; the rationale in selecting the particular technology; how the technical design supports the projects use of the community access channels and/or the I-Net; and the plans for maintaining and upgrading the system or equipment in the future.

The *Expanding Horizons by Developing Video Production Skills* project will expand on video production technology currently used at PCC by providing students with updated curricula and technology within existing courses. Current camera (camcorder), recording, tripod, monitoring, and lighting technology used in courses is not up to date. The video and film industries are transitioning from HD to UHD/4K recording. This proposal represents PCC's first steps towards 4K, both in the Panasonic camcorders and in the proposed new monitors that are part of PCC's match. These will add 4K recording, viewing, and editing capability for students in multiple courses.

The new camcorders will be integrated in curricula for *MM 235* and *MM 260*. The current camcorders (Canon XA20 models) used in these courses are not professional grade by today's standards and no longer alone adequately support development of skills for employment. In addition, the Libec and Manfrotto tripods purchased for the Canon camcorders have not held up to the demands of student productions and are failing. This project will provide eight "Dr. Bags" that will each include a 4K/HD professional camcorder (Panasonic AG-UX90), camcorder battery, and SD memory card. Students will also check out an industry-standard tripod (Sachtler System Ace XL MS AL with Fluid Head) for field work. Instructors will familiarize students with equipment and train students on new technology. Students will be introduced to new technology in *MM 235* and student teams in *MM 260* will then be able to check out Dr. Bags and tripods from their instructor to complete student projects using the new gear. The current camcorders will continue to be available for student use as well, and their availability may facilitate more hands-on learning experiences for students in introductory courses as an indirect result of the proposed project. Teachers in the summer "MM 260 Video Production for Educators" class will be the first to use the new gear for class projects and gain valuable skills and insights for their teaching as well as information about current industry standards, technology, and hiring expectations.

As part of its match, PCC will purchase two Atomos 7" 4K HDMI/SDI/Quad recording monitors (#ATOMSHGIN2), accessory kits, and master caddies. These will provide students with monitors and recorders to be used in field production for both class assignments and projects to be broadcast on community access. These recording monitors are capable of recording and viewing the 4K signals of the project's camcorders as well as supporting future upgrades of cameras and other gear. They are portable for field use, battery powered, and will be important for some higher profile projects and special effects work; however, two of the small monitors should be sufficient as they will not be needed for every shoot and will be shared among students in *MM 260* and advanced courses. For example, teachers in "MM 260 Video Production for Educators" will be able to experience 4K signal quality and differences between the camcorder screens (3") and the recording monitors (7").

Lighting technology will add HMI (human machine interface), special effects, and LED (light-emitting diode) options for *MM 261*, *MM 262*, *MM 263,* and *MM 267*. These courses (and lighting technology) have matured since current lighting technology was implemented and the courses are now reaching limits on learning opportunities that can be provided in lighting. The existing lighting gear consists of small-crew interview (ENG) kits from Arri, Lowell, and KinoFlo, and studio lights from KinoFlo. The project proposes purchase of one Lighting Joker 400W HMI News light kit (K5600), a current industry standard for television news and film. HMI lighting technology offers greater intensity than any other lights in general use, and much lower power consumption than conventional lights, while remaining portable enough for use by small crews and students. The two 740-Watt Ellipsoidal Spotlights (Source Four, ETC #7060A1009-A, Black) will support learning opportunities for advanced students in special effects lighting. Students will gain learning opportunities for contemporary lighting systems that can change color temperature to match existing (ambient) light (at very high intensities with low power consumption) by working with the proposed Arri SkyPanel S60-C LED Softlight. Because the Joker 400W HMI and Skypanel S60 lighting systems are of very high intensity, and provide so much light of the right characteristics (color temperature), they can also work in bright sun and can simulate sunlight.

As another part of PCC's match, Multimedia and Video Production will purchase an ikan 23.8" Native UHD/4K monitor (#D24) with quad split display and 3G-SDI and HDMI 2.0 input. This monitor will offer students in advanced courses a 4K monitor for small group and crew displays. It was chosen for the project because it is a size suitable to use alongside a camera for both field and studio production.

Instructors will use the proposed 31.5" IPS monitor (NEC PA-322UHD-BK-SV) that PCC will purchase to provide 16:9 UHD/4K monitoring capability for students. This monitor will be used in the studio and classrooms as a large display for viewing of camera signals during instruction. Visual learning for students will include menu displays, results of varying lighting techniques, and results of varying camera techniques. This monitor was chosen for the project because it also offers options for UHD-SDI as well as HDMI input, which support future growth and technology upgrades.

Students will benefit from meaningful updates to cameras (camcorders), monitoring, and lighting through this project. This will

enable new learning opportunities in up-to-date production practices. The new technology will also support future upgrades of other camera systems in use in advanced courses to recording UHD/4K.

PCC's *Expanding Horizons by Developing Video Production Skills* project will revise curricula in the seven target courses to integrate the new technology discussed above. Instructors will not need additional (formal) training and education to develop curricula integrating the new technology into courses. Students will be provided training and education needed to use the new technology by faculty within classes as well as having opportunities to use the new tech to produce projects that they will plan and execute as part of class assignments.

The project's technical design supports the use of community access channels by expanding PCC's relationship with Open Signal, thereby broadening and deepening the community engagement of students in PCC Video Production courses. The project's commitment to establishing consistency in PCC Video Production's relationship with Open Signal will have student and community benefits past the project's end because, once established, the relationship between the PCC program and Open Signal will be sustained. Improving and formalizing the relationship with Open Signal will create a consistent flow of PCC student projects to community access. For students, this will promote greater awareness of community access programming needs and opportunities. The project will help students understand the potential for community benefits through their productions.

PCC employs lab technicians, teaching assistants, and faculty with industry experience to support student learning in Video Production courses, including routine maintenance to sustain equipment. Faculty and staff maintain technology and equipment on a daily basis, with the goal of keeping gear in the hands of students rather than on the shelf. Despite their best efforts, the equipment is subject to hard use. This is true of any multi-user environment. In addition to daily maintenance, Multimedia and Video Production also employs an independent video engineer for repairs as needed and regularly cycles broken equipment to manufacturer's service departments for repair. Funding for maintenance of facilities and existing equipment is consistently supported by PCC through general fund departmental budgets. Departmental, campus, and institutional approval for the *Expanding Horizons by Developing Video Production Skills* project and grant proposal represents PCC's commitment to maintaining equipment purchases after the project and grant end. The Multimedia and Video Production program's successes have reinforced strong relationships with campus leadership that result in additional support for program needs (such as PCC's funding for monitoring equipment and project coordination included in this grant proposal). However, major support for replacement or upgrading of equipment and facilities often comes from special sources of funding; for example, Carl D. Perkins Career and Technical Education grant funds were used to purchase existing camcorders used in *MM 235* and *MM 260* (funds for equipment are limited and competitive among all of PCC's more than forty CTE programs), while PCC bond funds were used to provide significant remodeling and upgrades for Cascade Campus studio facilities in recent years; however, current funding from both these sources is already committed to other programs and projects.

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Proposed Project Start and End Date:

Projects may include timelines of up to 36 months.

Proposed Start Date (month/year)   June/2018

Proposed End Date (month/year)   July/2019

Implementation Plan

The Implementation Plan should include major tasks and milestones in addition to detailed tasks needed to successfully implement the project.

The *Expanding Horizons by Developing Video Production Skills* project will be led by PCC Multimedia and Video Production faculty. The core of the Project Team will be the instructors who teach the seven courses targeted by the project. In addition to serving on the Project Team, they will be responsible for curricular revisions needed to integrate the project's new technology into the courses they teach (see below). Erik Fauske and Seth Bloombaum led the project planning phase and Seth will serve as the Project Director.

Beth Fitzgerald (full-time PCC faculty member) is the PCC Cascade Multimedia Department Chairperson. Beth's multimedia talents include live productions and video experience. She provides overall coordination of Multimedia and Video Production instruction and related activities. She will provide advice and assistance to the project regarding course revisions (curriculum development).

Seth Bloombaum is a part-time faculty member and the Dual Credit Faculty Liaison for the Multimedia Department at PCC. He will also be the **Project Director** for the *Expanding Horizons by Developing Video Production Skills* project. Seth teaches *MM 260 Video Production I* at least three times each academic year and *MM 267 Special Effects I: Green Screen* at least once per year. He will be responsible for adapting curriculum and teaching "MM 260 Video Production for Educators" in Summer Term 2018. He will also be responsible for curriculum revisions in Summer Term 2018 in order to integrate new camcorder, video monitoring, and lighting technology (equipment) into *MM 260* for general Multimedia and Video Production students and will teach that version of the course for the first time in Fall Term 2018. In addition, Seth will complete curriculum revisions in Summer Term 2018 in order to integrate the new technology (equipment), particularly the studio monitoring and lighting equipment, into *MM 267* and will teach that revised course for the first time in Fall Term 2018. Seth is an award-winning producer/director with 35 years of industry experience in creating video and events for a variety of clients, including Fortune 500 companies. He joined PCC in 1999 as an Industry Advisory Board member, and is currently teaching video and digital media production at PCC and Northwest Documentary.

Erik Fauske is the Multimedia Department's full-time lead video production faculty member. He teaches intro, intermediate, and advanced pre-, principle-, and post-production courses. Erik is the Video Producer for the PCC Media team. He develops, directs, and films projects for PCC's clientele (offices, departments, student organizations, etc.). He has a background in documentary, narrative, and live event productions and works with Multimedia student interns on PCC productions to build industry skills. Of the target courses for the project, he teaches *MM 235 Digital Video Editing and Production*, *MM 261 Video Production II*, and *MM 262 Video Production III*. Erik will complete curricular revisions for two courses (*MM 235* and *MM 262*) in Summer Term 2018. He will integrate new camera (camcorder) and video monitoring technology (equipment) into *MM 235* and integrate new video monitoring and lighting technology (equipment) into *MM 262*. Erik will then teach the revised courses for the first time in Fall Term 2018. Erik will carry out curriculum revisions to integrate new camcorder, video monitoring, and lighting technology (equipment) into *MM 261* in Fall Term 2018 and will teach that revised course for the first time in Winter Term 2019.

Scott Ballard teaches *MM 263 Cinematography and Lighting* at least twice each academic year. He will be responsible for curriculum revisions in order to integrate new camcorder, video monitoring, and lighting technology (equipment) into *MM 263* in Fall Term 2018 and will teach the revised course for the first time in Winter Term 2019. Scott is an award-winning Portland-based Director, Producer, and Director of Photography. His credits include Director of Photography for nine feature films, producer of six feature films, and Writer/Director/Producer of three feature films. His most recent work has won multiple nominations and awards in film festivals worldwide. Currently, he is producing a feature-length documentary, and is in pre-production for a documentary series and for his fourth narrative feature film. He teaches at PCC, NW Film Center, and Portland State University.

Kevin Forrest teaches *MM 275 Music Video* at least twice each academic year. He works closely with Erik Fauske, Seth Bloombaum, and Scott Ballard in supporting student crews in Multimedia and Video Production and teaches at PCC. Kevin will be revising *MM 275* in Summer Term 2018 to integrate new video monitoring and lighting technology (equipment) and will teach the revised course for the first time in Fall Term 2018. Kevin is a freelance director, cinematographer, and independent filmmaker who is part of the Great Notion Filmmakers Collective. His recognized ability to create stunning visual images has gained him entry into numerous national film festivals.

Windy Wahlke is the PCC Multimedia Project Coordinator. She provides support to students, faculty, and staff in the Multimedia and Video Production program. She is also a part-time faculty member and coordinates internships and special projects for the program. Windy will provide support to the project through her work with students completing projects for submission to Open Signal for broadcast on community access.

The overall implementation plan for the proposed project (see the **Implementation Timeline** below) will involve acquisition of equipment and integration of new equipment into course curricula in advance of offering the target courses with revised curricula. The first class offering will be the adapted "MM 260 Video Production for Educators" in Summer Term 2018 as a professional development opportunity for local high school multimedia (video production) teachers. Also in Summer Term 2018, instructors will complete curricular revisions to integrate new equipment into classes to be offered in Fall Term 2018 (*MM 235*, *MM 260*, *MM 262*, *MM 267*, and *MM 275*). Faculty will revise two more courses (*MM 261* and *MM 263*) in Fall Term 2018 and those classes will be taught in Winter Term 2019. Classes incorporating curricular revisions will be offered multiple times during the project period except for *MM 267* (offered only in Fall Term). Multimedia and Video Production students will produce student projects in *MM 260*, *MM 261*, and *MM 262* that will be submitted by faculty to Open Signal for broadcasting on a community access channel.

The **Implementation Timeline** below for the *Expanding Horizons by Developing Video Production Skills* project provides a chronological overview of project implementation, including major tasks, milestones, and detailed tasks of the project. Project evaluation plans are integrated with implementation plans throughout the project (see the **_Evaluation Plan_** section above for more information). Instructors will carry out activities related to project evaluation each term within their classes. These activities will include assessing students on their knowledge, skills, and abilities related to new technology as well as administering student surveys to collect data on student perceptions of learning in revised classes. Instructors will forward data from their class(es) to the Project Director at the end of each term and will participate in Quarterly Project Team Meetings to discuss aggregated data from the previous term, cumulative data, and progress on meeting project outcomes. The Quarterly Project Team Meetings and a Final Project Team Meeting will also provide faculty with opportunities to discuss and document accomplishments, challenges, and lessons learned through the project to inform continuing success for Multimedia and Video Production students in classes and careers.

Implementation Timeline	
Timeline	**Major Tasks/Milestones**
Detailed Tasks	**Responsible**
June 2018	Technology (Equipment) Acquisition **[Milestone]**
	Project Director (in collaboration with Multimedia and Video Production faculty, staff, and Chair) will order project equipment.
	Project Director (Bloombaum)
Curriculum Adaptation	Adapt *MM 260* for educators and incorporate new technology in class activities
Instructor (Bloombaum)	Assembly and Installation of New Technology (Equipment)
Assembly of cameras (camcorders), tripods, and monitors with accessories, portable lighting and lighting system installation	Multimedia Faculty and Technical Staff
June/July 2018	"MM 260 Video Production for Educators" **[Milestone]**
Adapted *MM 260* offered for the first time	Instructor (Bloombaum)
Data collected from *MM 260* students regarding high school teaching and professional development (Project Outcome 3)	Instructor (Bloombaum)
Summer Term 2018	Curriculum Development (integration of new equipment) for courses to be offered Fall Term 2018
	Curriculum for *MM 235* updated and revised to integrate new tech
Instructor (Fauske)	Curriculum for *MM 235* updated and revised to integrate new tech

Instructor (Bloombaum)	Curriculum for *MM 262* updated and revised to integrate new tech
Instructor (Fauske)	Curriculum for *MM 267* updated and revised to integrate new tech
Instructor (Bloombaum)	Curriculum for *MM 275* updated and revised to integrate new tech
Instructor (Forrest)	Customized Data Report Developed
Creation of customized data report to extract project data from PCC's Banner student information system (database)	Institutional Researcher and Project Director (Bloombaum)
September 2018	Evaluation Activities
Quarterly Project Team Meeting to review activities to date, identify accomplishments and challenges, plan for upcoming activities, etc.	Project Director (Bloombaum), Project Team
Fall Term 2018	Classes Offered with New Equipment Use Integrated **[Milestone]**
	Updated (revised) *MM 235* offered for the first time
	Instructor (Fauske)
	Updated (revised) *MM 260* offered for the first time
Instructor (Bloombaum)	Updated (revised) *MM 262* offered for the first time
Instructor (Fauske)	Updated (revised) *MM 267* offered for the first time
Instructor (Bloombaum)	Updated (revised) *MM 275* offered for the first time
Instructor (Forrest)	Curriculum Development for Winter Term 2018 Courses
Curriculum for *MM 261* updated and revised to integrate new tech	
Instructor (Fauske)	Curriculum for *MM 263* updated and revised to integrate new tech
Instructor (Ballard)	Data Collection
Faculty collect data on students in target classes and forward to the Project Director at end of term	Instructors (Fauske, Bloombaum, Forrest, and Ballard)
January 2019	Evaluation Activities
Project Director gathers and organizes data to date and creates reports for Project Team	Project Director (Bloombaum)
Quarterly Project Team Meeting to review activities and assessment data for summer and fall, identify accomplishments and challenges, plan for future activities, etc.	Project Director (Bloombaum), Project Team
Project Director Submits Semi-Annual (6 month) Progress Report to MHCRC	Project Director (Bloombaum)
Winter Term 2019	Classes Offered with New Equipment Use Integrated **[Milestone]**
	Updated (revised) *MM 235* offered
Instructor (Fauske)	Updated (revised) *MM 260* offered
Instructor (Bloombaum)	Updated (revised) *MM 261* offered for the first time
Instructor (Fauske)	Updated (revised) *MM 263* offered for the first time
Instructor (Ballard)	Data Collection
Faculty collect data on students in target classes and forward to Project Director at end of term	Instructors (Fauske, Bloombaum, and Ballard)

March/April 2019	Evaluation Activities
Project Director gathers and organizes data to date and creates reports for Project Team	Project Director (Bloombaum)
Quarterly Project Team Meeting to review activities and assessment data for Summer 2018 through Winter 2019, identify accomplishments and challenges, plan for future, etc.	Project Director (Bloombaum), Project Team
Spring Term 2019	Classes Offered with New Equipment Use Integrated
	Updated (revised) *MM 235* offered
Instructor (Fauske)	Updated (revised) *MM 260* offered
Instructor (Bloombaum)	Updated (revised) *MM 262* offered
Instructor (Fauske)	Updated (revised) *MM 275* offered
Instructor (Forrest)	Data Collection
Faculty collect data on students in target classes and forward to Project Director at end of term	Instructors (Fauske, Bloombaum, and Forrest)
Late June 2019	Evaluation Activities
Project Director gathers and organizes data to date and creates reports for Project Team	Project Director (Bloombaum)
Final Project Team Meeting to review activities and assessment data to date for project, identify accomplishments and challenges; plan for future activities, etc.	Project Director (Bloombaum), Project Team
July 2019	Final Report Due **[Milestone]**
Final grant report on grant activities due to MHCRC	Project Director (Bloombaum)

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Organization Capacity

The applicant should demonstrate the Organization's capacity to successfully integrate the project into the organization.

PCC possesses the organizational capacity to successfully integrate the *Expanding Horizons by Developing Video Production Skills* project into the Multimedia and Video Production program at Cascade Campus and into the institution. Multimedia and Video Production instructors Seth Bloombaum (part-time faculty) and Erik Fauske (full-time faculty) led project planning activities. Other Multimedia and Video Production faculty will participate on the Project Team (see **Implementation Plan** above for more information on faculty involved). The project is supported by the PCC Cascade Multimedia Department Chair, Beth Fitzgerald; PCC Cascade Arts and Professions Division Dean, Dan Wenger; PCC Cascade Dean of Instruction, Kurt Simonds; PCC Cascade President, Karin Edwards; and PCC District administrators. The PCC President's Cabinet approved the proposed project at its meeting on April 11, 2018, and PCC District President Mark Mitsui signed the approval.

PCC's commitments to the project are manifested in the matching funds being provided specific for this project and in additional resources (infrastructure) that support all PCC students and faculty that were not quantified in the total project budget. The Arts and Professions Division is allocating funds (match) to fund coordination of the project by Seth Bloombaum as the Project Director. Other PCC funds will support curriculum development by faculty and instructional costs to offer classes with revised curricula. PCC is also backing the project's focus on connecting with local high school teachers, including funds for recruiting and curriculum adaptation costs. PCC has processes in place to support the curriculum revision needed to integrate new technology as well as to maintain the equipment after installation. Multimedia and Video Production is supported by a 2000 sq. ft. acoustically treated studio classroom with adjacent secure storage that is accessible only to faculty and staff. The program has been offering instruction leading to accredited certificates and degrees since 2006, and there is every expectation of stability and support in the future.

As part of PCC's match, PCC's Institutional Effectiveness office will provide technical assistance (programming) to create a customized Banner student information database report that the Project Director will then run at the conclusion of each term to provide term-by-term and cumulative data (see the **Evaluation Plan** section above for more information on data to be collected and use of the customized report). Institutional Effectiveness will also provide technical advice and assistance, as needed, to the Project Director regarding data collection, reporting, and interpretation for the project.

Fiscal management will be performed in accordance with federal, state, and institutional policies. PCC uses accounting procedures consistent with generally accepted accounting principles, applicable state and federal laws, including FERPA, and Uniform Grant Guidelines relating to grant-funded programs. PCC has a specialized Contracts and Grants Accounting Office, staffed by professional accountants, who are responsible for all accounting and billing related to grant programs. An accountant will be assigned to work closely with the Project Director to ensure effective fiscal management. Staff members ensure that appropriate accounting practices and fiscal controls are used. Only purchases directly attributable to a program are charged to that program and discrete accounting records are maintained for grant expenditures. PCC has an annual external audit and internal reviews of grant programs are also conducted to ensure appropriate administrative and fiscal management. The PCC Grants Office also supports project directors once a grant is awarded. A Post-Award Grants Officer is assigned for every grant PCC is awarded to assist with initial grant implementation and reporting as needed.

After the *Expanding Horizons by Developing Video Production Skills* project ends, PCC faculty and staff will maintain revised curriculum, technology, and equipment. All of the target courses for the project (*MM 235*, *MM 260*, *MM 261*, *MM 262*, *MM 263*, *MM 267*, and *MM 275*) are taught one to four times per year, so the impact of the new technology plus curricular revisions that are part of the project will be felt after the project's end. Student projects will continue to be produced and aired through PCC TV (educational television) and Open Signal (community access). In fact, Multimedia and Video Production expects that the integration of updated gear for instructional use and student projects as well as improved community connections and programming through Open Signal will encourage increased interest in Multimedia and Video Production at PCC that will lead to larger enrollment in classes and more community-oriented student programming on public access. Multimedia and Video Production also expects that the project will improve the quality of program graduates and professional employment prospects of those graduates beyond the grant period. Finally, we believe that "MM 260 Video Production for Educators" will lead to improved video production instruction at the high school level and more dual credit being offered for high school students from diverse backgrounds.

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Measurable Project Outcomes

What project outcomes do you hope to achieve for the identified community or targeted beneficiaries through the use of the proposed technology?

Project Outcome 1: Students will benefit from revised curricula and new technology. This will be measured by college credits earned in target courses (*MM 235, MM 260, MM 261, MM 262, MM 263, MM 267,* and *MM 275*) and credential completion from Summer Term 2018 through Spring Term 2019 (approximately 12 months). All 300 enrolled Multimedia and Video Production students will gain new multimedia and video production knowledge, skills, and abilities and increase their employment prospects as evidenced by:

1a) 275 students will earn credit toward Multimedia and Video Production certificates and degrees (A, B, C, and Pass grades) in classes that are part of the grant project;

1b) 10 of students who earn credit toward Multimedia and Video Production certificates and degrees in courses that are part of the grant project will earn a certificate or degree in Multimedia and Video Production during the grant period;

1c) 90% of students will earn at least 80% score on practical skills tests on new technology; and

1d) 85% of students surveyed will rate their knowledge, skills, and abilities regarding new equipment "improved" or "highly improved" after instruction.

Project Outcome 2: Student video production projects will be completed and suitable projects aired through Open Signal (community access channel). This will be measured by completed student projects and student-produced programs aired from Summer Term 2018 through Spring Term 2019. Students will gain real-world experiences, skills, and abilities in video production and increase their employment prospects as evidenced by:

2a) a total of 15 student projects (A/B roll documentaries, 10; Narratives, 5) completed; and

2b) a total of three hours of student productions aired on community access channels through OpenSignal.

Project Outcome 3: High school teachers will be served by adapted curriculum for *MM 260* in Summer Term 2018. High school teachers will gain much-needed multimedia and video production knowledge, skills, and abilities and meet professional development requirements. This will be evidenced by:

3a) at least 12 local high school teachers earning multimedia professional development credit; and

3b) 85% of teachers surveyed rating their participation in "MM 260 Video Production for Educators" as "worthwhile" or "highly worthwhile" at the end of the class.

Outcomes (Benefits) beyond the Grant Period: The project outcomes identified above will be part of evaluation of direct impacts on PCC Multimedia and Video Production students and high school teachers benefitting from availability of grant-funded equipment and updated curricula in Summer Term 2018 through Spring Term 2019. However, longer-term benefits are also anticipated. The number of students earning credits toward certificates and degrees (Indicator 1a) will be an additional 275-300 per year, perhaps more in future years if Multimedia and Video Production enrollments increase. The number of PCC students who earn Multimedia and Video Production certificates or degrees after completing classes integrating grant-funded equipment (Indicator 1b) will likely be larger (by approximately 30) in each year following the grant period as the largest number of beneficiaries during the grant period will be completing lower-level and introductory classes and not accumulate enough credits to graduate within the grant period. In addition to providing useful learning and a professional development opportunity for teachers, teachers participating in the project will build out knowledge and skills in teaching video production, collaborate on best classroom practices and pedagogy, and develop a community of practice for video production teaching based on networking, community involvement, and mutual support. Proposal developers expect that these benefits will have a positive impact on the teachers and their students long after the grant project's end.

Budget Narrative

Budget Narrative

PORTLAND COMMUNITY COLLEGE
BUDGET NARRATIVE AND STATEMENT OF MATCHING RESOURCES
PERSONNEL

Project Director. The Project Director will coordinate all aspects of the grant project. Responsibilities will include ensuring that budget and timeline targets are met, coordinating installment of equipment, project evaluation, and preparing project reports. The Project Director will work 70 hours at the Special Project Rate of $31.20 per hour, plus benefits. The cost to the project will be $2,947.

Grant Funds: $0

Match: $2,947

Institutional Researcher. A Data Analyst from the Office of Institutional Effectiveness will assist the Project Director with data extraction from the Banner student information system. They will spend a total of 20 hours to develop a customized data report for the grant project and provide technical assistance. The base salary and benefit rate is $78,040. The cost to the project will be $750.

Grant Funds: $0

Match: $750

Curriculum Development. Faculty will modify eight Multimedia (MM) courses to adapt one course for high school teachers and incorporate the new technology (equipment) in seven courses. They will spend 10 hours per credit, for a total of 31 credits of courses at a Curriculum Development Rate of $31.20 per hour and a 25.3% benefit rate. The cost to the project will be $12,542.

Grant Funds: $0

Match: $12,542

Instructors. Faculty will teach each of the revised Multimedia (MM) courses during the grant period. Seven 4-credit courses and one 3-credit course will be taught at an average of $1,467 per credit in salary and benefits. PCC is only estimating match for the first time each revised course is taught, although most revised courses will be offered multiple times over the grant period (see ***Implementation Plan***, Implementation Timeline, for a complete list of anticipated target class offerings during the grant award period).

Grant Funds: $0

Match: $47,270

Total Personnel Costs: $63,509
EQUIPMENT

The following equipment will support updated Multimedia and Video Production curricula, give access to professional video production technology to PCC students, and expanded community connections. Costs were obtained through competitive bids for any piece of equipment over $5,000 per item, per College policy. Equipment under that threshold was priced by single source pricing from a vendor with a track record of competitive pricing for educational institutions.

Camcorder Packages (8). Panasonic Professional AG-UX90PJ Camcorder – 8 @ $2,095 = $16,760; Sachtler System Ace XL MS AL with Fluid Head, Ace 75/2 D Tripod, Mid-Level Spreader & Bag - 8 @ $898 = $7,184; Video Dr. Bag 20 – 8 @ $96 = $768; Batteries for AG-UX90PJ (7.28V 43Wh 5,900Ah) – 8 @ $185 = $1,480; SanDisk 32GB Extreme USH-I SDHC Memory Cards – 8 @ $19 = $152; and Simultaneous 4-Position Batter Charger - 1 @ $371. Total cost to project is $26,715.

Grant Funds: $26,715

Match: $0

Recording Monitors (2). Atomos #ATOMSHGIN2 Shogun Inferno 7" 4K HDMI/Quad 3G-12G-SDI Recording Monitor – 2 @ $1,295 = $2,590; Atomos #ATOMACCKT1 Accessory Kit for Shogun/Ninja Inferno & Flame – 2 @ $295 = $590; G-Technology #0G05220 Atomos Master Caddy 4K (512GB) – 3 @ $250 = $750. Total cost to project is $3,930.

Grant Funds: $0

Match: $3,930

Lighting. Ellipsoidal Spotlights (750W) - 2 @ $498 = $996; SkyPanel S60-C LED Spotlight - 1 @ $5,625; Lighting Joker News 400W HMI - 1 @ $5,190; Hollywood Combo Steel Stand (11.3") - 3 @ $266 = $798. Total cost to project is $12,609.

Grant Funds: $12,609

Match: $0

Portable Monitor. Ikan #D24 - 23.8" Native Ultra HD 4K Monitor w/Quad split display and 3G-SDI, HDMI 2.0 Input- 1 @ $1,499;

Gator Case #GL-LCD-2224 Lightweight LCD Monitor Carry Case- 1 @ $190. Total cost to project is $1,689.

Grant Funds: $0

Match: $1,689

Classroom/Studio Monitor. NEC PAC322UHD-BK-SV 31.5" 16:9 UHD IPS 4K monitor with SpectraView II - 1 @ $3,249; NEC #SB-04HC Internal 3G/HD/SD-SDI, HDMI 2.0 Input Card - 1 @ $1,206. Total cost to project is $4,455.

Grant Funds: $0

Match: $4,455

Total Equipment Costs: $49,398

TOTAL PROJECT COSTS: $112,907

Statement of Matching Resources

A project will not be considered eligible for funding unless the applicant documents the capacity to supply matching resources of at least 50 percent (50%) of the total project cost.

The Statement of Matching Resources is essential to understanding which project costs identified in the Budget Narrative and the line Item Budget will be supported by the applicant organization and which project cost will be supported by Project Partners.

STATEMENT OF MATCHING RESOURCES

Resources contributed by Portland Community College:

   $2,947 in salary and fringe for the Project Director

   $750 in salary and fringe for an Institutional Effectiveness Programmer/Analyst

   $12,542 in salary and fringe for Curriculum Development

   $47,270 in salary and fringe for Instruction

   $10,074 in Equipment

Total contribution: $73,583

Line Item Budget

Cost Category	Grant Funds	Match Amount	Project Total
Personnel	$0.00	$63,509.00	$63,509.00
Education and Training	$0.00	$0.00	$0.00
Travel	$0.00	$0.00	$0.00
Contractual	$0.00	$0.00	$0.00
Equipment	$39,324.00	$10,074.00	$49,398.00
Infrastructure/Facilities Construction	$0.00	$0.00	$0.00
Miscellaneous	$0.00	$0.00	$0.00
Overhead	$0.00	$0.00	$0.00
Totals	**$39,324.00**	**$73,583.00**	**$112,907.00**

Final Application Signature

Signature of Duly Authorized Representative   Sylvia Kelley

Date   04/20/2018

Title   Executive Vice President, PCC

| **Phone** | 971-722-4335 |
| **E-mail** | sylvia.kelley@pcc.edu |

Supplemental Material Attachments

Partner Commitment Letter(s)