



# North Idaho College

Board of Trustees Meeting  
February 24, 2021

NIC Main Campus – Edminster Student Union Building, Driftwood Bay Room

Connect via Zoom: <https://nic.zoom.us/j/98277810820> or by phone (669) 900-6833 Meeting ID: 982 7781 0820

Amended February 22, 2021

---

***Mission statement:** North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.*

This meeting is a business meeting of the Board Trustees and the NIC Administration. The public may submit written comment on any agenda topic via email to [shannon.goodrich@nic.edu](mailto:shannon.goodrich@nic.edu). Written comments should be submitted by 3 p.m. the day of the meeting.

Physical attendance by the public will be limited in accordance with the Governor’s modified Stage 3 of the Idaho Rebounds plan and the NIC Rebounds operations guidelines. To ensure appropriate physical distancing, the allowable room capacity is 15 people. Masks must be worn for those choosing to attend in person and members of the public may also view and/or listen to the open portion of the meeting through the Zoom virtual meeting platform.

## AGENDA

### 4:30 p.m. EXECUTIVE SESSION

Action for Executive Session under Idaho Code Idaho Code § 74-206(1)(b)\*

### 6:00 p.m. BOARD MEETING

Convene/Call to Order		Todd Banducci
Verification of Quorum		Todd Banducci
Review Minutes		Todd Banducci
Celebrating Success: Veterans and Military Family Services	10 minutes	Greg Eaton/Kecia Segal

### CONSTITUENT REPORTS

Faculty Assembly	2 minutes	Chris Pelchat
ASNIC	2 minutes	Kai Sedlmayer
Staff Assembly	2 minutes	Jeff Davis
Senate	2 minutes	Steve Kurtz

<b>PRESIDENT’S REPORT</b>	5 minutes	Rick MacLennan
---------------------------	-----------	----------------

<b>KTEC REPORT</b>	5 minutes	Michael Barnes
--------------------	-----------	----------------

### OLD BUSINESS

Tab 1: Second Reading/Action: Revised Policy 3.09 Evaluation of Supervisors		Karen Hubbard
Tab 2: Second Reading/Action: Revised Policy 3.02.22 Employee Development		Karen Hubbard

**NEW BUSINESS**

Tab 3: First Reading/Action: Head Start Continuation Grant Application  
Action: President's Compensation  
Tab 4: Review Board Conduct Policy Revision  
Tab 5: Action: Reinstate Board Member Conduct Policy  
Action: Form Board Committee to Develop Ethics Policy Within 30 days  
Tab 6: First Reading/Action: Board Training

Beth Ann Fuller  
Marc Lyons  
Greg McKenzie  
Ken Howard  
Christie Wood  
Rick MacLennan

**INFORMATION**

Course Scheduling and Cancellation

Lita Burns

**BOARD CHAIR REPORT**

5 minutes

Todd Banducci

**REMARKS FOR THE GOOD OF THE ORDER\*\***

**ADJOURN**

\* Executive sessions may be called for the purposes of considering personnel matters, deliberating regarding an acquisition of an interest in real property, considering records that are exempt from public disclosure, considering preliminary negotiations involving matters of trade or commerce in which this governing body is in competition with another governing body, communicating with legal counsel regarding pending/imminently-likely litigation, communicating with risk manager/insurer regarding pending/imminently-likely claims.

\*\* Remarks are subject to NIC Policy 2.01.03. Copies are available from the President's Office.

**BOARD OF TRUSTEES MEETING**  
**February 24, 2021**

---

**SUBJECT**

Executive Session

**DISCUSSION**

From time to time the board will find it necessary to adjourn to executive session. When an executive session is required, a number of specific steps must be taken. These steps are:

1. Cite Idaho Code § 74--206.
2. Cite one or more specific subsections in the code section and provide sufficient detail to identify the purpose and topic of the executive session but not information sufficient to compromise the purpose of the executive session.
3. Approve a motion to adjourn by two-thirds, roll call vote.
4. Take no action and make no final decisions in executive session.

\_\_\_\_\_ MOVES THAT THE BOARD, PURSUANT TO IDAHO CODE  
§ 74—206, CONVENE IN EXECUTIVE SESSION TO:

- \_\_\_\_\_ Consider personnel matters [Idaho Code § 74--206(1)(a) & (b)]
- \_\_\_\_\_ Deliberate regarding an acquisition of an interest in real property [Idaho Code § 74-206(1)(c)]
- \_\_\_\_\_ Consider records that are exempt from public disclosure [Idaho Code § 74-206(1)(d)]
- \_\_\_\_\_ Consider preliminary negotiations involving matters of trade or commerce in which this governing body is in competition with another governing body [Idaho Code § 74-206(1)(e)]
- \_\_\_\_\_ Communicate with legal counsel regarding pending/imminently-likely litigation [Idaho Code § 74-206(1)(f)]
- \_\_\_\_\_ Communicate with risk manager/insurer regarding pending/imminently-likely claims [Idaho Code § 74-206(1)(i)]
- \_\_\_\_\_ To consider labor contract matters authorized under section 67-2345A [74-206A](1)(a) and (b), Idaho Code.

Purpose/Topic summary: (Provide sufficient detail to identify the purpose and topic of the executive session but not contain information sufficient to compromise the purpose of the executive session.)

---

---

SECONDED BY: \_\_\_\_\_

Roll call: \_\_\_\_\_ Banducci  
\_\_\_\_\_ Barnes  
\_\_\_\_\_ Howard  
\_\_\_\_\_ McKenzie  
\_\_\_\_\_ Wood

CONVENE AT: \_\_\_\_\_ ADJOURN AT: \_\_\_\_\_

 **North Idaho College**  
**BOARD OF TRUSTEES MEETING**  
**Held by Video Conference**  
**December 16, 2020**  
**MINUTES**

**EXECUTIVE SESSION**

Chair Todd Banducci called the meeting to order at 5:06 p.m. Four trustees were in attendance virtually through Zoom video conference. Trustee Ken Howard was not in attendance. Trustee Barnes made a motion to go into executive session under Idaho Code § 74--206(1)(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer or employee. The motion was seconded by Trustee Banducci and roll call vote was taken as follows:

Todd Banducci	aye
Michael Barnes	aye
Greg McKenzie	aye
Christie Wood	aye

At 6:00 p.m., Trustee McKenzie made a motion to return to open session. The motion was seconded by Trustee Barnes, and Chair Banducci recessed the meeting to reconvene with the open, monthly meeting.

**CALL TO ORDER AND VERIFICATION OF QUORUM**

Chair Todd Banducci called the meeting to order at 6:05 p.m. and verified that a quorum was present. The meeting was conducted by way of Zoom video conference.

**ATTENDANCE**

Trustees: Todd Banducci  
Michael Barnes  
Greg McKenzie  
Christie Wood

Also present: Rick MacLennan, President  
Lita Burns, VP for Instruction  
Chris Martin, VP for Finance and Business Affairs  
Graydon Stanley, VP for Student Services  
Laura Rumpler, Chief Communications and Government Relations Officer  
Marc Lyons, Attorney for North Idaho College

Chair Banducci called for any changes to the minutes from the meeting held on November 18, 2020 and the workshop held on December 2, 2020. There were no changes noted and the minutes were accepted, as presented.

**PUBLIC COMMENT**

Tony (last name unknown) offered comment on the topic of athletics.  
Enrique Barajas offered comment on the topic of athletics.

Chair Banducci commented on emails received by the board of trustees in relation to the college's policy on mask wearing and on the topic of athletics.

## **CELEBRATING SUCCESS**

Director of Student Involvement Dodi Stilkey opened with an overview of the Associated Students of North Idaho College, the student government board, and she discussed the ongoing projects and activities that board members develop on behalf of students. ASNIC President Kai Sedlmayer discussed her experiences and the value she's gained through participation in student government. The two shared a video of other members of ASNIC highlighting their activities this year.

At this time, College Attorney Marc Lyons referenced the board's policy related to public comment at board meetings and he offered guidance for public comment in accordance with the policy.

## **CONSTITUENT REPORTS**

### ASNIC

ASNIC President Kai Sedlmayer reported on recent ASNIC activities, including development of a response to a student survey conducted earlier in the semester, work with the Office of Disability Support Services to obtain tactile signage for students with sight impairments, efforts to obtain reusable, branded masks to give to students in spring semester, and work on a social media calendar.

### Faculty Assembly

Chair Chris Pelchat reviewed activities and business from their most recent meeting, including work on an inquiry to NIC Communications and Marketing office related to promotion efforts for spring enrollment, review and approval of revisions to the tenure procedure, and updates from the First Year Experience Program Taskforce, advising, and campus events.

### Staff Assembly

Chair Jeff Davis reviewed activities from the December Staff Assembly meeting, during which the Assembly received updates from Dr. MacLennan and from Steve Kurtz, NIC's accreditation liaison officer.

### College Senate

Chair Steve Kurtz reported that during their last meeting, Senate considered revisions to policies and procedures for the evaluation of supervisors and employee development, and he reported that during their January meeting, Senate will consider revisions to policies and procedures for bereavement leave and leaves of absence without pay, as well as revisions to the Senate constitution and bylaws.

## **PRESIDENT'S REPORT**

Dr. MacLennan recognized the constituent leaders as key members of the college's governance structure and he acknowledged their engagement as evidenced through their monthly reports. He continued by recognizing the innovative work conducted across the college to plan and execute a successful fall semester.

## **OLD BUSINESS**

### Head Start Policy Council Bylaws and Self-Assessment Process

Head Start Director Beth Ann Fuller stood for questions and comments from the board based on their first reading of the revised Policy Council Bylaws and proposed Self-Assessment Process during the board's November meeting. Trustee Wood made a motion to approve the Policy

Council Bylaws and the Self-Assessment Process. The motion, seconded by Trustee Barnes, carried unanimously.

*Meyer Health and Sciences Building Expansion*

VP Martin expressed his appreciation to trustees for their engagement and discussion during the workshop on the topic of the proposal to expand the Meyer Health and Sciences Building and he stood for questions. Trustee Wood made a motion to approve the Meyer Health and Sciences Building expansion. The motion was seconded by Trustee McKenzie who then requested clarification about funding availability for other capital projects such as the Aerospace Program. VP Martin explained that a new building had not been priced out for the Aerospace Program, adding that the college did seek grant funding from the Economic Development Administration for a partnership project that would have provided space for the Aerospace Program at the airport facility. Following additional inquiry from Trustee McKenzie, VP Martin responded that at the end of the current fiscal year, there will be approximately \$13 million in the board's capital reserve fund, and he added that the administration is requesting to utilize approximately \$8 million for the Meyer Health and Sciences Building project, leaving additional funds available for other projects. He went on to comment that the college will receive an additional \$1.25 million for the fund in the current fiscal year as well as an additional \$1.25 million in the next fiscal year. Following a question from Chair Banducci related to cost parameters for the project, VP Martin responded that the project has a maximum allowable construction budget of \$7.47 million and a favorable bid environment is anticipated that could bring in bids below that maximum amount. He briefly described the bid and construction timelines. Following this discussion, the motion carried unanimously.

**NEW BUSINESS**

*Revised Policy 3.09 Evaluation of Supervisors*

Chief Human Resources Officer Karen Hubbard presented for a first reading, revisions to the Evaluation of Supervisors policy 3.09. There were no questions from the board and no action was taken.

*Revised Policy 3.20.22 Employee Development*

Ms. Hubbard presented for a first reading, revisions to Employee Development Policy 3.02.22. There were no questions from the board and no action was taken.

*Board Member General Conduct Policy 2.01.10*

Chair Banducci opened the floor for discussion. Trustee Wood requested the purpose of the discussion since the policy had just recently been adopted. Trustee Banducci expressed his feeling that the policy is unnecessary and should be rescinded because the board is answerable to the electorate and there is no statute that supports the policy. He went on to express his feeling that the policy constrains faculty, staff or students from communicating with trustees. Trustee Wood commented that the policy was put in place for the purpose of promoting good board member conduct and to protect the college from litigation should a trustee inappropriately act outside of the scope his or her duties. She added that she would be willing to retool the policy with input of the full board rather than eliminating it entirely. Chair Banducci made a motion to rescind the policy. The motion was seconded by Trustee McKenzie. Trustee Barnes expressed his feeling that the policy is an attempt to restrict the publicly elected trustees, adding that some of the content is appropriate, but may be redundant to other existing laws. He went on to express his willingness to retool some of the language that may be misunderstood. Trustee Wood expressed her desire for the board to work on the policy together to ensure that it still addresses proper conduct and to work on areas that trustees are uncomfortable with. Chair Banducci expressed his wish to eliminate the policy and added his willingness to revisit new

policy language with a different tone and tenor than the current policy. Trustee Wood made a motion to amend the motion that is before the board to have the current board of trustees revisit policy language for good conduct that all trustees can agree on and retool the current policy instead of eliminating it. The motion failed for lack of a second. The original motion to rescind General Board Member Conduct Policy 2.01.10 carried with three in favor and one opposed.

Trustee Wood made a motion for the board to initiate a general guideline for a conduct policy and work with the current board to develop language that is suitable for all trustees. Chair Banducci asked College Attorney Lyons if a motion was needed or if the topic should be added to a future board agenda. Mr. Lyons responded that there was willingness from a number of the trustees to revisit the issue and as it was not listed on the agenda as an action item, the board may go with its consensus to rewrite a standards policy. Chair Banducci commented that the board would revisit the issue at a later time.

#### Appoint Board Liaison to the NIC Foundation Board

Chair Banducci explained that the position of a board-appointed liaison to the NIC Foundation is typically held by the chair of the board of trustees, and he commented that he was in favor of passing this role on to the vice chair of the board of trustees. He made a motion to appoint Trustee Greg McKenzie as board liaison to the NIC Foundation, the motion, seconded by Trustee Wood, carried unanimously.

#### Reschedule January 2021 Board Meeting

Chair Banducci commented that the currently scheduled date for the January board meeting may conflict with the college's hearing with the legislature's Joint Finance and Appropriations Committee and he received confirmation from each of the trustees present of their availability to reschedule the meeting to January 25. Trustee Wood then made a motion to reschedule the January 27, 2021 meeting to January 25, 2021. The motion, seconded by Trustee McKenzie, carried unanimously.

### **INFORMATION ITEM**

#### Aerospace Program

Dr. MacLennan made introductory remarks and VP Chris Martin reviewed the timeline for considerations leading to the decision to suspend the Aerospace Program. VP Lita Burns reviewed enrollment challenges the institution has experienced with the program since the 2017-18 academic year.

Trustee McKenzie requested information for employment opportunities for students finishing the program. VP Burns responded that student do find employment, but not always in the exact field related to the program from which they graduated. Trustee McKenzie then asked how large the NIC Aerospace Program is in comparison to the program at the Community Colleges of Spokane. NIC Aerospace Program Director Pat O'Halloran responded that the program at Spokane Community College has a cohort of approximately 50 and they're able to manage another group, off cycle, for as many as 25 students. Mr. O'Halloran went on to say that NIC's program, by design, has a capacity of 20 students in each of the two years of the program. Chair Banducci asked about the wage expectations for program participants. Mr. O'Halloran responded that depending on the skills achieved, for the manufacturing students, pre-COVID-19 wages ranged from \$12-\$15 an hour and for airframe with FAA certification, wages are approximately \$20 an hour as of late 2019. He added that degree attainment can also prepare students for supervisory positions. VP Burns commented on the basic technical certificate consisting of four courses, offered entirely online to help garner interest in the Aerospace

Program. She added that the program did have some interest and attracted some dual credit students, but didn't lead to enrollment in the full program in most cases.

VP Martin continued by reviewing state funding challenges impacting the college and he discussed an unsuccessful effort to secure grant funding for the program. He provided a brief history of the college's existing facility and related options. He next reviewed the college's allocation of Coronavirus Financial Advisory Committee (CFAC) funding and discussed the requirements for use of those funds. Dr. MacLennan commented on a recent notification that with the coming passage of new stimulus funding, the college will not have access to remaining CFAC funds from the initial round (which expires at the end of December).

Dean Christy Doyle reviewed future opportunities for Aerospace at NIC, including transitioning the program to the apprenticeship model. She discussed elements of a US Department of Labor apprenticeship grant in partnership with the Idaho State Board of Education for the development of apprenticeship opportunities using a for-credit model in the areas of advanced manufacturing, healthcare, and IT/Cybersecurity. She continued by describing a market analysis the college is hoping to conduct for its advanced manufacturing certificate and degree programs, including Aerospace, to help determine which programs would benefit in the apprenticeship pathway. She went on to explain opportunities for aviation maintenance, including partnering with industry employers to train their existing employees, and applying the for-credit model to develop and deploy this as an apprenticeship program. She added that 5,000 square feet will get the college to a full airframe apprenticeship, which is what is known, but what is uncertain, at this point, is what space needs are for powerplant. She briefly discussed the potential for KTEC students to participate in these apprenticeship programs.

Trustee Wood asked about the timeline and initial cost to move Aerospace to an apprenticeship model. Dean Doyle responded that for aviation maintenance, the cost details have not been worked out, and she added that most of the training would occur at employers' worksites.

Trustee McKenzie asked about the status of the students who were impacted by the two-month shut down in spring resulting from COVID-19. Mr. O'Halloran responded that the program was able to adapt the fall cohort so students could complete in October allowing them to be able to transition to Spokane Community College for powerplant classes.

A brief discussion took place about the availability of space at Parker Technical Education Center and opportunities to accommodate Aerospace. VP Burns commented that all labs and classrooms are currently designated and utilized for the programs for which they were designed, but are not at capacity. VP Martin commented that Dean Doyle and instructional leaders have begun to review and discuss ways to accommodate change.

#### Board Meeting Planner January-December 2021

Dr. MacLennan reviewed the schedule of standing annual business items for the board that was created for trustees' awareness of the matters that will be coming before them during the year.

#### Student Participation in Athletic Activities

VP Graydon Stanley opened by thanking members of the Athletic Department for their work and persistence over the course of the year. He discussed the safety protocols and processes in place for NIC athletes and guidance developed by the Northwest Athletic Conference (NWAC) for the safety of students and their six-week phased reentry for play by member institutions over the fall semester. He pointed out that the National Junior College Athletic Association has recommended much of the same guidance, but hasn't mandated it the way the NWAC has. He



went on to comment that if all goes well in spring semester, NWAC anticipates starting competition March 1 following another phased reentry plan and NJCAA anticipates starting competition toward the end of January. He added that NIC intends to apply the NWAC reentry phases to all sports, and if programs and students are able to progress through the phases, the college may allow the Wrestling Program to begin competing by the middle or end of February, which would align with the matches in which NIC would need to compete.

A discussion took place about plans and processes for athletic training and practices. Chair Banducci expressed concern about delaying training for wrestling because of the training requirements for that sport. Trustee McKenzie expressed his interest in hearing the perspective of student athletes about how the college's policies are impacting them. VP Stanley commented that if the board is interested in learning athletes' perspectives then he will pass along the request to the Student Athlete Leadership Council, which represents NIC athletes, to find out if students would be interested in sharing their feedback. Trustee Wood expressed her appreciation for the information shared by the administration, adding her feeling that the trustees should respect their role and the role of the administration and the employees working to keep the students safe. Dr. MacLennan commented that a pulse survey can be conducted with student athletes, adding that it is anticipated that they do want to compete. He went on to comment that the college has managed the response to COVID-19 in ways that allow for in-person instruction and athletic participation.

#### **BOARD CHAIR REPORT**

Chair Banducci commented on spring enrollment numbers and expressed his feeling that the college should reflect the values of the community, adding that the board members will be engaged going forward and that the community should be able to approach them.

#### **REMARKS FOR THE GOOD OF THE ORDER**

Trustee Wood expressed her feeling that the board has a long history of representing the entire community, adding her feeling that the college serves a diverse community. She went on to inform the board that the city of Coeur d'Alene has invested in a facility that will house locker rooms for the NIC Softball team as part of the Memorial Field renovation project, and she added that the project will also include the college's Cardinal logo on the side of the grandstand.

Trustee McKenzie expressed his feeling that wrestlers were held back from training in fall semester, adding his wish to hear student athlete perspectives on their athletic programs under the college's policies.

Chair Banducci called for a motion to adjourn the meeting. Trustee McKenzie made a motion to adjourn. Trustee Wood seconded. The meeting was adjourned at 9:20 p.m.

Respectfully Submitted,  
Shannon Goodrich, Board Clerk



**North Idaho College**  
**BOARD OF TRUSTEES MEETING**  
**Bob and Leona DeArmond Building Room 101**  
**January 27, 2021**  
**MINUTES**


**EXECUTIVE SESSION**

Chair Todd Banducci called the meeting to order at 6:00 p.m. Four trustees were in attendance virtually through Zoom video conference. Trustee Christie Wood attended in person in room 101 of the Bob and Leona DeArmond Building. Trustee Howard made a motion to go into executive session under Idaho Code § 74--206(1)(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer or employee and Idaho Code § 74--206(1)(f) to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. The motion was seconded by Trustee Barnes and roll call vote was taken as follows:

Todd Banducci	aye
Michael Barnes	aye
Ken Howard	aye
Greg McKenzie	aye
Christie Wood	aye

At 7:40 p.m., Trustee Howard made a motion to return to open session. The motion was seconded by Trustee Barnes, and Chair Banducci adjourned the meeting.

Respectfully Submitted,  
Shannon Goodrich, Board Clerk

 **North Idaho College**  
**BOARD OF TRUSTEES SPECIAL MEETING**  
**Edminster Student Union, Driftwood Bay Room**  
**February 10, 2021**  
**MINUTES**

**CALL TO ORDER AND VERIFICATION OF QUORUM**

Chair Todd Banducci called the meeting to order at 5:00 p.m. and verified by roll call that a quorum was present.

**ATTENDANCE**

Trustees: Todd Banducci  
Michael Barnes  
Ken Howard  
Greg McKenzie  
Christie Wood

Also present: Rick MacLennan, President  
Marc Lyons, Attorney for North Idaho College

College Attorney Marc Lyons provided some remarks related to conduct of the meeting. He next stated that the first item for for this board meeting was a question to amend the agenda and if there is a motion to amend the agenda to eliminate the remarks for the good of the order listed, the open meeting act requires that it occur at the beginning of the meeting. Trustee McKenzie made a motion to amend the agenda. Trustee Barnes seconded the motion. Trustee Wood confirmed that the motion was to remove remarks for the good of the order. Chair Banducci responded that these remarks aren't normally part of a special meeting and were left on the agenda in error. Trustee Wood expressed her concern that removing these remarks will limit the board's ability to comment at the end of the meeting. Trustee Howard explained the purpose of these remarks as an opportunity to bring closure to some of the issues discussed during the course of the meeting and he expressed his feeling that leaving the option open for remarks at the end of the meeting would be appropriate, adding that this is the board's opportunity to speak to the public and to the other trustees. Trustee McKenzie expressed his feeling that the trustees should be able to express themselves during the course of the meeting. Following this discussion, the motion carried with three in favor and two opposed.

**Board Member Training**

Trustee McKenzie commented that recent events had uncovered the need for board training and he referred the board to related information he had provided them previously from the Association of Governing Boards.

Trustee Howard expressed his agreement with the need for trustee training, adding that the board has undergone training in the past, including new trustee training to assist with relations with the administration and with other trustees, through membership in the Association of Community College Trustees. He commented further on the unique mission of community colleges and the importance of the relationship between boards of trustees and administrations to ensure institutions run well and he encouraged the board to utilize the college's existing membership with ACCT for this training.

Trustee Wood expressed her agreement with the need for professional development and commented that selection of a vendor for these services is not on the agenda for this meeting, but could be added to an agenda for further discussion. She commented that the board should utilize its existing membership with ACCT for these services.

Trustee McKenzie commented on an offer from the Association of Governing Boards in which a new institutional membership fee would allow for the board to participate in their upcoming conference at no cost. He went on to propose that he identify the training for the board, adding that AGB could provide customized training specific to community colleges.

Trustee Barnes expressed agreement with professional development and the opportunity to research the cost and benefits of both organizations. He made a motion for the board to agree to pursue training and to add the review of cost benefits of the two organizations to the next board meeting agenda. Trustee Wood seconded the motion.

Trustee Howard amended the motion to get some recommendations from other community colleges and ask the administration to gather the information for the board's consideration.

Chair Banducci expressed his feeling that both organizations are worthy and that it would be valuable for the college to have both resources available. He added his wish that Trustee McKenzie be included in the research of training opportunities.

Following this discussion, the motion carried unanimously.

#### *Mentoring/Conflict Management Consultant*

Trustee McKenzie expressed his interest in mentoring opportunities, adding that AGB offers these services as well as conflict management consulting.

Trustee Howard commented on the current climate within the board and difficulty amongst the trustees and the administration. He added that the board does need some resolution, but he is uncertain how the board can identify an entity that can address the issues confronting the board and one that is familiar with community college standards and practices and the relationships between administrations and publicly elected trustees. He further expressed his feeling that the board should move cautiously in finding someone to address the current conflict, and the full board should agree on the need because each member will have to submit to the counseling provided.

Trustee Wood commented that she doesn't have a disagreement or conflict with the other trustees, but feels that the current issues relate to behaviors that need to be addressed. She commented further that she wants to understand more about the topic and would want to know more about the costs for something that may not address the issue, adding that this may be something that can be researched and added to a future agenda.

Chair Banducci commented that it is difficult to understand the difference between conflict and personal politics and expressed that he is open to conflict management to see if the board can work on the relationships between trustees.

Trustee McKenzie commented on the serious nature of the public vote of no confidence issued by the Faculty Assembly and expressed his desire to have the assistance of an experienced but neutral third party to help him understand the best next steps.

Trustee Wood commented that in the history of the institution there has never been a vote of no confidence issued against the board.

Trustee Barnes commented that there is conflict that needs to be resolved and he moved to table the issue until some relevant board education occurs. Trustee Wood seconded the motion.

Trustee Howard commented that the concept of mentoring will be involved in board training, and he added that conflict management differs from mentoring and it may be good for the board to wait to pursue conflict management to determine if board training and mentoring is corrective.

There was some additional discussion about having conflict management information available for the board to consider. Following this, the motion to table carried with three in favor and two opposed.

### Legal Services

Trustee McKenzie expressed his understanding that the board of trustees, the college, and each of the trustees are separate legal entities and he stated that this creates a conflict of interest regarding legal services. He went on to comment that the college's legal services last went out to bid in 1998.

Discussion ensued and Trustee Howard described incidents of conflict of interest. Mr. Lyons explained that by statute, North Idaho College is one entity of which the board of trustees is a part. Trustee Barnes asked if there was a requirement for a contract for legal services and if Mr. Lyons has a current contract. Mr. Lyons responded that he does have an at-will contract that specifies his legal services. He went on to explain that there is no requirement for a contract, but by statute, the board of trustees has the specific authority to select legal counsel for the college.

Discussion continued about attorney client privilege when seeking legal guidance related to college business, the use of personal or college emails for the conduct of college business and open records law, and communications amongst trustees and with members of the college community.

Trustee McKenzie made a motion for the board to seek legal services specifically for the board of trustees. Trustee Barnes suggested that the motion be tabled until the board receives education and there is more understanding of how Mr. Lyons represents the trustees, the board, and the college. Trustee McKenzie withdrew his motion.

Mr. Barnes requested that Mr. Lyons furnish the board with an explanation of his services for the board to review. Mr. Lyons responded that he will provide the board with this information and expressed that some review of the statutes regarding community colleges and his role would be suitable for trustee training.

### Removal of Board Chair

Trustee Howard opened the topic by making a motion that Chair Todd Banducci be removed as chair of the board of trustees. Trustee Wood seconded the motion. Trustee Howard opened the discussion by expressing concern about the public discourse that has taken place and the damage that has been done to the college, and he expressed his feeling that the only way to put the matter to rest, until the board training occurs for all the trustees and the board has more experience, is for the chair to be removed and replaced. He added that the board is facing a severe public image issue and that the community must have confidence that the board of trustees is able to work with the administration so that college is run efficiently.

Trustee Wood commented on her previous letter to the board relating her concerns about Chair Banducci's behavior and expressed her feeling that Chair Banducci has not understood his level of authority and that his activities have put the college at legal risk and at risk regarding accreditation. She went on to comment that the board chair should represent the entire board and should have a good working relationship with the president.

Trustee McKenzie commented that he does not take recent events lightly and expressed his disagreement with the manner in which Trustee Wood called for Mr. Banducci's resignation and commented that there are appropriate ways for the board to address grievances and to engage in discourse. He went on to describe his views of the recent discourse amongst trustees and expressed his hope that it may be set aside so that board may more fully engage in addressing the challenges facing the college.

Trustee Wood commented that her reasons for supporting removal of the board chair are based on her concerns for his past behaviors and are not personal. She added that it is not healthy for the organization to move forward with a board chair that doesn't represent all of the trustees.

Trustee Howard offered his agreement with Trustee McKenzie's comments related to trustees' obligation to work in the best interest of the college and he added his concern about Trustee McKenzie's attempt to address the current issues with his comments about Trustee Wood. He expressed further concern about the perception within the internal and external community about the board and whether or not the board can do its job properly. He stated his belief that reorganizing and reestablishing the relationship through training and conflict resolution will help address the issue and having Chair Banducci step aside will help facilitate that.

Chair Banducci commented that it would have been good to discuss the issues before they were aired publicly.

Trustee Barnes expressed his view that the board chair's requests or behaviors related to board activities were not egregious and that he sees no reason to remove him from his position as chair. He added that the issues should have been resolved internally before they had a chance to be exposed to the court of public opinion.

Following discussion, the motion to remove the board chair failed with two in favor and three opposed.

Chair Banducci commented that the final agenda item to elect a board chair was not necessary and he adjourned the meeting at 6:50 p.m.

Respectfully Submitted,  
Shannon Goodrich, Board Clerk

**BOARD OF TRUSTEES MEETING**  
**February 24, 2021**

---

**TAB 1**

**SUBJECT**

Revised Policy #3.09: Evaluation of Supervisors (current policy title: Evaluation of Administrators)

**BACKGROUND**

Policy #3.09 was revised by an ad hoc committee of representatives from faculty, staff and Human Resources, as part of the college's ongoing comprehensive policy review process.

**DISCUSSION**

The ad hoc committee was charged with updating the existing Evaluation of Administrators policy to bring it in line with best practice for 360-style evaluations. Significant updates to the current policy include transitioning from administrator to supervisor to better define the scope of the policy, describing the process to gather input for a broad group of stakeholders and aligning the retention of these evaluations with current practice.

**COMMITTEE ACTION**

This policy has been reviewed and approved by President's Cabinet and the College Senate.

**FINANCIAL IMPACT**

None.

**REQUESTED BOARD ACTION**

Request the board consider a motion to adopt revisions to Evaluation of Supervisors Policy #3.09.

Prepared by Karen Hubbard  
Chief Human Resources Officer

# Policy

Policy # 3.09

Effective Date: 1/28/97

Revised: \_\_\_\_\_

<p><i>(Impact Area - Dept Name)</i></p> <p><b>Supervisors</b> Administration</p>	<p><i>(General Subject Area)</i></p> <p><b>Conditions of Employment</b> Evaluation</p>	<p><i>(Specific Subject Area)</i></p> <p>Evaluation of <b>Supervisors</b> Administrators</p>
	<p><b>Author:</b>  <b>Human Resources</b> Ad Hoc Committee on Administrator Evaluations</p>	<p><b>Supersedes Policy #</b></p>
<p><b>Relates to Procedure #</b> 3.09</p>	<p><b>Impact:</b></p>	
<p><b>Legal Citation (if any):</b></p>		
<p><b>North Idaho College</b></p>		

Policy Narrative

[Page 1 of 1]

The purpose of the Formative Evaluation ~~of~~ **supervisors** Administrators is to continuously improve the quality of management at North Idaho College by assessing both the performance of **supervisors** administrators and the systems and processes in which they function.

In order to achieve the goals and mission of the college, it is imperative that **supervisors** administrators be held to a high standard of leadership. **Community Inquiry** is the process by which a supervisor receives confidential feedback from the people with whom they work thereby increasing the effectiveness of their leadership. This is also commonly known as a 360-evaluation. ~~Formative~~ These evaluations **provide** are tools for helping **supervisors** administrators improve not only their performance, but the work environment and, therefore, the performance of subordinate employees **direct reports**.

~~Two groups of employees will participate in each administrator's performance evaluation: those who are directly supervised by the administrator and those who are impacted by that supervisor.~~



Newly hired ~~supervisors~~ administrators will be evaluated each year for the first two years; thereafter, each ~~supervisor~~ administrator will be evaluated every two years. ~~These formative evaluations~~ The reports from the Community Inquiry will be placed in the ~~supervisor's employment~~ administrator's personnel file. ~~for five years,~~ will be included in the formal summative evaluation process.

The presidential evaluation process is administered by the Board of Trustees as established in Policy 2.02.02.

**BOARD OF TRUSTEES MEETING**  
**February 24, 2021**

---

**TAB 2**

**SUBJECT**

Revised Policy #3.02.22: Employee Development (current policy title: Annual Staff Performance Appraisal)

**BACKGROUND**

The ad hoc committee revising Policy #3.09, in consultation with Human Resources, proposed changes to the existing Staff Performance Appraisal Policy.

**DISCUSSION**

The committee incorporated a focus on employee development beyond a traditional performance appraisal. Key areas to note in the revised policy include the addition of regular performance coaching that builds to a summative biennial review process.

**COMMITTEE ACTION**

This policy has been reviewed and approved by President's Cabinet and the College Senate.

**FINANCIAL IMPACT**

None.

**REQUESTED BOARD ACTION**

Request the board consider a motion to adopt revisions to Employee Development Policy #3.02.22

Prepared by Karen Hubbard  
Chief Human Resources Officer

# Policy

Policy # 3.02.22

Effective Date: 6/21/95

Revised: 2/24/16

<p><i>(Impact Area - Dept Name)</i></p> <p><b>Benefits eligible, non-faculty, employees</b> Employees</p>	<p><i>(General Subject Area)</i></p> <p>Conditions of Employment</p>	<p><i>(Specific Subject Area)</i></p> <p><b>Employee Development</b> Annual Staff Performance Appraisal</p>
	<p><b>Author:</b> Human Resources</p>	<p><b>Supersedes Procedure #</b></p>
<p><b>Relates to Procedure #</b> 3.02.22</p>	<p><b>Impact:</b></p>	
<p><b>Legal Citation (if any):</b></p>		
<p><b><i>North Idaho College</i></b></p>		

Policy Narrative

[Page 1 of 1]

NIC’s Employee Development Policy provides an objective process for all non-faculty benefits eligible employees to establish collaborative performance coaching and review opportunities. The information gleaned from this process identifies areas for growth and recognizes achieved excellence.

The Employee Development Policy is facilitated using two primary components. These components are defined as follows:

- A. **Performance Coaching:** The process by which a supervisor and employee communicate regarding the employee’s development, responsibilities, and job performance on a regular basis. Both positive and constructive feedback should be part of the coaching process.
- B. **Performance Review:** A formal process by which a supervisor and employee analyze the employee’s performance over a defined period of time, revisit past goals, set future goals, and create professional development plans. The biennial review process will incorporate performance coaching into a formal biennial performance review.

All benefit-eligible, professional and classified employees (non-faculty) will be formally evaluated on their job performance against their job description and institution-wide performance standards at least once a year as part of the annual performance appraisal process. Informal performance evaluations should occur regularly outside of the formal process and should be taken into consideration when completing the formal annual performance appraisal. Procedures used for evaluating the performance of these employees will be developed by the human resources director and approved by the college administration. Performance appraisals will be conducted using the performance management system.

Faculty employees will be evaluated as prescribed in the faculty evaluation and tenure policies.

### **Definitions**

A.—Performance Evaluation: Process by which an employee and manager communicate regarding the employee's performance related to job responsibilities. Both positive and constructive feedback should be a part of any evaluation. Evaluations can be formal (written) or informal (verbal) and should occur regularly to ensure employees and managers are aligned regarding performance expectations. Performance evaluations are one part of the annual performance appraisal process.

B.—Performance Appraisal: Formal process by which an employee and manager communicate about the employee's performance over time (i.e. annually), as well as revisiting past goals, setting future goals, and creating professional development plans. The annual appraisal should take into consideration the regular evaluations that have been conducted over the year, and use that information to document a formal appraisal of overall annual performance.

**BOARD OF TRUSTEES MEETING**  
**February 24, 2021**

---

**TAB 3**

**SUBJECT**

First Reading: Head Start Continuation Grant Application for Grant No. 10CH011536  
Period of Funding: 07/01/2021 – 6/30/2022

**BACKGROUND**

The Office of Head Start (OHS) has announced the projected funding for a submission of an application to operate a Head Start program. The guidance letter allocating the funding amount includes the approved funding level for continuation of program operations and an allocation for training and technical assistance. Our program's total federal funding level for 2021-2022 is \$3,306,249.

**DISCUSSION**

The purpose of North Idaho College Head Start applying for year two of the five year grant period funding is to continue to provide high quality comprehensive services to children and families in the North Idaho area.

**COMMITTEE ACTION**

Board approval of North Idaho College Head Start 2021-2022 funding application.

**FINANCIAL IMPACT**

There is no financial impact on North Idaho College since federal appropriations, private gifts, and donations fund Head Start.

**REQUESTED BOARD ACTION**

In its capacity as the governing board, and to adhere to requirements outlined in The Improving Head Start for School Readiness Act of 2007, and Head Start Program Performance Standards (HSPPS), it is requested that the board consider a motion to approve the following attachments:

Attachment A: PY21-22 Continuation Grant Application Narrative including Program Option Policy, Service Area Selection Policy, Selection of Target Area Policy, Allocation of Enrollment Slots, and School Readiness Plan

Attachment B: Eligibility, Recruitment, Selection and Enrollment (ERSEA) Policy

Attachment C: Criteria for Prioritization-Selection of Children for Enrollment

Attachment D: Organization Chart

Attachment E: Training/Technical Assistance Plan

Attachment F: Budget and Budget Justification Narrative

Attachment G: Self-Assessment and Program Improvement Plan

Prepared by  
Beth Ann Fuller  
Director, North Idaho College Head Start



North Idaho College  
**HEAD START**

---

**Continuation Grant Application PY2021-2022  
Year Two of Five Year Grant**

**Table of Contents**

<b><u>SECTION I – PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY.....</u></b>	<b><u>2</u></b>
Sub-Section A: Goals .....	2
A1: Program Goals: .....	2
A2 - School Readiness Goals:.....	5
Sub-Section B: Service Delivery .....	9
B1 - Service and Recruitment Area:.....	9
B2 - Needs of Children and Families: .....	13
B3 - Proposed Program Option(s) and Funded Enrollment Slots:.....	18
B4 - Centers and Facilities:.....	21
B5 - Eligibility, Recruitment, Selection, Enrollment, and Attendance: .....	21
B6 - Education and Child Development:.....	25
B7 - Health:.....	28
B8 - Family and Community Engagement:.....	34
B9 - Services for Children with Disabilities.....	41
B10 - Transition: .....	44
B11 – Services to Enrolled Pregnant Women .....	45
B12 - Transportation: .....	45
Sub-Section C: Governance, Organizational, and Management Structures .....	45
C1 - Governance .....	45
C2 - Human Resources Management: .....	49
C3 - Program Management and Quality Improvement: .....	51
<b><u>SECTION II – BUDGET AND BUDGET JUSTIFICATION NARRATIVE.....</u></b>	<b><u>54</u></b>

## **Section I. Program Design and Approach to Service Delivery**

### **Sub-Section A: Goals**

#### **A1: Program Goals:**

North Idaho College Head Start (NICHS) set long-range goals and objectives through a process of self-assessment, program improvement goals, and forecasting for our five-year grant period, resulting in goals with objectives for each of the five years, July 2020-June 2025. Policy Council and the Board of Trustees approved our self-assessment process which is conducted by members of all stakeholder groups; staff, parents, Policy Council and community stakeholders. Our five-year program goals were developed through a process of data sharing, risk assessment, forecasting and goal setting that culminated in a comprehensive plan with inspiring and innovative goals in two broad content areas. One five-year goal includes recruitment and retention of families that can benefit the most from program services, staff that are highly qualified, and more qualified volunteers to help with child and family services. The implementation of this goal involved expanded strategies for recruitment and retention of children and families that can benefit the most from services. We have been able to work with the NIC Marketing Department to enhance recruitment materials as well as create new materials to distribute throughout the communities. Our new materials were critiqued by stakeholders during our 2020/2021 self-assessment and simplified to highlight key program features. Our materials have been shared in new ways, such as school district websites and electronic mailings to email lists. It is hard to predict the positive impact of recruitment efforts largely due to the Covid-19 pandemic. Our program has seen a

drastic drop in applicants beginning last March through this January, 2021. Many families are still wanting to minimize contact with others outside of their home due to Covid risks. So far, as of February, 2021, as the Covid vaccine is becoming more readily available, we are starting to see an uptick in applications. We are hoping this trend will continue.

Another aspect of this goal is the recruitment and retention of qualified staff. One objective is to establish and implement a staff recruitment and retention plan with an emphasis on qualifications and job satisfaction. Our strategic plan to recruit candidates to consider the early childhood field, and Head Start in particular, by recruiting from our parent and community volunteer base, has been halted somewhat due to the pandemic as we have been very cautious about extra adults in our classrooms this school year. Instead, the Director is participating in the accreditation committee with the NIC child development program and we have taken advantage of any web-based Zoom and Teams meetings with stakeholders to share our need for staff when there have been a few openings. Consequently, our staff turnover has been quite low this year.

A continuing challenge to recruiting and retaining staff will be the ability to keep up with prevailing local wages, in particular, the gap between what public school teachers and Head Start teachers make. It will also be challenging to maintain staff if our efforts to recruit individuals to consider early childhood education, which has become even more difficult due to the lack of respect for the field and the historically low wages of the profession. Also, in our neighboring State of Washington (10-20 miles from our largest sites) minimum wage is \$13.69 as of January, 2021.

With goal one, staff retention was a strong focus. We were able to improve our onboarding and training of new and returning staff. In this application we will expand



the role of the Training and Technical Assistance Manager to continue improving in this area. We improved our mentor coaching and overall support of staff through increasing opportunities for mentoring with more mentor coach time, and the utilization of practice based coaching and professional learning communities. In this application we are proposing reinstating peer mentors for teaching staff.

With the second new goal to institute trauma-informed practices across all program services including children and families, staff and the communities we serve, we were able to make many strides. Our new objectives of using Conscious Discipline as a classroom and parenting curriculum builds on PBIS and the ability for our program to increase trauma informed practices in the future. In year one we purchased the Conscious Discipline parenting curriculum. During the pandemic shutdown we were able to allow staff to work from home between March and May, 2020 and staff used some of this time to train on the 10 Conscious Discipline training modules. Also, we purchased CD classroom curriculum and trained key staff on the implementation of the classroom curriculum. We were able to begin using some of the trauma-informed strategies we learned when we used CARES Act funding to provide a month-long summer program (July, 2020) for all exiting four year-olds heading to kindergarten in the Fall.

# School Readiness Plan- North Idaho College Head Start 2021-2022

## **Educational Philosophy**

North Idaho College Head Start (NICHS) is a school-readiness program that provides education and support for young children and their families. Partnering with our families and communities, NICHS provides comprehensive services and integrated programming which meet or exceed the child development and education approach expectations within the Head Start Program Performance Standards. NICHS uses a comprehensive educational approach to early childhood education which is culturally, linguistically, and developmentally appropriate. The educational approach integrates the components of child development, health and safety, nutrition, mental health and family and community partnerships throughout the program.

## **Child Assessment & Curriculum**

North Idaho College Head Start uses the HighScope Curriculum and COR Advantage Assessment System. The curriculum is based on the principles of active learning and support of a child's positive interactions with adults and peers. It has been carefully designed to promote independent and creative thinking, decision making, and problem solving in children from birth through kindergarten. It focuses on creating engaging classrooms and routines that encourage adult-child interactions and support children's play with a variety of learning opportunities. HighScope learning categories include: Approaches to Learning, Social & Emotional Development, Physical Development & Health, Language, Literacy, & Communication, Mathematics, Creative Arts, Social Studies, and Science & Technology. In each classroom, teaching teams complete on-going observation and documentation that is entered into the COR Advantage Assessment System. COR Advantage aligns with the Head Start Early Learning Outcomes Framework.

## School Readiness Plan- North Idaho College Head Start 2021-2022

Annually classroom teams complete data checkpoints (fall, winter, and spring) and enter this information into COR Advantage. This information is gathered from ongoing observations during the school year. Collecting and then evaluating the assessment data informs planning decisions across the program. Each student's scores are entered into the nine categories of HighScope using the COR Advantage system. Teaching teams then evaluate this information using North Idaho College Head Start Child Development Assessment Outcome Data Analysis Form. The data analysis form includes our school readiness goals and make an action plan for their classroom to improve and implement new supports for school readiness. The Education Manager then aggregates and analyzes the information provided by teachers, in combination with program-wide reports generated by the COR Advantage database, and shares findings with the management team. The management team creates an action plan to support areas of needed growth. The action plan may include purchase of materials, program wide training or individualized training and support.

### **Supplemental Curriculums and Supports**

Supplemental curriculums are employed to support program component areas (mental health, dental, nutrition, health, and safety) and specific academic content areas (mathematics and literacy). Our supplemental curriculums include: Handwriting Without Tears, Cavity Free Kids, Learn not to Burn, Picturing America, MyPlate, Second Step Child Protection Unit, Conscious Discipline, I Am Moving I Am Learning and LEA Content Curriculums. Supporting children's transitions to their next learning environment, NICHS tries to identify supporting curriculums used in kindergarten, which have an appropriate preschool level. Additionally, for centers which are in a collaborative partnership with the Local Education Agency (LEA), the program may adopt additional curriculum used by the LEA.

### **HighScope© literacy resources**

Letter Links (website and manual) and Fe Fi Phonemic Awareness are pre-reading curriculum supports for preschool age children.

- Letter Links is used to create name tags/labels combining the child's name with a child selected visual to offer alliteration practice to support phonemic awareness skills.

# School Readiness Plan- North Idaho College Head Start 2021-2022

- Fe Fi Phonemics focuses on phonemic awareness concepts (identifying sounds, building rhyme awareness, building alliteration awareness, recognizing letters, and developing letter sound awareness) that are both intentionally planned and used emergently-daily.

## Handwriting Without Tears

Hand Writing Without Tears Fine motor curriculum supporting the skills necessary for writing while integrating the literacy skills of phonological awareness, letter knowledge, and concepts about print.

- To be used with fidelity, lessons are planned and documented on the weekly plan.

## MyPlate by the Idaho Dairy Association

MyPlate teaches where food comes from, encouraging children to try a variety of foods, and provides some physical activities to foster better overall health.

- Nutrition activities and lessons are planned and documented monthly.
- Lessons include cooking/food preparation and should be culturally reflective of the children in the class.

## Second Step: Child Protection Unit.

Second Step: Child Protection Unit teaches children to apply specific recognition skills in dangerous or abusive situations.

- In learning to recognize unsafe situations, children are taught rules about general safety (such as wearing a helmet when riding a bike, not playing with guns or fire). Rules about touching safety, which focus on preventing sexual abuse, are also introduced as important safety subjects.

## Conscious Discipline ©: Trauma Informed Social and Emotional Learning.

Conscious Discipline supports a compassionate culture and facilitates intentional, trauma based strategies for both parents and classrooms.

- The curriculum provides brain-friendly, strategies for responding to each child's individual needs with wisdom.
- Lesson provides support for self-regulation, sense of safety, connection, empathy and intrinsic motivation in both children and adults.

# School Readiness Plan- North Idaho College Head Start 2021-2022

## **Cavity Free Kids**

Dental health curriculum teaching children and families the importance of healthy teeth and how to prevent tooth decay.

- Dental health activities and lessons are planned and documented monthly.
- Letters are sent home during the year, sharing the current lesson and inviting families to learn and practice the strategy at home.

## **Learn Not to Burn**

Fire safety and education curriculum for preschool children.

- Lessons are planned and documented on the lesson plan throughout the year
- Additional safety drills include evacuation and lock-down practices. These are scheduled twice a year, fall and spring.
- Letters are sent home during the year, sharing the current lesson and inviting families to learn and practice the safety strategy at home.

## **Picturing America**

Curriculum from the National Endowment of Humanities created to share the world of art with children.

- Picturing America offers opportunities to address children's school readiness, family literacy and parent involvement goals.
- Picturing America Prints are used as often as possible in classroom environments as they are connected to projects/studies.

## **I Am Moving I Am Learning**

This Curriculum is an innovative approach for using music as a teaching tool and lyrics as a literacy resource for promoting physical activity, healthy nutrition, and oral health.

- The curriculum uses many materials to support physical health such as: classroom activities, music videos, adventure stories, family engagement activities, staff wellness suggestions, and Choosy, the health hero character.

# School Readiness Plan- North Idaho College Head Start 2021-2022

## Local Education Agency (LEA) Content Area Curriculums.

- Each center in our program is in partnership with their LEA as described in the individual Interagency Agreements. The agreements include a section stating the curriculums used by each agency. Curriculums used by the LEA may be deemed appropriate to adopt at a center level as a supplemental curriculum.

## Determination of School Readiness Goals

Following each assessment period (fall, winter and spring) reports are generated and analyzed to inform planning and ongoing improvement at the classroom and program level. Teaching teams and Supervisors analyze the classroom profile reports generated from the electronic assessment data program to determine teacher, classroom, center, and program needs. Staff records their reflections on the Assessment Data Analysis form following the Child Outcome Data Analysis Procedure. The varied needs identified may include: personnel professional development, additional category specific materials or activities, or at the center level, the support might include an environment or scheduling need. Progress on the North Idaho College Head Start School-Readiness Goals is evaluated to determine the efficiency of current practices and identify future program strategies for increasing school-readiness. The Education/Disabilities Manager reviews the classroom reports and generates a program level outcomes analysis and report. The data may inform possible program trends, professional development needs and determine current progress on the North Idaho College School Readiness Plan and School readiness goals. The School Readiness outcomes data is included in the Program Annual Report and is shared with the program’s Policy Council and Governing Boards.

The following school readiness goals are based on the data analysis of current school readiness goals, observations and trends in our program.

<p><b>Goal: Social and Emotional Development:</b> Children will learn strategies to settle disputes with their peers and balance their own needs with understanding and respect for the needs of others.</p>	<p><b>Social &amp; Emotional Development in the HighScope Curriculum is composed of five different areas of assessment:</b></p> <p><b>Emotions:</b> Children feel and express emotions, for physical and emotional needs. As children develop language, they begin to put their feelings into words with help from adults.</p> <p><b>Building relationships with adults:</b> Children form relationships with adults, and care givers they depend on. While children initially focus on their own needs win their relationships with adults, children</p>
--	---

# School Readiness Plan- North Idaho College Head Start 2021-2022

<p><b>HighScope:</b> Item H-Conflict resolution.</p> <p><b>ELOF: Goal P-SE 5.</b> Child uses basic problem solving skills to resolve conflicts with children.</p> <p><b>Idaho Content Standard:</b> K-2. H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p><b>Idaho early Learning Guidelines: Goal 28:</b> Engages in mutual social play that involves cooperation and shared purpose.</p>	<p>eventually discover that adults are people independent of their caregiving role and their relationships with adults becomes more reciprocal.</p> <p><b>Building Relationships with other children:</b> As children develop they begin to relate more directly to other children. These connections provide multiple emotional, social, cognitive and creative benefits and become the foundation for establishing future relationships.</p> <p><b>Community:</b> Children gradually make the transition from “me” (their own needs) to “we” (the collective interest). The sense of community begins with simple attention to others, followed by the awareness of group routines.</p> <p><b>Conflict resolution:</b> With adult support, children learn how to identify a social problem and participate in figuring out a solution that satisfies everyone involved.</p> <p><b>Goal Identification:</b> North Idaho College Head Start is committed to supporting Trauma Informed Care. Through our commitment to Trust Based Relational Intervention (TBRI) practices and continuing to implement Conscious Discipline in the 2021-2022 program year, we are building stronger social and emotional development. An overall goal that supports connection, empowerment and correction supports this commitment to Trauma Informed Care.</p>
<p><b>Objective/Action Plan:</b> <b>Social and Emotional Development</b></p>	<p><b>Objective:</b> 2021-2022 program year North Idaho College Head Start will continue to implement Conscious Discipline Curriculum and Parent Curriculum into our program, supporting trauma informed care practices and positive behavioral intervention supports.</p> <p><b>Action Plan:</b> Training provided to staff on Conscious Discipline principles and practices. Conscious Discipline curriculum supports for classroom environments. Information on Conscious Discipline shared at home visits, parent conferences and parent meetings. Trauma Informed children’s books supporting connection, empowerment and problem solving. (<i>Re-Do Roo, Doggie Doesn’t Know No, Penguin &amp; Fish, It’s Tough to be Gentle, Baby Owls Whooo, and Elephant Ears</i>)</p>

# School Readiness Plan- North Idaho College Head Start 2021-2022

<p><b>Goal: Language &amp; Literacy:</b> Supporting alphabetic knowledge and the sounds of letters and words will support precursors for children to learn pre-reading skills.</p> <p><b>HighScope:</b> Item P-Reading</p> <p><b>ELOF: Goal IT--LC 11.</b> Child recognizes pictures and some symbols, signs or words.</p> <p><b>Idaho Content Standard:</b> RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Idaho early Learning Guidelines: Goal 61:</b> Uses pictures, symbols, and letters to convey meaning.</p>	<p><b>Language Literacy and Communication in the HighScope curriculum has seven areas of assessment:</b></p> <p><b>Speaking:</b> Children adopt conventions of speech and engage in extended and meaningful conversations.</p> <p><b>Listening and comprehension:</b> Children begin to connect what they hear and read to people and events in their lives.</p> <p><b>Phonological awareness:</b> Children develop sound awareness through conversations, word games, songs, chants, and stories.</p> <p><b>Alphabetic knowledge:</b> Children begin to recognize letters in their names and in the environments around them.</p> <p><b>Reading:</b> As children gain alphabetic knowledge they learn to sound out words and use other cues to help them read.</p> <p><b>Book enjoyment and knowledge:</b> Children begin to have favorite books and ask to have them read over and over. The language comprehension increases from repeated exposure to printed words.</p> <p><b>Writing:</b> As children’s vocabularies and alphabet knowledge increases, their writing increases in length and complexity.</p> <p><b>Goal Identification:</b> In continuing to support reading skills, recognizing letters as visual images that have meaning is a foundational skill set and a precursor for children’s early alphabet knowledge and reading skill sets.</p>
---	---



# School Readiness Plan- North Idaho College Head Start 2021-2022

<p><b><u>Objective/Action Plan:</u></b></p> <p><b><u>Language and Literacy-Alphabet Knowledge</u></b></p>	<p><b><u>Objective:</u></b> Program year 2021-2022 teachers will implement consistent use of the Hand Writing Without Tears Fine motor curriculum supporting the skills necessary for writing while integrating the literacy skills of phonological awareness, letter knowledge, and concepts about print for alphabet knowledge.</p> <p><b><u>Action Plan:</u></b> Implementation of curriculum tools for literacy implemented on weekly lesson plans. Pre-Service training on curriculum tools. Teacher Learning Community (TLC) training supports for literacy activities and pre-reading practices. Literacy rich classroom environment training, using the Program Quality Assessment tool, (PQA) measuring learning environments.</p>
<p><b>Goal: Language &amp; Literacy:</b> Children will learn that familiar symbols and words are the start of reading.</p> <p><b>HighScope:</b> Item P-Reading</p> <p><b>ELOF: Goal IT--LC 11.</b> Child recognizes pictures and some symbols, signs or words.</p> <p><b>Idaho Content Standard: RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Idaho early Learning Guidelines: Goal 60:</b> Children realize that letters and words represent ideas and feelings</p>	<p><b>Language Literacy and Communication in the HighScope curriculum has seven areas of assessment:</b></p> <p><b>Speaking:</b> Children adopt conventions of speech and engage in extended and meaningful conversations.</p> <p><b>Listening and comprehension:</b> Children begin to connect what they hear and read to people and events in their lives.</p> <p><b>Phonological awareness:</b> children develop sound awareness through conversations, word games, songs, chants, and stories.</p> <p><b>Alphabetic knowledge:</b> Children begin to recognize letters in their names and in the environments around them.</p> <p><b>Reading:</b> As children gain alphabetic knowledge they learn to sound out words and use other cues to help them read.</p> <p><b>Book enjoyment and knowledge:</b> Children begin to have favorite books and ask to have them read over and over. The language comprehension increases from repeated exposure to printed words.</p> <p><b>Writing:</b> As children’s vocabularies and alphabet knowledge increases, their writing increases in length and complexity.</p>

# School Readiness Plan- North Idaho College Head Start 2021-2022

**Goal Identification:** In continuing to support reading skills, recognizing letters as visual images that have meaning is a foundational skill set and a precursor for children’s early alphabet knowledge and reading skill sets.

**Objective/Action Plan:**

**Language and Literacy-  
Reading**

**Objective:** Program Year 2021-2022 teachers will implement literacy tools from HighScope, Letter Links and Fe Fi Phonemics. Environments will support literacy connections through written, spoken and printed resources in classrooms.

**Action Plan:** Implementation of curriculum tools for literacy implemented on weekly lesson plans. Pre-Service training on curriculum tools. Teacher Learning Community (TLC) training supports for literacy activities and pre-reading practices. Literacy rich classroom environment training, using the Program Quality Assessment tool, (PQA) measuring learning environments

# School Readiness Plan- North Idaho College Head Start 2021-2022

<p><b>Goal: Cognition:</b> Children will become aware of different patterns in objects, movement and sounds.</p> <p><b>HighScope:</b> Item V-Patterns</p> <p><b>ELOF: Goal IT--LC 11.</b> Child recognizes pictures and some symbols, signs or words.</p> <p><b>Idaho Content Standard:</b> RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Idaho early Learning Guidelines: Goal 61:</b> Using pictures, symbols, and letters to convey meaning.</p>	<p><b>Cognition in the HighScope curriculum has seven areas of assessment:</b></p> <p><b>Numbers and counting:</b> Children begin to compare quantities and combine separate numbers and their components.</p> <p><b>Geometry: Shapes and spatial awareness:</b> Children learn a variety of shapes and spatial concepts and use them to resolve spatial problems.</p> <p><b>Measurement:</b> Children gradually learn how to explore tools used to measure and basic measurement terms.</p> <p><b>Patterns:</b> Children recognize, copy or extend types of patterns in their environment.</p> <p><b>Data Analysis:</b> Children at preschool age can begin to represent math concepts, such as a graphing in simple charts and begin to make sense of the data.</p> <p><b>Goal Identification:</b> North Idaho College Head Start continues to grow with math activities and concepts in the classroom environment. Exploring patterns in sound, movement, events and symbols creates innovative ways to expose children to math development.</p>
<p><b>Objectives/Action Plan</b></p> <p><b>Cognition (math)</b></p>	<p><b>Objective:</b> 2021-2022 North Idaho College Head Start will implement math concepts with intentional opportunities in the classroom to create patterns through music, movement, objects, sounds, symbols and events that extend children’s understanding of patterns in their environment.</p> <p><b>Action Plan:</b> Handwriting without Tears math resources, including Mat Man books on Shapes and math concepts. 2021-2022 School Year Pre-Service training on Curriculum math tools. ECLKC Resource for Education Staff: Finding math in Books-Ideas for Teaching Staff</p>

# School Readiness Plan- North Idaho College Head Start 2021-2022

**Goal: Cognition-Science and Technology:** Preschool age children come up with simple explanations, based on their logic, to explain what they do and do not observe in the world around them.

**HighScope:** Item CC: Experimenting, predicting and drawing conclusions.

**ELOF:** Goal: P-SCI 4. Child asks questions, gathers information and makes predictions.

**Idaho Content Standard:**  
ETS1.A: Asking questions, making observations, and gathering information are helpful in thinking about problems.

**Cognition: Science and technology in HighScope Curriculum has four areas of assessment:**

**Observing and Classifying:** Children discover similarities and differences in people, objects, and events. Over time, their classifications are based on an increasing number of attributes or characteristics.

**Experimenting, predicting and drawing conclusions:** Children ask questions and test out their ideas, make predictions about what might happen, and then see whether they thought would happen actually did.

**Natural and physical world:** Children talk about the wildlife and where they live. Children learn how people's behavior affects the environment and how they can help to protect it.

**Tools and technology:** Children use tools to deliberately carry out their intentions. They increase use interactive digital technology for hands on learning.

# School Readiness Plan- North Idaho College Head Start 2021-2022

## Objectives/Action Plan

### Cognition (Science)

**Goal Identification:** NICHS recognizes that children gaining knowledge in science and science concepts expands many skills set including experimenting and reasoning and connection to the world around them. Continuing to work with implementing STEAM (Science Technology Engineering Art and Math) ideas and practices in classrooms will be continued in program year 2021-2022 for further improving school readiness in science concepts.

**Action Plan:**

Pre-Service training from the HighScope Curriculum Science & Technology objectives.  
Full STEAM Ahead Practice Based Coaching on STEAM from ECLKC  
Implementation of tools from the Idaho STEM Action Center

## A2 - School Readiness Goals:

Determination of School Readiness Goals 2021-2020:

Following each assessment period (fall, winter and spring) reports are generated and analyzed to inform planning and ongoing improvement at the classroom and program level. Teaching teams and supervisors analyze the classroom profile reports generated from the electronic assessment data program to determine teacher, classroom, center, and program needs. Staff records their reflections on the Assessment Data Analysis form following the Child Outcome Data Analysis Procedure. The varied needs identified may include; personnel professional development, additional category specific materials or activities, or at the center level, the support might include an environment or scheduling need.

Progress on the North Idaho College Head Start School-Readiness Goals is evaluated to determine the efficiency of current practices and identify future program strategies for increasing school-readiness. The Education and Disabilities Manager reviews the classroom reports and generates a program level outcomes analysis and report. The data may inform possible program trends, professional development needs and determine current progress on the North Idaho College School Readiness Plan and School Readiness Goals. The school readiness outcomes data is included in the Program Annual Report and is shared with the program's Policy Council and Governing Board.

In supporting goals for program year 2021-2022 program information from COR Advantage, previous school readiness goals data, Program Quality Assessment data (PQA) and 2020-2021 Classroom Assessment Scoring System (CLASS) scores determined the focus for 2021-2022 program year.

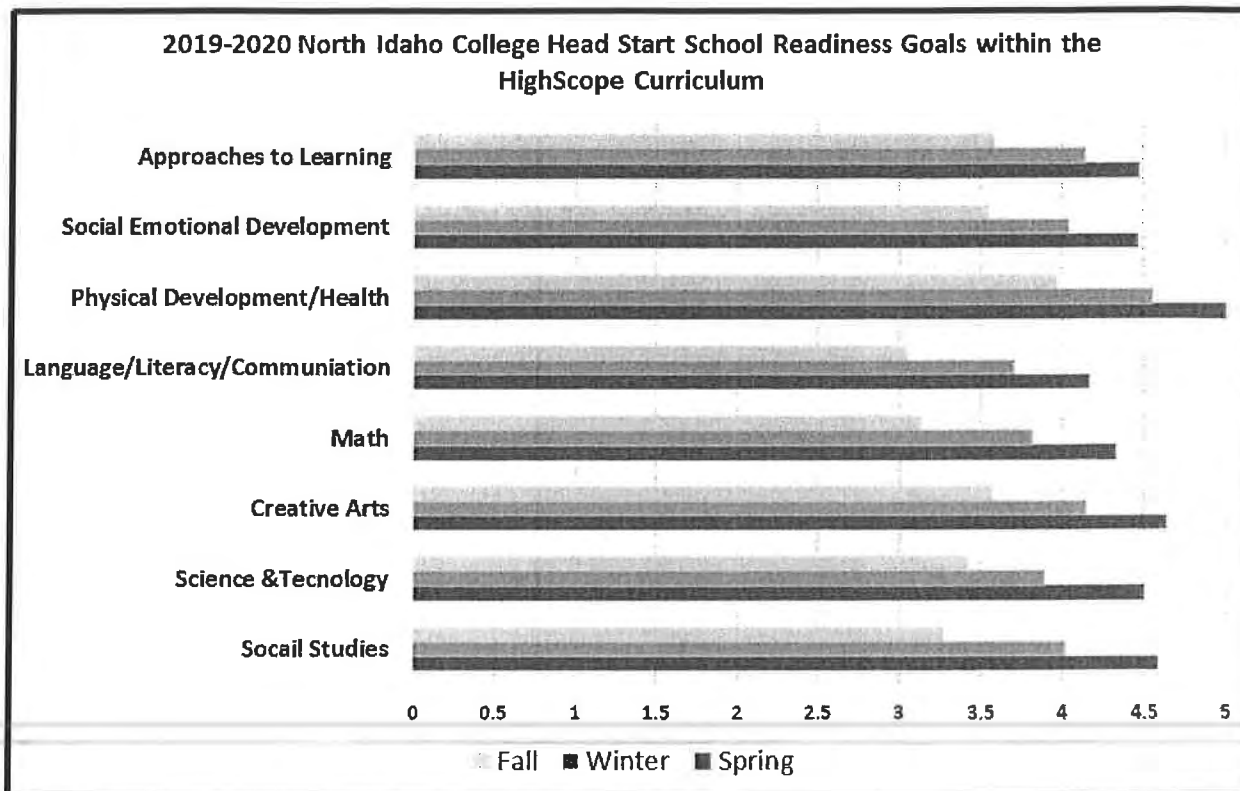
The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. NICHHS has four certified CLASS observers that help conduct yearly CLASS observations for our program. CLASS observations were scheduled for Spring of 2020, however due to school closures related to the pandemic, no CLASS observations were completed. CLASS observations were completed by March 2021 for all classrooms.

NICHHS continued during the 2020-2021 school year to provide educational contacts with families through parent conferences and home visits. Due to the pandemic, virtual home visits and parent conferences were conducted via ZOOM and phone calls, allowing parents to continue to be a part of the goal setting process for their child's developmental plans. NICHHS has 15 in person classrooms and 1 virtual classroom for the 2020-2021 school year. In person classrooms support lower class sizes to help with social distancing and safety protocols due to the pandemic. The virtual classroom offered families the opportunity to have their children participate in the program via ZOOM class meetings. Each week the virtual classroom sent home educational packets, parent resources and school readiness activities. All classrooms in the program utilized HighScope COR online tools, such as virtual story boards, lesson plans and individual child assessments that parents were invited to explore in a confidential and online platform.

Using the HighScope Curriculum has supported growth in classroom organization as it supports productivity in the classroom and instructional learning formats through the curriculum. COR Advantage is an observation-based assessment from HighScope. COR Advantage is a whole-child assessment built on 36 items across eight learning domains. The comprehensive set of items and indicators help teachers track children's

progress relative to Kindergarten readiness, the Head Start Early Learning Outcomes Framework, Common Core Standards for Kindergarten, all state early learning standards, and HighScope Key Developmental Indicators (KDIs) at all age levels.

**COR Advantage Checkpoint Data: 2019-2020 Fall, Winter and Spring:**



**Students who are transitioning to kindergarten, school readiness is measured by an average score of 3.75 in each category and an overall average of 4.0 or higher.**

NICHS Group Statistics 2019-2020: This data is reflective of the average scores of the 209 four-year old’s who transitioned to kindergarten in Fall 2020.

The data reflects growth in all eight school readiness areas with significant growth in:

Language/Literacy/Communication (Fall 3.05-Spring 4.17)

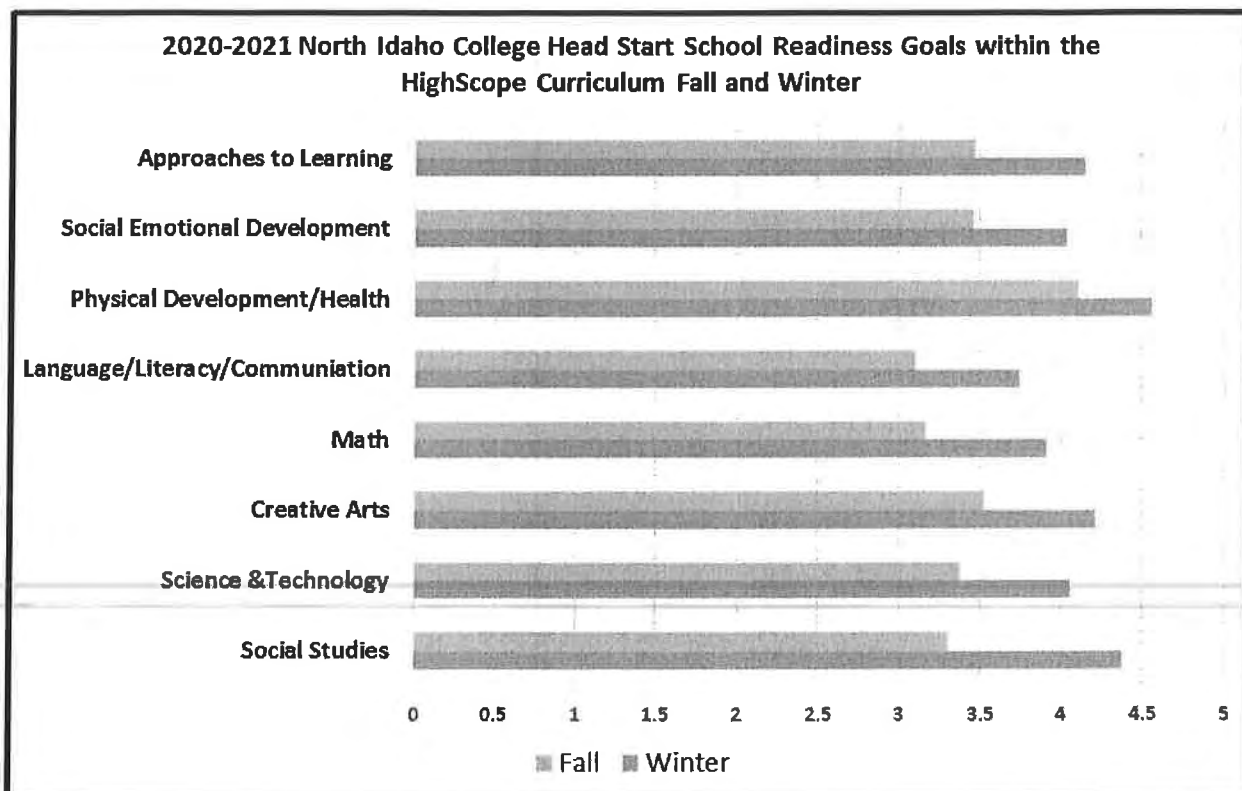
Math (Fall 3.13-Spring 4.33)

Social Studies (Fall 3.27-Spring 4.59)



During the Covid-19 pandemic closures in Spring 2020 NIC Head Start continued education services by providing virtual classrooms, virtual education events, and classroom educational packets for families with school readiness materials. In July 2020 NIC Head Start offered a 4-week school program from July 6th-July 31st for children four-years-old transitioning to kindergarten and three-year-old's with disabilities.

**COR Advantage Checkpoint Data: 2020-2021 Fall and Winter:**



Completion of the Fall and Winter Checkpoints for 2020-2021 show that progress has been made in all eight school readiness areas thus far in the school year measured by COR Advantage. Areas with the highest scores after the Winter checkpoint data include; Physical Development, Approaches to Learning, Social Studies and Creative Arts. Reviewing all school readiness data from 2019-2021 school readiness goals that will be set for the 2021-2022 school year will include:

Language/Literacy/Communication-Reading: With local and state awareness for children reading at grade level by 3<sup>rd</sup> grade, a reading goal for our program supports continued literacy and language growth.

Language /Literacy/Communication-Alphabet Knowledge: In continuing to support reading skills, recognizing letters as visual images that have meaning is a foundational skill set and a precursor for children's early alphabet knowledge and reading skill sets.

Math: North Idaho College Head Start continues to grow with math activities and concepts in the classroom environment. Exploring patterns in sound, movement, events and symbols creates innovative ways to expose children to math development.

Social and Emotional Development: North Idaho College Head Start is committed to supporting Trauma Informed Care. Through our commitment to Trust Based Relational Intervention (TBRI) practices and the Conscious Discipline Curriculum in the 2020-2021 program year, we are building stronger social and emotional development. An overall goal that supports connection, empowerment and correction supports this commitment to Trauma Informed Care

Science and Technology: North Idaho College Head Start recognizes the importance of STEM (Science, Technology, Engineering and Math), to support children's abilities to explore with materials within the natural world around them to predict, experiment and draw conclusions.

## **Sub-Section B: Service Delivery**

### **B1 - Service and Recruitment Area:**

Through a comprehensive community assessment conducted in February of 2020, our priorities aligned with data reflecting the issues facing our communities. There have been significant changes for vulnerable populations of children and families.

According to the 2019 Kid’s Count Report, in 2010, 19% of Idaho children were in poverty. In the same report, 31% of children reside in households that have non-secure employment. The US Census states the 2019 estimated number of children that reside in the state of Idaho that are under the age of five is 115,837, representing 6.5% of the population. The 2020 Point-in-Time Homelessness Count for Idaho Region One reports that the homeless count has increase by 4%. Of the individuals counted in the homeless count, 31.4% are families with children under the age of 18.

County	Children under 5 years, living in poverty
Boundary	244
Bonner	546
Kootenai	2130
Shoshone	176
Benewah	121
TOTAL	3217

Information obtained from data.census.gov, 11/30/20

In Northern Idaho, the main language spoken is English. There are a few other languages that are spoken throughout Idaho Region One such as: Spanish, Arabic, Russian, and German.

We are proposing no changes to service and recruitment areas. Through community assessment data, it is apparent that the populations, associated demographics and needs in the areas that we serve have remained relatively steady. The families that can benefit the most from Head Start services encompass the current service areas. One consideration as funding becomes available is to find needed space to provide services by diversifying our service and recruitment area to include school district areas that we currently cannot serve due to distance. One example would be the West Bonner School District. Although we are serving Bonner County, we are only serving families that reside within the Lake Pend O’rielle School District boundaries.

Our service area does not include towns such as Oldtown, Priest Lake and Priest River. These areas have a need and an interest for center-based Head Start services, which was validated by this year's self assessment.

Selection of Target Area Policy:

The Selection of Target Area Policy is reviewed annually to determine the needs and process for recommending center/site locations and allocating enrollment slots in areas of greatest need. Community Assessment data is collected yearly for the service area (five North Idaho Counties—Kootenai, Shoshone, Bonner, Boundary, and Benewah). No new changes have been proposed. Information gathered:

- Number of low-income families—census
- Number of TAFI families—Health and Welfare
- Number of food stamp recipients
- Availability of other child care services
- Incidence of families with special needs (i.e. disabled child, disoriented home life, ethnic/racial, emotional disturbance, alcoholism, etc.)
- Availability of transportation
- Availability of facilities
- Health services available
- Other information deemed appropriate

Policy Council makes recommendations regarding the center/site locations and allocation of enrollment slots based on the following criteria:

- Number of low-income families
- Incidence of families with special needs

- Availability of other community resources
- Wait list for centers
- Economic feasibility
- Availability of facilities
- Availability of transportation
- Community support

Service Area Selection Policy

Recognizing that there are currently Head Start enrollment opportunities available to fewer than 25% of the income-eligible families with age-eligible children in Region 1, it is apparent that not all families requesting services will be able to obtain them. To ensure that limited Head Start resources are prudently and fairly allocated, it shall be the policy of North Idaho College Head Start to provide the greatest good to the greatest number by implementing the following Service Area Selection guidelines:

- Home visit routes must be confined to an area within 30 minutes or 25 miles; whichever is lower, of one-way travel from the Head Start center or site for the home visitation staff.
- The service area typically will fall in the school district(s) specified for each center listed in the following table.

Center / Site and location	School District / County
Harding Head Start in Coeur d'Alene	Coeur d'Alene District #271 (Cd'A area)
Community Early Learning Center in north Coeur d'Alene area (Hayden)	Coeur d'Alene District #271 (north schools attendance zones/boundaries area)
North Idaho College Children's Center at NIC campus in Coeur d'Alene (Head Start slots)	Kootenai County residents that are also North Idaho College students
Post Falls Center in Post Falls	Post Falls District #273
Lakeland Center in Rathdrum	Lakeland District #272, Lake Pend O'Reille District # 84
Shoshone Center in Kellogg	Kellogg Joint District #391, Mullan District #392, Wallace District #393
Sandpoint Center in Sandpoint	Lake Pend O'Reille District # 84, West Bonner County District # 83
Julien Bucher Early Learning Center in Bonners Ferry	Boundary District #101
St. Maries Center in St. Maries	St. Maries Joint School District #41, Kootenai District #274, Avery District #394

*B2 - Needs of Children and Families:*

In Idaho a single parent pays 36.8% of their income for center- based infant childcare. Married parents of two children living at the poverty line pay 64.9% of their household income for center-based childcare. The average price of center-based infant childcare in Idaho is more than the average annual tuition and fees at a four-year public college or university. Center-based Care and Home-based childcare vary in price ranges (childcareaware.org).

In March of 2020 there were reported to be 160 licensed childcare centers in the five Northern Counties of Idaho. Of those centers it has been reported that a minimum of 20% of those centers have had to temporarily, and in some cases permanently close their doors due to the Covid-19 pandemic.

Panhandle Health Districts houses the Child Care Resource Center (CCRC) a resource and referral service that educates and supports parents and child care providers. This service provides a consistent structure that supports and promotes quality, education and professional development. Referrals are made to parents looking for quality child. The Idaho Child Care Program (ICCP) provides childcare assistance to low-income, working families by paying for a portion of childcare. This program is for parents who work, attend school, or participate in approved activities to help prevent children from being placed in foster care.

Number of Head Start Eligible Children Served in Each County by Program Type:

*Mountain States Early Head Start:*

Early Head Start programs are designed to nurture healthy attachments between parent and child (and child and caregiver). Services encompass the full range of a family's needs from pregnancy through a child's third birthday. 2019-2020, Mountain States Early Head Start served a total of 231 children and 28 pregnant women with an average monthly enrollment of 156 (100%), serving: Bonner, Kootenai, and Shoshone Counties of North Idaho.

Total cumulative enrollment was 259. Percentage of all eligible children served was 81%. Percentage income eligible: 81% Cumulative Enrollment of 253

Children served by Mountain States Early Head Start:

Funded enrollment was 153, of which 95% were children and 9% were pregnant women.

- 18 Children Served- 100-130% of poverty
- 31 Children Served- Over-income
- 23 Foster Children Served
- 51 Homeless Children Served
- 39 Public Assistance
- 97 Income Eligible

*Infant Toddler Program:*

The Infant Toddler Program coordinates a system of early intervention services to assist Idaho children birth to three years of age who have a developmental delay or who have conditions (such as prematurity, Down Syndrome, hearing loss) that may result in a developmental delay. Children served by the program are referred for a variety of reasons, including diagnosable conditions that result in delays or disabilities. Nine percent of children referred for evaluation have been involved in substantiated cases of neglect or abuse. Twenty-nine percent of children found eligible for services were born prematurely (<https://healthandwelfare.idaho.gov/>).

*Nurse-Family Partnership Program-Panhandle Health District*

Nurse-Family Partnership (NFP) is a free, voluntary program that partners first-time moms with registered nurses in Kootenai, Bonner, Boundary, Benewah and Shoshone counties. Through regular visits, nurses provide support, education, guidance and encouragement to first-time moms during pregnancy and until the child turns 2 years of age. Nurse-Family Partnership is an evidence-based program with more than three decades of research demonstrating an improvement in pregnancy outcomes for women as well as an improvement in the health and development of their babies. It also works to improve economic



independence for the family. First-time moms are encouraged to enroll as early as possible. Nurse-Family Partnership also encourages fathers, family members and even friends to get involved in the visits in order to learn how they can best support mom and baby. (<http://panhandlehealthdistrict.org/>)

*Parents as Teachers:*

Panhandle Health District also supports the program Parents as Teachers. This program supports building stronger communities by matching parents and caregivers with trained professionals who make regular home visits during a child's earliest years before entering kindergarten. Home visitors bring activities, resources and community information to families to support kindergarten readiness. ([panhandlehealthdistrict.org](http://panhandlehealthdistrict.org))

*Benewah County ECLC Program:*

The Coeur d'Alene Tribe Early Childhood Learning Center houses all early childhood programs for the Coeur d'Alene Tribe. ECLC provides comprehensive services in the areas of education, disabilities, mental health, health, nutrition, and family services to 102 qualifying children ages 6 weeks to 5 years old, and their families in Benewah County. (ECLC. (n.d.). <https://www.cdatribe-nsn.gov/education/eclc/>)

*North Idaho College Head Start:*

In 2019-2020 North Idaho College Head Start program had a total funded enrollment of 293 children and actually served 348 in North Idaho. The actual number is cumulative due to enrollment slots that became vacant throughout the year and were then filled by another child in need of services. All vacancies were filled within 30 days. All children enrolled in the program were income and

categorically eligible.

North Idaho College Eligibility, Services & Unmet Needs for 2019-2020

348 children (327 families) served by North Idaho College Head Start

County	Children Under 5 Years Living in Poverty***	Federally Funded Enrollment Slots	TANF Funded Enrollment Slots	Actual Federally Funded Enrollment	Actual TANF Funded Enrollment	Total Actual Enrollment
<b>Boundary</b>	244	18	0	21	0	21
<b>Bonner</b>	546	51	0	66	0	66
<b>Kootenai</b>	2130	176	13	202	17	219
<b>Shoshone</b>	176	18	0	23	0	23
<b>Benewah</b>	121	17	0	19	0	19
<b>Total</b>	3217	280	13	331	17	348

(TANF) Temporary Assistance for Needy Families grant.

\*\*\*An assumption could be made that 50% of the number represented (0-5) are age eligible for Early Head Start services and 50% are age eligible for Head Start services.

Information obtained from (data.census.gov. 11/30/20).

According to population estimates for Region 1, our service area, from 2016-2026 census population estimates will increase by 19.5% with an annual growth of 1.8%. However, the same population estimates for children under age 5 in Region 1 indicate a decrease in total growth of -1.6% with an annual growth rate of -0.2% with the highest growth rate reflected in the age group 85 and older with a total growth rate of 92.3% with an annual growth rate of 6.8%. In review, our population growth does not indicate growth in our total number of age-eligible children.

According to our community assessment, the needs of families in Kootenai County

have slightly shifted with the influx of new jobs and lower unemployment rates, which has resulted in a higher average wage for this county. According to Idaho Department of Labor, labor force data, Kootenai County unemployment rates in October 2019 were reported as 2.8%. The State of Idaho unemployment rate was 2.9% in the same October timeframe. The national unemployment rates were 3.6% in October 2019. All other counties in our area are comparable with the exception of Shoshone County with an unemployment rate of 4.5%. This may be why a higher percentage of waitlisted families in Kootenai, Bonner, Boundary and Benewah counties have an income that exceeds 100% of the federal poverty guidelines. Although we still have healthy waitlists and no threat of under-enrollment, this is a trend to consider for the future. With 64% of our slots in Kootenai County, although we are still underserving the most eligible group of children 0-5 for all five counties, we are meeting the needs of our families through several locations and program options. In relation to race and language, white continues to be the predominant race in all counties and English is the predominant language. Currently within our program children, there are 86% of children being identified as white. English language spoken is 99%.

### B3 - Proposed Program Option(s) and Funded Enrollment Slots:

#### Program Option Policy

North Idaho College Head Start will select the program option of delivery of services using the following criteria: There were no changes made to this policy for the 2020-2021 program year.

1. Family as the child's primary educator: The intent of Head Start is to build upon family strengths. The program option selected will support and

strengthen families.

2. Family isolation: The isolation of the family may be alleviated by participation in the classroom or by a home visit. The program option selected will accommodate as many families as funding allows.
3. Age of children to be served: The program will be designed to best meet children’s needs in the service area. Best practices: Head Start will select a program option that best supports methods validated by current research.
4. Extended family: All caregivers of the child will be considered. The program option selected will respond to the needs of all types of families.
5. Delivery of social services: Social services will be delivered to best meet the family’s needs.
6. Parent Engagement: Families will become involved in all aspects of the program. The program option selected will give them the opportunity to further develop skills and capacities.

**Allocation of Enrollment Slots – PY2021-2022**

<b>County Center and Model Slots included in County Totals</b>	<b>PY 2021- 2022</b>
<b>Kootenai County</b>	<b>198 Total</b>
<b><i>Harding Head Start Center in Coeur d’Alene</i></b>	
Center based, three classrooms <i>Part-day, 3.5 hour, 128-day</i>	57
Center-based, two classrooms <i>Part-day, six hour, 170-day</i>	34
<b><i>Community Early Learning Center – in Coeur d’Alene</i></b>	
Center-based, one classroom	17

<i>Part-day, six hour, 170-day</i>	
<b>NIC Children's Center – on NIC Main Campus</b>	
Center-based, one classroom	16
<i>Part-day, six hour, 162-day</i>	
<b>Post Falls Center – in Post Falls</b>	
Center-based, two classrooms	38
<i>Part-day, 3.5 hour, 128-day</i>	
<b>Lakeland Center – in Rathdrum</b>	
Center-based, two classrooms	36
<i>Part-day, 3.5 hour, 128-day</i>	
<b>Bonner County</b>	<b>51 Total</b>
<b>Sandpoint Center – in Sandpoint</b>	
Collaboration w/School District #84, Center-based, two	34
<i>Part-day, 3.5 hour, 128-day</i>	
Center-based, one classroom	17
<i>Part-day, six hour, 170-day</i>	
<b>Boundary County</b>	<b>17 Total</b>
<b>Julien Bucher Early Learning Center – in Bonners Ferry</b>	
Center-based, one classroom	17
<i>Part-day, six hour, 170-day</i>	
<b>Benewah County</b>	<b>16 Total</b>
<b>St Maries Center – in St. Maries</b>	
Center-based, one classroom	16
<i>Part-day, six hour, 170-day</i>	
<b>Shoshone County</b>	<b>17 Total</b>
<b>Shoshone Center – in Kellogg</b>	
Center-based, one classroom	17
<i>Part-day, six hour, 170-day</i>	
<b>TOTAL HEAD START FUNDED SLOTS</b>	<b>280</b>
<b>TOTAL TANF FUNDED SLOTS IN KOOTENAI COUNTY (10) BONNER COUNTY (9)</b>	<b>19</b>
<b>TOTAL PROGRAM ENROLLMENT SLOTS</b>	<b>299</b>

B4 - Centers and Facilities:

We are not proposing any additions, deletions or changes to our service locations. We are not asking for any purchase, construction, or major renovations of any of our locations.

B5 - Eligibility, Recruitment, Selection, Enrollment, and Attendance:

Our program selection criteria and services are reflective of the needs of families who can benefit the most from comprehensive Head Start services. Our new selection criteria was developed and approved by Policy Council in January of 2021 and approved by the governing board in March 2021.

North Idaho College Head Start utilizes a point system to establish *Criteria for Prioritization of Families* that is developed and approved by Policy Council and reviewed annually. This criteria allows the program to serve families who have the greatest opportunity to benefit the most from our services. The point system provides a method of determining eligibility based on family income or categorical eligibility, formal referral, child's age, and/or disabilities and other family stressors. Our program serves more than ten percent of children with disabilities through aggressive recruitment efforts for children with disabilities including those with severe disabilities.

Criteria for Prioritization	Points Allowable
1. Verified Income (Percent below Federal Poverty Guidelines**)	0, 20, 25
2. Age* (Four years old on or before September 1st of program year)	20
3. Diagnosed Disability	20
4. Suspected Disability	15
5. Formal Referral from Agency/Professional (including Early Head Start/Head Start) * (Written documentation is required)	10
6. Previously enrolled in Early Head Start / Head Start program	10
7. Foster Child (meets definition for State placement) or Child in Custody/Care of someone other than the Biological Parent(s)	10
8. Homelessness (as determined by the McKinney-Vento Homeless Assistance Act of 1987)	10
9. Family Violence (includes physical, verbal or emotional abuse/violence, child abuse, neglect, or abandonment) Check applicable: <input type="checkbox"/> current, <input type="checkbox"/> past 12 months, or <input type="checkbox"/> previously experienced)	10
10. Parent/Guardian Working Towards Obtaining High School Diploma/G.E.D., Certifications, or Higher Education	10
11. Parent Working Multiple Jobs or Working and Going to School	10
12. Substance use or other addictions	10
13. Single Parent/Guardian Household	5
14. Parent/Guardian in Incarceration and/or Returning from Incarceration	5
15. Parent/Guardian Active Military Service, Returning from Military Service, or Veteran	5
16. Parent/Guardian currently working as a first responder/public service or in law enforcement	5
17. Chronic Health Issue and/or Disability within the Family	10
18. Mental Health Concern – Child and/or Family	10
19. Additional Household Stressors: check all that apply: (one or two = 5 points; three to five = 10 points; six to eight = 15 points; or nine or more = 20 points) <ul style="list-style-type: none"> <li>• Adoption</li> <li>• In treatment/recovery for substance use and/or other addictions</li> <li>• Co-Parenting/Custody/Dual Households</li> <li>• Death of a Family Member in the Household(s)</li> <li>• Families in Crisis (emergency relocation, natural and/or family disaster)</li> <li>• Family Legal Issues</li> <li>• Lack of reliable transportation</li> <li>• Lack of affordable childcare</li> <li>• Lack of Affordable Health Insurance/Health Care</li> <li>• Lack of Affordable Housing</li> <li>• Limited Opportunities for Socialization (child/family)</li> <li>• Parent Working Out of the Area</li> <li>• Pregnancy/New Sibling in Household</li> <li>• Teen Parent</li> <li>• Unemployment</li> </ul>	5, 10, 15, or 20
Other: _____	

The Policy Council's ERSEA Committee met and reviewed the ERSEA Criteria for Prioritization- Selection of Children for Enrollment. The Criteria for Prioritization had the following changes from the 2020-2021 to 2021-2022 program year.

- The phrase Substance Abuse was replaced by Substance Use
- A family meets criteria for enrollment at the North Idaho College Children's Center by being a staff member or student. If a child is continuing in Head Start but no longer qualifies as a staff or student, the child may remain at the site This allows for continuity of care. Also, highest needs children in the community may be served at this site if all slots are not filled by current students or staff working on campus.

Our recruitment process allows us to locate, recruit and enroll vulnerable children, including children with disabilities, children experiencing homelessness and children in foster care. We consistently partner with our school districts and the Infant Toddler Program to conduct community-wide developmental screenings, including our applied, waitlisted and enrolled students. These screenings are often offered at our Head Start locations. We have three formal collaborations for on-site disability services and many children are dually served by Head Start and the local school district. Many school districts coordinate preschool options to ensure children can benefit from developmental preschool and/or phonology services and Head Start services. School Districts and Infant Toddler Program regularly refer children and families to Head Start which demonstrates confidence in our program in meeting the individual needs of children with disabilities. On-site collaboration allows us to have the supports we need to ensure children meet their learning goals.



During the 2020 Point-In-Time (PIT) count for Region 1, homelessness increased from 2019. This increase is also reflected in the increase of homeless families served by Head Start. This includes a count of the precariously housed, which is the majority of the 22% of our currently enrolled families. Recently, the grant funding for transitional housing switched focus to a permanent, supportive housing model. In Region 1, a coordinated entry process is conducted by St. Vincent DePaul Help Center through which the most vulnerable are served first, in available shelter/housing programs. We have a strong collaboration with St. Vincent DePaul and all area grant-funded domestic violence programs that provide shelter. We attend joint training, serve on homeless coalitions and on shelter boards throughout our area which results in frequent referrals from these agencies and from school district homeless liaisons.

During a December 2020 Head Start/Early Head Start interagency meeting with Region 1 Mental Health, IDHW child protection case workers discussed how the lack of adequate substance use treatment affects the ability of parents to meet the requirements of their case-plan to re-unite with their children. Covid response restrictions have also added increase complications for visitation and reunification. They also surmised this would create a greater need for foster care providers, however, few people are coming forward to be foster parents in our region. We are participating in a region-wide effort to be trauma-informed in our recruitment efforts and program services in relation to the unique needs of children and families who have experienced trauma. Particularly, we have garnered resources to become a Trust-Based Relational Intervention (TBRI) program. Our Education/Disabilities Manager is a certified practitioner of TBRI. Region 1 Health and Welfare, Coeur

d'Alene School District, Lake Pend O'rielle School District and local foster placement support agencies are involved in this community-wide implementation of trauma-informed practice.

Attendance and its' direct and impactful influence on school readiness is a major focus in our efforts beginning with enrollment and continuing throughout the school-year. Our focus on attendance as a key factor in meeting child education goals includes analysis of reasons for absence, both sporadic and chronic, as well as barriers impacting child attendance. Community resources and educational materials garner support of attendance. Gas vouchers, transportation resources and family action plans utilize research-based, non-judgmental facts about the correlation between good attendance and outcomes are shared at home visits, parent teacher conferences, parent meetings, through newsletters and other helpful written resources. As of mid-February 2021, our program-wide cumulative attendance figure for the school year is 85.39%. In the middle of the Covid-19 pandemic, this decent attendance is due to efforts of North Idaho College to apply protective policies, procedures and equipment to maintain sanitation and safety protocols for all students, families, staff and community volunteers. Essentially, we have been able to keep our doors open, other than short classroom closures, maintaining a lower contraction rate than the general public.

*B6 - Education and Child Development:*

North Idaho College Head Start (NICHHS) is a school-readiness program that provides education and support for young children and their families. NICHHS partners with our families and communities to provide comprehensive services and integrated programming which meet or exceed the child development and education approach expectations within

the Head Start Program Performance Standards. NICHS uses a comprehensive educational approach to early childhood education, which is culturally, linguistically, and developmentally appropriate. The educational approach integrates the components of child development, health and safety, nutrition, mental health and family and community partnerships throughout the program.

#### Child Assessment & Curriculum

North Idaho College Head Start uses the HighScope Curriculum and COR Advantage Assessment System. The curriculum design is based on the principles of active learning and support of a child's positive interactions with adults and peers. It has been carefully designed to promote independent and creative thinking, decision making, and problem solving in children from birth through kindergarten. It focuses on creating engaging classrooms and routines that encourage adult-child interactions and support children's play with a variety of learning opportunities. HighScope learning categories include: Approaches to Learning, Social & Emotional Development, Physical Development & Health, Language, Literacy, & Communication, Mathematics, Creative Arts, Social Studies, and Science & Technology. In each classroom, teaching teams complete on-going observation and documentation that is entered into the COR Advantage Assessment System. COR Advantage aligns with the Head Start Early Learning Outcomes Framework.

#### Supplemental Curriculums

Our chosen supplemental curriculums employ support to program component areas (mental health, dental, nutrition, health, and safety) and specific academic content areas (mathematics and literacy). Our supplemental curriculums include; Handwriting Without Tears, Cavity Free Kids, Learn Not to Burn, Picturing America, My Plate, Second Step Child Protection Unit, Conscious Discipline, I Am Moving I Am Learning and LEA Content Curriculums. Supporting children's transitions to their next learning environment, NICHS

tries to identify supporting curriculums used in kindergarten, which have an appropriate preschool level. Additionally, in a collaborative partnership with the Local Education Agency (LEA), centers may adopt additional curriculum used by the LEA, as long as it is developmentally appropriate and culturally relevant.

Next steps

In program year 2020-2021, NIC Head Start mentor/coaching will specifically focus on the CLASS domains of Emotional Support and Instructional Support and provide more training on Trust-Based Relational Intervention (TBRI) as well as our curriculum fidelity tool from HighScope called Program Quality Assessment (PQA). For training supports, we will be utilizing Teacher Learning and Collaborating (TLC) groups which are small groups of teachers training together to work on CLASS domains and Trauma-Informed Care trainings via our web-based meeting methods.

In efforts to eliminate barriers to learning, NICHHS will ensure that children have received developmentally appropriate screening within 45 days of enrollment. These include a comprehensive developmental screener of language, motor, and cognitive skills, a social-emotional parent questionnaire screening self-help and social skills and sensory screens for vision and hearing. The developmental screening tools used by NICHHS are the Brigance Early Childhood Screen III and the DIAL 4 (Developmental Indicators for the Assessment of Learning, Fourth Edition). The use of either the Brigance Early Childhood Screen III or the DIAL 4 at each of our centers is determined by the school district that the site is located in. The school districts as our LEA (Lead Education Agency) select research-based screening tools that best support the overall determination of a comprehensive evaluation tool for children 3-5 years of age and their skill sets in all areas of development. For dual language learners both the Brigance Early

Childhood Screen III and the DIAL 4 come in English and Spanish versions. In the event that a child needs screened in another language outside of English or Spanish NICHHS and the LEA would collaboratively work together to provide a translator to help administer the screener that best supports child's home language.

NICHHS uses the HighScope COR Advantage assessment tool to complete a formal individual child assessment three times a year (fall, winter and spring). The HighScope Curriculum is based on the principles of active learning and support of a child's positive interactions with adults and peers. It has been carefully designed to promote independent and creative thinking, decision making, and problem solving in children from birth through kindergarten. It focuses on creating engaging classrooms and routines that encourage adult-child interactions and support children's play with a variety of learning opportunities. HighScope also aligns with the Head Start Early Childhood Framework(ELOF) in the areas of Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and perceptual, Motor & Physical Development. Teachers document information into the tool and score according to the level of each area of development. COR Advantage has seven areas of assessment: Approaches to Learning, Social & Emotional Development, Physical Development & Health, Language, Literacy, & Communication, Mathematics, Creative Arts, Social Studies, and Science & Technology.

### B7 - Health:

#### 1302.42 Child health status and care:

The COVID-19 pandemic has impacted change in all areas of our program. Increased health and safety procedures were developed, staff were trained and many virtual

follow-up meetings were provided to assure safe practices were implemented in all areas of practice. Health and safety procedures will continuously be assessed for best practice and embedded throughout the program for 2021 and beyond.

As the pandemic progressed, NICHHS staff continuously strived to develop and maintain strong relationships with local, state and regional healthcare providers to meet children and families' ongoing healthcare needs. These relationships have been extremely helpful in navigating health services and related issues throughout the current COVID-19 pandemic.

NICHHS and Mountain States Early Head Start continue to facilitate tri-annual Health Services Advisory Committee (HSAC) meetings to discuss current health issues, initiatives and trends emerging throughout the five northern counties of Idaho. The committee provides input on health policies and practices and shares resources to meet the health needs of children and families. The 2020/2021 roster involves committee members with a wide array of professional health expertise. Topics committee members provided information on this year included - vaccination of preventable disease, access to health care providers, suicide rates, and the topic most covered was the COVID-19 pandemic.

Vaccination of preventable disease – 246 NICHHS students, 80% are up-to-date or complete on immunization vaccinations, the other 20% have either a Conditional or Exemption waiver in place. The National Immunization Survey- Child Data for United States immunization rate is 75%. Even though NICHHS numbers are 5% higher than the national average, a single outbreak could remove almost 20% of NICHHS students for periods of time. One episode that lasted a month or even longer, would have potentially drastic impacts to the overall program.

Access to health care and navigation - NICHS Family Advocates have helped families overcome access barriers 90% of NICHS students are enrolled in Children's Health Insurance Program (CHIP) down by 7% from last school year, yet 99% of all NICHS students have an established medical home.

COVID-19 pandemic has not stopped the majority of Head Start families in obtaining appointments for initial physical exams within the 90-day requirement. 90% have completed a well-child health exam. Idaho Governor Brad Little signed an executive order making permanent more than 150 emergency rules, enacted since March 2020 to address the coronavirus pandemic. Some of those rules focus on expanding connected health platforms to improve access to care.

Electronic data shows most NICHS families have obtained health insurance, completed a physical exam, but finding a dental provider and/or scheduling Dental Exam appointments and follow-up treatment has been very difficult throughout the five northern counties of Idaho. Only 52% of NICHS students currently have an up-to-date dental exam. Limiting Medicaid insurance patients is a common practice, making it difficult to find a dentist, and then once a dentist home has been found, it is often very difficult to get an appointment within a timely manner. Dental providers who are not specifically a pediatric dentist will complete initial exams but most often refer out to other providers for any follow-up treatment needed. This has put a burden on the very few dentists that will provide follow-up treatment in our area and has pushed parents into looking for services in our neighboring state.

Healthcare Transformation Council of Idaho and Telehealth in February 2019 developed a Statewide Healthcare Innovation Plan June 24, 2020 – Giving healthcare providers in Idaho permanent access to a wide range of telehealth and tools to improve access to

care and outcomes. Before the pandemic, local dental providers pushed back on the idea of providing teledentistry services for children. Time will tell if, when, and what pediatric dental services might open up to streamline services for children within our five northern counties.

Panhandle Health District staff continue to work collaboratively with NICHS and providers to help identify and overcome dental access barriers for children. Family Advocates continue to support children and their families by identifying barriers, providing resources that will ensure up-to-date child health status and ongoing care. Family Advocates connect with local health providers regularly in their demographic area to develop systems of communication for obtaining health documents in a timely and effective manner and advocate for Head Start children's needs.

Child Nutrition – NICHS recently updated the Child Nutrition Screening Parent Survey with the involvement of a Dietitian to include a key for Family Advocates. This provides families with the most updated and vetted resources to meet the needs identified by the parent/guardian in the screener questions. Training was provided to all Family Advocates and positive results were seen through documentation of services in Child Plus.

Obesity- 30% of NIC Head Start children fell within the Overweight and/or Obese range. Panhandle Health District's PLAY program has developed referral systems for any child falling into the overweight/obese range (above 85% BMI).

Head Start provides annual health and safety trainings on topics mandated by performance standards – Prevention and control of infectious diseases and appropriate disposal of bio contaminants, safe sleeping practices, medication administration, prevention and response to emergencies due to food and allergic reactions, vehicular



traffic, child abuse and neglect, first aid and emergency preparedness. Emergency preparedness procedures are shared with families during program orientations and staff participate in the Plan-do-review process for all evacuations monthly. Staff also review key components of the Emergency Manual throughout the school year as well.

Suicide rates are the second leading cause of death in Idaho for people between 10-35 years of age. Idaho ranks #5 in the nation with 417 suicides reported in 2020.

([afsp.org/statistics](https://afsp.org/statistics)). Head Start recognizes the severity of this data and gives priority for selection of enrollment to families struggling with these stressors. Family Advocates develop trusting relationships with all families to identify and connect families with appropriate resources. Training opportunities for Family Advocates have included Suicide Prevention and Awareness (SPAN) and Mental Health First Aid Training is on our program T&TA plan for 2020-2021 school-year.

Limited resources and shelters for domestic violence also continues throughout North Idaho. Thirty-nine percent of Head Start families reported having experienced domestic violence. NICHS has developed collaborative relationships with local shelters to identify children who may qualify for Head Start so the application process may be completed right at the shelter in order to avoid additional stressors. Family Advocates have had trainings and collaborative meetings with local domestic violence service providers. North Idaho College Head Start (NICHS) uses a comprehensive, trauma-informed approach to mental health services from working with children and families to improve mental well-being, to providing staff with support and knowledge to serve vulnerable populations. The quality of the relationships among all individuals involved in Head Start, including children, families and staff, is the most important step to establishing caring communities. Creating a secure base for children and an environment of trust

and support is foundational to partnering with families in their child's learning and development. NICHS uses an employee whose license meets the requirements of HSPPS 1302.91(e)(8)(ii) as the Mental Health Consultant to provide services in partnership with staff, families and the community.

The MHC provides in-person and virtual training to each of our nine centers. These visits include meeting with staff, and individual visits with parents or groups of parents. The MHC is available to visit a particular site/classroom more frequently, based on staff or family request.

The MHC is also available during center hours of operation at all centers for phone consultations, email consultations, or resource sharing for both staff and families.

In addition, the MHC provides targeted and specific professional development opportunities for staff- both in person and on the web, either in-house or community based. The MHC supports the use of trauma informed and attachment-based resources and interventions for our program (Trust Based Relational Intervention and Conscious Discipline).

The MHC provides newsletter information for the program to provide age appropriate and trauma informed information to parents and is available to provide parent trainings for parent groups that request it within our program. The MHC also provides staff with community resources and brochures both online and hardcopy.

The MHC can provide community referrals and information for families interested in mental health diagnosis/individual therapy.

The Disability Manager and the MHC meet monthly or as needed to discuss strategies for social emotional support in centers and classrooms. When specific positive behavior guidance is needed for a child or family, the Disability Manager and the MHC work

together to gather information, perform observations, including a functional behavior analysis, and work with the family, staff and child for the best plan for the classroom and home environment.

The Disabilities Manager and MHC work with school districts to support implementation of social emotional learning domains for children on IEPs in our program and how to scaffold learning for these children in our environments. Pre-Service trainings for staff on specific strategies such as Trust Based Relational Interventions or Conscious Discipline are done collaboratively with the MHC and the Disability Manager to bring an inclusive approach of working with children of all abilities on behavior guidance and social emotional supports.

Bi-annual collaboration meetings between NICHHS and both Children and Family Services and Children's Mental Health in Idaho Region I are conducted to ensure our program is update on local policies and procedures and ensure timely communication. The MHC and all other component managers also provide guidance and input on all policies and procedures pertaining to mental health within our program.

### *B8 - Family and Community Engagement:*

Each of the centers provide a warm and welcoming environment for families and children to come into. Due to Covid restrictions there were minimal individuals permitted into the centers. Staff made this process as welcoming and inviting as possible. There are inclusive, age-appropriate books and learning tools to engage children. There are a variety of community resources for families to utilize. Resources and forms are offered in dual language for families. Interpreter services are provided as needed.

Throughout the application and eligibility Interview process staff engage in respectful conversation with the interested families. This establishes a positive relationship

foundation as families are selected for the program. During the enrollment process the advocate learns about each of the families' cultures and parent education interests. The Strengths & Needs identifies strengths in the families' skillsets and areas of interests.

NICHHS works with families to promote, support and participate in the everyday learning of their children at home, school, and in their communities. We ask families to share their knowledge of their children with program and teaching staff to inform teaching and learning. NICHHS encourages families to identify their talents and strengths as parents and educators of their children. During home visits and parent conferences NICHHS works with families to learn about their culture, norms and opportunities of their child's future early care and education setting and anticipate and recognize their child's adaptive needs as changes and transitions occur in early childhood education and school settings. NICHHS shares with all families about how everyday interactions with preschool children are opportunities to promote school readiness as outlined in the Head Start Child Development and Early Learning Framework. To support this NICHHS

offers, research based, highly effective curriculums to children and families. These curriculums are a comprehensive educational approach to early childhood education which is culturally, linguistically, and developmentally appropriate. The educational approach integrates the components of child development, health and safety, nutrition, mental health and family and community partnerships throughout the program. Working with all members of the family NICHHS engages with fathers' interests and ways they can support their child's learning by being involved in the classroom and at other community events. Father involvement events are held at each center to provide fathers and other father figures in families to engage with children. This can include activities during class time such as a special reading time with fathers or after class with an activity that

fathers and children work on together. This year we were able to offer a variety of virtual center events

NICHHS values the primary home language for children's development and long-term academic success (for parents of dual language learners). In an effort to support our DLL families and children NICHHS uses the HighScope curriculum and its supplemental tools that support literacy knowledge and awareness. HighScope tools come in both English and Spanish for DLL for children and families to help support children in their home language and connect the curriculum for better understanding of children's goals and activities in the classroom for families. The HighScope curriculum supports families' cultures by having teachers incorporate into the classroom environment multi-cultured materials integrated with clothes from other countries, food from the children's various cultures represented in the dramatic play area. Music, books, and instruments from different times and places, and eye-level reproductions of artwork from other countries, through the classroom environment. The curriculum also points out several ways culture can affect communication and interactions, such as personal space, smiling, eye contact, silence, and touch. Finally, the curriculum suggests translating materials (e.g., enrollment materials, bulletin board announcements) into languages other than English depending on the linguistic background of families in the community.

NICHHS works to support parents and families to form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life. These activities include parent meetings, community events, father involvement and collaboration with local resources such school districts and our community library network. NICHHS plans regular opportunities, whether formal or informal, to discuss and support the interests, and

needs of our families. Parent meetings center around parent's interests and information that they have shared with family advocates at enrollment and with teachers at their initial home visits. Community events are based on family advocates and teachers seeking and gathering information on events that our families can participate in within our five Northern Counties. Families also have the opportunity to participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences. Families are encouraged to build upon their strengths as leaders and/or advocates through parent-initiated participation in program-supported activities such as advocacy and leadership trainings, parent committees, policy council, etc. NICHS supports access to information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to continue to be leaders/advocates in the community and as their children transition into kindergarten. We continued to offer parent meetings, parent educations, and center events through virtual platforms.

Weekly lesson plans reflect literacy activities that are supported by the program. HighScope literacy resources include Letter Links (website and manual) and Fe Fi Phonemic Awareness, both are pre-reading curriculum supports for preschool age children. Letter Links is used to create name tags/labels combining the child's name with a child selected visual to offer alliteration practice to support phonemic awareness skills. Fe Fi Phonemics focuses on phonemic awareness concepts (identifying sounds, building rhyme awareness, building alliteration awareness, recognizing letters, and developing letter sound awareness) that are both intentionally planned and used emergent daily. Both curriculum tools come in English and Spanish for DLL for children

and families.

In an effort to have families be a part of our classroom, NICHS supports families in learning about experiences that support their parenting, career or life goals and consider goals related to volunteer and employment options with Head Start and Early Head Start programs. For any events NICHS supports our families' home language by providing material if needed for our DLL for enrollments, parent events and classroom materials. If necessary, we can also provide a translator so families are engaged in the activities and feel confident they are understanding the materials and resources being shared at these events. Our literature for our curriculums and other information for families can be given in English or Spanish.

Our service delivery is enhanced with all family advocates having a minimum of a Bachelor's Degree in social work and/or other related fields. Throughout the year, family advocates support families building their resiliency during home visits, parent education events, and community connections. This enhances the trauma-informed strategies and relationship emphasis that has been implemented in the program. Family advocates are trained in Adverse Childhood Experiences (ACES), resiliency, domestic violence supports and trauma-informed strategies. By sponsoring and providing trainings to community partners, we will increase the resources, support, and knowledge in the community. Through training and collaborating with area agencies, we are able to provide families with optimal trauma-informed resources and supports. NICHS staff members participate in community engagement assignments that allow them to be actively involved on community boards that enhance services to the children and families that served.

NICHS will begin to utilize the Conscious Discipline Parenting Curriculum. This

researched-based curriculum will provide a parenting curriculum that will enhance the trauma-informed strategies and skills that advocates are able to provide to families in a variety of settings. With the Conscious Discipline curriculums utilized in the classroom and as the parenting curriculum, the families will have an impactful delivery of services. With a systematic approach to delivery, NICHHS will be able to track the effect the curriculums have in the families that are being served through the Strengths and Needs assessment, parent survey, and individually discussed needs. The program will be able to track those in attendance through sign-in sheets and the data collection system ChildPlus Family Service tracking.

The Strengths and Needs form that is used identifies each of the seven Parent, Family and Community Engagement Framework Outcomes. Families become familiar with the Framework Outcomes during the enrollment process by reviewing the outcomes with the parents, so they have an understanding of what they are. Parents then review the Strengths and Needs form to identify areas they are interested in learning more about throughout the school year. This information is utilized to compile the Parent Education Plan. Family Advocates complete the Strengths and Needs form with the parents/guardians three times throughout the school year at each home visit. This information is utilized to set goals, identify needs and strengths, and provide individualized resources to the families. The outcomes tracking is calculated in our data collection system to measure the success of the families. Results of the Feb 2021 analysis of Strengths and Needs Assessments indicate gains across 90% indicators included in the tool identifying that families are receiving beneficial services leading to increases in self-sufficiency, community connections, and parenting knowledge and skills. With upcoming and continued parent education events we are expecting gains in



more areas. Through the parent survey, we learned that 74% of the respondents are more comfortable being more actively involved in their communities through the supports that Head Start have offered and 100% of the parents have recognized the benefit from having community members come into the classroom.

The Individual Family Partnership Plan tracks the goals that the families have created. Each goal set is tied to one of the seven PFCE Outcomes. The family advocate enters the goals and progress made into the Family Service areas. The data collection system also tracks the goals progress and completion identifying PFCE Outcomes that families actively working on. This process also helps identify outcome areas that additional supports/resources are needed throughout the program. We can then provide targeted trainings on specific community agencies and resources.

According to the parent survey, the responding families identified the family advocate and teachers coordinated approach to meet the needs each individualized family. This helps validate our current model and staffing configurations.

We continue to have a consistent 22% families experiencing homelessness as defined by the McKinney-Vento Act. The identified main barrier is affordable and available housing. Safe and Efficient Housing family outcome is stagnant in gains throughout the 20-21 program year due to the minimal community resources and supports that are available. Continuing to build a collaboration with our local school district's Homelessness Liaison we can provide families support as they transition into kindergarten. For families that have older children in the school district, we help families make those connections for continued supports/resources.

Additional training will be provided for staff on the opioid epidemic to increase their

knowledge base about the topic. Through additional training, Family Advocates will gain more in-depth understanding of this national crisis. In addition, Advocates and other staff will gain knowledge of related local community agencies for families.

We have continued to develop relationships with the family violence agencies within the areas we serve. We have developed a system to complete applications for families that are in the local domestic violence shelters. This system helps reduce the stress the family is experiencing and provides additional support for those children and families.

All centers collaborate with the local library to bring literacy to the classroom and families. With local libraries and other community agencies, we are able to provide access to children and families to books and other literacy materials for home. With active partnering with agencies that provide weekend food programs, many of our families are able to receive nutritious food for the home each weekend.

### *B9 - Services for Children with Disabilities*

Head Start actively recruits and provides services to at least 10% of enrolled children who have been identified with a disability. NICHS staff supports families in navigating the referral, evaluation and identification process for their child. To assure that compliance with Individuals with Disabilities Education Improvement Act (IDEA of 2006), Head Start Program Performance Standards and our philosophy is maintained, North Idaho College Head Start designates a Disabilities Manager charged with the oversight of the program's Disability Services Plan.

The program actively recruits children with disabilities and special needs, with at least ten percent of our total enrollment accounting for children with disabilities receiving a full range of services. We value and include all children who meet eligibility requirements.

No child is denied admission on the basis of the nature or severity of a disabling condition. For children who have been determined to be eligible for an Individual Education Program (IEP) from the Local Education Agency (LEA), the child's least restrictive environment (LRE) is identified within the IEP.

To support children with disabilities whom, Head Start is an appropriate placement according to the IEP, NICHS accesses resources and plans for placement options. NICHS staff take into account the needs of the children for small group activities, for modifications of large group activities and for any individual special help by identifying the most appropriate and effective use of the Lead Education Agency (LEA) recommended strategies during classroom time.

To remove any potential barriers to participation, all NICHS facilities are handicap accessible. Completion of the Americans with Disabilities Act (ADA) Facility Checklist is completed twice a year. Parents and stakeholders are involved in providing input and review of the NICHS Disability Services Plan. This plan is reviewed annually by administration, parents and community partners and is approved by Policy Council.

To support staff in working with children with disabilities, opportunities to learn about disabilities occur annually and are embedded in in-services, staff meetings, and on an individual, as-needed basis. Joint training opportunities occur between LEAs and NICHS staff as outlined in the Interagency Agreements.

As a team, staff works closely with parents to be an advocate for their child through participation in training, advocacy and support groups, and in other community groups related to disabilities. This helps parents understand how systems that provide services to children with disabilities work independently and together to meet a child's needs.

North Idaho College Head Start (NICHS) recognizes that parents/guardians are the most important teacher of their children. The goal of staff is to work directly with parents to provide individualized support for children to reach their goals. Head Start ensures that parents are involved in the ongoing planning and development of strategies to support progress toward IEP goals. Parents are introduced to the curriculum used by NICHS to increase their awareness and knowledge of child development and how this will support their child's goals. Parents are supported by education staff on how the alignment of IEP goals and curriculum objectives work toward overall academic success for their child.

NICHS staff communicate with the Lead Education Agency (LEA) monthly on the strategies and activities that are recommended for the classroom and home. The communication is documented and shared with families with the intention that the Head Start classroom, LEA and family are consistent in the strategies used to reach IEP goals.

NICHS utilizes a comprehensive, ongoing assessment process that ensures that emerging concerns are addressed and children are referred to the LEA for further evaluation. All children receive developmental, social/emotional and sensory screening within 45 days of their enrollment in the NICHS program.

In the rare event that NICHS is designated the lead agency, bids are solicited following program protocol for developing and distributing Requests for Qualifications (RFQ) for needed services which may include audiology, physical therapy, occupational therapy, speech or language services, psychological services, transportation to and from program to special providers, and assistive technology

NICHS maintains yearly interagency agreements within our service area with Part B and

Part C agencies and regional Health and Welfare offices. These agreements ensure that we do not duplicate services for children and families and that we work together to assist children to achieve their identified goals.

The Interagency Agreements include:

- NICHS staff provides resources and assistance to LEA during regularly scheduled joint Child Find under Part B of IDEA.
- Procedure for referral for evaluations, IEP meetings and placement decisions.
- Transition support for meetings and information to schools and parents.
- Head Start commitment to provide the number of children receiving services under IEPs to the LEA for the LEA Child Count report by December 1 annually; and any other items agreed to by both parties.

### B10 - Transition:

We collaborate with the Early Head Start Program to assist families that are transitioning into Head Start. Through our application process, we have criteria that recognizes families that have been working with the Early Head Start Program. This gives families that are transitioning from Early Head Start priority on our waitlist. To help the families prepare for the transition to kindergarten the classroom teachers and family advocates work closely with parents/guardians. Classroom teachers set individual child goals with families when they enter the program to support school readiness. Goals update three times per year at parent conferences and home visits. Classroom teachers present *Transitioning from Head Start... The Next Step* at home visits throughout the program year to support families with what to expect for their child when entering kindergarten.

Parent education events include opportunities to connect parents with local school districts, including the homeless liaison. This includes how to register children for Kindergarten. Family advocates help support families gathering all of the required documents especially the birth certificate, if the family does not currently have one. To support families that are in between transition to kindergarten, there are parent education events that connect families to the local community resources. Community agencies are strategically invited to these events to inform families what resources they have available throughout the summer months to continue learning and to avoid dreaded backsliding of skills already acquired.

### B11 – Services to Enrolled Pregnant Women

Not applicable

### B12 - Transportation:

While we do not provide physical transportation for the children and families enrolled in our Head Start program, we do provide support through resources and referrals. We help connect families that have expressed financial hardship in providing the transportation to and from school with agencies that provide fuel assistance. We also connect families that are in need of vehicle repairs with financial assistance sources. We also educate children and families about pedestrian safety and car seat safety to ensure that they are traveling in a safe manner.

## **Sub-Section C: Governance, Organizational, and Management Structures**

### C1 - Governance

The following includes an explanation of North Idaho College Head Start's governance

structure, governance processes, and the make-up and functions of our parent committees:

### Structure

North Idaho College, our grantee, has been a strong governance leader of the NICHS program for more than 45 years. The North Idaho College Board of Trustees, our governing board, is an elected board that follows Idaho statute for public meetings. Currently our Board includes five elected members. The Board, as part of a larger educational organization, also has access to experts in the areas of finance, administration and the appointed college attorney. Experts in child development and education provide guidance to our program on behalf of the Board. A North Idaho College Child Development instructor serves on our Policy Council. This member informs both the Policy Council and the liaison to the Board whenever child development expertise is requested.

During the annual review of Policy Council bylaws, the Policy Council and governing body approved a reduction in the number of parent representatives elected from larger centers. This change provides a more balanced representation across urban and rural centers and reduced the total number of parent representatives from 16 to 11, when fully seated. The chart below identifies the number of parents elected based on center enrollment slots. To maintain the composition of 51% parent representation and no more than 49% community representation, they also identified five as the maximum number of community representatives that could be elected. Currently we have three community representatives. One community representative represents Early Head Start, one represents the NIC early childhood program, and one is a past parent.

<b>Centers / Parent Committees</b>	<b>Center Enrollment Slots</b>	<b>Number of Parent Representatives</b>
<i>Center A</i>	<i>61- 90</i>	<i>2</i>
<i>Center B</i>	<i>41-60</i>	<i>2</i>
<i>Center C</i>	<i>21-40</i>	<i>1</i>
<i>Center D</i>	<i>0-20</i>	<i>1</i>

Processes

*Governing Body*

The North Idaho College Board of Trustees appoints a liaison who attends the monthly Policy Council meetings. Board members receive the monthly Policy Council correspondence, which includes agendas, minutes and all reports related to finances, budget, program services and ongoing monitoring results in accordance with the Head Start Act.

When seeking board action on Head Start items of business, the Head Start Director is included on the board meeting agenda and submits the corresponding documentation in advance of the meeting for board member review. The Director attends the board meeting and stands for any questions or clarifications the board members may have regarding the materials, prior to making an approval decision.

*Policy Council*

Our Policy Council is highly active in the administration of our program. Policy Council meets monthly and along with the Board reviews our finances, budget, program services and approves all policies and important actions. They review all documentation on a regular basis in accordance with the Head Start Act.

Policy Council members attend special committees, and give monthly reports to



each center parent committee.

### Parent Committees

Center parent committees consist of all parent/guardians of enrolled children.

Parent committees are involved in giving input and making decisions about center budgets, classroom activities, field trips, home visits, menus, and compile a list of parent education offerings based on strengths and needs assessment tallies of topics being identified as needs and interests. Parent committees have incorporated first aid and CPR, family literacy, financial literacy, adult education, nutrition topics and many other informative topics in their parent committees.

### Relationships

Annually, North Idaho College Head Start hosts a Shared Governance training as an opportunity for the NIC Board of Trustees, Policy Council members and management staff to learn the roles and responsibilities of each entity in the governance structure.

Each year, a Policy Council orientation is held for newly elected members. This includes information on how to function effectively as a decision-making group as well as training on budgets, program eligibility, civil rights, conflict of interest and impasse policy.

NIC Board of Trustees and NIC's Policy Council has orientation for all new board members as the need arises. The NIC Board Liaison receives the required eligibility training following HSPPS requirements.

The governing board abides by a conflict-of-interest policy, Policy #3.02.15, that ensures that all governing board members shall avoid any conflict between personal interests and the interests of the college programs, including Head Start.

The NIC Board of Trustees and NICHS Policy Council ensure meaningful consultation and collaboration around joint decisions in a variety of ways. The NIC Board Liaison attends all policy council meetings and shares a board report. Policy Council members are extended an invitation to attend NIC board meetings. Meeting agendas and minutes are available for review. The governing body and policy council jointly establish specific procedures for resolving internal disputes in a timely manner. This process is outlined in the Policy Council bylaws and is reviewed and approved annually by both entities.

### C2 - Human Resources Management:

Human Resource Management systems are coordinated through North Idaho College Human Resources Office. NIC HR maintains employee personnel files, coordinates recruitments, and advises on all employee disciplinary matters. In conjunction with NIC HR Department and the North Idaho College Board of Trustees liaison, the NIC Head Start Director and Operations Manager coordinate all employee matters. The Head Start Program Assistant assists with employee HR paperwork, including background check information. The program ensures that cleared enhanced background checks are in place prior to any employee starting any work duties. The Idaho State Criminal History Unit manages the state-level background check that meets and exceeds HSPPS. The Director and the Program Assistant have access to the local background check system, which allows us to see when an incoming staff member has cleared. The program retains copies of clearance notifications in employee files and submits annually with state and city childcare licensing. The program allocates funds for completing background checks, for any potential staff members and any current staff needing their 5-year renewals.

All new employees and consultants receive a New Employee Orientation individualized by job description. The information is given or explained to the employee by the employee's supervisor or another member of the Head Start Management Team. As each topic is discussed and/or completed the employee dates and initials on the orientation checklist. When the orientation is complete, the new employee and supervisor signs and dates the form. The completed checklist is sent into Central Office to verify completion and filed in the employee file. The individual portion of the orientation includes job task duties and demonstration by the component manager. This is completed as soon as is possible within a staff member's hiring. In addition, all volunteers receive an orientation which includes, but is not limited to, background check, policy acknowledgements, code of conduct, roles & responsibilities, and release of liability.

This funding request includes training and technical assistance funding totaling \$33,251 in PA21 funding. The allocation of PA20 funding reflects in our Training and Technical Assistance (T/TA) Plan. Our comprehensive T/TA Plan includes a summary of development and results, and is included as a document in our grant application. Our program's staff professional development system follows our T/TA plan and incorporates adult learning principles. The planning for the T/TA plan trainings comprise of mandated trainings, staff requested workshops, and trainings that are needed based on monitoring and observation outcomes. New education staff receive coaching from the program's Child Development Mentor/ Coach utilizing the Practice Based Coaching Method. Staff can also receive coaching by request or by request from a Supervisor or Manager, based on observation and monitoring data. Ongoing mentoring of education staff also occurs through Professional Learning Communities

(PLCs). The Education/Disabilities Manager provides PLCs on CLASS domains, Conscious Discipline, and TBRI topics.

Recruitment of qualified education staff continues to be challenging in the most rural counties. Our program encourages Assistant Teachers and Classroom Aides to continue with education to meet the lead teacher qualifications. Our T/TA plan includes funds set aside for formal college credit driven education, course credits are encouraged over one-time trainings or workshops, with teacher qualifications at top priority for funding requests. We actively recruit through job fairs, with program participants and directly with enrolled child development students through North Idaho College, Lewis Clark State College and University of Idaho at their Coeur d'Alene joint campus. Recruitment of qualified teaching staff is a primary goal for this grant period. Innovative efforts are being developed through our five-year goals and objectives for staff recruitment and retention. (Please see attached Organizational Chart in supporting documents).

---

### *C3 - Program Management and Quality Improvement:*

Our program does not have any pending corrective actions from previous quality and compliance issues or safety incidents. During the week of April 16-19, 2018, The Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review of our program. The report contained information about the grantee's performance and compliance with their requirements of the Head Start Program Performance Standards or Public Law 110134, Improving Head Start for School Readiness Act of 2007. Based on the information gathered during this review NIC Head Start was found to have met the requirements of all applicable HSPPS, laws, regulations, and policy requirements, the organization was designated as a program in

good standing and had no outstanding issues of compliance with the federal Head Start Program Performance Standards.

The Office of Head Start also conducted a review the same week of April 16-19, 2018 that utilized the Pre-K Classroom Assessment Scoring System (CLASS®) tool in our preschool classrooms. The CLASS® tool assess three domains and ten dimensions of the teacher/child interactions. Results from the on-site CLASS review have shown children's services scores were above the minimum of national statistics in all three domains.

The annual fiscal audit conducted by Eide Bailly in accordance with "Government Auditing Standards" issued by the Comptroller General of the United States, resulted in an "unqualified opinion". The report indicated the program is in compliance and there were no findings. The report is available through the following link:

<http://www.nic.edu/about/annualFinancialReport.pdf>

In our program's on-going self-monitoring, we continue to develop and implement systems for staff to self-monitor along with two additional levels of monitoring. The Management Team that includes the Supervisors, Managers, Consultants, Operations Manager, and Director provides the second and third level additional monitoring. The program continues to utilize the ChildPlus Internal Monitoring System to develop and use reports for on-going monitoring. This system allows the program to develop checklists and reports to monitor the comprehensive services provided. It also provides a manner to respond and track monthly monitoring such as our program Monthly Program Information Report and the Monthly Program Documentation. Each month, the NIC Head Start Management Team reviews and discusses the

program's goals. Progress toward goal completion is documented on the goals template. A compilation of the Monthly Program Information Report (MPIR), includes specific progress on the following topics: health and safety goals; enrollment; family services; education services; eligibility; and attendance progress or barriers. The MPIR progress and barriers are brainstormed with the Policy Council representatives and Management Team monthly. For example, our monthly discussion includes progress on access and/or barriers to access for health outcomes with both groups. The program's goals and progress are a topic on the agenda for our annual all-staff preservice training in August. Program goal progress is discussed once a year at a Policy Council meeting and the North Idaho College Board of Trustees also discusses the topic of goals' progress at a monthly Board meeting. Once a year, the Education Manager gives a report on progress of school-readiness goals at a Policy Council meeting.

---

During our Self-Assessment process, specific measures are taken to evaluate progress for our program's goals. A committee group is formed specifically to look for evidence of progress and the results of the review are included in the self-assessment report.

Each job description within our program includes a work plan with a job duty breakout that ensures all positions have the sufficient direction and time to complete job duty tasks and training needed to be successful. Every staff member in our program receives a yearly performance evaluation including an opportunity to set measurable goals relevant to their job description and includes a corresponding individual training or formal education plan. Staff and managers evaluate work plans and job descriptions yearly, make necessary revisions to descriptions and time allocations for

each position.

Our management system is designed with a relationship-based perspective. Staff use a strength-based approach, not only with families, but with staff and community relations. A focus of our program is to ensure our families experience program services delivered by a consistent team. Family Advocates have a specific caseload, and teachers and assistant teachers are assigned to one classroom of children. Most classroom aides assist one classroom. Those that provide support across multiple classrooms remain available to their primary teaching team. Anyone providing substitute teaching participates in new hire orientation, participates in all professional development designed for the specific job description and is then assigned to specific centers for optimum continuity of care.

Our annual grant planning process includes input from all stakeholders, proposed budgets, goals and objectives, and planned activities to design the most culturally relevant, progress-oriented service delivery possible for our participants. Our program philosophy is to make important program decisions by analyzing data and not by inferences or conjecture. Our community assessment, ongoing self-assessment process, program goals, objectives, progress and outcomes, are all data-driven, fluid processes that inform our practices. Our monitoring tools, professional development plan and methods of supervision all use data to inform decision making and course action.

## **Section II. Budget and Budget Justification Narrative**

Our budget justification narrative is attached as a document to this grant application. Costs broken down by object category as identified within SF424-A section B-6. This

budget narrative also includes an explanation of our PA20 and PA22 allocations, and how they are being applied, along with our justification of use of our TANF funds and our USDA funds. We have also provided a table that justifies our non-federal share projections. There are no significant personnel or fringe adjustments for this budget period. A COLA adjustment is not included in this continuation grant application. A COLA supplement will be a separate application for this budget period.

We do not have any delegate agency agreements, partnership contracts, or any single items costing more than \$150,000 listed under “contractual” or “other” budget categories.

A description of North Idaho College financial and property management systems and internal controls to maintain effective control and accountability of grant funds, property, and other assets is as follows:

Our grantee’s fiscal officer primarily responsible for oversight of our Head Start award is the Vice President of Finance and Business Affairs. This individual has expertise in fiscal management and accounting. He also serves as an advisor to the governing body. The Controller and senior accounting staff in the NIC Office of Finance and Business (OFB) assist in monitoring the fiscal components of the Head Start award. The grantee engages an auditor, implements audit recommendations, and shares audit results with the governing body and the public. North Idaho College completes a request for proposal process every five years to engage an independent auditor. The OFB implements audit recommendations in cooperation with the Head Start program. Audit results are reported to the NIC Board of Trustees, the Policy Council and any other stakeholders requiring this information. The link to the audit is also published on



the North Idaho College website.

North Idaho College facilitates fringe benefits for all full-time benefit eligible employees. The NIC Head Start program works in conjunction with NIC Human Resources to develop and maintain compensation structures applicable to the award. NIC Head Start supports training and professional development through on-site training, classes, and workshops. Professional development is also supported through involvement in program committees such as Self-Assessment, and Program Planning, along with being involved in community organizations through community engagement assignments.

NIC Head Start utilizes Colleague, the ERP system maintained by North Idaho College, for spending, personnel compensation and reporting. NIC Head Start uses ChildPlus to track non-federal match.

North Idaho College complies with §1309.21 Recording of Federal interest and other protections of Federal interest. NIC will also meet all of the requirements in 45 CFR part 74 pertaining to the purchase and disposition of real property, or the use and disposal of equipment, as appropriate.

NIC has established policies and procedures for maintaining and updating its financial management system, including but not limited to, the internal controls; the system functionality and integration of subsidiary systems; the accounting and finance standards; and the data standards in accordance with the applicable laws and regulations.

NIC's financial management system is comprised of automated and manual processes; the interfaced and integrated applications; procedures, controls, data hardware,

software, and support personnel dedicated to the operation; and the maintenance of the total system. It also includes other applications that are necessary to meet defined data and processing requirements.

The grantee utilizes Colleague, NIC's ERP system, to generate purchases and facilitate grant spending. Determination of allowability, allocability, and reasonableness of a given expense is based on NIC guidelines and in accordance with applicable federal cost principles. Documentation is maintained by NIC and/or grantee for five years, unless otherwise dictated by the granting agency.

North Idaho College Head Start is an extension of North Idaho College. The association with the College offers many program and administrative advantages which include fiscal management support. North Idaho College, and by extension, NIC Head Start uses Ellucian Colleague accounting software. The software allows NIC Head Start to compile detailed financial information and reports. The software is instrumental in accurately tracking revenue and expenditures and facilitates the calculation of administrative costs to ensure NIC Head Start stays under the maximum allowable of 15%. Established financial procedures make certain that there are segregation of duties within all accounting processes which ensures the fiscal integrity of the program. Financial transactions are reviewed by the Program Director, senior accounting staff and the VP of Finance and Business Affairs. College bank statements are reconciled monthly and an independent audit is performed annually. Quarterly and annual reports are bookmarked on several shared calendars to ensure timely completion and submission. The fiscal team has many combined years of education and experience to draw from which gives the organization and in turn the Head Start program the capability to run effectively and efficiently.

Non-Federal Share (In-Kind)

The source of non-federal match, including the estimated amount per source and the valuation methodology is attached as a Other Supporting Document. This proposed non-federal match is allowable per 45 CFR §75.303 and Section 1303.4. Each of the goods/services are allowable Head Start grant expenses. North Idaho College Head Start is not proposing any waivers for non-federal share or enrollment reduction requests or conversions. North Idaho College Head Start is also not requesting funds for the purchase, construction, or major renovation of facilities not previously approved.

Personnel and Fringe:

Our current wage comparability study, conducted in partnership with 10 Idaho Head Start and Early Head Start programs, includes Head Start data, 12 school districts, Idaho Department of Labor statistics, BLR data, and other comparable. With our current wage study, conducted February, 2020 there are no significant discrepancies in level of pay for any administrative job descriptions. With our lowest level of pay, \$11.66, we are unable to fill part time entry-level positions. Our neighboring states have a minimum wage higher than Idaho and the low unemployment rate is contributing to this problem.

Our long-term goal is to align fringe benefits to include all federal holidays for benefitted positions to meet the norm for our comparative colleagues and to possibly consider vacation days for benefit-eligible staff positions.

North Idaho College is currently negotiating an insurance benefit package that includes no increase in costs, so there is no anticipated increase to Health, Dental and Life. In personnel costs, we are anticipating an increase in two positions due to educational attainments. Educational attainment is the only mechanism other than

COLA that changes the wages of employees. We do not currently have a system for honoring longevity.

Equipment Purchase:

We do not anticipate any equipment purchases.

Building Maintenance and Repair:

One major project that required funding beyond our grant monies was HVAC for Harding classrooms. We were able to add new HVAC to all three classroom spaces with CARES Act funding.

Contractual

The Registered Dietician we have contracted through WIC is economical and is also providing training and technical assistance through the Memorandum of Understanding with our Panhandle Health District.

Financial and Property Management System

We have no significant changes to property management systems or any new properties.

## Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Policy

North Idaho College Head Start Policy Council and North Idaho College Board of Trustees annually reviews the Head Start Program Performance Standards regarding ERSEA policies and annually approves the criteria point system established for prioritization and selection.

- **Recruitment and Eligibility:**
  - recruits and enrolls eligible children and families that can benefit most from our program services including specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.
- **Prioritization and Selection:**
  - establishes a criteria point system that provides a method of prioritizing a child's selection into the program based upon highest need
  - provides a method of determining eligibility based on: family income, homelessness, foster care, receipt of public assistance, formal referral, child's age, and/or disabilities and other family stressors
  - serves families who have the greatest opportunity to benefit the most from our services.
- **Enrollment:**
  - maintains funded enrollment level and fills any vacancy as soon as possible, not to exceed 30 days.
- **Attendance:**
  - supports families to ensure consistent attendance and participation to enable the family to experience the maximum benefit from the program.

Policy Council Approval: 1/17/2020 - 1/15/2021

Board of Trustees Approval: 3/25/2020

Attachment C

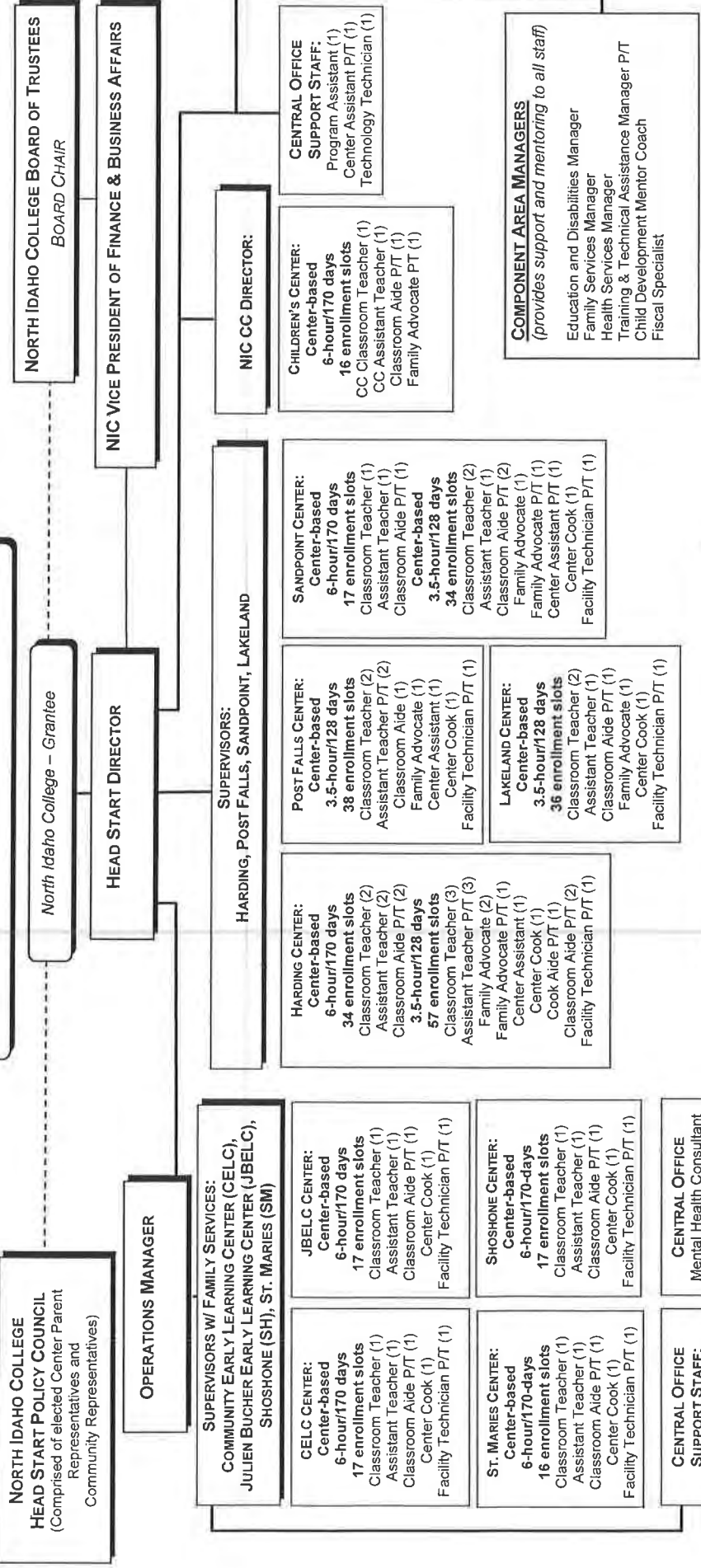
**Criteria for Prioritization – Selection of Children for Enrollment**

Criteria for Prioritization	Points Allowable
1. Verified Income (Percent below Federal Poverty Guidelines**)	0, 20, 25
2. Age* (Four years old on or before September 1st of program year)	20
3. Diagnosed Disability	20
4. Suspected Disability	15
5. Formal Referral from Agency/Professional (including Early Head Start/Head Start) * (Written documentation is required)	10
6. Previously enrolled in Early Head Start / Head Start program	10
7. Foster Child (meets definition for State placement) or Child in Custody/Care of someone other than the Biological Parent(s)	10
8. Homelessness (as determined by the McKinney-Vento Homeless Assistance Act of 1987)	10
9. Family Violence- includes physical, verbal or emotional abuse/violence, child abuse, neglect, or abandonment. (Check applicable: <input type="checkbox"/> current, <input type="checkbox"/> past 12 months, or <input type="checkbox"/> previously experienced)	10
10. Parent/Guardian Working Towards Obtaining High School Diploma/G.E.D., Certifications, or Higher Education	10
11. Parent Working Multiple Jobs or Working and Going to School	10
12. Substance Abuse or other addictions	10
13. Single Parent/Guardian Household	5
14. Parent/Guardian in Incarceration and/or Returning from Incarceration	5
15. Parent/Guardian Active Military Service, Returning from Military Service, or Veteran	5
16. Parent/Guardian currently working as a first responder/public service or in law enforcement	5
17. Chronic Health Issue and/or Disability within the Family	10
18. Mental Health Concern – Child and/or Family	10
19. Additional Household Stressors: check all that apply: (one or two = 5 points; three to five = 10 points; six to eight = 15 points; or nine or more = 20 points) <ul style="list-style-type: none"> <li>• Adoption</li> <li>• In treatment/recovery for substance abuse and/other addictions</li> <li>• Co-Parenting/Custody/Dual Households</li> <li>• Death of a Family Member in the Household(s)</li> <li>• Families in Crisis (emergency relocation, natural and/or family disaster)</li> <li>• Family Legal Issues</li> <li>• Lack of reliable transportation</li> <li>• Lack of affordable childcare</li> <li>• Lack of Affordable Health Insurance/Health Care</li> <li>• Lack of Affordable Housing</li> <li>• Limited Opportunities for Socialization (child/family)</li> <li>• Parent Working Out of the Area</li> <li>• Pregnancy/New Sibling in Household</li> <li>• Teen Parent</li> <li>• Unemployment</li> <li>• Other:</li> </ul>	5, 10, 15, or 20

**Legend:**  
 Solid Lines = Supervision  
 Dashed Lines = Shared Governance

### North Idaho College Head Start Organizational Chart

Administration for Children, Youth & Families, Region X, Seattle, WA  
 Program Specialist



Policy Council Approval: \_\_\_\_\_  
 Board of Trustees Approval: \_\_\_\_\_

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
As Offered	16	1302J Program Management & Quality Improvement	Region X Professional Development	Active learning, lecture, role playing, discussion	Staff will have opportunity to network, to participate in learning opportunities offered at conference and to better understand the trends and resources in program content areas.	HSPPS 1302.53	Management Team Members as assigned	1000			
As Needed		All Program Areas	Develop training resources library	Utilize technology to record training sessions and incorporate variety into trainings to meet the needs of adult learners	Increased understanding of principles delivered in training by having materials for review as needed. Staff will make-up training as needed. Complete standard annual trainings (child abuse and neglect, universal precautions, civil rights, workplace safety). Child plus Training Library		All Staff	301			
Fall, Spring, Summer		All Program Areas	Academic degree for staff qualification	College courses towards degree	Staff will meet qualifications for position.	HSPPS 1302.91 (b)(c)(d)(e)(f) Program Goal #1	Degree-Seeking Students		5000		
Every Teacher & Family Advocate Training	12	All Program Areas	Trauma-informed care: Conscious Discipline	Incorporate trauma informed care into professional development opportunities.	Trauma Informed Care will become a program wide philosophy. -Staff will understand and utilize the strategies in the PBIS (Positive Behavior Intervention & Supports) manual. -Staff will be able to incorporate trauma informed care practices into the program's classrooms. -Staff will understand Conscious Discipline strategies for the classroom to implement in the classroom.	HSPPS 1302.45(a) Program Goal #2	Mental Health Consultant Ed/Dis- Manager Education Staff Family Advocates Supervisors		\$1,425		



Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Quarterly	*	1302C Education & Child Development Program Services	Teachers' Learning Collaborations (12 Hours)	Group Active Learning Online & In person Teachers are networked with Coaches to reach short-term and long term goals.	Staff will utilize self, peer and expert coaching to increase effective teaching practices across the CLASS domains: Emotional Support, Classroom Organization and Instructional Support	HSPPS 1302.92(c) Program Goal #2	Staff as requested and approved by Director Classroom Teachers Assistant Teachers CD Mentor/ Coach, ED/DIS Manager				
Monthly	*	1302E Family & Community Engagement Program Services	Professional Learning Collaborations (12 Hours)	Group Active Learning Online & In person Family Advocates are networked with Coaches/ Managers to reach short-term and long term goals.	Staff will utilize self, peer and expert teaching to increase effective family support strategies and relationship building with families. Topics may include: -SPAN/ Suicide Prevention -Health Services -Resource Development -Parent Education -Motivational Interviewing -Family Engagement	HSPPS 1302.92(c)	Staff as requested and approved by Director Family Advocates Managers				
Pre-Service November	4	1302E Family & Community Engagement Program Services	Parenting Curriculum Training	Active learning, lecture, role-playing	Staff will understand how to facilitate the Parenting Curriculum with families	HSPPS 1302.51(b) Program Goal #2	Family SVC Manager ED/DIS Manager Mental Health Consultant Family Advocates Teachers			3000	
Pre-Service ASAP after hire	3	1302D Health Program Services	<i>Mandated Training: CPR &amp; First Aid Certification</i>	Active learning, and demonstration	Staff certification in CPR and First Aid to support needs in their immediate work locations.	HSPPS 1302.46 (1)(i) Idaho State Child Care Licensing Requirements	All Staff with expired/about to expire certifications			3000	

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Once	16	13021 Program Management & Quality Improvement	North Idaho College training sessions	Web-based active learning	Staff will train on topics that will enhance their position within the organization. - Mental Health First Aid - Green Dot Violence Prevention - IT Security Training - Title IV- Sexual Harassment Prevention and Reporting	HSPPS 1302.92(b) Program Goal #2	All Staff				
Once	8	13021 Program Management & Quality Improvement	New Staff Training	Direct learning using online tools, Operations and Monitoring System, Work Plans and discussion with Component Area Coordinators and Supervisors	New staff will be knowledgeable in regards to benefits available, job duties/responsibilities, all mandated trainings, work plans, Operations and Monitoring System, specific details regarding their assigned location.	HSPPS 1302.92 (b) Program Goal #1	New Staff, Supervisors, Managers	100			
Annually New Employee Training	1	13021 Program Management & Quality Improvement	<b>Mandated Training:</b> Ethics and confidentiality.	Center-based active learning NAEYC web training	Understand and implement NIC Head Start's confidentiality and ethics policies. Demonstrate ethics in professional interactions including social networking and confidentiality. Highlight: Confidentiality of Child/Family records.	HSPPS 1303c/ 1302.90 (c)(1)(IV)	All Staff				
Annually New Employee Training	0.5	13021 Human Resources Management	<b>Mandated Training:</b> Head Start Standards of Conduct	New Employee Training Active learning, lecture	Staff will understand and abide by Head Start Standards of Conduct	HSPPS 1302.90 (c)	All Staff				

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Annually	2	1302D Health Program Services	<b>Mandated Training:</b> Safe Sleep	IdahoStars Video Online; Lending Library reading, or live training	Staff will be able to: -identify environments & situations that could be potentially risky for sleeping children -recognize the importance of safe sleep practices -understand actions that promote safe sleep in the child care setting -promote safe sleep practices in your center	HSPPS 1302.47 (b)(4)(B) Idaho State Child Care Licensing Requirements	Education Staff, ED/DIS Manager, Family Advocates Supervisors				
Annually	2	1302D Health Program Services	<b>Mandated Training:</b> Medication Administration	IdahoStars Video Online; Lending Library reading, or live training	Staff will understand : -recognize different types of medications -identify situations in which giving medication is appropriate -recognize preparation steps for giving medication -differentiate methods for giving medication -demonstrate documentation of medication administration in child care	HSPPS1302.47(b)(7) (iv) Idaho State Child Care Licensing Requirements	Center Staff as assigned by Center Supervisors				
Annually	0.5	1302D Health Program Services	<b>Mandated Training:</b> Vehicular Safety Training	Center based: Active Discussion, Demonstration	Staff will understand and implement training for children and families on transportation and pedestrian safety	HSPPS1302.47(b)(4) Idaho State Child Care Licensing Requirements	Family SVC Manager Ed/ Dis Manager Family Advocates, Education Staff,				

Date/ Frequency	Allocated Time (In hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Annually	3	1301 Program Governance	<i>Mandated Training:</i> Shared governance meeting	Active learning, presentation, lecture, discussion	Participants' understanding of program governance, including roles and responsibilities, will be strengthened. Participants will understand requirements relating to sharing and reporting program information and activities. Participants will know and understand the responsibilities related to decision-making and approval, as well as the governance responsibilities for the 5-year grant cycle.	HSPPS 1301.5	Policy Council Representatives, NIC Board of Trustees Representatives, Supervisors, Management Team				
Annually	6	1302F Services for Children with Disabilities	<i>Mandated Training:</i> Disabilities Service Plan & Strategies	Active Learning Online Learning TLC Discussion Role Playing	Ensure staff understand the program's Disability Service Plan and related Performance Standards and are aware of the screening and referral process. Participants will understand: -How to support children with disabilities in the classroom -People first language -Visuals -Physical Supports -Behavior tracking process -Disability referral process & Supporting parents -Developmental screeners -Data entry in database	HPPS 1302.61(b) Program Goal #2	Supervisors Education staff Family Advocates			200	

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Annually	1	1302D Health Program Services	<b>Mandated Training:</b> Cleaning, sanitizing and disinfecting at centers Chemical Safety (HAZCOMM)	active learning, lecture, Power Point Presentation	Staff will understand and implement proper procedures to clean, sanitize and disinfect. Staff will know what products to use and schedule of use. Staff will review SDS binder.	HSPPS 1302.47 (4)(i)	All Staff	100			
Bi-Annually	6	All Program Areas	Trainings provided through collaboration	Collaborate with other programs and agencies (MSEHS, CPS, children's mental health, school districts) for learning opportunities (collaborations established with Memorandum of Understanding)	Strengthen knowledge and understanding of other agencies, programs and needs. Better use resources across communities. Demonstrate collaboration with community agencies and programs. -Increase staff knowledge of Mental Health Linkages and Community linkages to support connections for families.	HSPPS 1302.53 (1)	Mental health Consultant Supervisors Family Advocates				

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Monthly	5	1302J Program Management & Quality Improvement	Staff Health & Wellness	Center Based On Line Demonstration Hands on Discussion	Staff will gain skills and knowledge to support their own health & wellness. Including: -Stress Management -Healthy Eating -Wellness during pandemic -Work/ Life Balance -Information on NIC's wellness program -Time Management/ Prioritization -Mindfulness -Physical Activity -Health resources for staff (dental, medical, vaccines etc.) -Positive Communication -Budgeting -Relaxing techniques -Healthy classroom environments	HSPPS 1302.93(b) Program Goal #1	All Program Staff	300	500		

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Monthly	20	1302J Program Management & Quality Improvement	Center Staff Meetings	Center Based Active Learning Discussion	Center Staff will meet monthly to discuss center operations and current needs, including: 1) Monthly center calendar 2) Center Meal Service 3) Recruitment 4) Center Budget 5) Strategic Plan 6) In- Kind 7) Community Engagement Assignment Reports 8) Program/ Management Team Report 9) Policy Council Report 10) Center emergency preparedness 11) Active Supervision strategies 12) Parent Business Meeting/ Parent Education Planning 13) Review of First Aid Materials 14) Evaluation of center health & safety checklists, kept with MPIRS 15) Good of the order Annually train on: Health & Safety Ethics and Confidentiality Standards of Conduct Family Engagement	HSPPS 1302.47	All Center Staff				

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA,20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service/ Monthly	3	1302C Education & Child Development Program Services	<b>Mandated Training:</b> Active Supervision	Monthly Center Staff Meeting item Active Learning, Discussion	Staff will understand what Active Supervision is, what their responsibility is with active supervision and strategies to ensure active supervision. At monthly center staff meetings, staff will review active supervision techniques and discuss strategies for active supervision in the center.	HSPPS 1302.47(a)	All Staff				
Pre-Service/ November	4	1302D Health Program Services and 1302E Family & Community Engagement Program Services	Family Engagement Procedures for Health and Family Needs	Active Learning, Discussion	Family Advocates will: - understand what types of services they must provide to families (based on Performance Standards) -be able to identify areas of concern when disclosed through natural supportive conversations. -will provide supportive follow-up and collaboration all the way through to resolution.	HSPPS 1302.42(b)(4) HSPPS 1302.46(b) HSPPS 1302.46(b)(ii)	Health Services Manager Family Services Manager Supervisors Family Advocates				
Pre-Service	4	1302E Family & Community Engagement Program Services	Family Engagement	Lecture, Discussion demonstration	Staff will understand what Family Engagement means. Including: -Building relationships w/ families utilizing virtual formats -Volunteer Recruitment -Creating Welcoming environments -Staff will understand and support parents in the voting process and parent involvement in Policy Council.	HSPPS 1302.52 Program Goal #2	Managers Mental Health Consultant Supervisors Center Assistants Family Advocates Teachers				



Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service/ As Offered	8	1302J Program Management & Quality Improvement	Effective Leadership/ Guiding Adults	North Idaho College Leadership Institute Online Learning Live Training Demonstration Discussion	Participants will understand: - Reflective practices - Effective leadership strategies - Supervision strategies - Principles for guiding adults - Strengths based guidance - Communication & planning for change - How to delegate duties in the classroom - Adult Learner principles	HSPPS 1302.101 (a)(1) Program Goal #2	Director Operations Manager Component Managers Supervisors Center Assistants Teachers		1500		
Pre-Service	6	1302C Education & Child Development Program Services	Curriculum Training	Active Learning, Discussion, Lecture, Zoom Meetings/TEAMS/Virtual	Staff will review the program's Curriculum and understand how to use it with fidelity. - How to plan for and implement program Curricula - High Scope, - Second Step Child Protection Unit, - Conscious Discipline - Cavity Free Kids, - Learn Not to Burn, - Learning without tears, - My Plate - POA - Picturing America - I am Moving I am Learning - STEM Practices - Staff will understand open ended materials and activities including art & construction. - Staff will understand strategies for supporting process vs Product and problem solving.	HSPPS 1302.92 (b)(5)	Education Staff, Supervisors Family Advocates				

Date/ Frequency	Allocated Time (in hours)	Content Area	T/YA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service/ December	6	1302C Education & Child Development Program Services	Classroom Management & Teaching Strategies	Active Learning, Discussion, Lecture	Staff will gain skills and knowledge to be able to successfully implement high quality classroom management and teaching strategies. -Behavior Management Strategies -Visuals -Strategies to match specific Behaviors - Pyramid Model Strategies Tier 1-Tier3	HSPPS 1302.92(b)(5) Program Goal #2	Education Staff Supervisors Family Advocates Center Assistants				
Pre-Service/ New Staff Training	2	1302D Health Program Services	<b>Mandated training:</b> Child abuse and neglect law and regulations	Web-based active learning *combined with annual Health & Welfare collaboration	Staff will understand: -How to recognize Child Abuse and Neglect -What it means to be a mandated reporter -How to make a report -How to complete CAN Documentation	HSPPS 1302.47 (5)(f)	All Staff				
Pre-Service	1	1302I Program Management & Quality Improvement	<b>Mandated Training:</b> Civil Rights	Web-based active learning	Staff will understand and respect the civil rights of all people.	HSPPS 1302.44 CACFP & 1302.46	All Staff				
Pre-Service	0.5	1302D Health Program Services	<b>Mandated Training:</b> Prevention and response to emergencies due to food and allergic reactions	Lecture	Staff will understand signs and symptoms of food allergies, legal rights of children with food allergies, USDA statutes, state and local laws and policies for food service and safety and how to respond to a food allergy emergency.	HSPPS 1302.7 (G)	Cooks, Family Advocates and Teachers Supervisors				

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	1	1302D Health Program Services	Mandated Training: The prevention and control of infectious diseases	Active Learning Lecture	Staff will understand signs and symptoms of common infectious diseases and their role in containing the spread of infectious disease through consistent use of universal safety precautions, health and safety routines, curriculums, conducting daily health checks and by consistently monitoring students well-being and potential environmental hazards.	HSPPS 1302.47 (4)(a)	All Staff				
Pre-Service/ December	4	1302E Family & Community Engagement Program Services	Forms & Documentation Training	Active learning, Lecture Computer Lab	Staff will understand and be able to demonstrate the correct way to complete documentation, both hard copy and electronic. Staff will know and understand the various forms relating to the home visits, enrollments and all forms related to serving children and families.	HSPPS 1302.92 (b)(3) HSPPS 1302.24	Managers Supervisors Teachers Family Advocates				
Pre-Service	0.5	1302E Family & Community Engagement Program Services	Home Visit Safety	Active Learning, lecture	Staff will become familiar with safety strategies while visiting homes of enrolled families.	HSPPS 1302.92 (b)	Classroom Teachers, Family Advocates Supervisors				
Pre-Service	2	1302E Family & Community Engagement Program Services	Parent, Family, Community Engagement Framework	Active Learning, Lecture, Discussion	Staff will understand how program goals and procedures align with the Parent, Family, Community Engagement Framework	HSPPS 1302.52	Family Services Manager Family Advocates Classroom Teachers Supervisors				

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	1	1302C Education & Child Development Program Services	School Readiness Plan	Active Learning	Staff will understand how the program school readiness goals align with the Head Start Early Learning Outcomes Framework. -Staff will understand child goal setting and child outcomes -Staff will understand family goal setting, family outcomes, and staffing protocols.	HSPPS 1302.92 (b)(4)	Education staff Ed/Dis Manager Child Development Mentor Coach Supervisors				
Pre-Service	1	1302J Program Management & Quality Improvement	Program organization and philosophy	Active Learning Incorporate Mission and goals awareness at all trainings and throughout program documentation	Staff will be knowledgeable about program organizational structure communication loop, and program philosophy (including strength-based, solution-focused, reflective practices). Staff will Understand and apply principles of program's mission and 5 Year goals. Strengthen representation of Head Start in the communities.	HSPPS 1302.92(a) Program Goal #2	All Staff				
Pre-Service	4	1303 Fiscal & Administrative Requirements	Fiscal Processes	active learning, demonstration	Staff will understand and follow program fiscal procedures, which include: - Center Budget Maintenance & Monitoring -Fiscal Processes -Inventory -Purchasing procedures -Requesting Pos -Allowable Pcard Purchases	HSPPS 1303	Supervisors Center Assistants Cooks				

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	0.5	1303 Fiscal & Administrative Requirements	Center Fiscal Processes	Center-based active learning, demonstration	Center staff will understand and follow program fiscal procedures, which include: 1)Center budgets reviewed and approved through parent committee 2)Center Purchasing Procedures 3)in-kind 4) purchase orders 5)inventory	HSPPS 1303	Center Staff				
Pre-Service	7	1302D Health Program Services	Mandated Training: Emergency preparedness and response planning for emergencies	Center-based active learning, demonstration	Staff will understand emergency preparedness and response planning for emergencies specific to local areas, which include: Center Emergency Plans, Evacuation, Lockdown, Fire Drill Procedures, Missing Child, Accidents, Natural and Criminal Disasters and Emergencies, using North Idaho College Head Start's Emergency Manual as a guide for planning, practicing, reviewing and revising plans and involving staff, parents and community members.	HSPPS 1302.47 (G)	Center Staff	100			

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	1	1302D Health Program Services	Health Policies & Procedures	Center-based active learning, handouts, posters	Staff will know and understand the program's health philosophy and policies. Areas covered: 1) exclusion of sick children and staff 2) food allergies and meal time 3) medical plans 4) proper hand-washing procedures 5) child accident procedures 6) tracking child absences procedure. 7) Cleaning & Sanitization schedules	HSPPS 1302.92(b)(4)	Center Staff				
Pre-Service	1	1302I Program Management & Quality Improvement	Center Operations	Center-based active learning	Staff will know and understand center operations, operating procedures, Operating schedule, performance standards.	HSPPS 1302.47	Center Staff				
Pre-Service	8	1302D.44 CACFP	<b>Mandated Training:</b> CACFP Annual Cook Training	Active Learning	Staff will know and understand processes for meal service and reimbursements. Staff will understand preparing food for children. Including: •Special Diets/ Allergies •Nutrition guidelines/ Measuring •Job specific documentation ( meal counts, production sheets etc.) •CACFP Guidelines •Budget. Fiscal processes	HSPPS 1302.44 CACFP	Health & Nutrition Services Manager Cooks (8hrs), Supervisors (4hrs)		150		

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
July	16	1302J Program Management & Quality Improvement	Child Plus Virtual Library Training	Active Learning, Discussion, Lecture	Staff will gain information on Child Plus and the complete usage and capability of the Child Plus program. Staff participating will have the ability to be a program administrator.	HSPPS1302.101	Family Services Manager Family Advocates			1500	
August	6	1302E Family & Community Engagement Program Services	Motivational Interviewing	Regional T/TA Active learning, lecture, role-playing	To strengthen staffs' skills for motivational interviewing and develop trusting relationships with families. Staff will gain skills to help families with goal setting, health requirements, finance, child special service supports.	HSPPS 1302.92 (b) Program Goal #1. & #2	Managers Mental Health Consultant Supervisors Family Advocates Teachers				
August	8	1302D.44 CACFP	<b>Mandated Training:</b> CACFP Conference	Active Learning, Discussion, Lecture	Staff will gain information on CACFP procedures, including menus, production sheets. Staff will gain skills in implementing the full CACFP program in the centers.	HSPPS 1302.44 CACFP	Health & Nutrition Manager Cooks as designated by Director		500	500	
October		1302C Education & Child Development Program Services	COR Reliability Training	Online learning	Participating staff will understand COR reliability, how to enter observations and complete assessments in COR.	HSPPS 1302.33	ED/DIS Svc Manager Teachers Assistant Teachers				

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	1	1302D Health Program Services	Health Policies & Procedures	Center-based active learning, handouts, posters	Staff will know and understand the program's health philosophy and policies. Areas covered: 1) exclusion of sick children and staff 2) food allergies and meal time 3) medical plans 4) proper hand-washing procedures 5) child accident procedures 6) tracking child absences procedure. 7) Cleaning & Sanitization schedules	HSPPS 1302.92(b)(4)	Center Staff				
Pre-Service	1	1302J Program Management & Quality Improvement	Center Operations	Center-based active learning	Staff will know and understand center operations, operating procedures, Operating schedule, performance standards.	HSPPS 1302.47	Center Staff				
Pre-Service	8	1302D.44 CACFP	<b>Mandated Training:</b> CACFP Annual Cook Training	Active Learning	Staff will know and understand processes for meal service and reimbursements. Staff will understand preparing food for children. Including: •Special Diets/ Allergies •Nutrition guidelines/ Measuring production sheets etc.) •CACFP Guidelines •Budget. Fiscal processes	HSPPS 1302.44 CACFP	Health & Nutrition Services Manager Cooks (8hrs), Supervisors (4hrs)	150			



Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
July	16	1302J Program Management & Quality Improvement	Child Plus Virtual Library Training	Active Learning, Discussion, Lecture	Staff will gain information on Child Plus and the complete usage and capability of the Child Plus program. Staff participating will have the ability to be a program administrator.	HSPPS1302.101	Family Services Manager Family Advocates			1500	
August	6	1302E Family & Community Engagement Program Services	Motivational Interviewing	Regional T/TA Active learning, lecture, role-playing	To strengthen staffs' skills for motivational interviewing and develop trusting relationships with families. Staff will gain skills to help families with goal setting, health requirements, finance, child special service supports.	HSPPS 1302.92 (b) Program Goal #1 & #2	Managers Mental Health Consultant Supervisors Family Advocates Teachers				
August	8	1302D.44 CACFP	<b>Mandated Trainings:</b> CACFP Conference	Active Learning, Discussion, Lecture	Staff will gain information on CACFP procedures; including menus, production sheets. Staff will gain skills in implementing the full CACFP program in the centers.	HSPPS 1302.44 CACFP	Health & Nutrition Manager Cooks as designated by Director		500	500	
October		1302C Education & Child Development Program Services	COR Reliability Training	Online learning	Participating staff will understand COR reliability, how to enter observations and complete assessments in COR.	HSPPS 1302.33	ED/DIS Svc Manager Teachers Assistant Teachers				

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Nov-21	16	1302C Education & Child Development Program Services	Early Years Conference	Active Learning, Discussion, Lecture	Attending staff will participate in the conference and participate in all research based training provided. Staff will gain skills and strategies to support Head Start Early Learning Outcomes Framework.	HSPPS 1302.92(b)(5) Program Goal #2	Education-Disabilities Manager Education Staff as assigned by Director	1500	500		
December	2	1302J Program Management & Quality Improvement	Collaborative Teaming	Active Learning, Discussion	Attending staff will understand the benefits of direct, positive communication, including collaborative teaming.	HSPPS 1302.93(b) Program Goal #2	All Staff				
February	20	1302I Program Management & Quality Improvement	Idaho Head Start Association Statewide Conference	Active learning, lecture, role-playing, discussion	Staff will become familiar with IHSA; experience the awards and recognition of Head Start employees, volunteers, and parents from throughout the state; participate in learning opportunities offered at the conference.	HSPPS 1302.53 Program Goal #2	Director Staff (as assigned by Director), Policy Council Representatives (as elected by Policy Council)(5)	2625	900		
March	16	1302E Family & Community Engagement Program Services	Strengthening Families Training Institute/ Idaho Children's Trust Fund Institute	Active learning, lecture, role-playing, discussion	Attending staff will participate in the institute and participate in all research based training provided. Staff will gain skills and strategies to use in delivering services to families. Staff Members will also build community connections and collaborations.	HSPPS 1302.53(2)(iii) Program Goal #2	Family Services Manager Staff as assigned by Director (3)	1000	400		

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
April	16	1302D.44 CACFP	National CACFP Training Conference	Active Learning, Discussion, Lecture	Staff will gain information on CACFP procedures, including menus, production sheets. Staff will gain skills in implementing the full CACFP program in the centers.	HSPPS 1302.44 CACFP	Health & Nutrition Manager,			200	
April	16	1302I Program Management & Quality Improvement	National Head Start Association Conference	Active learning, lecture, role-playing, discussion	Staff will have opportunity to network, participate in learning opportunities offered at conference, to participate in awards and recognition ceremony for program award recipients.	HSPPS 1302.53	Staff (as assigned by Director)	1000		1500	
May	7.5	1302I Program Management & Quality Improvement	End of the year review	Active learning, discussion, lecture	Staff will understand the program's accomplishments throughout the year and how the information connects to the planning for the next program year. Staff will celebrate and acknowledge the difference they have made during the year. Scholarship and Award recipients are acknowledged for their contributions to the program during the year.	HSPPS 1302.92	All Staff		100	400	

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
May	4	1302A ERSEA	<i>Mandated Training:</i> Eligibility training	Active Learning	Staff will know and understand policies and procedures related to the application process, and determining and verifying Eligibility. Staff will be prepared to accept applications for enrollment.	HSPPS 1302.12(m)	Family Advocates, Supervisors	100			

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
								Materials/ Supplies	Travel Costs	Presenter Fees	Staff Academic Tuition
							Total for Staff PA20	\$ 1,251.00	\$ 7,425.00	\$ 15,525.00	\$ 5,000.00
							Total for Policy Council PA20:	\$ 350.00	\$ 1,500.00	\$ 500.00	\$ -
							Total for Parent Education PA20:	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -
							Total for Program PA20:	\$ 2,601.00	\$ 8,625.00	\$ 17,025.00	\$ 5,000.00

North Idaho College Head Start Budget Justification Narrative 2021-2022						
	Budget	PA22	PA20	TANF 5.4%	Harding Rentals	USDA Reimb.
<b>TOTAL FUNDING</b>						
*Start-up costs not included in total budget column	\$ 3,665,010	\$ 3,272,998	\$ 33,251	\$ 197,144	\$ 17,000	\$ 144,617
<b>A. PERSONNEL</b>						
<b>SALARIES</b>						
Staff salaries all positions; includes staff professional development and allocations to personnel line items from TANF and CACFP cook salaries/benefits	\$ 2,104,840	\$ 1,937,912	\$ -	\$ 128,265	\$ -	\$ 38,663
<b>B. FRINGE</b>						
HEALTH AND DENTAL INSURANCE, LTD, EAP Required fixed expense as part of the employee benefit package offered to employees. Based on type of insurance taken by employee and employee/employer share. Long-term disability and employee assistance program.	\$ 414,301	\$ 390,848	\$ -	\$ 23,453	\$ -	\$ -
RETIREMENT - PERSI 12.59% This is a required fixed expense as part of the employee benefit package offered to employees.	\$ 222,360	\$ 209,027	\$ -	\$ 13,333	\$ -	\$ -
FICA This is a required fixed expense. 7.75	\$ 136,257	\$ 127,378	\$ -	\$ 8,879	\$ -	\$ -
UNEMPLOYMENT INSURANCE This is a required fixed expense.	\$ 6,803	\$ 6,320	\$ -	\$ 483	\$ -	\$ -
WORKER'S COMPENSATION This is a required fixed expense.	\$ 17,094	\$ 16,080	\$ -	\$ 1,014	\$ -	\$ -
<b>C. TRAVEL</b>						
POLICY COUNCIL - OUT OF AREA TRAVEL Calculated at 40% transportation, 40% lodging, 20% per diem (three PC reps to IHSa Conference)	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	\$ -
STAFF - OUT OF AREA TRAVEL Cost of travel related to travel outside of these service area for the Director (\$1,240.50 x 4) & Managers (\$1,236 x 8) to attend Regional and National OHS and NHSA training and membership meetings and events. Calculated at 40% transportation, 40% lodging, 20% per diem.	\$ 12,125	\$ 5,000	\$ 7,125	\$ -	\$ -	\$ -

D. EQUIPMENT									
EQUIPMENT									
Cost to purchase or replace equipment valued at \$5,000 or more (inventoried). Includes sensory screening equipment (hearing and vision)									
\$	-	\$	-	\$	-	\$	-	\$	-
E. SUPPLIES									
CLASSROOM									
Cost of supplying classrooms with consumable and non-consumables supplies, literacy items, small furniture items, and allocation per student for supplies.									
\$	38,207	\$	35,703	\$	-	\$	2,504	\$	-
OFFICE SUPPLIES - PROGRAM									
Supplies including, but not limited to office and classroom furniture, community resource booklets, transition booklets, NCR forms, copy paper, blinds, lights, and other supply items that are used in common by all centers.									
\$	15,090	\$	14,399	\$	-	\$	691	\$	-
OFFICE SUPPLIES - ADMINISTRATION									
Cost for consumable office supplies to support the administration/central office.									
\$	5,500	\$	5,500	\$	-	\$	-	\$	-
MAINTENANCE SUPPLIES									
Cost of supplies to maintain 9 centers, general up-keep not related to major repairs, blinds and flooring, tools, paint, etc.									
\$	19,326	\$	17,756	\$	-	\$	661	\$	909
EDUCATION SUPPLIES									
Cost for education software to provide services.									
\$	14,920	\$	13,971	\$	-	\$	949	\$	-
COMPUTER REPAIRS/SUPPLIES & EQUIPMENT									
Purchase variety of components to maintain computers, faxes, and printers in all of our centers. Purchase computers, printers, monitors, fax machines.									
\$	18,480	\$	17,268	\$	-	\$	1,212	\$	-
OTHER SUPPLIES - CUSTODIAL/CLEANING									
Cost of cleaning supplies and consumable sanitation supplies for centers and the Harding Family Center. Also small cleaning tools including vacuums and mops.									
\$	17,157	\$	12,719	\$	-	\$	802	\$	3,636
OTHER SUPPLIES - MEAL SERVICE - SUNDRIES									
Non-creditable food supplies for meal service, nutrition activities, and parent education activities.									
\$	1,500	\$	1,330	\$	-	\$	-	\$	170
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - FOOD									
Creditable food supplies to provide children's meals.									
\$	89,122	\$	-	\$	-	\$	-	\$	89,122

OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - SUPPLIES <i>Supplies, small equipment, and USDA repair fees</i>	\$	6,030	\$	-	\$	-	\$	-	\$	-	6,030
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - CONSUMABLES  <i>Gloves, paper products for meal service.</i>	\$	8,632	\$	-	\$	-	\$	-	\$	-	8,632
OTHER SUPPLIES - POSTAGE <i>All mailing costs for 7 centers and the administrative office as well as post office box fees.</i>	\$	2,492	\$	2,378	\$	-	\$	114	\$	-	-
OTHER SUPPLIES - COPIER FEE/MAINTENANCE - RENT <i>This amount covers the copy machine leasing fees, and other copy machine repair expense.</i>	\$	6,554	\$	6,144	\$	-	\$	410	\$	-	-
OTHER SUPPLIES - COPIER FEE/MAINTENANCE <i>This amount covers copier charges and toner at each center and the Administrative Office.</i>	\$	5,980	\$	5,707	\$	-	\$	273	\$	-	-
OTHER SUPPLIES -IT MAINTENANCE <i>Computer and other IT supplies maintenance and repair, including staging, cleaning, updating new software activities-trouble-shooting; server maintenance expenses</i>	\$	27,000	\$	27,000	\$	-	\$	-	\$	-	-
<b>F. CONTRACTUAL</b>											
HEALTH AND NUTRITION SERVICES <i>includes health and nutrition consultant fees.</i>	\$	5,000	\$	5,000	\$	-	\$	-	\$	-	-
FISCAL AUDIT <i>Head Start department cost for annual audit conducted by selected auditor.</i>	\$	7,000	\$	7,000	\$	-	\$	-	\$	-	-
MAINTENANCE SERVICES/REPAIRS <i>Agreements/contracts to perform maintenance, equipment repairs, lawn care, snow removal, custodial services for the Head Start centers.</i>	\$	30,196	\$	15,680	\$	-	\$	2,061	\$	12,455	-
<b>G. CONSTRUCTION</b>											
CONSTRUCTION <i>None planned for this program-year.</i>	\$	-	\$	-	\$	-	\$	-	\$	-	-
<b>H. OTHER CATEGORY</b>											
OTHER PARENT SERVICES											
POLICY COUNCIL CHILD CARE <i>Cost of child care for Policy Council members to attend meetings and related activities. Reimbursed based on agency and Idaho Child Care Program reimbursement guidelines.Reimbursed to provider.</i>	\$	4,875	\$	4,661	\$	-	\$	214	\$	-	-



POLICY COUNCIL MEAL SERVICE Materials and supplies for parent education topics established by center parent committees.	\$	3,980	\$	3,805	\$	-	\$	175	\$	-	\$	-
POLICY COUNCIL IN AREA MILEAGE Amount to cover the cost of parent travel to Policy Council meetings at the local level at Grantee reimbursement rate. (16 parents attending 12 monthly meetings each traveling from the five counties in North Idaho)	\$	5,157	\$	4,939	\$	-	\$	218	\$	-	\$	-
POLICY COUNCIL TRAINING MATERIALS Materials and supplies for professional development for governance training, PC orientation notebooks, printing costs for training materials.	\$	473	\$		\$	350	\$	123	\$	-	\$	-
PARENT EDUCATION AT CENTER For supplies to support parent education topics chosen by center parent committees to plan and implement education activities based on parents' goals and objectives of the parent group.	\$	1,000	\$		\$	1,000	\$		\$	-	\$	-
CHILDREN'S SERVICES MEDICAL Expenses related to providing medical services to those who do not qualify for CHIP, Medicaid or private insurance and includes the cost of exams and follow-up treatment. Service fees are negotiated with providers using the "payer of last resort" and Medicaid rates when possible.	\$	2,000	\$	2,000	\$	-	\$		\$	-	\$	-
DENTAL Expenses for dental exams and follow-up for those who are not covered by Medicaid or private insurance. Service fees are negotiated with providers using the "payer of last resort" and Medicaid rates when possible.	\$	2,000	\$	2,000	\$	-	\$		\$	-	\$	-
NUTRITION Provides payment for referrals for children and parents needing nutritional services or all children in the program by a registered dietician.	\$	1,000	\$	1,000	\$	-	\$		\$	-	\$	-
MENTAL HEALTH/PSYCHOLOGICAL SERVICES Provides payment for referrals for children and parents needing psychological services. Parent curriculum brochures and resources, and classroom observation supplies for mental health observations.	\$	1,000	\$	1,000	\$	-	\$		\$	-	\$	-

DISABILITY-RELATED SERVICES <i>Provides classroom disability assistance, resources and support.</i>	\$	1,000	\$	1,000	\$	-	\$	-	\$	-	\$	-
CLASSROOM SERVICES <i>Classroom Teacher/Assistant Teacher/CACFP Meal Preparation and Service provided by NIC Children's Center staff for 16 Head Start Children enrolled at their site.</i>	\$	30,000	\$	30,000	\$	-	\$	-	\$	-	\$	-
LOCAL TRAVEL												
STAFF IN AREA TRAVEL - MILEAGE <i>Mileage reimbursement for staff home visits (5 per family x 293) and staff travel for two all-staff trainings and preservice trainings (all staff x 2) within our service area and managers to centers at Grantee reimbursement rates per mile. (Current mileage is .575)</i>	\$	25,204	\$	24,096	\$	-	\$	1,108	\$	-	\$	-
CACFP STAFF IN AREA MILEAGE <i>This is the reimbursement of mileage for CACFP staff travel within our service area and Nutrition Consultants mileage to centers at Grantee reimbursement rate.</i>	\$	2,395	\$	378	\$	-	\$	17	\$	-	\$	2,000
DISABILITY TRANSPORTATION <i>This amount is to transport children with disabilities to services using commercial transportation carriers or reimbursement to care providers.</i>	\$	500	\$	500	\$	-	\$	-	\$	-	\$	-
RENT/LEASE												
RENT <i>Lease fee for the Shoshone Center located in Kellogg, Idaho.</i>	\$	15,600	\$	15,600	\$	-	\$	-	\$	-	\$	-
RENT <i>Lease fee for the Sandpoint Center located in Sandpoint, Idaho</i>	\$	24,000	\$	24,000	\$	-	\$	-	\$	-	\$	-
RENT <i>Lease for the Lakeland Center located in Rathdrum, Idaho</i>	\$	15,600	\$	15,600	\$	-	\$	-	\$	-	\$	-
RENT <i>Lease fee for the Julien Bucher Center in Bonners Ferry, Idaho.</i>	\$	16,800	\$	16,800	\$	-	\$	-	\$	-	\$	-
RENT <i>Lease for Community Early Learning Center in Coeur d'Alene/Hayden area, Idaho.</i>	\$	21,996	\$	21,996	\$	-	\$	-	\$	-	\$	-
BUILDING MAINTENANCE AND REPAIR												
BUILDING MAINTENANCE AND REPAIR												

<i>Cost to maintain/repair for buildings. Includes HVAC systems, window replacement, repair and maintenance of boiler system and flooring.</i>	\$	5,000 \$	5,000 \$	- \$	- \$	- \$
<b>UTILITIES</b>						
<b>TELEPHONE</b>						
<i>Cost for standard telephone service, fax and modem lines, and long distance to operate the current communication system for all 9 centers. Also covers replacement telephone components as needed.</i>	\$	36,000 \$	34,857 \$	- \$	1,143 \$	- \$
<b>INTERNET SERVICE PROVIDERS</b>						
<i>Cost for Internet service expenses to operate the current communication system for all 9 centers.</i>	\$	5,465 \$	4,785 \$	- \$	680 \$	- \$
<b>UTILITIES</b>						
<i>Payment of utility expenses at each center. Utilities include natural gas, electricity, city and county utilities including water, sewer, garbage, solid waste fees and irrigation fees.</i>	\$	67,365 \$	64,279 \$	- \$	3,086 \$	- \$
<b>PUBLICATIONS/ADVERTISING/PRINTING</b>						
<b>PRINTING</b>						
<i>Cost of outside professional printing for letterhead, envelopes, business cards, and program forms.</i>	\$	3,756 \$	3,668 \$	- \$	88 \$	- \$
<b>PUBLICATIONS AND SUBSCRIPTIONS</b>						
<i>Cost of annual subscriptions to professional publications in early childhood for all centers and program.</i>	\$	356 \$	333 \$	- \$	23 \$	- \$
<b>ADVERTISING</b>						
<i>Cost of newspaper/magazine advertising for recruitment and enrollment, job openings and other announcements as required for the program.</i>	\$	555 \$	476 \$	- \$	79 \$	- \$
<b>ACCOUNTING SERVICES</b>						
<b>INDIRECT COSTS</b>						
<i>Amount charged to Head Start department fiscal and administrative services including payroll, checks, purchasing, vouchers, financial reports using COLLEAGUE and human resource services.</i>	\$	83,697 \$	80,017 \$	- \$	3,680 \$	- \$
<b>LIABILITY INSURANCE GENERAL</b>						
<i>Liability coverage including all facilities, occupants, child liability insurance and vehicles through ICRIMP. This is the allocation to Head Start Department.</i>	\$	13,083 \$	12,508 \$	- \$	575 \$	- \$



## **North Idaho College Head Start Self-Assessment 2020-2021 and Program Improvement Plan for 2021-2022**

North Idaho College Head Start continues to use innovative strategies to conduct a thorough assessment of our strengths and challenges. On October 23, 2020, Policy Council approved our focus for Self-Assessment. On November 19, 2020, an entrance meeting was conducted and teams were formed to make a comprehensive assessment. Teams included parents, staff, administrators, and community stakeholders. The areas of focus agreed upon were Health and Safety; Parent, Family and Community Engagement; ERSEA Strategies and Fiscal Infrastructure; Program Design and Management; and Quality Education and Child Development. The North Idaho College Board of Trustees approved the process.

Each team developed a methodology, key insights, a discussion of the progress of the program in meeting its goals and objectives, and recommendations. The following is a summary of our progress and achievement of our 2020-2021 Improvement Plan and our Program Improvement Plan for 2021-2022, based on the most current self-assessment.

**PDM:** Staff thoroughly assessed target areas and suggested there is data to support serving the West Bonner School District area if funding becomes available for another duration site. The team also suggested ideal numbers of classrooms/students in each county.

**PFCE:** Staff and parents explored the efficacy of the implementation of our parenting curriculum, Conscious Discipline. Surveys suggest that more in-depth training is warranted for staff to feel confident in fully utilizing the curriculum. This became an improvement goal.

**Quality ECD:** The team reviewed transition plans and materials, interviews with Child Development Coach and Ed/Disabilities Manager and Interagency Meeting feedback on EHS to HS transitions, and a review of classroom observation tools.

**ERSEA:** The team reviewed each center's recruitment plans, conducted a staff survey of family advocates, reviewed policies and procedures to verify compliance and interviewed the family services manager. Suggestions for additional language in procedures was implemented immediately.

**Fiscal:** The team reviewed fiscal procedures, in-kind transactions, staff meeting minutes, parent meeting minutes, and reports to Policy Council for several years. Suggestions were made to add electronic tracking for in-kind hours for parent recruitment activities. This was added to non-federal share volunteer forms and will be tracked in volunteer hours for recruitment and included in center recruitment plans.

**Health and Safety:** The team reviewed Health and Playground Safety Checklists, Emergency Manual, and observed number of times handwashing practices were incorporated in classroom schedules. Staff and volunteers were surveyed on understanding of Emergency Manual location and procedures.

---

### **2020-2021 Program Improvement Goal Achievement**

#### **A. Parent Family & Community Engagement**

- **2020-2021 Goal 1:**

- *Recruit parent and community volunteers that are committed to provide daily support during targeted (short in length) classroom activities: example- meal times. Progress toward this goal was difficult at best due to the Covid-19 pandemic. Despite the fact that extra volunteers in the classroom/centers was not recommended due to the need for social distancing and the risk of exposure/transmission of the Coronavirus, we limited volunteers to times when there would be no more than three adults in a classroom at any given time. We however were still able to recruit nursing students, child development practicum students and some parent volunteers.*
- **2020-2021 Goal 2:**
  - *Implement the use of innovative strategies and tools in targeted recruitment efforts to reach vulnerable income-eligible families.*
  - Through center recruitment plans staff identify community areas for recruitment. It was identified with the change in demographic and new areas in many of the communities there needs to be deeper assessment done of each community to locate new or untapped areas of each community for recruitment. This information helped support the new program goal of recruitment.
  - In evaluation of recruitment materials, it was identified that new, updated recruitment materials were needed for the program. NIC marketing department helped to design new brochures, rack cards, flyers and interest cards. Marketing also helped us revamp and publish our new format for the Annual Report.
  - New recruitment events were identified throughout the community for the program to be present at throughout several communities. Most of these events were cancelled due to the Covid-19 pandemic. In place of these planned efforts, staff used community service assignments to make presentations about our program to online meetings, boards and committees held digitally.

## **B. Quality Education and Child Development**

- **2020-2021 Goal:**

- **Transitions**

Improve Transition Plan for transitioning into and out of Head Start

Activities that were added to our transition plans include a document seeking permissions from parents, a guide for teachers to use for setting up transition meetings for children with and without disabilities, and a checklist for education and family services staff for sharing with families. The Education/Disabilities Manager utilized the transitioning from National Centers and aligned the suggestions for transitioning children into Head Start into enrollment and general practices as well as transitioning to kindergarten from Head Start.

During NIC Head Start's self-assessment process, many program strengths were identified. In addition, two specific improvement needs were identified: one within PFCE and one within Quality Education and Child Development. These three systemic issues rose to the level of need to become program improvement goals for PY2020-2021.

## North Idaho College Head Start PY2021-2022 PROGRAM IMPROVEMENT PLAN

Action Item & Outcomes	Person Responsible	Documentation	Projected Completion Date	Completed
<b>Parent Family and Community Engagement</b>				
<ul style="list-style-type: none"> <li><i>Training and Implementation of Conscious Discipline Parenting Curriculum: The MHC and FSM will become train-the-trainers for Conscious Discipline and will train all Family Advocates for implementing with fidelity with at least one series at each site each year.</i></li> </ul>	Family Services Manager Mental Health Consultant	Parent Education Plans for each center for 21/22	October, 2021	
<p><b>Comments:</b></p>				

North Idaho College Head Start

**PY21-22 – PROGRAM IMPROVEMENT PLAN**

Action Item & Outcomes	Person Responsible	Documentation	Projected Completion Date	Completed
<b>Designing Quality Health Program Services</b>				
<i>Update and revamp Emergency Manual review and emergency plan procedures for monthly staff meetings</i>	Health Services Manager	Staff Meeting Agendas	July 1, 2021	
<b>Comments:</b>				



# Policy

Policy #2.01.10

Effective Date: \_\_\_\_\_

<p><i>(Impact Area - Dept Name)</i></p> <p>Board of Trustees</p>	<p><i>(General Subject Area)</i></p> <p>Board of Trustees</p>	<p><i>(Specific Subject Area)</i></p> <p>Board Member General Conduct</p>
	<p><b>Author:</b> Board of Trustees</p>	<p><b>Supersedes Policy</b></p>
<p><b>Relates to Procedure #</b></p>	<p><b>Impact:</b> Board of Trustees</p>	
<p><b>Legal Citation (if any):</b></p>		
<p><b><i>North Idaho College</i></b></p>		

Policy Narrative

Page 1 of 3

Pursuant to Idaho Code Title 33 Chapter 21; 33-2107 entitled General Powers of the Board of Trustees, the Board of Trustees of each community college district shall have the power to adopt policies and regulations for its own government and the government of the college. In furtherance of this power the Board of Trustees establishes this policy regarding Board Conduct.

## Purpose

This policy solely applies to Trustees and does not apply to the president, or North Idaho College ("NIC") personnel, or personnel associated with NIC affiliated organizations, for example the 501c3 NIC Foundation. The purpose of this policy is to prescribe for Trustees the processes, behaviors, and methods of appropriate communications for effective and efficient Board operations. This policy is not intended to infringe upon individual first amendment rights nor interfere with personal relationships.

## **General Guidelines for Conduct**

The Board expects its member Trustees to demonstrate ethical and businesslike conduct. This commitment includes proper use of authority and respect in group and individual behavior when acting as Board members.

Board members recognize that:

1. Being a Trustee consumes time, thought, and study to the duties of a trustee in order to be effective and provide credible service.
2. Maintaining confidentiality of privileged information while considering decision supporting information is important.
3. Fellow trustees are allowed their differences of opinion.
4. Authority over the organization is only vested in the Board when it meets in legal session.
5. Individual Trustees are to acknowledge the majority decisions of the Board.
6. Individual Trustees are elected to serve within their fiduciary responsibilities.
7. Individual Trustee's public statements in-person, online or in other forums can generate the impression of stemming from NIC or the Board and self-regulation is encouraged.
8. Individual Trustee's are to employ their discretion with regards to sensitive issues and respect the confidentiality of discussions that take place during executive sessions.

## **Board Members Request for Information**

It is generally recognized that individual Trustees may request information in order to fulfill a Trustee's responsibilities. If the requesting information requires a material amount of NIC personnel time to compile, a time estimate should be provided to the Trustee by the person requested and then the requesting Trustee may solely decide to still pursue the request.

## **Trustee Usage of Facilities**

Trustees are not prohibited from using College facilities for professional or personal reasons provided such facilities are normally available to the public, and the Trustee is subject to the same conditions, goes through the same procedures and pays the same compensation as would a member of the public who is not a College employee or are specifically authorized by Board policy. With the exception that current and Emeritus

Trustees receive the same benefits such as annual athletic season pass and annual parking pass.

Trustees will be allotted the same access to facilities, such as gizmo, as students.

### **Complaints Regarding Individual Board Member**

In the event the College receives a complaint about a Trustee from a member of the public or from a College employee, the complaint shall be referred to the Board Chairperson or, if the complaint is against the Chairperson, to the Vice Chairperson. The Trustee that is the subject of the complaint shall be notified and given an opportunity to respond.

### **Allotted Time for Trustee Negative Actions**

Trustees considered for the following potential negative actions as determined by the Board as a whole:

- Loss of Board appointments to committees.
- Loss of officer status (e.g. designation as Chair, Vice-Chair, Secretary, Treasurer, etc.).
- Private censure in executive session by other Board members.
- Public censure by the Board (by motion or resolution in an open meeting)

Prior to such negative action, the Trustee will be entitled to a hearing before the Board in executive session to hear the charges and to allow the Trustee to respond. Upon hearing the charges in executive session the Trustee will be allotted no less than four weeks prior to any negative action or at a minimum one public board meeting resulting from a Board majority decision.

The Board shall cause a record to be made of any such complaint proceedings and deposit such record in a confidential file maintained by NIC's human resources.

# Policy

Policy #2.01.10

Effective Date: 8/24/20  
 Rescinded 12/16/20

<i>(Impact Area - Dept Name)</i>  Board of Trustees	<i>(General Subject Area)</i>  Board of Trustees	<i>(Specific Subject Area)</i>  Board Member General Conduct
	<b>Author:</b> Board of Trustees	<b>Supersedes Policy</b>
<b>Relates to Procedure #</b>	<b>Impact:</b>  Board of Trustees	
<b>Legal Citation (if any):</b>  <i>North Idaho College</i>		

Pursuant to Idaho Code Title 33 Chapter 21; 33-2107 entitled General Powers of the Board of Trustees, the Board of Trustees of each community college district shall have the power to adopt policies and regulations for its own government and the government of the college. In furtherance of this power the Board of Trustees establishes this policy regarding Board Conduct.

**Purpose**

The purpose of this policy is to prescribe processes, behaviors, and methods of appropriate communications for effective and efficient Board operations. This policy is not intended to infringe upon individual first amendment rights nor interfere with personal relationships. Utilizing proper procedures and channels of communications and exercising respectful behaviors results in a more effective and efficient organization.

## **General Guidelines for Conduct**

The Board expects its members to demonstrate ethical and businesslike conduct. This commitment includes proper use of authority and respect in group and individual behavior when acting as Board members.

Board members are expected to:

1. Devote time, thought, and study to the duties of a trustee in order to be effective and provide credible service.
2. Consider information received from all sources and base personal decisions upon all available facts while maintaining confidentiality of privileged information.
3. Work with fellow trustees in a spirit of harmony and co-operation in spite of differences of opinion.
4. Recognize that authority over the organization is only vested in the Board when it meets in legal session.
5. Maintain the integrity of the Board and the position of the trustee when communicating and interacting with outside individuals and agencies. This includes full disclosure to participants when attending meetings as an ordinary citizen.
6. Respect the majority decisions of the Board.
7. Work to support the interests of North Idaho College ("NIC") and the Board.
8. Demonstrate discretion when making public statements in person, online or in other forums, so as to minimize the impression that such statements reflect the opinion of NIC or the Board when they do not.
9. Maintain the highest standards of civility and respect accorded to public office through the absence of unwarranted criticism of fellow Board members, the Board, NIC administration or employees.
10. Deal appropriately with sensitive issues and respect the confidentiality of discussions that take place during executive sessions.
11. Represent everyone the College serves, not a particular interest group.
12. Declare any conflict of interest. A trustee will not participate in, vote on, or exert influence on, any decision in which the trustee has any interest.

The Board of Trustees recognizes that it has authority to act only as a unit and that individual Board members have no authority to act in College matters without approval of the Board.

The Board will enforce upon itself and its members effective practices to govern and discharge its duties effectively and efficiently. The Board and individual Board member's self-discipline will apply at all times and to such matters including, but are not limited to attendance, respect for others, proper decorum, confidentiality with sensitive information, speaking with one voice for external communications, and adherence to the policies and rules of the College and the Board. The Board will take appropriate action to enforce the obligations imposed hereunder, including without limitation, limiting or suspending Board privileges, private or public censure. or other such action as the Board deems appropriate.

Each Board member is subject to and shall conform his or her behavior in accordance with Board and general College policies regarding ethical and professional conduct.

### **Interaction with College Personnel Guidelines**

College personnel regard a visit by a Board member, except for consultation with the President, as a special occasion. Ongoing interaction can create confusion as to the roles of the Board and the College Administration. To prevent the appearance of impropriety or unethical conduct and to avoid the use of undue and inappropriate influence over College personnel, Board members shall inform the president about contact and interactions with College personnel.

The Board recognizes the rights of students, faculty, administrators and other employees of the College to hold private meetings and to carry on the day-to-day operations of the College without the participation of Board members. Accordingly, it is improper for Board members:

1. To attend or participate in private meetings of students, faculty, administrators or other employees of the College where College business is to be considered, unless the Board member has been invited to attend as an observer only, or the Board as a whole is invited to attend and has decided to participate, or the Board member has been officially designated by the Board to attend or participate;
2. To participate in the day-to-day operations of the College without official Board approval;
3. To intercede with students, faculty, administrators or any other employees of the College on behalf of any person or program without informing the Board.
4. To threaten or harass or intimidate any employee or student of the College or anyone doing business with the College; and
5. To borrow money, solicit funds or accept gratuities of any kind from any employee of the College, unless the activity, is conduct involving election, campaigning, or free speech or is otherwise protected by constitution or statute.

### **Communications-Procedures/Board Members Request for Information**

In order to assure that internal and external communication between the Board, the public and the college staff are clear and represent the unity and maintain the integrity of the Board acting as a whole, these policies will be followed as individual responsibilities of each Trustee. Trustees should be continually conscious of the potential that their position is viewed as one of power and may unduly influence college employees

1. Individual Trustees requesting information that will require a material amount of staff time to compile, or the preparation of a special report, or that may be disruptive shall make such requests to the Chairperson of the Board. The Board Chairperson may approve the request or, at his or her discretion, have the request placed on the agenda of the next Board meeting for the consideration of the Board of Trustees. Compilations and reports prepared pursuant to this provision will be available to all Trustees. Individual Trustees shall not make such requests directly to an employee of the College.
2. Individual Trustees with questions regarding the operations of the College, such as inquiries concerning employment or admission to the College, complaints for or about students, complaints from or about faculty and staff, complaints or questions about administrative decisions, and complaints or questions from or about facilities, shall convey such to the Office of the President for consideration and possible action;
3. When discussing community concerns, issues involving the College, and actions taken by the Board of Trustees and the administration, Trustees should carefully delineate between opinions that are personal and held as an individual citizen versus opinions that reflect officially approved policies or action of the Board or College;
4. Trustees should make no announcement of nor give any information about action taken by the Board until such action has been communicated by the Board Chairperson or President through regular official channels;
5. Consistent with this and other Board Policies, an individual Trustee shall not purport to act for, bind, or commit the College to any act or course of conduct without prior approval of the Board. The College can be bound only by formal action of the Board.

### **Communication with Legislators, Public Officials, and Community Leaders**

Unless authorized by the Board, Board members, should take reasonable care to clarify that they are acting as individuals and not on behalf of the Board or the College and should strive to maintain consistency with established board decisions, policies and plans.

**Relationship with the Press**

The Board Chairperson and the President, or their respective designees, shall be the spokespersons to the press on College matters. In most cases, Board members should refer inquiries from reporters to the Chairperson and/or President, or designee. The goal is to speak with one voice on College matters and to remove the potential of conflicting statements. However, the Board recognizes elected officials will speak to the Press when they feel it is appropriate.

**Conflict of Interest**

As required by state law, if a Board member's outside activity (employment, participation or involvement in another business, corporation, institution or other entity) constitutes a conflict of interest, then the Board member will (a) disclose to the Board such conflict or the potential conflict; (b) absent herself/himself from discussion regarding any issue which involves his role as a Board member and his outside activity, and (c) refrain from voting on any such issue.

**Trustee Usage of Facilities**

Trustees are not prohibited from using College facilities for professional or personal reasons provided such facilities are normally available to the public, and the Trustee is subject to the same conditions, goes through the same procedures and pays the same compensation as would a member of the public who is not a College employee or are specifically authorized by Board policy.

**Complaints Regarding Individual Board Member**

In the event the College receives a complaint about a Trustee from a member of the public or from a College employee, the complaint shall be referred to the Board Chairperson or, if the complaint is against the Chairperson, to the Vice Chairperson. The Trustee that is the subject of the complaint shall be notified and given an opportunity to respond. The Board shall have the discretion to investigate the complaint, including the authority to engage an outside consultant to undertake the investigation. Any report from an outside consultant shall be disseminated to all Board members prior to any action being taken against the Board member. Meetings to hear complaints or to consider the conduct of a Board member shall initially take place in executive session. If the Board decides to take action (such as censure), such action may be a private admonishment or, if the Board decides the conduct justifies public admonishment, may announce censure (or other appropriate sanction) at an open meeting.



**Potential Action for Trustee Violation of Policy**

A Trustee violation of this policy will be subject to the following potential action as determined by the Board as a whole:

- Loss of Board appointments to committees.
- Loss of officer status (e.g. designation as Chair, Vice-Chair, Secretary, Treasurer, etc.).
- Private censure in executive session by other Board members.
- Public censure by the Board (by motion or resolution in an open meeting)

Prior to such action, the Trustee will be entitled to a hearing before the Board in executive session to hear the charges and to allow the Trustee to respond. The decision of a majority of the Board is final.

The Board shall cause a record to be made of any such complaint proceedings and deposit such record in a confidential file maintained by the Secretary of the Board.

## **Association of Governing Boards**

AGB consulting engagements are customized and are conducted by professionals experienced in a specific sector. Customized board assessment and training emphasizes and allows all participating voices to be heard in the shared governance model.

A daily rate for consulting services is \$4,000/day and shorter sessions are available at \$500/hour. AGB utilizes 91 consultants.

### **Governance**

AGB Consulting provides customized assessments for institutional boards, campus leaders, and affiliated foundations; helps boards deepen their understanding of best practices and putting knowledge into action; and provides critical support and guidance for new leadership.

### **Leading Practices**

Establish common expectations around board roles and responsibilities, build cohesion, and enhance knowledge about how to navigate challenges and capitalize on opportunities.

### **Presidential Assessment**

Deepen your board's understanding of the president, of his or her leadership, and of the institution.

### **Board Assessment**

Uncover and understand the information that identifies strengths and leads to stronger working relationships, mutual trust, and dramatic performance improvements for your board and institution.

# Support for each board role.

**Each role on the board plays an important part in contributing to strategy and effective oversight.** But the responsibilities that accrue to each role can be complex, demanding, and extremely time-consuming—especially if you have to get up to speed or carry them out on your own. As an important benefit of your membership, AGB equips you to understand and fulfill your responsibilities on the board. The actions and related resources listed below will help you prepare to lead effectively in your specific role.



## Board Chair

- **Learn** what constitutes an effective board chair.
- **Understand** how to cultivate a strategic board.
- **Enable** development opportunities for your full board and individual board members.
- **Strengthen** the partnership with your president/chief executive and provide guidance on developing an action plan for your board.
- **Identify** the top strategic issues that demand your board's oversight.
- **Understand** leading practices for improving board dynamics.
- **Join** an Ask the Expert session for an open Q&A about critical issues and decision making when you need it.
- **Engage** with an AGB advisor for strategic and financial model transformation.
- **Engage** a governance review and action plan for strengthening governance.
- **Find** qualified presidential candidates for leading your institution in the future.
- **Establish** appropriate and effective contracts and compensation for the chief executive.
- **Assess** presidential leadership and build stronger performance and a succession plan.
- **Evaluate** current and future board composition.
- **Understand** current and emerging federal and state policy issues that will affect your institution.
- **Receive** guidance for crisis leadership and communicating with stakeholders.
- **Connect** with a network of board chairs for sharing knowledge and experience.



## Board Professional

- **Learn** how to structure effective meetings.
- **Identify** ways to work effectively with committees.
- **Orient** new board members to governance.
- **Improve** board dynamics.
- **Find** needed resources on key strategic issues and increase your value as a trusted advisor to the president and board.
- **Facilitate** a board assessment to identify strengths, weaknesses, and opportunities for improvement.
- **Understand** leading practices for engaging students, faculty, and staff with the board.
- **Connect** with a community of board professionals to learn from and share ideas.
- **Learn** leading practices for managing crises and communicating with stakeholders.
- **Engage** an AGB workshop for your board meetings and retreats to provide continuous education and strengthen governance.
- **Leverage** AGB's dedicated concierge to find relevant pre-reading resources for your board meeting agenda.

Learn more.

# Support for each board role.



## President/ Chief Executive

- **Understand** how to work productively with the governing board.
- **Help** the board fulfill its role and understand the difference between governance and administration.
- **Get** the tools needed for onboarding new board members and ongoing board education.
- **Learn** how to anticipate, manage, and lead through crisis.
- **Develop** the cabinet's understanding of good board information and appropriate committee support.
- **Prepare** for a presidential assessment.
- **Strengthen** your partnership with your board chair and develop an action plan for your board.
- **Hone** fundraising skills to help your institution prosper.



## All Board Members

- **Connect** with a community of board professionals to learn from and share ideas.
- **Learn** leading practices for managing crises and communicating with stakeholders.
- **Engage** an AGB workshop for your board meetings and retreats to provide continuous education and strengthen governance.
- **Leverage** AGB's dedicated concierge to find relevant pre-reading resources for your board meeting agenda.
- **Learn** about committee charters and effectiveness, and how to choose a committee.
- **Find** key resources to get up to speed and advance the work of your committee.
- **Understand** the appropriate ways to interact with students, faculty, and staff.
- **Determine** if the chair/leadership ladder is right for you and how to pursue this path.
- **Oversee** an admissions process that is compliant and competitive, and promotes diversity.
- **Understand** financial complexities and strategies for making education affordable.
- **Understand** the board's fiduciary role in overseeing athletics programs.
- **Learn** how to respond effectively and address unexpected campus challenges.
- **Advance** and support inclusive excellence on campus.
- **Learn** how to improve institutional financial sustainability and relevance to stakeholders.
- **Oversee** an array of operational and strategic risks.
- **Develop** a more strategic board.
- **Drive** policy that fulfills the needs of students and expectations of the public.
- **Ensure** that students are thriving, both physically and intellectually.
- **Balance** accountability, participation, and decision making with shared governance.
- **Use** technology to innovate education, reduce costs, and stay competitive.
- **Understand** the basics of endowments and the board's role in financing.

## **Overview**

The Association of Community College Trustees (ACCT) is pleased to submit a draft proposal for a board development program for the North Idaho College (NIC) Board of Trustees. Regular board development and training are hallmarks of a high functioning board. With the recent onboarding of two new board members, the NIC Board has an opportunity to move forward and serve as a model for the community. It is imperative that each board member understands the roles and responsibilities of a public governing board, its officers, and that of the college president and administration, to best serve the needs of the college's students and the community.

## **Objective**

To provide a customized board development program that promotes effective governance practices that align with national standards; clarifies the proper roles and responsibilities of the Board of Trustees, and that of the President and administration; and provides expert guidance on board governance issues, communication protocols, civil discourse, and ethical governance practices.

## **Proposed Scope of Work (Customizable Options)**

- Facilitate up to three board development retreats/trainings between the Winter of 2021 and Spring 2022 (or to be determined). (Note: trainings may be virtual, in-person, or a hybrid depending on COVID restrictions.)
- Prior to each session, the ACCT consultant(s) will interview or survey each board member and the President to determine the specific needs of the Board.
- The initial training will review standards of good practice in community college governance, establish an understanding of the policy role of the board, and clarify the roles and responsibilities of board members, board officers, and that of the President and the administration.
- Successive trainings may include (among other topics to be determined): understanding the board's fiduciary responsibilities; exploring ethics and conflicts of interest; cultivating effective board relationships (e.g., the role of the board chair, the chair-president relationship, trustee-to-trustee relationships, the board-president relationship); establishing effective communication protocols; understanding academic culture such as shared governance; identifying annual goals and establishing priorities, targets and measurable metrics.
- Provide on-going technical assistance and coaching for the board chair and President for up to 24 months.

## **About ACCT**

Founded in 1972, ACCT is the only nonprofit educational organization created specifically for Boards of Trustees of community, technical and junior colleges in the United States, and is recognized as the leading organization on community college governance. ACCT's purpose is to strengthen the capacity of community, technical and junior colleges and to foster the realization of their mission statements through effective board leadership and advocacy at the local, state, and national levels. Student access, equity, student success, completion, and institutional accountability represent the most important public policy work that governing boards can undertake to fulfill their governance and fiduciary responsibilities.

## **ACCT BOARD DEVELOPMENT SUGGESTED TIMELINE**

### **Winter 2021: One-Day Training/Retreat #1\***

In consult with the board chair, or designee, and the college President, the consultant(s) will develop a training session; the consultant(s) will conduct interviews with each board member.

### **Spring/Summer 2021: One-Day Training/Retreat #2\***

In consult with the board chair, or designee, and the college President, the consultant(s) will develop a training; the consultant(s) will conduct interviews with each board member.

### **Fall 2021/Winter 2022: One-Day Training/Retreat #3\***

In consult with the board president, or designee, and the college President, the consultant(s) will develop a training; the consultant(s) will conduct interviews with each board member.

### **On-going technical assistance up to 20 hours between March 2021 & March 2022.**

\*Trainings may be delivered virtually, in-person, or via a hybrid model depending on COVID restrictions. Virtual trainings may be broken into shorter sessions up to 3 hours in length and scheduled on mutually agreed upon dates.

Thank you for inviting ACCT to submit this proposal.

#### **Contact:**

Colleen Allen  
Director, Retreat and Evaluation Services  
Association of Community College Trustees (ACCT)  
1101 17th Street, NW, Suite 300 | Washington, DC 20036  
M: 202-558-8682 | [callen@acct.org](mailto:callen@acct.org) | [www.acct.org](http://www.acct.org)

## **Recommended ACCT Consultants**

(for full bios see <https://acctsearches.org/consultants/>)

### **Ken Burke and Mary Spilde (team)**

Ken Burke serves as the Clerk of the Circuit Court and Comptroller for Pinellas County, Florida. Burke has served on the Board of Trustees of St. Petersburg College, and was also elected to the Association of Community College Trustees (ACCT) Board of Directors in 2001. In 2005-07 he served as Chair of the Association.

In addition, his long record of civic involvement includes the following: President of the Suncoast Tiger Bay Club; Government chairman for the All Children's Hospital Development Council; President of the Kiwanis Club of Seminole; President of the St. Petersburg Jr. College Alumni Association; President of the Florida Association of Court Clerks and Comptrollers.

Burke was appointed to the Florida Supreme Court's Standing Committee on Fairness and Diversity. He serves as the Chairman of the Legislative Committee of the Florida Government Finance Officers Association (FGFOA) and is a Member of the Board of Directors of the National Association of Court Clerks, County Records & Election Officials (NACRC). Most recently, he was appointed to the Higher Education Coordinating Council.

### **Mary Spilde**

Dr. Mary Spilde served as president of Lane Community College for 16 years. She was named President Emerita upon her retirement from the college in June 2017. She is a nationally respected authority on community colleges, workforce development, leadership, and sustainability. Dr. Spilde has 37 years of experience in higher education.

Dr. Spilde is a frequent presenter, author and spokesperson and has often been quoted in the national media including the Chronicle of Higher Education, Washington Post, New York Times, PBS Newshour, and other media.

Dr. Spilde has served on several influential committees and boards at the national level, including as Chair of the Board of the American Association of Community Colleges and board member of the American Association of Colleges and Universities and the League for Innovation in the Community College. She has also served on numerous non-profit and corporate boards.

### **J. David Armstrong, Jr.**

J. David Armstrong, Jr. is president emeritus of Broward College in South Florida. Prior to assuming this role, President Emeritus Armstrong served as the sixth president of Broward College from June 2007 to June 2018 and has been recognized for his visionary and innovative approach to college education. Under his leadership, Broward College was consistently ranked among the top community colleges in the country. In 2017 the College was named a Finalist with Distinction by the Washington, D.C. based Aspen Institute. The College was also selected as a Top Ten Finalist for the for the prize three times in 2012, 2016 and 2018.

With a strong commitment to the community, a business owner's understanding of the evolving workforce landscape and the changing role of higher education, as president, J. David Armstrong, Jr. led a redesign of the College to focus on new programs and partnerships that better address skills gaps for students and employers. Under his leadership, Broward College expanded access to higher education with new locations and improved facilities including its international educational partnerships.

### Daniel J. LaVista

Dr. Daniel J. LaVista has had a 40-plus year career in higher education, serving the full spectrum of academic and administrative positions — from English faculty member, theater director, division chairman for arts and humanities, academic dean, academic vice president, college president, and system chancellor — culminating as Chancellor for the Los Angeles Community College District (CA).

He has had responsibility for curriculum expansion, faculty professional development, business education and training, collective bargaining, and contract management. He has led the creation of realistic and aspirational vision statements, leadership training models, and strategic plans that put the student at the institutional center. He has promoted diversity at all levels. He has been active in campus leadership and state level politics, building relationships with state legislatures and lobbying for higher education funding. He has embraced fund-raising and supported the development of campus foundations.

He also served as head of the Illinois Board of Higher Education and the State Council of Higher Education for Virginia, the state coordinating boards for higher education. In these positions he directed system-wide strategic planning and policy development for higher education and strengthened relationships between higher education and state government.

### Ed Massey

Under Dr. Ed Massey's leadership, Indian River State College was named the number one college in the nation in April 2019, winning the Aspen Prize for Community College Excellence, the signature recognition of high achievement and performance among America's community colleges. Dr. Massey was appointed as Indian River State College's third president in 1988 and retired in August of 2020.

He earned his Ph.D. in Zoology, with an emphasis in Marine Biochemistry from the University of Southern Mississippi and completed advanced studies in Evolutionary Biochemistry at Duke University.

Dr. Massey is a fixture of leadership on the local, state, and national level. He served as the Chairman of the Florida Articulation Coordinating Committee for more than 20 years and served on several boards including the American Association of Community Colleges, National Association for Community College Entrepreneurship, Southern Association of Colleges and Schools Commission on Colleges and others.

In recognition of his outstanding leadership, Dr. Massey has received the 2013 Association of Community College Trustees Southern Regional Chief Executive Officer Award and Marie Y. Martin Chief Executive Award, the 2013 Peter Hegener Leadership Award and the 2008 Phi Theta Kappa International Honor Society Shirley B. Gordon Award of Distinction.



**Fee Schedule for ACCT Services for North Idaho College**

ACCT’s fee and expense structure is cost effective and considers the ethical and judicious use of public funds.

<b>Initial Board Training (Winter 2021); 1 day (approximately 6 hours):</b> \$4,000-\$5,000 per day <sup>1</sup> plus travel expenses.*	\$4,000-\$5,000 <sup>1</sup>
<b>Follow-up Board Training (Spring/Summer 2021):</b> \$4,000-\$5,000 per day <sup>1</sup> plus travel expenses.*	\$4,000-\$5,000 <sup>1</sup>
<b>Follow-up Board Training/Retreat (Fall 2021/Winter 2022):</b> \$4,000-\$5,000 per day <sup>1</sup> plus travel expenses.*	\$4,000-\$5,000 <sup>1</sup>
<b>Technical Assistance:</b> \$250 per hour up to 20 hours between March 1, 2021 – February 28, 2022) (Billed only for hours used; billed at cost).	Not to exceed \$5,000
<b>*Estimated travel expenses</b> ACCT consultants are mindful of the judicious use of public funds and make their best efforts to travel at the lowest possible rates available.	Billed at cost
<b>Total</b> Plus, travel expenses billed at cost.	\$20,000+ travel expenses*

<sup>1</sup>\$4,000 fee is for one consultant; \$5,000 fee is for a team of two consultants.

\*NOTE: The College is only responsible for services rendered. Trainings may be delivered virtually, in-person, or via a hybrid model depending on COVID restrictions. Virtual trainings may be broken into shorter sessions up to 3 hours in length and scheduled on mutually agreed upon dates.

## NATIONAL LEADER PERSPECTIVE

Since community colleges today are under significant public scrutiny, the associated stresses on presidents and boards to respond effectively and make tough choices can sometimes lead to disagreements about priorities. Yet, effective governance demands a strong and healthy relationship between the community college president and board chair. In fact, it has been claimed that the president-board chair relationship perhaps is the key connection that drives governance effectively. We posed the following question to emerging and national leaders. Their answers appear below.

### The Board Chair/President Relationship: The Heart of a Well-Functioning College

**J. Noah Brown, MPP**

President and CEO

Association of Community College Trustees  
Washington, D.C.

Boards and presidents have shared responsibilities **but very different roles**. When roles are well-understood and executed, particularly between board chairs and presidents, colleges enjoy progress and leadership powered to address the challenges and multiplicity of demands from students and the community. As a foundation, it must be understood that the relationship between a president and board is one of employer-to-employee—grounded both legally and ethically, embodying mutual respect and support. Neither side should publicly disparage the other, nor should the parties seek to undermine their respective authorities.

**The Board.** The board governs the college or district and draws strength and legitimacy from its community connections, regardless of whether trustees are appointed or elected. Boards focus on the entire community's needs and how the college best

advances those needs holistically, without falling prey to any one specific interest, constituency, or political allegiance. Boards set policy and the framework that underpins operations and functionality. They monitor performance against policy, assess implementation, and keep an eye on institutional performance relative to accrediting standards and applicable laws and regulations. Boards are the "keepers of the flame"—they establish a common or shared vision, practice goal-setting, and use their policy authority to keep the institution grounded in the mission and to the ownership that is pouring resources into the college.

**The Board Chair.** Each board of trustees elects a board chair who is empowered to speak for the board and to serve as the board's principal conduit and counsel to the president. The chair position is charged with specific responsibilities not held by other board members. In addition to serving a facilitating role during board meetings, guiding the board through its agenda and setting the tone of the meeting, the board chair holds a variety of special duties, including leading the board and setting board priorities, drafting agendas, coordinating the president's annual performance review, in some cases serving as the sole media and otherwise public-facing representative of the board of trustees, and other specific responsibilities.

**The President.** The president is responsible for the overall administration of board policy, goals, and priorities. Working through the institution, the president maintains relationships through his or her leadership and uses administrative skills to inspire institutional quality and adherence to mission. Presidents implement the policies of the board, oversee day-to-day operations of the college, and work with their boards on maintaining forward momentum and progress.

**Board Chair and President Team.** At the heart of well-functioning institutions is the relationship between the board chair and the president. Board chairs should be accessible to the president and the first phone call when issues arise that the president needs to bring forth to the Board. Similarly, the board chair should speak frankly and expeditiously with the president when concerns or questions arise from board members. The relationship must be based on trust, mutual support, and respect. Presidents invest considerable professional capital in their institutions; board chairs and board members put their community standings and integrity on the line—it is a relationship

#### QUESTION OF THE MONTH:

*What factors are critical in building and supporting a highly effective community college president/board chair relationship?*

*The relationship must be based on trust, mutual support, and respect.*

that can only function when honesty and respect are paramount. It is marriage made whole through mutual commitment and careful nurturing, and through a shared desire to succeed. Just as it is vital for the board chair and the president to understand their respective roles and their joint relationship, it is vital for the full board to understand and respect this special relationship, and to trust the chair and the president to fulfill their responsibilities together without undue interference from board members who are not charged with the responsibilities of the chair.

**Board Chair/President Relationship is "Give and Take."** Board chairs keep the board on task and provide appropriate information flow between the president and the entire board. Board members have a responsibility to stay informed by sharing information and to discuss and debate issues openly and honestly. Through the board chair, rank-and-file board members constitute the larger sounding board for the president and should address matters of policy and progress without personalizing. The board chair should ensure

that individual board members are not second-guessing the president's decision and that the president is providing clear and relevant information to the Board to guide deliberation and decision making.

The board chair encourages courageous conversations with the board and provides "air cover" to the president to administer and execute tough decisions throughout the institution with the support of the board. Boards and presidents should endeavor to subscribe to the "no surprises rule"—critical information and other issues of import must be shared as soon as possible and without prejudice or recrimination until all the facts are known and the opportunity provided to follow relevant policies and procedures.

**Common-Sense Rules.** As with any relationship, mutual support lies at the heart of every well-functioning board/president relationship. Boards invest considerable time, money, and public capital when they hire a president. They should endeavor to play their parts in protecting and nurturing that investment by understanding their responsibilities as employers and community stewards. The board chair must be sure to engage the board annually in evaluation, benchmarking, and goal setting for both the board and the president. Boards and presidents must work in partnership with and understand, accept, and zealously adhere to their respective roles and authorities. While this seems like common sense to the observer, actual practice sometimes devolves into blurring of lines and overstepping of boundaries. We too often read about these examples in the press. The science of governance is straightforward; its execution takes practice, commitment, and the unselfish desire toward institutional excellence.

*J. Noah Brown is a widely recognized and award-winning higher education policy and governance expert, author, and educator whose experience spans more than three decades in the nation's capital working in the nonprofit sector. Noah has served as president and chief executive officer of the Association of Community College Trustees (ACCT) since 2005 and has worked for the association since 1996. He also serves on the faculty for the Doctorate in Community College Leadership program at Ferris State University in Michigan. Noah's inaugural book, *First in the World: Community Colleges and America's Future*, won the 2013 Bellwether Book Award. Noah holds a BA from the University of Michigan, Ann Arbor, the MPP degree from the University of Maryland, College Park, and an Honorary Associate of Arts from Atlantic Cape Community College in New Jersey.*

