North Idaho College
Actual Monthly Income Statement
Fiscal Year 2025

	Annual	February			YTD Act %	YTD BUDGET	YTD Variance	
	Budget	Projected	Actual	YTD	Total Budget		To Budget	% Variance
Operating Revenue								
Academic Tuition and Fees	6,624,056	776,646	1,617,809	4,601,564	69%	4,617,500	(15,936)	0%
Professional Technical Tuition and Fees	1,702,597	199,687	440,995	1,405,080	83%	1,187,614	217,466	18%
Dual Credit Tuition	1,258,418	147,592	462,170	1,161,320	92%	877,785	283,535	32%
Summer Session Tuition	570,000	-	-	321,062	56%	288,631	32,431	11%
Total Operating Revenue	10,155,071	1,123,925	2,520,975	7,489,026	74%	6,971,531	517,496	7%
State& Local Revenue								
State General Fund Allocation	15,442,300	1,286,858	3,860,575	10,294,867	67%	10,294,867	-	0%
State CTE Allocation	6,730,413	560,868	1,682,603	4,486,942	67%	4,486,942	-	0%
Liquor Tax	200,000	50,000	50,000	150,000	75%	150,000	-	0%
Kootenai County Levy	18,020,607	1,501,717	4,505,152	12,013,738	67%	12,013,738	-	0%
Misc Tax Receipts	850,000	168,158	354,686	1,135,799	134%	694,221	441,578	64%
Out of District Tuition	514,520	60,345	109,477	320,250	62%	358,894	(38,644)	-11%
Total State and Local Revenue	41,757,840	3,627,946	10,562,493	28,401,596	68%	27,998,661	402,935	1%
Other Non Operating Revenues								
Dedicated Fee Revenue (Athletics)	137,772	-	69,699	146,685	106%	68,886	77,799	113%
Service Unit Revenues	240,000	27,044	98,108	176,450	74%	180,668	(4,218)	-2%
Other Non Operating Revenues	1,355,770	45,575	802,958	1,787,680	132%	729,251	1,058,429	145%
Total Other Non Operating Revenues	1,733,542	72,618	970,765	2,110,814	122%	978,804	1,132,010	116%
Total Revenues	53,646,453	4,824,490	14,054,233	38,001,436	71%	35,948,996	2,052,441	6%

North Idaho College
Actual Monthly Income Statement
Fiscal Year 2025

		Annual Budget	February Projected	February Actual	February YTD	YTD Act % Total Budget	YTD BUDGET	YTD Variance To Budget	% Variance
	Exepenses								
	Payroll								
A	Administrative	626,371	52,198	180,176	421,088	67%	417,581	3,508	1%
B	Professional	8,896,726	745,223	2,352,704	5,543,281	62%	5,931,561	(388,280)	-7%
C	Faculty Tenured/Tenure Track	9,287,258	1,023,659	2,896,884	5,823,339	63%	6,654,034	(830,695)	-12%
D	Faculty Special Appointment	681,724	75,747	372,809	722,211	106%	492,356	229,855	47%
E	Faculty Part Time	1,706,100	189,567	475,191	1,213,116	71%	1,232,183	(19,068)	-2%
F	Faculty Part Time Benefitted	1,112,100	123,567	232,349	683,622	61%	803,183	(119,561)	-15%
G	Classified	5,689,399	488,924	1,305,095	3,049,710	54%	3,820,181	(770,472)	-20%
H	Classified/Student (no bens)	904,634	78,775	213,019	615,790	68%	609,867	5,924	1%
	Total Payroll	28,904,311	2,777,659	8,028,227	18,072,157	63%	19,960,946	(1,888,789)	-9%
	Benefits								
I	Taxes	2,202,275	212,491	528,444	1,257,817	57%	1,522,560	(264,743)	-17%
J	Retirement (Persi/ORP)	3,170,348	300,366	801,196	1,904,430	60%	2,180,048	(275,619)	-13%
K	Medical/Dental	5,166,630	430,552	1,016,728	2,625,269	51%	3,444,420	(819,151)	-24%
L	Workers Comp/Unemployment	319,043	27,777	47,769	114,179	36%	199,609	(85,431)	-43%
M	Other	45,000		24,486	(323,565)	-719%	-	(323,565)	-
	Total Benefits	10,903,296	971,186	2,418,623	5,578,129	51%	7,346,637	(1,768,508)	-24%
									-
	General Expenses								
1	Travel (Incl Staff Development)	2,101,032	183,150	585,155	1,161,428	55%	1,490,738	(329,310)	-22%
2	Supplies	779,254	55,676	253,151	741,739	95%	522,220	219,519	42%
3	Repair and Maintenance Expense	1,390,094	7,766	32,295	1,546,561	111%	1,287,297	259,264	20%
4	Professional Services/Contracts	1,540,131	84,525	544,285	1,932,815	125%	835,629	1,097,186	131%
5	Communications	503,477	48,056	106,184	276,209	55%	339,357	(63,148)	-19%
6	External Relations (Incl Advertising)	506,067	40,308	125,507	368,301	73%	293,181	75,120	26%
7	Tuition Remission/Grant In Aid	3,169,240	235,177	1,246,556	2,757,352	87%	2,107,638	649,714	31%
8	Utilities	1,010,140	20,686	275,689	636,907	63%	655,353	(18,446)	-3%
9	Rent	238,862	-	54,436	186,042	78%	119,931	66,111	55%
10	Deferred Maintenance	231,900	-	66,999	130,720	56%	115,950	14,770	13%
11	Insurance	1,150,000	-	935	1,707,166	148%	1,085,000	622,166	57%
12	Other Variable Expenses	2,731,953	319,581	422,923	1,612,392	59%	2,305,231	(692,839)	-30%
	Total General Expenses	15,352,150	994,924	3,714,116	13,057,632	85%	11,157,525	1,900,107	17%
13	Equipment	1,117,603	5,208	228,979	459,978	41%	566,815	(106,838)	-19%
	Total Expenses Prior to Capital Investment	56,277,360	4,748,976	14,389,945	37,167,897	66%	39,031,924	(1,864,027)	-5%
	Net Income From Operations	(2,630,907)	75,513	(335,712)	833,540	-32%	(3,082,928)	3,916,468	-127%

North Idaho College

AGENDA

CONVENE REGULAR MEETING..**6:00PM**
Lake Coeur d'Alene Room, Edminster Student Union Building, 495 N College Dr, Coeur d'Alene
Zoom: https://nic.zoom.us/j/87911876825

CALL TO ORDER / VERIFICATION OF QUORUM ....Brad Corkill

PLEDGE OF ALLEGIANCE ....Brad Corkill

MESSAGE FROM BOARD CHAIR ....Brad Corkill

CELEBRATING SUCCESS: Women at Work Event ....Nick Swayne / Louisa Rogers

PUBLIC COMMENT..Brad Corkill
*The NIC Board of Trustees welcomes public comment on agenda items from in-person
attendees, and commenters will be limited to two minutes per individual. Remarks are subject
to NIC Policy 2.01.03. Individuals interested in providing public comment outside of the
meeting may email board@nic.edu.*

CONSTITUENT REPORTS
- ASNIC ....Joseph Moran
- Faculty Assembly ....Kathleen Miller Green
- Staff Assembly ....Katrina Björkman
- Senate... Julie Bailey

PRESIDENT'S REPORT..Nick Swayne

INFORMATION ITEMS
- Budget Assumptions (postponed from February)....................................Nick Swayne / Sarah Garcia
- Employee Retention.. Nick Swayne / Meagan Snyder
- Recruitment & Marketing...Nick Swayne / Tom Greene
- Legislative Affairs: Outcomes Recap ....Nick Swayne / Tom Greene
- ACCT Consultants Update.. Nick Swayne / Ken Burke / Debbie DiThomas

CONSENT AGENDA...Brad Corkill
- Action (Tab 1): Approve Board Regular Meeting Minutes for February 26, 2025
- Action (Tab 2): Approve 2025-2026 Head Start Grant Application

OLD BUSINESS

NEW BUSINESS
- Action (Tab 3): Approve Summer Session Extension .... Nick Swayne / Tami Haft
- Action (Tab 4): First Reading of Policy 3.04.01 (Sick Leave).............. Nick Swayne / Meagan Snyder

REMARKS FOR THE GOOD OF THE ORDER

ADJOURN

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*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.*

Tab 1

BOARD OF TRUSTEES MEETING
March 26, 2025
_____

<div align="right">**TAB 1**</div>

SUBJECT: Consent Agenda Items

BACKGROUND:
Included as Tab 1 are the Board Regular Meeting Minutes for February 26, 2025

SUGGESTED MOTION FOR BOARD ACTION
[Board Member] make the motion to approve Consent Agenda item as presented.

Prepared by: Suzy Scura
Board Clerk

North Idaho College
BOARD OF TRUSTEES MEETING
Edminster Student Union Building
February 26, 2025
MINUTES

CALL TO ORDER
The Board of Trustees, President, and general counsel convened in the Driftwood Bay Room of the Edminster Student Union Building. Chair Brad Corkill called the meeting to order at 5:00 p.m. and verified that a quorum was present.

ATTENDANCE
Trustees: Brad Corkill
            Rick Durbin
            Mary Havercroft
            Eve Knudtsen
            Tarie Zimmerman

Also present: Nick Swayne, President
               Tully FitzMaurice, College Attorney
               Jason MacKay, College Attorney

CONVENE EXECUTIVE SESSION
Discussion: Case # 1:24-CV-00099-REP (Rumpler v North Idaho College et al)
Chair Corkill requested a motion to go into executive session pursuant to Idaho Code § 74-206(1)(f) Litigation. Discussion: Case # 1:24-CV-00099-REP (Rumpler v North Idaho College et al). Trustee Eve Knudtsen made the motion which was seconded by Trustee Tarie Zimmerman. The motion succeeded in obtaining the required two-thirds minimum votes with the following roll call vote results:

Brad Corkill	Aye
Rick Durbin	Aye
Mary Havercroft	Aye
Eve Knudtsen	Aye
Tarie Zimmerman	Aye

The public session of the meeting was recessed at 5:02 p.m.

The closed Executive Session was adjourned at 5:35 p.m.

Chair Corkill reconvened the public meeting at 6:00 p.m. in the Lake Coeur d'Alene Room, Edminster Student Union Building. He verified that a quorum was present and led attendees in the Pledge of Allegiance.

ATTENDANCE
Trustees: Brad Corkill
            Rick Durbin
            Mary Havercroft
            Eve Knudtsen
            Tarie Zimmerman

Also present: Nick Swayne, President
               Jason MacKay, College Attorney

MESSAGE FROM BOARD CHAIR

Chair Corkill reported that, he, Vice Chair Zimmerman, Trustee Mary Havercroft, Trustee Eve Knudsen, Interim Chief Communications & Marketing Director Tom Greene, and Law Enforcement Academy Coordinator of Patrol & Detention Academies Chris Wagar traveled to Boise, ID on February 25, 2025 to support Dr. Swayne as he testified before the Joint Finance Appropriations Committee (JFAC). He said that the group attended multiple legislative events, and had a private meeting with Governor Brad Little. In closing, Chair Corkill said that he considered it to be time well spent as it was positive and constructive day.

CELEBRATING SUCCESS: PHI THETA KAPPA

Amber Hasz, Assistant to the Dean, Office of Instruction, and Netanya Gallagher, President of the Delta Kappa Chapter of Phi Theta Kappa (PTK), provided an overview of PTK, a nonprofit organization that recognizes academic achievement and provides opportunities for professional and leadership development, scholarships, and community engagement. Their presentation is included as an addendum to these minutes.

PUBLIC COMMENT

Name	Topic
Michael McGowan	Good of the Order
Mitch Amaral	Budget Assumptions

CONSTITUENT REPORTS

ASNIC

ASNIC President Joseph Moran reported on recent activities including the installation of bean bag chairs in the ASNIC lounge, work on the annual spring survey, preliminary budget planning, and preparations for a new officer election cycle. He said that in addition to himself, ASNIC Vice-President Blake Sanchez and two senate members are registered to attend the Association of College Unions International's (ACUI) annual leadership development conference in New York City, NY in March, 2025. Mr. Moran concluded by reading ASNIC's recently passed resolution which expressed appreciation for the Board of Trustees and withdrew the prior vote of no confidence. The ASNIC resolution is included as an addendum to these minutes.

Faculty Assembly

Faculty Assembly Chair Kathleen Miller Green said that the Faculty Assembly's recent meeting featured a presentation by Dr. Nicole Willms, the new coordinator of the NIC Teaching and Learning Center. Chair Miller Green gifted each Trustee with a copy of the book chosen by the Cardinal Reads committee for the 2025-2027 academic years, *"I Never Thought of It That Way: How to Have Fearlessly Curious Conversations in Dangerously Divided Times"* by Seattle author Monica Guzman. The Chair's full report is included as an addendum to these minutes.

Staff Assembly

Staff Assembly Chair Katrina Björkman stated that the Staff Assembly's February 13, 2025 meeting included a visit from Angie Rekasie, the Assistant Professor of Hospitality Management who joined to share information on Emery's Restaurant and the Lakeview Sip and Study. Chair Björkman's full report is included as an addendum to these minutes.

Senate

Senate Chair Julie Bailey reported that the Senate met on February 20, 2025 where a second reading of policy 3.08.07 (Cloud Services) was conducted and the policy was passed. Chair Bailey's report is included as an addendum to these minutes.

PRESIDENT'S REPORT

President Swayne reported that on January 28, 2025, he, Chair Corkill, Vice Chair Zimmerman, Vice President for Finance and Business Affairs Sarah Garcia, Interim Provost Lloyd Duman, and Accreditation Liaison Officer Dr. Steve Kurtz traveled to Seattle, WA for an accreditation review meeting with the Northwest Commission on Colleges and Universities (NWCCU). He

said that the report detailing the Commission's findings was released on February 24, 2025 and that it can be found on the NIC website. President Swayne shared specific details from the report, stating that NIC's sanction has been reduced from show cause to probation, and that the College has been granted an additional year to return to full compliance.

Dr. Swayne acknowledged and congratulated Trustee Zimmerman for her recent appointment as a national Public Policy and Advocacy Committee Member for the Association of Community College Trustees (ACCT). Other topics included enrollment management, a spring recruitment increase of new full-time students amounting to 66% over last year, the well-attended Safety Fest Northwest event at the Workforce Training Center, a successful NIC 2025 Bus Tour, the recent Boise legislative luncheon and updates regarding the College's various athletic standings and upcoming events.

INFORMATION ITEMS
Enrollment 2024FA
Dean of Enrollment Services Tami Haft provided a Fall 2024 enrollment summary, highlighting a 15.3% increase in total student headcount over last year. Her presentation is included as an addendum to these minutes.

Strategic Plan
Dr. Sherry Simkins, Dean of Instruction, Transfer and General Education, shared an overview and timeline of NIC's five year strategic plan, outlined the plan's five goals, and provided an update on the plan's continuing development in partnership with consultant firm Collaborative Brain Trust. Dr. Simkins' presentation is included as an addendum to these minutes.

Budget Assumption
Dr. Swayne recommended postponing this item due to the absence of Vice President for Finance and Business Affairs Sarah Garcia. Chair Corkill requested a motion to postpone this item until the next regular Board of Trustees meeting. Trustee Knudtsen made the motion which was seconded by Trustee Havercroft. Chair Corkill called for the vote. The motion passed with five votes in favor.

CONSENT AGENDA
Tabs 1 and 2: Approve Board Regular Meeting Minutes for January 22, 2025 and Approve on Second Reading Policy 3.08.07 (Cloud Services)
Chair Corkill requested a motion to approve Tabs 1 and 2 as presented. Trustee Knudtsen made the motion which was seconded by Trustee Rick Durbin. Chair Corkill called for the vote. The motion passed with five votes in favor.

OLD BUSINESS
Tab 3: Approve on Second Reading of Policy 3.02.19 (Payroll Deductions)
Chief Human Resources Officer Meagan Snyder described updates to the policy. Chair Corkill then requested a motion to approve policy 3.02.19 (Payroll Deductions) as presented. Trustee Havercroft made the motion which was seconded by Trustee Durbin. Chair Corkill called for the vote. The motion passed with five votes in favor.

NEW BUSINESS
Tab 4: Amend President's Contract to Resolve Typographical Error
Following an explanation from Dr. Swayne, Chair Corkill requested a motion to approve corrections to the President's contract as presented. Trustee Knudtsen made the motion which was seconded by Trustee Zimmerman. Chair Corkill called for the vote. The motion passed with five votes in favor.

Action: Reschedule March meeting to March 26, 2025
After a brief discussion, Chair Corkill requested a motion to reschedule the March 19, 2025 regular Board of Trustees meeting to March 26, 2025. Trustee Durbin made the motion which

was seconded by Trustee Havercroft. Chair Corkill called for the vote. The motion passed with five votes in favor.

Tab 5: Approve 2025-2026 Regular Meeting Schedule
Following a statement from Dr. Swayne, Chair Corkill requested a motion to approve the 2025-2026 regular meeting schedule as presented. Trustee Knudtsen made the motion which was seconded by Trustee Havercroft. Chair Corkill called for the vote. The motion passed with five votes in favor.

REMARKS FOR THE GOOD OF THE ORDER
There were no remarks for the good of the order.

The public meeting was adjourned at 7:07 p.m.

Respectfully Submitted,
Suzy Scura, Board Clerk

Addenda:
1) Phi Theta Kappa Presentation
2) ASNIC Resolution
3) Faculty Assembly Chair Report
4) Staff Assembly Chair Report
5) Senate Chair Report
6) Enrollment 2024FA Update
7) Strategic Plan Presentation

NORTH IDAHO COLLEGE PHI THETA KAPPA

Delta Kappa Chapter

North Idaho College

WHAT IS PHI THETA KAPPA?

- PTK is an international honor society for students at two-year colleges that offers
  - **Scholarships:** PTK offers scholarships, including transfer scholarships
  - **Leadership development**: PTK helps members develop their leadership skills
  - **Community Service:** PTK offers opportunities to give back to the community
  - **Professional development:** PTK offers courses to help members prepare for transfer to four-year colleges and enhance their career skills
  - **Academic success:** PTK offers webinars on topics like career planning, mental health, and academic success

North Idaho College

WHO CAN JOIN

- Any student who has completed at least 12 hours of coursework toward an associate or bachelor's degree or 6 hours towards a certificate of one year, and

- Holds a GPA of 3.5 or higher

North Idaho College

2024 CHAPTER ACCOMPLISHMENTS

Chapter Five Star Progress

⭐ REACH

☑ Invite eligible students ⟁

⭐ NETWORK

☑ Regional Participation ⟁

⭐ ENGAGE

☑ Report Officers ⟁
☑ Edge Participation ⟁
☑ Advisor Edge Participation ⟁

⭐ LEAD
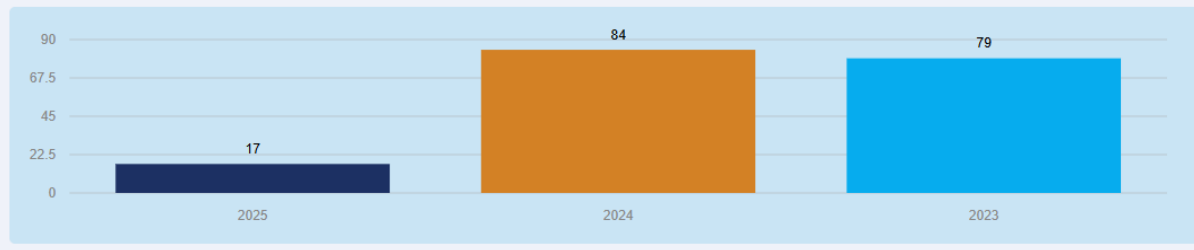
☑ College Project ⟁
☑ College Project Hallmark Entry ⟁
☑ Individual Hallmark Entry ⟁

☆ DISCOVER

☐ Honors in Action Project ⟁
☐ Honors in Action Hallmark Entry ⟁

PHI THETA KAPPA
REACH
REWARDS

North Idaho College

MEMBERSHIP

YTD Membership Comparison

Year	Members
2025	17
2024	84
2023	79

**767 NEW ELIGIBLE STUDENTS
SPRING 2025**

North Idaho College
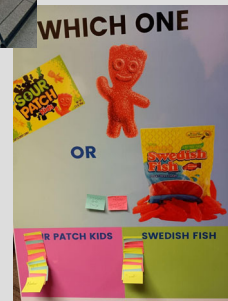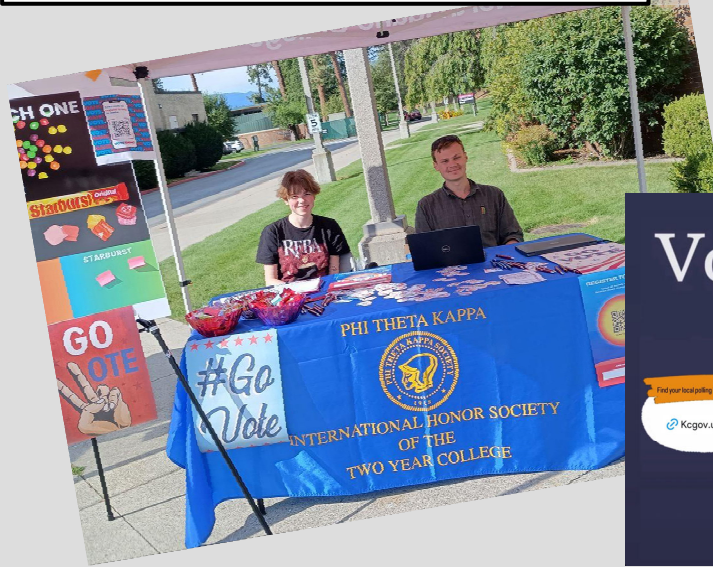
2025 CHAPTER OFFICERS

- **Netanya Gallagher - President**
- **Aliah Bard – VP of Scholarship**
- **Amber Alton – VP of Scholarship**
- **Eve Daines – Public Relations Officer**
- **Jaci Reilly – VP of Fellowship**
- **Lloyd Ramsey – VP of Leadership**
- **Lincoln Mellick – Recording Officer**
- **Samantha Vasquez – VP of Service**
- **Tara Dittman – VP of Fellowship**

North Idaho College

2024 COLLEGE PROJECT:
VOTER REGISTRATION DRIVE

2025 ENGAGEMENT KICK OFF:
KINDNESS CAMPAIGN

4

UPCOMING EVENTS

- PTK Catalyst April 3-5 Kansas City, Missouri
- Spring Induction Ceremony
- 2025 Chapter Project and Five Star Chapter planning

North Idaho College

SCHOLARSHIP RECOGNITION

Congratulations!
All-USA Nominees

Madeline Schwartz   Tosha Hanford

North Idaho College

ASNIC Resolution

REGARDING The North Idaho College Board of Trustees

By Joseph Moran, ASNIC President

Sponsored by Blake Sanchez, ASNIC Vice President, and Roger Griffin,

ASNIC President Pro Tempore

WHEREAS, The Associated Students of NIC Student Government would like to express its appreciation to the Board of Trustees for acknowledging the Votes of No Confidence and working to rebuild trust with the constituency groups. We commend the Board for taking steps to resolve the recommendations of the NWCCU and the issues outlined in the Votes of No Confidence. We recognize that the Board has taken action to resolve our stated concerns with transparency, professionalism, and ethical and respectful conduct in its actions. Although some of these issues were resolved with time and not direct action, we thank the Board for taking steps to address the remaining points of concern from ASNIC's vote of no confidence.

THEREFORE, In response to these circumstances, the ASNIC Student Government is pleased to state that we hereby withdraw our Vote of No Confidence against the Board of Trustees. We hope to see continued improvement from the Board, and we look forward to working with the Board as it continues to restore trust with the students, the constituency groups and the community and to serve the best interests of this college.

Author's Signature: _Joseph Moran_

ASNIC President's Signature: _Josiah Moran_   Date: 2/25/25

Ruling: #For: 7   #Against: 0   #Abstaining: 1

COPIES OF THIS RESOLUTION SHALL BE SENT TO

The Sentinel

Dr. Nick Swayne, NIC President

Alex Harris, Dean of Students

NIC Board of Trustees

February 26, 2025
Faculty Assembly Chair Report to the NIC Board of Trustees
Kathleen Miller Green, Chair

Chair Corkill, Trustees, President Swayne, NIC faculty, staff, students, and community members.

On February 13th, we held our Faculty Assembly meeting.

This month for our Faculty Celebrations highlight, we were treated to a presentation by Associate Professor of Sociology, who is also the new coordinator of the NIC Teaching and Learning Center, Dr. Nicole Willms about how the Teaching & Learning Center is helping to onboard new faculty, providing Professional Development Units (PDU) for ongoing faculty training, and looking to establish a faculty advisory committee that will help determine the direction the TLC will go. So happy to have Dr. Willms at the helm of this important initiative.

We heard regular reports from Senate, Student Learning Outcomes Assessment committee, Advising Updates, Open Education Resource Committee, an Adjunct Faculty Report, an Accessibility Update and a brief Chair's report.

During Old Business:

Business Professor and Commencement Committee Chair Kristi Mendoza informed faculty about the procedures and responsibilities for faculty's contractual obligations during our two Commencement ceremonies on May 16th. Faculty will be asked to identify which commencement ceremony they will be attending so that can have an even distribution and faculty presence at both ceremonies to celebrate our graduates.

During New Business:

New Student Athletic Development Coordinator Sam Holder and Information Technology's Kami Jenks presented to the faculty the new digital process for submitting student athlete academic progress reports. Together with our wonderful IT department, and athletics I was honored to be a part of the new process, which will save time, be more consistent in requesting progress information throughout the semester, and increase the useable information about athlete progress, and provide Sam with the information she needs to provide excellent student advising and referrals to support services to keep our athletes on track academically.

The Cardinal Reads committee has finished the book selection process for the 2025-2027 academic years. Thank you to the faculty and staff who submitted the eleven books that were reviewed for our theme, "*Common Ground: Civility and Information*."   After first narrowing the field of candidates to three books, and then working through the final selection rubric, the committee is pleased to announce that the new Cardinal Reads selection for the next two years is: "***I Never Thought of It That Way: How to Have Fearlessly Curious Conversations in***

Dangerously Divided Times" by Seattle author Monica Guzman. We have sent out an announcement to all faculty and staff that books are available in the Library. Get ready for fabulous opportunities to, in the author's words "*understand and even learn from people in your life whose whole worldview is different from or even opposed to yours.*" Thanks to the Cardinal Reads committee for their work on this and all of the civility-based events that will follow for the next two years. I have copies of this new Cardinal Read for any Board members or support staff who would like a copy.

That concludes my Chair report. Are there any questions?

Respectfully submitted,
Kathleen Miller Green, Chair
Faculty Assembly 2023-2025

Staff Assembly Report
NIC Board of Trustees Meeting: Wednesday, February 26, 2025

Good evening, Chair Corkhill, Trustees, President Swayne, and community members.

Staff Assembly met on February 13 and had another standard meeting with Chair and Senate Reports, updates from campus departments, and Good of the Order.

Each month we try to recognize a different campus department and invite them to our meetings. This month we were delighted to have Angie Rekasie, Assistant Professor of Hospitality Management to share information on Emery's and the Lakeview Sip and Study. We encouraged our staff to check out the student-run restaurant for some delicious food and to support our culinary arts students.

That concludes my report. Does the Board have any questions?

Thank You,
Katrina Bjorkman
Staff Assembly Chair

Senate Report

NIC Board of Trustees Meeting: Wednesday, February 26, 2025

Good evening, Chair Corkill, trustees, President Swayne, colleagues and community members.

Senate met last Thursday, February 20th where we completed the second reading and passed the Cloud Services Policy 3.08.07.

This concludes my report and I am happy to stand for any questions.
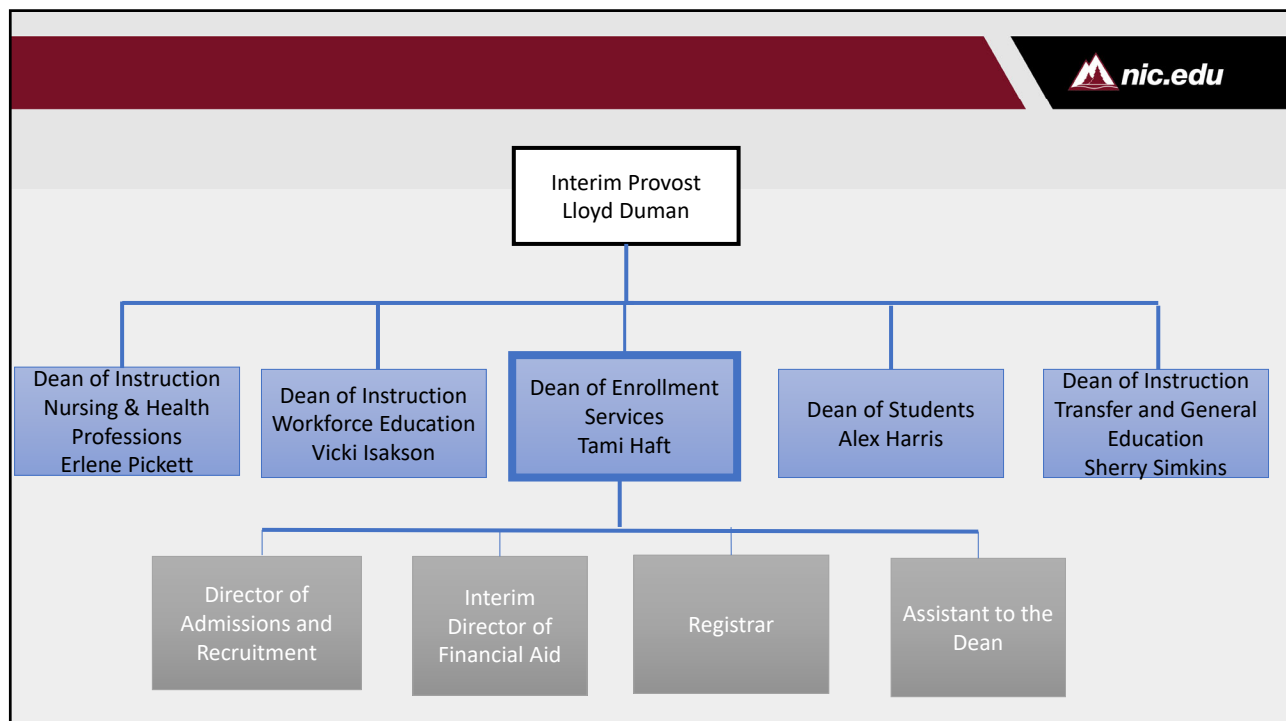
Enrollment Overview
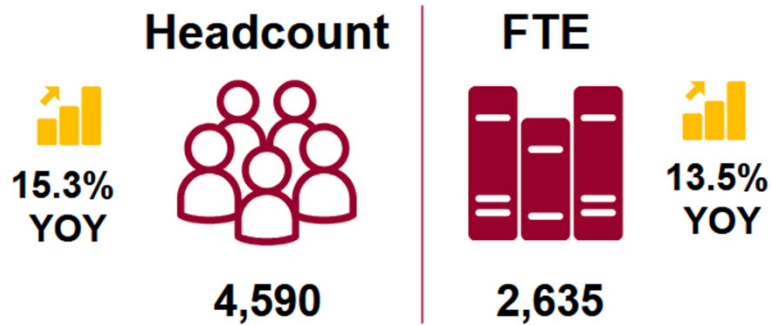
Fall 2024 Enrollment

Tami Haft
Dean of Enrollment Services
February 26, 2025
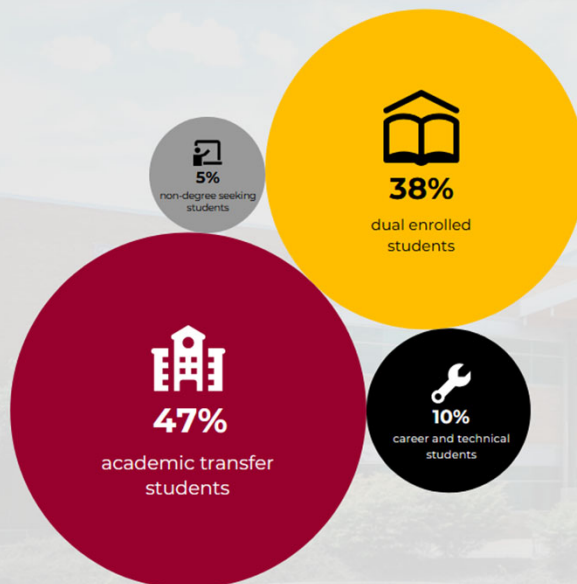
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Interim Provost
Lloyd Duman

- Dean of Instruction Nursing & Health Professions Erlene Pickett
- Dean of Instruction Workforce Education Vicki Isakson
- Dean of Enrollment Services Tami Haft
- Dean of Students Alex Harris
- Dean of Instruction Transfer and General Education Sherry Simkins

Under Dean of Enrollment Services (Tami Haft):
- Director of Admissions and Recruitment
- Interim Director of Financial Aid
- Registrar
- Assistant to the Dean

Fall 2024 Enrollment Snapshot

Headcount

15.3% YOY

4,590

FTE

13.5% YOY

2,635

5%
non-degree seeking students

38%
dual enrolled students

47%
academic transfer students

10%
career and technical students
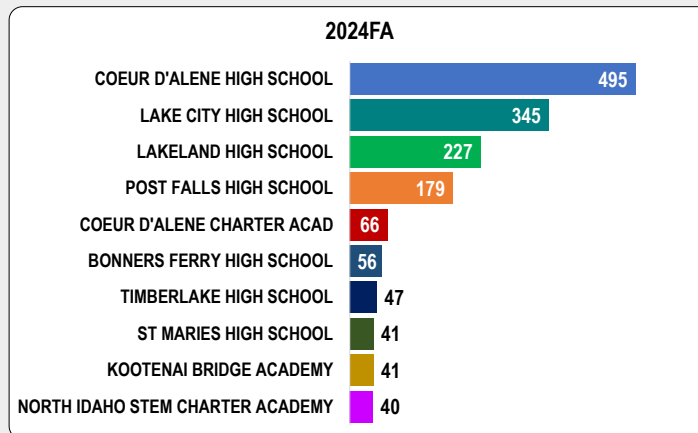
Fall 2024 Enrollment Buckets

Fall 2024 Enrollment Breakouts

40% — 18-24 years of age
59% — female students
39% — receiving financial aid and/or scholarships
25% — 25 years and above
4% — veteran students
3% — student athletes

Fall 2024 Enrollment Fast Facts

18% — enrolled exclusively online
51% — first-generation students
46% — new students
66% — part-time students

Regional Enrollment

nic.edu

Boundary
Bonner
Kootenai
Benewah
Shoshone

89%
Idaho resident

87%
Region I resident

73%
Kootenai County resident

nic.edu

21%
current dual high school seniors have applied to attend NIC in the fall of 2025

1,726
dual enrolled students

49%
are male

6.24
average credits per student

70%
are taking one or more courses at a high school location

15%
attending full-time

Fall 2024 Dual Enrollment Highlights

4

Top 10 Feeder High Schools
Dual Enrollment Students

2024FA

School	Students
COEUR D'ALENE HIGH SCHOOL	495
LAKE CITY HIGH SCHOOL	345
LAKELAND HIGH SCHOOL	227
POST FALLS HIGH SCHOOL	179
COEUR D'ALENE CHARTER ACAD	66
BONNERS FERRY HIGH SCHOOL	56
TIMBERLAKE HIGH SCHOOL	47
ST MARIES HIGH SCHOOL	41
KOOTENAI BRIDGE ACADEMY	41
NORTH IDAHO STEM CHARTER ACADEMY	40

What's next:

- Summer/Fall Recruitment
- Spring Enrollment Report

Strategic Plan 2025-2030
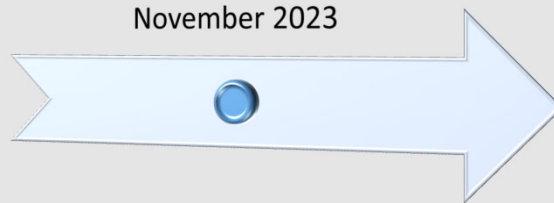
North Idaho College

Kickoff Meeting

Collaborative Brain Trust
and Strategic Planning and
Steering Committee

November 2023

Strategic Planning Steering Committee
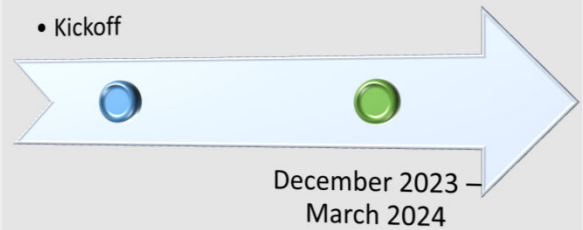
- Rayelle Anderson, Director of Development/NIC Foundation Executive Director
- Julie Bailey, Senate Representative
- Katrina Bjorkman, Staff Assembly Representative
- Chris Brueher, Institutional Data Analyst
- Neil Doyle, Senate Representative
- Lloyd Duman, Interim Provost
- Sarah Garcia, Co-Chair, Vice President for Finance and Business Affairs
- Tom Greene, Interim Chief Communications and Government Relations Officer
- Michael Habermann, Associated Students of North Idaho College (ASNIC) Representative
- Tami Haft, Dean of Enrollment Services
- Alex Harris, Dean of Students
- Kristin Howard, Interim Executive Assistant to the NIC President
- Vicki Isakson, Dean of Instruction, Workforce Education

- Steve Kurtz, Accreditation Liaison Officer North Idaho College Strategic Plan
- Colby Mattila, Executive Director, Workforce and Economic Development
- Melanie McLean, Assistant Director, Human Resources
- Kathleen Miller Green, Faculty Assembly Representative
- Erlene Pickett, Dean of Instruction, Nursing and Health Professions
- Blake Sanchez, Associated Students of North Idaho College (ASNIC) Representative
- Sherry Simkins, Co-Chair, Dean of Instruction, Transfer and General Education
- Nick Swayne, President of NIC
- Colleen Ward, Staff Assembly Representative
- Ken Wardinsky, Chief Information Officer

Data Collection and Analysis

- Environmental scan: National, state, regional, and NIC data trends
- Listening Sessions: 29 sessions, 251 participants
- Tours: Parker, Sandpoint, and Workforce Training Center

November 2023
- Kickoff
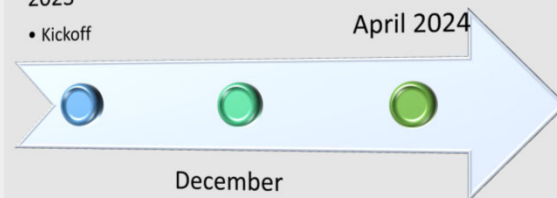
December 2023 – March 2024

Steering Committee Developed 5 Goals

November 2023
- Kickoff
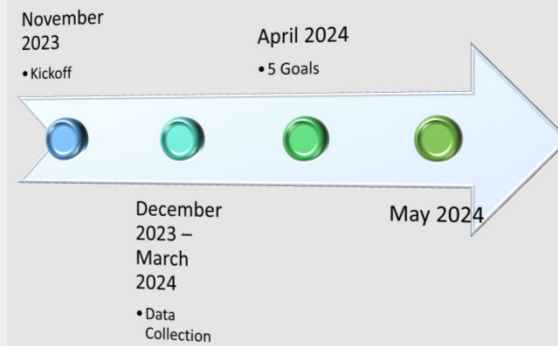
April 2024

December 2023 – March 2024
- Data Collection
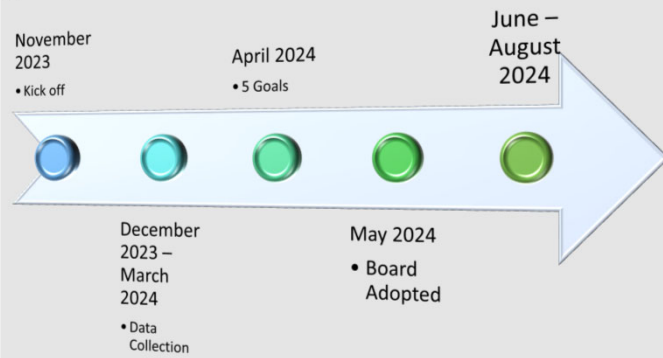
The Board Adopted the 5 Strategic Goals

November 2023
• Kickoff

April 2024
• 5 Goals

December 2023 – March 2024
• Data Collection

May 2024

Five-Year Goals

Goal 1: Enhance student access and support services to strengthen student success.

Goal 2: Provide streamlined, flexible pathways to success that empower students to reach their educational goals.

Goal 3: Expand and strengthen relationships with business, industry, educational, and community partners.

Goal 4: Create a unified educational system among the College and its centers.

Goal 5: Achieve organizational efficiency and effectiveness by fostering a dynamic college environment that invests in employees, facilities, and technologies to support student success.

Collaborative Brain Trust Worked on Drafting the Document

November 2023
- Kick off

December 2023 – March 2024
- Data Collection

April 2024
- 5 Goals

May 2024
- Board Adopted

June – August 2024

Steering Committee Established Objectives for Each Goal

November 2023
- Kickoff

December 2023 – March 2024
- Data Collection

April 2024
- 5 Goals

May 2024
- Board Adopted

Aug. 2024
- Draft

Sept. 2024

Students
Goal 1: Enhance student access and support services to strengthen student success.

Objective 1.1

Simplify the admission process and reduce barriers making it easier to enroll.

Objective 1.2

Execute effective retention strategies ensuring students are engaged and supported in achieving their educational goals.

Objective 1.3

Develop and implement targeted strategies that attract various student populations by promoting the benefits of attending and completing programs.

Programs
Goal 2: Provide streamlined, flexible pathways to success that empower students to reach their educational goals.

Objective 2.1

Design and implement pathways for Transfer and Career and Technical Education (CTE) students that increase opportunities, ensuring alignment with business and industry needs, higher education partners, and academic standards.

Objective 2.2

Enhance instructional support, including tutoring, advising, and other academic resources, tailored to individual learning needs.

Objective 2.3

Ensure clarity and transparency by communicating information about educational pathways, expectations, outcomes, and career opportunities to students, empowering them to make informed decisions about their academic journey.

Objective 2.4

Develop and strengthen dual credit partnerships by fostering seamless transitions to post-secondary education, ensuring continuity and alignment in educational pathways.

Partners
Goal 3: Expand and strengthen relationships with business, industry, educational, and community partners.

Objective 3.1

Strengthen community awareness and engagement at all campus sites through regular, strategic communication and collaboration with stakeholders aligning goals and maximizing mutual benefits.

Objective 3.2

Strengthen partnerships with the Coeur d'Alene Tribe and other regional tribes by actively engaging in collaborative initiatives that respect and support tribal communities' educational and economic goals.

Objective 3.3

Enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students.

Systems
Goal 4: Create a unified educational system among the College and its centers.

Objective 4.1

Provide seamless integration of academic programs, resources, and services among the college campus and its centers to ensure a consistent, cohesive, and streamlined educational experience for all students.

Objective 4.2

Strengthen information-sharing networks between the main campus and its centers, and marketing to the NIC service region, to develop clear and consistent messaging.

Infrastructure

Goal 5: Achieve organizational efficiency and effectiveness by fostering a dynamic college environment that invests in employees, facilities, and technologies to support student success.

Objective 5.1

Review and update NIC's compensation to ensure competitiveness and alignment with industry standards while incentivizing and encouraging employee development.

Objective 5.2

Ensure effective and efficient resource allocation to support strategic plan objectives.

Objective 5.3

Align common campus measures to the strategic plan objectives and action plans and improve data-reporting capabilities for the College.

Goal 5: Continued

Objective 5.4

Identify opportunities to modernize campus technology solutions that promote automation, process improvement, and integration.

Objective 5.5

Ensure campus facilities support and encourage learning and collaboration.
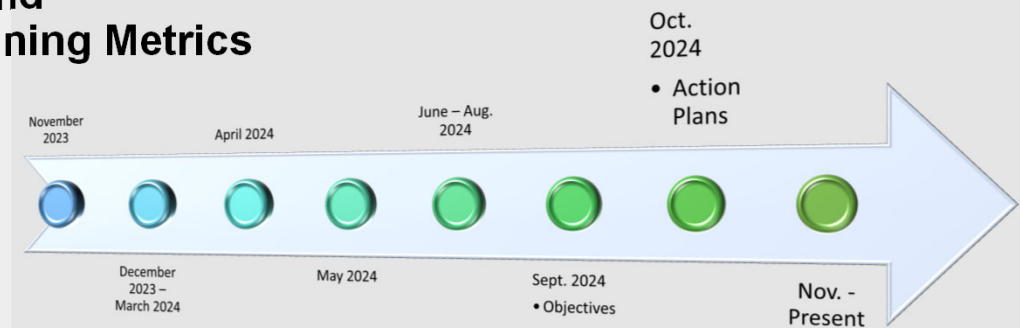
Objective 5.6

Expand access to housing and resources by working with community partners to address student needs for

affordable housing, transportation, and other essential services and ensure they have the support necessary to

succeed.

Identified Goal and Objective Leads and Initial Action Plans Drafted

November 2023
December 2023 – March 2024
April 2024
May 2024
June – Aug. 2024
• Draft
Sept. 2024
• Objectives
Oct. 2024

Refining Action Plans and Determining Metrics

November 2023
December 2023 – March 2024
April 2024
May 2024
June – Aug. 2024
Sept. 2024
• Objectives
Oct. 2024
• Action Plans
Nov. - Present

https://www.nic.edu/strategic-planning/

Strategic Planning

In November 2024, the college embarked on a process to draft a new strategic plan. This process involved months of qualitative and quantitative data collection and synthesis. It culminated in the development of five strategic goals, 16 objectives, action plans for achieving the goals and timelines. The plan will start in Fall 2025 and cover the next 5 years.

IN THIS SECTION

Steering Committee

Steering Committee Meetings

STRATEGIC PLAN 2025-2030

Strategic Plan Goals

In May 2024, the Board of Trustees adopted the 5 strategic plan goals. The goals and objectives are listed below. Updates will continue to be provided as progress is made on each goal.
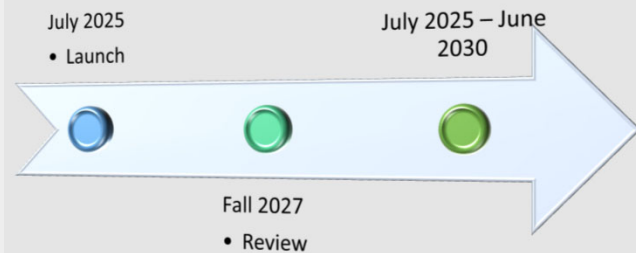
Strategic Plan Launches

July 2025

Implementation of the Action Plans

Annually evaluate and adjust the plan as needed.

July 2025
• Launch

July 2025 – June 2030

Fall 2027
• Review

Tab 2

TAB 2

SUBJECT
Head Start Baseline Grant Application for Grant No. 10CH011536
Period of Funding: 07/01/2025 – 6/30/2026

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 program operations and an allocation for training and technical assistance. The total federal funding level for 2025-2026 is $3,792,415; in addition, the program also receives TANF funds of $250,897, USDA reimbursements of $195,582 and facility rental income of $14,000. The total operating budget for 2025-2026 is $4,252,894.

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

COMMITTEE ACTION
Board approval of North Idaho College Head Start's 2025-2026 grant 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: PY25-26 Baseline Grant Application Narrative including the Five-Year Program Goals, Program Option Policy, Service Area Selection Policy, Selection of Target Area Policy, Selection Criteria, Allocation of Enrollment Slots, and School Readiness Plan

Attachment B: FY26 Head Start Budget and Budget Justification Narrative

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

North Idaho College

HEAD START

GRANT 10CH011536
Baseline Grant Application 2025-2030

Budget Period 2025-2026

Approved by Governing Board on
Approved by Policy Council on

NORTH IDAHO COLLEGE HEAD START – GRANT # 10CH011536
Baseline Grant Narrative 2025-2030

Table of Contents

SECTION I: PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

Subsection A: Program Goals 2025-2030

A1: Program Goals

North Idaho College Head Start (NIC Head Start) has been a high-quality Head Start program for more than 50 years, with the recipient being North Idaho College for the entirety. NIC Head Start is a strong community leader in early childhood education and family support services. The program has thrived through a pandemic; which essentially reshaped some of our services; going from having very few staff openings to almost half of our workforce missing at the peak of the pandemic (in the middle of our last 5-year grant cycle).   During the last two school-years, we have been able to build back a quality workforce. Currently, 95% of our 90 staff positions are occupied. Because of the pandemic, there has also been a decline in numbers of children on our waitlists in some counties. The program experienced under-enrollment for the first time in our history and developed an under-enrollment plan with our Region X regional office. We have been able to maintain the threshold, over 97% of enrollment, consistently since the beginning of this school year. Only three months are left on the current under-enrollment plan. There is very little concern that NIC Head Start will not be able to maintain this threshold. Enrollment currently stands at 90%.

Our long-range goals and objectives were developed through an ongoing assessment, incorporating data from our state-wide and local Community Assessment, a comprehensive wage study, and our last Self-Assessment and Improvement Plan. Our 2020-2025 program goals centered around establishing trauma-informed practices for working with children and families, and recruitment of children and families that could benefit the most from our comprehensive services. Another objective of

recruitment was to recruit staff that help us achieve excellence. We were able to achieve these goals and objectives despite of major setbacks during this last five years.

A2: School-Readiness Goals

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 Annual Program Report and is shared with the program's Policy Council and Governing Boards.

NIC Head Start School-Readiness Goals 2025-2026 Program-Year: The following school-readiness goals are based on the data analysis of current school-readiness goals, observations and trends in our program.

- Emotions: 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. Children express a broad range of emotions and recognizes these emotions in self and others.

- Reading: As children gain alphabetic knowledge, they learn to sound out words and use other cues to help them read. Children learn that familiar symbols and words are the start of reading.

- Patterns: Children recognize, copy or extend types of patterns in their environment.

- Natural and Physical World: Preschoolers talk about wildlife and where they live. They notice how materials change and wonder why. Children learn how people's behavior affects the environment and how they can help to protect it.

- Tools and Technology: Preschool and kindergarten children use tools (for example, scissors, staplers) to deliberately carry out their intentions. They increasingly use interactive digital technology (including software, apps, e-books, and the Internet) to supplement hands-on learning.

Subsection B: Service Delivery

B1: Service and Recruitment Area

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 the areas of greatest need. Community Assessment data is collected annually for the service area.

Information gathered included:

- Number of low-income families

- Number of TAFI families

- Number of SNAP recipients

- Availability of other childcare services

- Incidence of families with special needs (i.e., disabled child, disoriented home life, emotional disturbance, incarceration, 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

- Waitlists for centers

- Economic feasibility

- Availability of facilities

- Availability of transportation

- Community support

B2: Needs of Children and Families

There are 161 licensed child care centers in the five northern counties of Idaho.

o   Benewah: 7

o   Bonner County: 23

o   Boundary County: 5

o   Kootenai: 120

o   Shoshone: 6

In our five-county area, there are many under-served communities in terms of child care options. For example, our UpRiver Head Start in Fernwood has no licensed child care options closer than 25 miles away.

The following are organizations that provide services to young children and their families in the area:

- 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. In 2023-2024, Mountain States Early Head Start served a total of 148 children and 17 pregnant women with an average monthly enrollment of 91 (101%), serving: Bonner, Kootenai, and Shoshone Counties of North Idaho.

- 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. Twenty-seven percent of children found eligible for services were born prematurely (https://healthandwelfare.idaho.gov/). In 2024, the program received 4,885 referrals for services, and 4,641 children and their families' received

services. Based on FFY22 program data, the Infant Toddler Program received a federal determination rating of "Needs Assistance" from the Office of Special Education. Idaho's determination was impacted by long standing non-compliance related to providing timely services. The Infant Toddler Program also continues its effort to increase the number of Certified Autism Specialists and Infant and Early Childhood Mental Health Specialists in the program. (H&W Facts, Figures, & Trends | 2024 – 2025)

- 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/). This program's current funded capacity slots for Idaho are 243.

- 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. In 2024, this program served 36 families in the five northern counties of Idaho. (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 110 qualifying children ages 6 weeks to 5 years old, to their families in Benewah County. Thirty-six of those being center-based preschool options. (ECLC. (n.d.). (https://www.cdatribe-nsn.gov/education/eclc/)

- North Idaho College Head Start

  In 2024-2025, the North Idaho College Head Start program had a total funded enrollment of 259 children and actually served 282 to date in North Idaho. All vacancies were filled within 30 days. All children enrolled in the program were income and categorically eligible**.**

B3: Proposed Program Options and Funded Enrollment Slots

NIC Head Start proposes to use 100% Center based program option with 15 classrooms in 10 sites in five counties. Of these 15 classrooms, 47% of enrollment slots in 7 classrooms will be Center-based part day, four days per week operating for 128 days each school year. Another 53% of slots in 8 classrooms will run full day option (7 hours four days per week) for a total of 1020 hours. The chart below illustrates each center and classroom.

CENTER AND LOCATION BY COUNTY - # OF SLOTS	
Kootenai County	**152 Total**
Harding Head Start in Coeur d'Alene	
Center-based, one classroom	17

Full-day, 1020 hours	
Center-based, two classrooms	34
Part-day, 3.5 hours, 128 days	
Community Early Learning Center in Coeur d'Alene	
Center-based, one classroom	17
Full-day, 1020 hours	
NIC Children's Center on North Idaho College's Main Campus in Coeur d'Alene	
Center-based, one classroom	16
Full-day, 1020 hours	
Post Falls Center in Post Falls	
Center-based, two classrooms	34
Part-day, 3.5 hours, 128 days	
Lakeland Center in Rathdrum	
Center-based, two classrooms	34
Part-day, 3.5 hours, 128 days	
Bonner County	**34 Total**
Sandpoint Center in Sandpoint	
Center-based, one classroom	17
Part-day, 3.5 hours, 128 days	
Center-based, one classroom	17
Full-day, 1020 hours	
Boundary County	**17 Total**
Julien Bucher Early Learning Center in Bonners Ferry	17
Center-based, one classroom	
Full-day, 1020 hours	
Benewah County	**33 Total**
St. Maries Center in St. Maries	
Center-based, one classroom	17
Full-day, 1020 hours	
UpRiver Center in Fernwood	16
Center-based, one classroom	
Full-day, 1020 hours	
Shoshone County	**17 Total**
Shoshone Head Start in Kellogg	
Center-based, one classroom	17
Full-day, 1020 hours	
Total Head Start Funded Slots	**241**
Total TANF Funded Slots in Bonner County	**12**
Total Program Enrollment Slots	**253**

B4: Centers and Facilities

NIC Head Start operates in ten buildings in our five northern counties. The federally-owned sites are Harding Family Center in Coeur d Alene, St. Maries Head Start in St. Maries, and Post Falls Head Start in Post Falls. Four of our sites are owned by Friends of Head Start, Inc. and are rented to our program for below fair market rental prices. They own our Lakeland Head Start in the city of Rathdrum, Shoshone Head Start in Kellogg, the Julien Bucher Early Learning Center in Bonners Ferry and Sandpoint Head Start's main building; a modular with two classroom spaces was added to the property with federal funds 30 years ago. Our NIC Children's Center classroom operates in a classroom on NIC's main campus, which is owned by North Idaho College. Our UpRiver Head Start classroom operates in UpRiver Elementary school which is owned by St. Maries School District. Finally, our Community Early Learning Center classroom in Coeur d'Alene is rented to our program and owned by Community United Methodist church. NIC Head Start is not requesting 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
The 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 the local school districts and the Infant Toddler Program to conduct community-wide developmental screenings, including our applied, waitlisted and enrolled students. Our area school districts coordinate preschool options to ensure children can benefit from developmental preschool and Head Start services. School districts and the 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. The current number of children with disabilities being served by our program as of February 2025 is 11%.

Each center has a recruitment plan that identifies key individuals and agencies in their local community that are vital in reaching families with age eligible children. This plan pulls together where the agencies are, the materials/information that they will need and how often Head Start will make contact with the agency. Additionally, we partner with Health and Welfare to identify families that receive services through their agency; we are then able to connect with those families to see if they are interested in Head Start services.

The Selection Criteria for PY2025-2026 was developed and approved by Policy Council in January 2025 and approved by the governing board in March 2025. The following program selection criteria and services are reflective of the needs of families who can benefit the most from comprehensive Head Start services.

Criteria for Prioritization	Points Allowable
1. Verified Income (Percent below Federal Poverty Guidelines**)	0, 20, 25
2. Age* (Three or Four years old on or before September 1st of program year)	0, 15
3. Homelessness (as determined by the McKinney-Vento Homeless Assistance Act of 1987)	20
4. Child diagnosed disability	20
5. Child suspected disability	15
6. Formal Referral from Agency/Professional (including Early Head Start/Head Start) * (Written documentation is required)	10
7. Family currently/previously enrolled in Early Head Start / Head Start program	10
8. Foster Child (meets definition for State placement) or Child in Custody/Care of someone other than the Biological Parent(s) (including children who have been adopted.)	10
9. Family Violence and/or other trauma- includes physical, verbal or emotional abuse/violence, child abuse, neglect, or abandonment. (Check applicable: ❑current, ❑past 12 months, or ❑ 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 within household	10
13. Receiving Medicaid and/or WIC	10

14. Chronic health issue and/or diagnosed/suspected disability within the family	10
15. Mental health or behavioral concern – within household	10
16. Single Parent/Guardian Household	5
17. Parent/Guardian in Incarceration and/or Returning from Incarceration	5
18. Parent/Guardian Active Military Service, Returning from Military Service, or Veteran	5
19. Parent/Guardian currently working as a first responder/public service, in law enforcement, or health care	5
20. Eligible child of staff member	3

21. 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)
     (a) Adoption
     (b) Blended family or blended household
     (c) Families in crisis (emergency relocation, natural and/or family disaster)
     (d) Family legal issues
     (e) Food insecurity
     (f) In treatment/recovery for substance use and/other addictions
     (g) Lack of reliable transportation
     (h) Lack of affordable childcare
     (i) Lack of affordable health insurance/health care
     (j) Lack of affordable housing or housing insecurity
     (k) Limited opportunities for socialization (child/family)
     (l) Parent working out of the area
     (m) Pregnancy/new sibling in household
     (n) Separation/divorce/co-parenting/custody/dual households
     (o) Teen parent
     (p) Terminal illness/death of a family member in the household(s)
     (q) Employment issues: Unemployment/employment insecurity/new employment
         Other: _____
	5,
	
	 10,
	
	 15,
	
	 or
	
	 20

Attendance and it's direct and impactful influence on school-readiness is a major focus in our efforts

beginning at 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 a child's 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. As of February 2025, the program-wide cumulative attendance figure for the school year is 86%.

B6: Service Area & Recruitment

The service area for NIC Head Start covers the five northern counties of Idaho: Boundary County, Bonner County, Kootenai County, Benewah County, and Shoshone County. A comprehensive community assessment was conducted in February 2024; our priorities aligned with data reflecting the issues facing our communities. Idaho Head Start Association commissioned a state and county-specific Community Assessment and our program also gathered local and program-specific data. According to the 2024 Kid's Count Report, 13% of Idaho's children were in poverty. The Kid's Count Report also reflected that 23% of children reside in households that have non-secure employment and 25% of children are living in households with a high housing cost burden. The US Census states the 2024 estimated number of children that reside in the state of Idaho that are under the age of five represents 5-6% of the population.

In Northern Idaho, the primary language spoken is English. Some other languages that are spoken throughout Region One in Idaho are: Spanish, Arabic, Russian, and German.

Through community assessment data, it is apparent that the populations, associated demographics and needs in the areas that we serve have shifted most significantly in the areas of median income per county, in availability of child care, and the affordability and availability of housing. Kootenai County now has a higher median income. All five counties we serve have seen a decrease in both available child care and available or affordable housing. Housing and child care prices are being reported to be at least 50% each of a families' income, leaving little to nothing for other household expenses. Families in our program who are homeless, according to the McKinney-Vento Act definition, are currently at

28%. The families that can benefit the most from Head Start services still reside in our current service areas.

If funding becomes available, one consideration is to find needed space to provide services by expanding 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 Orielle School District boundaries. Our service area does not include towns such as Oldtown, Priest Lake and Priest River. We have an established Interagency Agreement with a North East Washington Head Start program that can serve some families in that area due to their closer proximity to those communities.

Center / Site and location	School District / County
Harding Head Start in Coeur d'Alene	Coeur d'Alene School District #271
Community Early Learning Center in North Coeur d'Alene area (Hayden)	Coeur d'Alene School 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 Head Start in Post Falls	Post Falls School District 273
Lakeland Center in Rathdrum	Lakeland School District #272 Lake Pend Oreille School District # 84
Shoshone Center in Kellogg	Kellogg Joint School District #391 Mullan School District #392 Wallace School District #393
Sandpoint Center in Sandpoint	Lake Pend Oreille School District # 84 West Bonner County School District # 83
Julien Bucher Early Learning Center in Bonners Ferry	Boundary School District #101
St. Maries Center in St. Maries and UpRiver Head Start in Fernwood, ID	St. Maries Joint School District #41 Kootenai School District #274, Avery School District #394

During the 2023-2024 program-year, North Idaho College Head Start began services with a new center in Fernwood, Idaho at UpRiver Elementary. This 2024-25 school year is the first full school year with

that community being served. In the short 6 weeks of service last school year, the School District noted an over 15% increase in scores on the Idaho Reading Indicator and we anticipate the School District experiencing much higher numbers of children being ready for kindergarten after this full school year of Head Start services in this rural community.

Service Areas and Program Models: NIC Head Start will provide services to 253 children across the 5 northern counties of Idaho in 10 centers. The service areas are identified and selected using the data generated in our annual Community Needs Assessment. The counties and their centers include: Kootenai County- North Idaho College Children's Center, Harding Center, Community Early Learning Center, Post Falls Center, and Lakeland Center; Bonner County with the Sandpoint Center; Boundary County with the Julien Bucher Early Learning Center; Benewah County with the St. Maries Center and Fernwood Idaho (UpRiver Center), and Shoshone County with the Shoshone Center. Children are served in center-based models; receiving either 128 days (3.5 hours per day) or 1,020 hours in classrooms of 7 hours four days per week, of early childhood experience. All families are provided with two home visits and two parent/teacher conferences by the classroom teacher along with two social service focused home visits by a Family Advocate.

B7: Education and Child Development

Comprehensive Services - Health and Developmental Screenings and Exams: In efforts to eliminate barriers to learning, NIC Head Start 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. Additionally, medical and dental

exams are obtained within 90 days following enrollment. Staff will provide continued support if follow-up treatment(s) or evaluations are identified.

 NIC Head Start has Interagency Agreements with seven Local Education Agencies (LEA) districts. These districts include: Coeur d' Alene, Lakeland, Lake Pend Oreille, Silver Valley, St. Maries, Post Falls and Boundary County. Developmental screenings conducted through Child Find activities are a collaborative effort between the LEA, Infant Toddler Program, Mountain States Early Head Start and NIC HEAD START. Children identified as qualifying for further evaluation upon completing a developmental screening will receive the necessary assessments through the LEA. NIC Head Start staff will support families in understanding the procedural safeguards as they proceed through the evaluation process. For children who qualify for special education services and receive an Individual Education Plan (IEP), the goals and objectives of the IEP will be included in the child's NIC Head Start Child Development Plan.

Educational Approach: NIC Head Start 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. Our program's systematic approach is anchored both in our School-readiness Plan (SRP) and our Positive Behavior Interventions and Support (PBIS) plan.

The School-Readiness Plan includes both the Program Goals for Parent, Family, and Community Engagement and the North Idaho College Head Start Child Outcomes Alignment to support Children's School-Readiness. The Child Outcomes Alignment identifies the specific items selected from the *HighScope™ COR Advantage 1.5* categories: as the program's school-readiness goals. The categories

include: Approaches to Learning, Social & Emotional Development, Physical Development & Health, Language, Literacy, & Communication, Mathematics, Creative Arts, Social Studies, and Science & Technology. The Program Goals for Parent, Family, and Community Engagement, based on The Head Start Parent, Family, and Community Engagement Framework, identifies the indicators of each goal and the program practices used to assess goal achievement.

The PBIS plan, founded on The Teaching Pyramid, articulates the implementation of our educational approach through Tier 1 (universal practices), Tier 2 (secondary practices) and Tier 3 (focused individualized interactions). The details of the PBIS plan are laid out in the North Idaho College Head Start Positive Behavior Interventions and Supports Manual.

Curriculums: Foundational and Supporting

- *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

- Learning Without Tears©: Learning 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. This curriculum supports essential fine and gross motor skills through hands-on materials, learn through purposeful play, and explore language through connected text.

- 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.

Child Development Goal Setting: Alignment across Frameworks: Every child has an individual Child Development Plan (CDP) created by their family and classroom teacher. The goals for the CDP are generated from the _HighScope_ COR Advantage 1.5 and are aligned to both the Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015) and the Idaho Early Learning Guidelines, which is itself aligned to the Idaho Common Core State Standards for Kindergarten (Idaho CCSS). Through these alignments, each CDP is connected and aligned to the Idaho CCSS, supporting children's school-readiness.

Assessment Cycle and Individualizing: Following are the steps within the assessment cycle which demonstrate how _HighScope_ COR Advantage 1.5 is used to individualize each child's learning experiences as, together, the child's teacher and parents/guardians:

- Meet for home visits and/or parent-teacher conferences to discuss and identify the temperaments, interests, strengths and needs of the child and then, set school-readiness goals on the CDP.
  - The CDP goals for children with an Individual Education Plan (IEP) will be aligned to include the goals and objectives of their IEP.
  - Using the CDP, an Individualized Home Teaching In-Kind form is created to document the parent planned activities completed to meet the child's goals.

- o Materials and equipment are selected to support participation in all activities for children with disabilities and that promote the development of the individual goals and objectives on their IEP.

- Collect and document on-going observations (anecdotal notes and photos) on the child's progress across the *HighScope* COR Advantage 1.5.

  - o Minimally, one observation per week, is documented relating to the Child Development Plan, addressing all goals within the month.

  - o Observations should be objective:

    - Focus on what the child did and said- document exact language in quotes

    - Be specific and factual- include the when, where and who

    - Observations should be brief, but comprehensive (including data across at least 5 categories if possible).

  - o Observations from each assessment period are added to the child's portfolio.

- Complete a formal individual child assessment three times a year (fall, winter and spring); assessing growth, updating goals, adding activities on the CDP and updating the child's Home Teaching In-Kind forms.

Assessment Outcomes and Data Analysis: 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 class profile reports generated from the electronic assessment data program to determine teacher, classroom, center, and program needs.

- o 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.

- o 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.

- o Staff records their reflections on the Assessment Data Analysis form (1203C Forms), following the Child Outcome Data Analysis Procedure (1203C Procedures).

- The Education/Disabilities Manager reviews the classroom reports and generates a program level outcomes analysis and report.

  - o The data may inform possible program trends, professional development needs and determine current progress on the NIC HEAD START- SRP

  - o This data is reported out to the Office of Head Start in the Program Annual Report, the program's Governing Boards, and to program staff at the end of year review.
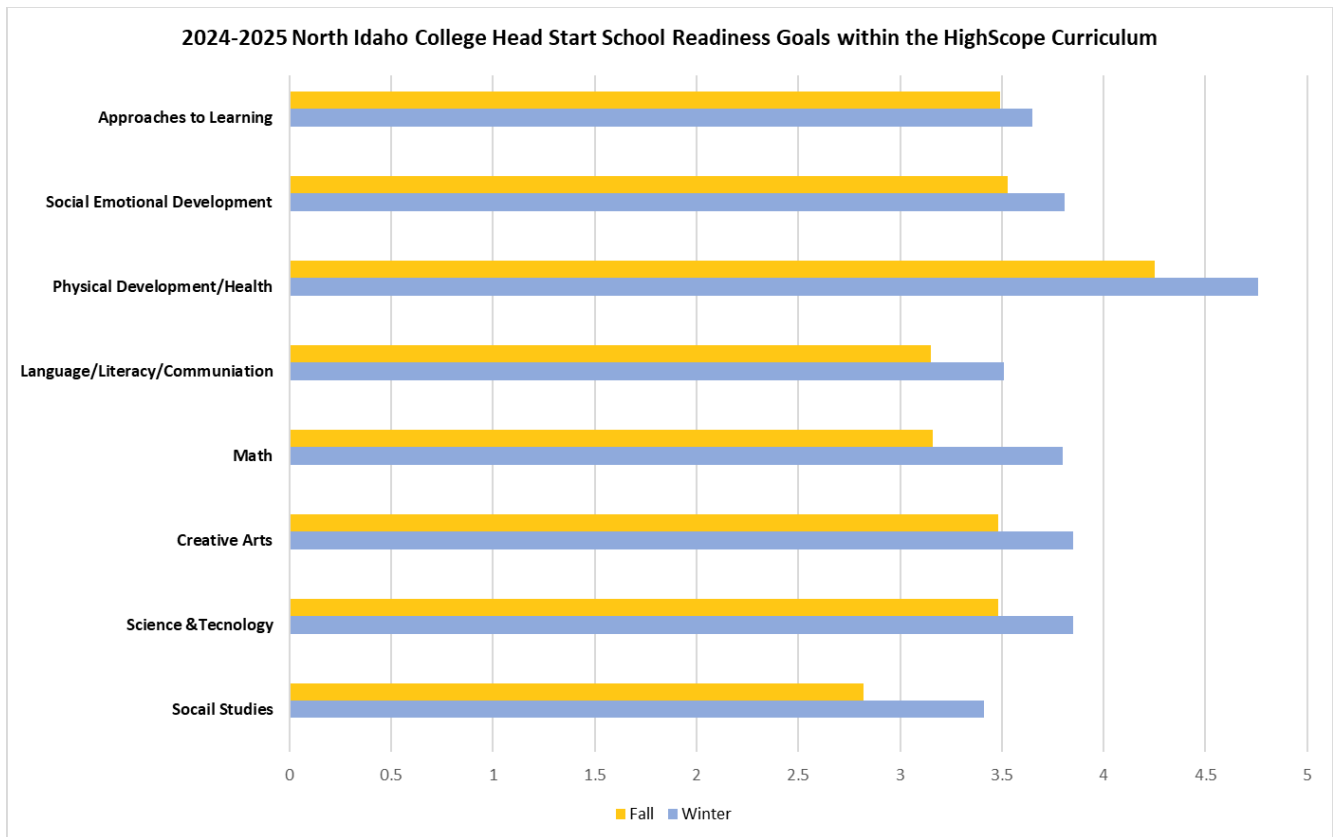
Classroom Monitoring: The Classroom Monitoring Schedule (1302C Forms) outlines the timeline, observation tools to use, and the staff responsible to provide monitoring throughout the year.

The program's Mental Health Consultant conducts classroom observations and staffing with Education Teams to observe if the Positive Behavior Intervention Strategies are in place and to offer strategies to support trauma-informed care practices.

NIC Head Start uses three observation tools to assess the strengths of our teaching practices and to identify needs for both individual staff and program- wide professional development: *HighScope*

Program Quality Assessment Checklist (PQA), Teaching Pyramid Observation Tool (TPOT) and The Classroom Assessment Scoring System (CLASS).

School-Readiness Goals: Preparing children for academic and social success in kindergarten and beyond is central to NIC Head Start services. In the 2024-2025 program year, NIC Head Start continued to use the *HighScope* Curriculum to implement developmentally appropriate activities to children in the classroom. Each child's progress and school-readiness outcomes are assessed three times per year. Outcomes are used to coach education staff to enhance school-readiness in the classroom and plan for program training opportunities. Per our 2025-2026 grant period our Fall and Winter Checkpoints for program year 24-25 are reflected below to help set school-readiness goals for the 2025-2026 program year. Spring data was not completed yet; however, trends and analysis of current data shows adequate information for school-readiness goals for 2025-2026 program year. Developmental level for kindergarten school-readiness is a 4 or higher for *HighScope* School-readiness.

2024-2025 North Idaho College Head Start School Readiness Goals within the HighScope Curriculum

Fall ■ Winter

B8: Health and Safety

NIC Head Start remains committed to building and strengthening partnerships with families, communities, and local, state, and regional healthcare providers to address the ongoing healthcare needs of children and families.

NIC Head Start collaborates with Mountain States Early Head Start to organize our tri-annual Health and Mental Health Services Advisory Committee, formerly known as our Health Services Advisory Committee, where current health issues, initiatives, needs, and trends across our service area are discussed. The committee, comprised of over 25 members, includes doctors, dentists, nurses, therapists, dieticians, WIC staff, librarians, health department employees, parents, and community members. The committee offers insights on health policies and practices and

distributes resources to support the health needs of children and families. Lack of healthcare providers, including mental health, increases in vaccine preventable disease, food insecurity, and access to childcare were reoccurring topics this past year.

Access to Healthcare and Navigation: All five counties served by NIC Head Start are designated as medically underserved areas and medically underserved populations for medical, dental, and mental health providers. Idaho's Medicaid reimbursement rates are below the national average and lower than many neighboring states, posing challenges for healthcare providers and impacting their willingness to accept Medicaid patients.

According to the 2024 State Health Assessment, Idaho has 192 physicians per 100,000 people, compared to the U.S. average of 288 per 100,000 and a mental health provider for every 400 people, whereas the U.S. has 320 people per provider on average. Additionally, Idaho ranks 50th in the nation for pediatricians per capita, as reported in the Idaho Head Start Association Community Assessment 2024. Obstetric care is also a growing concern—between August 2022 and November 2023, 22% of Idaho's obstetricians left the state, and vacancies for these positions have doubled or tripled while applicant pools have shrunk. Four hospitals have closed their labor and delivery departments, including one in a county served by NIC Head Start.   NIC Head Start family advocates play a critical role in helping families navigate healthcare barriers by assisting with system navigation, connecting families to financial resources, championing availability, and addressing transportation and accessibility challenges.

As of February 2025, 94% of enrolled children have a dental home, 98% have a medical home, and 96% of NIC Head Start children have health insurance, with 83% covered through Medicaid. However, Medicaid coverage for children has declined. Following the expiration of federal

pandemic-era rules, Idaho removed over 56,000 children from Medicaid in 2023. Between March and September 2023, 27% of children enrolled in Idaho Medicaid or CHIP lost coverage.

To ensure children continue receiving preventive care, NIC Head Start allocates funds for well-child checks and dental exams for uninsured or underinsured children. We have also partnered with a local RN to oversee health documentation and assess cases where children lack access to a medical home. Additionally, we are collaborating with a local clinic to provide mobile health events, bringing essential healthcare services closer to families with limited access. Recognizing the strain on healthcare providers due to staffing shortages, we are proactively gathering health documentation earlier to improve healthcare access rates for our families, ensuring we meet all 30, 45, and 90-day deadlines, as well as consistent follow up. Multiple levels of monitoring are in place to ensure each child maintains an up-to-date health status, receives ongoing care, and gets timely follow-up:

- First Level – The staff member conducting the inspection.
- Second Level – Supervisor oversight and follow-through.
- Third Level – Monthly review by the Health Manager.
- Fourth Level – Program Director involvement.

Mental Health: North Idaho College Head Start embraces a trauma-informed vision of mental wellness for all children and families. NIC Head Start strives to build collaborative relationships among children, families, staff, mental health professionals, and the larger community, in order to enhance awareness and understanding of mental wellness and the contribution that mental health information and services can make to the health of all children and families. NIC Head Start works collaboratively with parents on issues related to parenting and mental health and incorporates mental wellness activities throughout the program for children, families, staff, and the community.

NIC Head Start employs a Mental Health Consultant (MH Consultant) who is responsible for partnering with program and community professionals for the purpose of strengthening the capacity of staff, families, programs, and systems to promote optimal social/emotional development and to prevent, identify, and reduce the impact of mental health challenges among children and families.

The MH Consultant provides in-person and virtual site visits to each of our ten centers. These visits include Program Orientation, where the Consultant's role in the program is introduced to families; general classroom observation and debriefing with staff; and individual visits with parents or groups of parents. Each classroom receives at least two mental health visit per academic year. The MH Consultant is available to visit a particular site/classroom more frequently, based on staff or family request and also has regular office hours set aside for phone, virtual, and email consultations, and resource sharing for both families and staff. If consultation is requested by the family, the MH Consultant can work collaboratively with parents and staff to assess and understand child and family needs.

The MH Consultant provides newsletter information for the program to provide age appropriate and trauma-informed information to parents and is available to provide parent education as indicated by parent interest and staff request. The MH Consultant also provides staff with pertinent mental health and wellness resources and opportunities to participate in interactive PLCs on topics such as reflective practice, stress management, and various mental health and wellness topics.

In addition, the MH Consultant provides targeted and specific professional development opportunities for staff- both in person and virtually, either in-house or community based. The MH Consultant supports the use of trauma informed and attachment- based resources and interventions for our program and provides related training in TBRI, Conscious Discipline, and on topics such as child abuse and neglect, ethical practice, and confidentiality.

The MH Consultant maintains and updates a mental health provider file that is available to staff and can provide community referrals and information for families and staff interested in mental health diagnosis/ therapy.

The Education and Disability Manager and the MH Consultant meet bi-weekly to discuss strategies for social emotional support in centers and classrooms. When specific positive behavior guidance is needed for an individual child or family, the Disability Manager and the MH Consultant 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 MH Consultant 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 MH Consultant and the Disability Manager to bring an comprehensive approach of working with children of all abilities on behavior guidance and social emotional supports.

Bi-annual collaboration meetings between NIC Head Start and both Children and Family Services and Children's Mental Health in Idaho Region I are conducted to ensure our program is up to date 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.

Vaccination of Preventable Disease: Currently, 78% of enrolled children are fully vaccinated or up to date on their immunizations, while 22% have waivers for at least one vaccine. Idaho has one of the highest vaccine exemption rates in the country, making it difficult to achieve herd immunity. In 2023, Idaho had the highest percentage of vaccine exemptions for students nationwide, exceeding 12%, according to the CDC. This trend has contributed to a rise in diagnosed cases of pertussis in the state. NIC Head Start staff remain dedicated to educating families about the importance of vaccinations and how to access them. They provide a range of educational resources, hold informational meetings, and ensure that all materials are available in

families' preferred languages. We recently partnered with the Idaho Immunization Coalition to provide staff and families with reliable vaccine information.

Food Insecurity: Among enrolled children, 50% receive SNAP benefits, and 45% participate in WIC. However, the true extent of food insecurity among families this year remains uncertain. In 2022, Idaho's food insecurity rate was 11.4%, and with food costs continuing to rise, access to nutritious meals is an increasing concern. To help address this issue, NIC Head Start is working with various community partners to improve food access and provide nutrition education. The University of Idaho Extension Office visits classrooms to teach children and families about healthy eating. The PBJ Haydeners, a local group, have donated several hundred pounds of fresh produce to enrolled families. Additionally, NIC Head Start has partnered with Eat Together Idaho to provide take-home meal kits, including healthy recipe books, twice a year to encourage families to cook nutritious meals together. To further support children's nutrition, NIC Head Start has improved the quality of meals served—100% of grains are whole grain-rich, and starting next year, every snack will include a fruit or vegetable, a change approved by the Policy Council Nutrition Committee in January of 2024.

Cost of Childcare: Between 2018 and 2022, childcare costs rose by 51%, while the number of childcare professionals decreased by 3% (State Health Improvement Plan 2024). According to the U.S. Census, 58% of families with children under six have two working parents. NIC Head Start provides both educational benefits and financial relief for families in need of childcare. Since Idaho is one of only six states without a state-funded preschool program, North Idaho College Head Start plays a vital role in offering safe, high-quality childcare for working families.

Environmental and Health Safety: To ensure the safety of all children, families, and staff at NIC Head Start, several comprehensive health and safety protocols are in place. These protocols involve routine screenings and inspections that help maintain high standards of health, safety, and wellness across all centers.

- Daily Screenings:

  o Teachers conduct daily health checks during drop-off to assess children's overall well-being and identify any visible signs of illness or injury.

  o Staff complete a daily playground safety checklist to ensure outdoor play areas are free from hazards.

- Health Screenings:

  o Oral health screenings, completed by an oral health professional, are performed to assess children's dental hygiene and identify potential concerns.

  o Hearing and vision screenings, occurring within 45 days of enrollment, help detect any sensory impairments that may impact learning and development.

  o Height and weight measurements are taken to monitor children's physical growth and overall health twice each program year.

  o Developmental and behavioral screenings are conducted within 45 days of enrollment to identify any concerns and ensure timely intervention.

  o Child Nutrition Surveys are conducted at enrollment to monitor children's dietary needs and identify any nutritional concerns.

- Safety Inspections:

- Annual playground audits assess compliance with safety standards, the ASTM International (ASTMI) Playground Audit.

- Fire inspections ensure that fire safety equipment and emergency procedures are up-to-date and compliant with regulations, completed annually, as well as monthly checks for fire extinguishers, and annual service of extinguishers.

- State safety inspections verify compliance with state health and safety regulations.

- Public Health Department (Panhandle Health Department) health inspections assess the cleanliness and sanitation of the centers.

- Facility and Equipment Checklists:

  - The ADA Facility Checklist ensures that centers are accessible to all individuals, including those with disabilities.

  - First aid supply checklists verify that emergency medical supplies are stocked and accessible.

  - Emergency drill checklists document the completion of regular evacuation and safety drills and how to improve upon them.

  - Monthly safety and hazard inspections identify and mitigate any potential risks.

  - Miscellaneous inspections address additional health and safety concerns as needed, such as dryer vent services, radon testing, and water and soil lead testing.

By implementing these rigorous screening and inspection protocols, NIC Head Start upholds its commitment to providing safe, healthy, and supportive environments for children, families, and staff. These measures ensure that all aspects of the health and safety environment are

continuously monitored and improved to maintain compliance with regulations and best

practices.

B9:   Family and Community Engagement

Each of the centers provide a warm and welcoming environment for families and children to come

into. There is a parent area that is set up to engage and inform parents/guardians. 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 the Eligibility Coordinator engages 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.

Family Engagement activities are completed throughout the school year at a variety of times to

accommodate the families' schedules. Activities are planned with input from the families and children.

Incorporating a variety of parent/guardians' hobbies and activities.

NIC Head Start 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. NIC Head Start

encourages families to identify their talents and strengths as parents and educators of their children.

During home visits and parent conferences NIC Head Start 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. NIC Head Start 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 NIC Head Start 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 NIC Head Start 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.

North Idaho College Head Start 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 NIC Head Start 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.

NIC Head Start 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. NIC Head Start 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. NIC Head Start 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.

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, NIC Head Start 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 NIC Head Start 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 Healthy Outcomes for Positive Experiences (HOPE), 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. NIC Head Start 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.

NIC Head Start provides community events/open houses where provide hands-on opportunities for families to meet and interact with community agencies building on the Parent Family and Community Engagement (PFCE) Framework and the Strengthening Families Protective Factors. While these events provide hands-on family fun activities and resources specific to the community. This also provides NIC Head Start an opportunity for a recruitment focuses during this event. This recruitment effort will look at ways to recruit children/families, volunteers for the program, and employment opportunities.

NIC Head Start utilizes the Conscious Discipline Parenting Curriculum. This researched-based curriculum provides 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- parent education events, webinars, home visits, and one-on-ones. 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, NIC Head Start 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 Child Plus 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 complete the Strengths and Needs Assessment with the family advocate three times throughout the program year, at enrollment and then at each of their home visits. The initial Strengths & Needs Assessment is used to identify areas parents are interested in learning more about throughout the school year. This information is utilized to compile the Parent Education Plan. 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 March 2025 analysis of Strengths and Needs Assessments indicate gains across 9% indicators included in the tool identifying that families are receiving beneficial services leading to increases in self-sufficiency, community connections, knowledge of state & federal regulations, and parenting knowledge and skills. The areas that remain an overall need are the need for shelter, physical/mental wellness, and family relationship. This corresponds with the housing crisis in the service area, the limited health care agencies accepting Medicaid, and the stress families are currently facing due to the limited resources of the other two topics mentioned. We are continuously looking for resources and connecting with agencies to support these identified highest needs. The Parent survey showed that of the respondents, all of the families have benefited from the services that NIC Head Start has provided and that they can count on staff to keep them informed of what is happening at the center. It also shows 97% of the parents have recognized the benefit from having community members come into the classroom. Parents are also made aware of several areas that they can volunteer within the program.

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, 97% 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 28% 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 24-25 program year due to the minimal community resources and supports that are available. By 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.

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.

Through monthly professional learning communities, family advocates connect with a variety of local agencies to enhance their knowledge of the services provided. This ensures that families are connected

with the organizations that can help support families in their identified needs. These trainings also offer time to answer questions and individualized trainings to ensure accurate data collection and entry.

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.

B10: Services for Children with Disabilities

NIC Head Start works with all local school districts in the five northern counties of Idaho. During the 2023-2024 program year two of our largest school districts (Coeur d'Alene School District and Lake Pend Oreille School District) changed their developmental screener protocol from Brigance to Battelle Early Inventory. This change was supported by data from both districts showing the Battelle had a less over referral rate then the Brigance. This change of screener protocol from our two largest districts has affected the number of children qualifying for special education services. The Battelle qualifies less children than the Brigance having more children referred to Response to Intervention (RTI). RTI allows school districts to work with NIC Head Start with strategies in our classrooms to support children who do not qualify for Special Education Services under IDEA.

Disabilities Coordination: To assure that compliance with Individuals with Disabilities Education Improvement Act (IDEA of 2004), Head Start Program Performance Standards and our philosophy is maintained, North Idaho College Head Start designates the Disabilities Manager with the oversight of

the program's Disability Services Plan. In addition to the primary tasks of component integration, the referral and IEP process, and interagency agreements, the manager has supplementary responsibilities including: Recruitment: 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, NIC Head Start accesses resources and plan for placement options. The options may include:

- Joint placement of children with other agencies;

- Shared provision of services with other agencies;

  o Shared personnel to supervise special education services, when necessary to meet State requirements on qualifications;

  o Any other strategies to be used to ensure that classroom needs are met; these may include:

    ▪ Increased staff

    ▪ Use of volunteers; and use of supervised students in such fields as child development, special education, child psychology, various therapies and family services to assist the staff.

Screening and Assessment: The Disabilities Manager, along with the Mental Health Consultant, oversees monitoring and follows-up on:

- Children who are enrolled and suspected or identified with a disability

- 45-day screening events (developmental screens, social-emotional screens, hearing and vision)

- Timeline and progress of referrals

Professional Development: Education and awareness of disabilities is important for NIC Head Start staff and parents in the program. NIC Head Start disability-related resources are available for both staff and family members to access.

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 NIC Head Start staff as outlined in the Interagency Agreements.
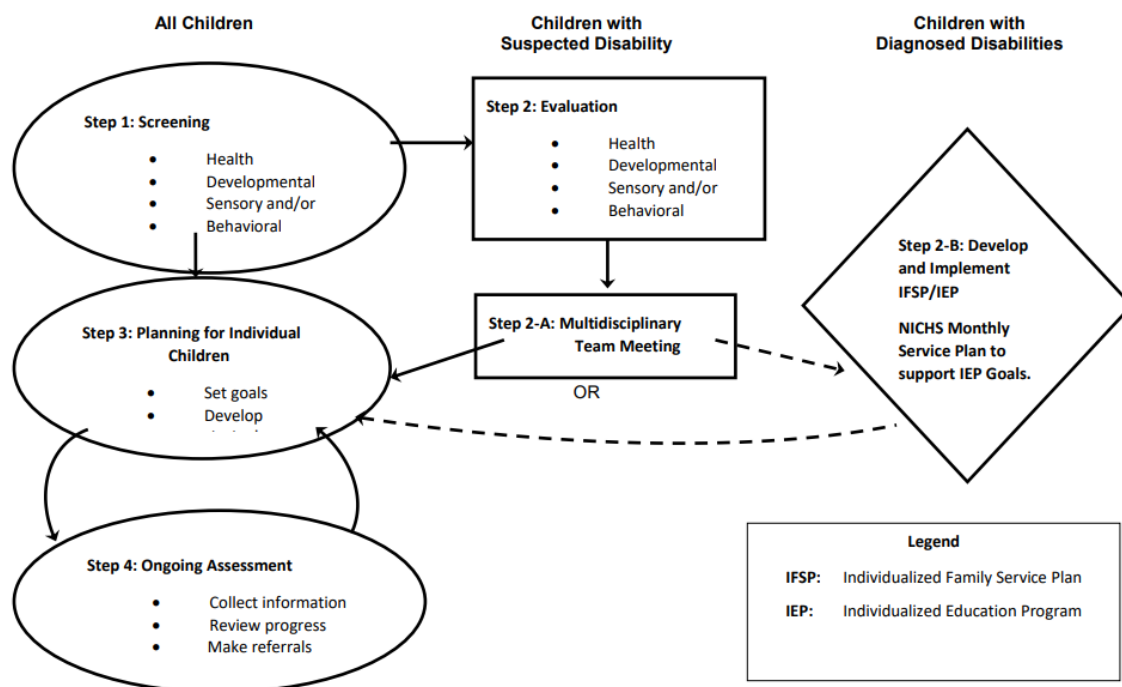
Transitions: NIC Head Start creates individual transition plans for transitioning children between sending and receiving agencies which outline procedures and roles for staff, parents and the timelines for acquiring coordinated, comprehensive support services needed for the child and family to succeed in the next placement.

Special Education Services: In the rare event that NIC Head Start 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.

Accessibility/Annual Review: To remove any potential barriers to participation, all NIC Head Start 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 NIC Head Start Disability Services Plan. This plan is reviewed annually by administration, parents and community partners and is approved by Policy Council.

NIC HEAD START Process of Referral and Services for Children with IEP/IFSP

All Children

Step 1: Screening
- Health
- Developmental
- Sensory and/or
- Behavioral

Step 3: Planning for Individual Children
- Set goals
- Develop

Step 4: Ongoing Assessment
- Collect information
- Review progress
- Make referrals

Children with Suspected Disability

Step 2: Evaluation
- Health
- Developmental
- Sensory and/or
- Behavioral

Step 2-A: Multidisciplinary Team Meeting

OR

Children with Diagnosed Disabilities

Step 2-B: Develop and Implement IFSP/IEP

NICHS Monthly Service Plan to support IEP Goals.

Legend

IFSP: Individualized Family Service Plan

IEP: Individualized Education Program

B11: Transitions:

We collaborate with Mountain States Early Head Start 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.

B12: Services to Enrolled Pregnant Women

NIC Head Start does not offer Early Head Start Services.

B13: Transportation

NIC Head Start does not offer transportation services at this time.

Subsection C: Governance, Organizational, and Management Structures

C1: Governance

Structure & Process: North Idaho College, our grantee, has been a strong governance leader of the NIC

Head Start program for more than 50+ 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 is available to consult with our governing boards whenever child development expertise is requested.

Policy Council, when fully seated, has 12 parent representatives. Centers with 0-40 enrollment slots elect 1 representative and centers with 41-90 enrollment slots elect 2 representatives. There is also 1 Parent at Large Representative availability. This position is for a parent that wants to be a member of Policy Council that did not get elected at the center level. This member presents their interest to the elected Policy Council member and must be elected in.   To maintain the composition of 51% parent representation and no more than 49% community representation, they have identified five as the maximum number of community representatives that could be elected. Currently we have three community representatives. Policy Council members have monthly scheduled meetings and additional committee meetings where they approve/disapprove of needed program happenings.

Governing Body: The North Idaho College Board of Trustees appoints a liaison, the Vice-President of the Office of Finance and Business, 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: Each of NIC Head Start's centers elects a Policy Council representative at the Parent Committee meeting. 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. Meetings are offered virtually, in-person, and in hybrid options.

Parent Committee: 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 family literacy, financial literacy, adult education, nutrition topics, parenting, child development and many other informative topics in their parent committees. Each center has a monthly Parent Committee Meeting. The elected center Policy Council Representative attends the Parent Committee meeting where they provide a report of what has happened at the latest Policy Council meeting. The Parent Committee also offers ideas and feedback that the Policy Council Rep then shares at the upcoming Policy Council meeting.

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.

This year, our shared training will occur in April. 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 NIC Head Start Policy Council ensure meaningful consultation and collaboration around joint decisions in a variety of ways. The NIC Board Liaison shares a board report at PC meetings. Policy Council members are also 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. Our most current Bylaws were approved by both governing bodies in September 2024.

C2: Human Resources Management

Human Resource Management systems are coordinated through North Idaho College Human Resources Office. NIC Human Resources 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 the 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 PA20 funding. The allocation of PA20 funding reflects in our Professional Development (T/TA) Plan. Our comprehensive Professional Development 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 professional development plan and incorporates adult learning principles. The planning for the professional development trainings comprises 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/ Coaches utilizing the Practice Based Coaching Method. Staff can also receive coaching by request or by request from a supervisor or Component 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 and TBRI topics. Our MHC provides PLCs that support mental wellness, proper ethics and confidentiality practices, child abuse and neglect prevention, trauma-informed practices, and stress management, to all staff.

Recruitment of qualified education staff continues to be challenging in the most rural counties. Our program encourages Teachers, Assistant Teachers and Classroom Aides to continue with education to meet teacher qualifications. Our PD 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.

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 March 11, 20024, 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 week of January 3, 2024 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 video submission CLASS review showed 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 Child Plus 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. 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 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 Training Manager leads this charge and makes recommendations about any revisions to the job descriptions, work plans or allocated time for completion of job duties.

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 of no more than 36 families, and Teachers and Assistant Teachers are assigned to one classroom of children. Most classroom aides assist one classroom. 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 stakeholders, proposed budgets, goals and objectives, and planned activities to design the most 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.

If granted COLA funding, our COLA will be utilized to increase our NIC Head Start pay scale for employees. Any remaining balance of funds could be applied to offset the increase in any negotiated

health insurance packages, and to provide a mechanism for longevity increases for staff that have been with the program at least three years.

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.

Non-Federal Share (In-Kind): The source of non-federal match, including the estimated amount per source and the valuation methodology is attached as an 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. We are including one Change of Scope of an enrollment reduction of six State TANF slots. The State is reducing the number of TANF slots in an effort to provide each program that receives TANF slots as equal cost per child funding level for each slot as the Office of Head Start slots. We are proposing a reduction of State TANF slots by seven slots, for a total enrollment of 253 (240 OHS and 13 TANF). 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 Idaho Head Start and Early Head Start programs, and two other states, includes Head Start data, school districts data, Idaho Department of Labor statistics, BLR data, and other comparable. With our current wage study, conducted February, 2024, there are no significant discrepancies in level of pay for any administrative job descriptions. With our lowest level of pay, $15.35, we find it difficult 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 include a comparable number of vacation days for benefit-eligible management staff positions. North Idaho College is negotiating an insurance benefit package that includes an increase in costs. In personnel costs, we are anticipating an increase in pay for a few positions due to educational attainments. Educational attainment is the only mechanism other than COLA that changes the wages of employees. These changes are reflected in our proposed wage scale. We do not currently have a system for honoring longevity. If a COLA is provided, building in a provision for longevity, honoring staff that have worked for 3 years minimum, will be a priority.

Equipment Purchase: We do not anticipate any equipment purchases with our Continuation grant funding application.

Building Maintenance and Repair: Our building maintenance and repair includes basic repair and maintenance. There is no anticipation of any repairs or maintenance that will be above the threshold to qualify as major repairs or renovation.

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: 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 is fiscal management and

accounting. They also serve 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, 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 Child Plus 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 programs 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 is 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, and a master budget summary is provided on a monthly basis to the Board and the Policy Council. 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.

NORTH IDAHO COLLEGE HEAD START
FIVE-YEAR PROGRAM GOALS - 2025-2030

Program Goal 1: To enhance community agency engagement and foster stronger relationships between families, the community, and the Head Start program by increasing collaborative partnerships, promoting shared resources, and encouraging active family participation in program activities and decision-making process

Objective 1	Objectives by Year	
Increase Community Partnerships: Establish or strengthen at least three new partnerships with local agencies (e.g., health care providers, social services, educational institutions) to offer integrated services and resources to families and children.	Year 1	Establish and strengthen community partnerships with a focus and increase on Health Care and Mental Health Providers
	Year 2	Establish and strengthen community partnerships with a focus and increase Social Service Agencies
	Year 3	Establish and strengthen community partnerships with a focus and increase Educational Institutions
	Year 4	Establish and strengthen community partnerships with a focus and Increase Housing Agencies
	Year 5	Evaluate community partnerships. By monitoring in-kind and community service assignments, evaluate the increase of community partnerships

Objective 2	Objectives by Year	
Ensure that at least 75% of enrolled families participate in at least one community event, meeting, or workshop per program-year to promote engagement, resource sharing and a sense of belonging.	Year 1	Provide program-wide training on family engagement focusing on generating in-kind. Incorporate relationship competencies on community engagements tool to identify trainings or professional development needs to increase engagement.
	Year 2	Implement strategies to address identified barriers (e.g., transportation, timing, childcare). Introduce incentives or recognition programs to encourage participation. Strengthen partnerships with local organizations to provide more engaging events. Aim for at least 50% of families to participate in one event per year.
	Year 3	Offer a variety of event formats (virtual, in-person, interactive) to accommodate diverse needs. Develop culturally responsive programming to better engage all families. Create family ambassador roles to help promote events within the centers. Aim for at least 60% of families to participate in one event per program year.
	Year 4	Establish recurring signature events that families look forward to each program year. Begin tracking long-term impact on family engagement and program outcomes. Aim for at least 70% of families to participate in one event per program year.
	Year 5	Continue refining outreach and engagement efforts based on feedback. Achieve and sustain 75% family participation at least one event per semester.

North Idaho College Head Start
Program Improvement Plan for 2025-2026

North Idaho College Head Start uses innovative strategies to conduct a thorough assessment of our strengths and challenges. On October 18, 2024, Policy Council approved a plan for conducting a thorough Self-Assessment and on October 25, 2024, an entrance meeting was conducted and teams were formed to execute a comprehensive assessment. Teams included parents, staff, administrators, and community stakeholders. The areas of focus agreed upon were Health and Safety; Family and Community Engagement (PFCE); ERSEA Strategies; Program Design, Management and Improvement (PDMI); Quality Education and Child Development; and Fiscal.

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 2024-2025 Improvement Plan and our Program Improvement Plan for 2025-2026, based on the efforts and input from self-assessment teams, and through inquiries of stakeholders in all five counties we serve.

Program Design and Quality Improvement

The team of staff and Policy Council members focused on the newest HSPPS around family engagement, specifically community partnerships that provide resources to our children and families. They conducted an eight-item questionnaire which was distributed to program leaders. The group identified strengths including widespread involvement in community service assignments across five counties that garner resources for families. Key insights were that survey results demonstrated that issues were noted in this area with some difficulty in leaders who commute in to rural areas not having as much connection with community stakeholders as leaders who reside in those communities. Regarding the program professional development plan, we will add all staff training in community resource development for the 25-26 Professional Development plan.

The group also reviewed recruitment materials and methods currently used, and whether these resources are modern forms of communicating what our program provides to prospective families. The recommendation was to develop recruitment materials in the top 5 languages for the regional area.

Family and Community Engagement Services

On October 29, 2024, this team met and established their focus on assessing the topic of modernizing communication. The team chose to do a survey consisting of eight questions. The questions focused on social media platforms, hard-copy verses electronic forms, online access to publications such as newspapers, meeting the needs of families with disabilities and dual-language learners, and meeting the needs of communication with the elderly as caregivers for children. A review of the program's webpage found that it is lacking information and is not efficient in attracting prospective families. Modernizing forms of communication would utilize websites, streaming platforms, and overall electronic forms of communication – these various methods of communicating could help with the program's goal of recruiting families and children in the five northern counties of Idaho. The team also assessed the current methods of communicating with parents; survey results indicate the parents/caregivers equally prefer both electronic and hard-copy methods of communication. The program has access to the Kaymbu (COR Advantage) parent communication/curriculum app. Those parents familiar with the app indicated it is an effective method of communicating with teachers. Not all teachers have begun using this communication tool; the program should provide training so staff become familiar and it is used with fidelity across the program.

Eligibility, Recruitment, Selection, Enrollment and Attendance:

Another recommendation is a thorough updating of the newly migrated NIC website to include accurate information for all Head Start sites and the online application. Recruitment strategies will continue to be a focus through the enhancement of the Head Start portion of the North Idaho College website.

Education – Child Development Mentor-Coaching:

The child-development mentor-coaching program was assessed by survey of education and supervisory staff, asking questions about their thoughts on effectiveness of the program. The survey consisted of seven questions. Staff input indicated that staff appreciate having a model (examples from someone familiar with the job that can answer questions). They also enjoy learning new strategies/ideas/techniques/perspectives and the opportunity for hands-on learning.

Education - Universal Designed Learning

A team of three employees reviewed the Universal Designed Learning (UDL) guidelines and determined a path for data collection. The team elected to use the Tools for Supervisors: Curriculum Modification – An Introduction and assess classroom environments and materials. Assessment was completed

through classroom observations and a four-question teacher survey. Program strengths include: incorporating children's interests; engaging learners of different abilities by scaffolding for children's different learning needs; choice and autonomy; utilizing visuals in directions. Most teachers have some knowledge of how to adapt activities for varying learning needs; however, there are very different levels of teachers' understanding of what UDL is and how to adapt a classroom to every learning ability. Universal Designed Learning could be a program focus, incorporating professional development and monitoring.

Health and Safety:

The administrators focused on the Program Information Report (PIR) data pertaining to health events. The strengths noted are that the program has thorough training for advocates to understand the importance of health screenings/assessments and how advocates can teach health literacy. One focus pertains to the "treatment needed and follow ups" fields of health events and adequate documentation of these actions. Training on input of immunizations and the proper documentation and follow up. Training on "conditional admission" forms, and data entry for immunizations will be added to an upcoming training for advocates. There is a systemic need for us to reestablish relationships with area health providers to receive health summaries in an efficient manner.

Fiscal Infrastructure:

The committee looked at Strategic Plans and assessed participation of Our Fiscal Specialist conducted an analysis of wage information based on the 2024 IHSA wage study. Our wages are in line with the other industries with appropriate comparative wages and positions. Our fringe benefits are not in line with peer programs in the area of vacation pay for staff. Also noted is our community assessment data shows that the cost of living is rising rapidly in our area.

In program-year 2023-24, during NIC Head Start's self-assessment process, program strengths were identified with two specific improvement needs: improved recruitment efforts and use of curriculums with fidelity. These two systemic issues became program improvement goals for PY2024-2024. The actions identified and carried out include forming a recruitment committee, creating flyers and materials for recruitment that include QR codes and that we increase our social media presence. We also set a goal to improve our Recruitment Plan and Report documentation. We also identified core curriculums, trained staff on use, and monitored use with fidelity across classrooms. As we plan for our improvement goals for our first year of our five-year grant cycle, these goals are in the process of completion and/or improvement to the extent that these goals will no longer rise to the level of a

specific improvement goal for PY25-26.

For Program Year 2025-2026, our improvement focus will be in two areas, ERSEA and Health and Safety. The following goals are the improvement plans for implementation based on ongoing self-assessment efforts:

<div align="center">

North Idaho College Head Start
PY2025-2026 PROGRAM IMPROVEMENT PLAN
Goal #1

</div>

Action Item & Outcomes	Person Responsible	Documentation	Projected Completion	
ERSEA				
Modernizing communication through available technologies to streamline communications with families and reduce paperwork burden *Utilize parent communication platform (Kaymbu) to send important correspondence, including attendance, child and family progress and goals, etc.*	Family Services Manager and Education Manager Family Services Manager and Ed Manager	Reduced number of forms Reports from communication platform recording % of use by individuals and by classroom	April 2025 and ongoing May 1, 2025 and ongoing	
Comments:				

PY2024-2025 PROGRAM IMPROVEMENT PLAN
Goal #2

Action Item & Outcomes	Person Responsible	Documentation	Projected Completion Date	Completed
Health and Safety				
Improve communication with area health providers to receive health event documentation in a timely manner. *Utilize IRIS system more effectively to track immunizations*	Health Services Manager Health Services Manager	Health Procedures and Professional Development Plan PIR reports to verify up to date status of all children	Sept 2025 and ongoing Sept 2025	
Comments:				

Objective 3		Objectives by Year
Develop and implement a communication strategy to ensure consistent and transparent exchange of information between Head Start staff, families and community partners through regular newsletters, social media, and community meetings.	Year 1	Assess current communication methods and identify gas through surveys or focus groups. Develop a communication plan outlining key messages, frequency, and platforms. Create a newsletter template and determine a distribution schedule (monthly/quarterly). Set-up or improve social media presence (e.g., Facebook groups, Instagram, WhatsApp). Host initial community meetings to introduce new communication efforts.
	Year 2	Implement multi-language support for newsletters and social media posts. Launch a test message or email alert system for important updates. Develop a process for two-way communication, allowing families to provide feedback easily. Partner with local businesses and organizations.
	Year 3	Introduce video updates from staff (e.g., short recorded messages or live Q&A sessions). Organize interactive virtual meetings to accommodate different schedules. Create a parent advisory group to help guide communication efforts. Increase personalised communication (e.g., direct calls, home visits) for families needing extra support. Continue assessing effectiveness and adapting strategies.
	Year 4	Integrate community voices by featuring family and partner stories in newsletters and social media. Train staff on best communication practices to improve clariety and consistency. Establish regular feedback loops (surveys, suggestion boxes, focus groups). Host quarterly town hall meetings to strengthen transparency. Develop a long-term plan to sustain communication efforts beyond year five.
	Year 5	Ensure all strategies are embedded in program policies and procedures. Automate and streamline communication tools (e.g., scheduling software, chatbots). Maintain active engagement with families and partners through evolving techology. Continue measuring effectiveness and making data driven improvements.

Program Goal 2: Improve Modernizing Efficiency for Documentation, Record Keeping, and Communication

Objective 1		Objectives by Year
To develop and implement an integrated system that automates and optimizes the process of document management and	Year 1	Conduct an audit of current documentation and record-keeping processes. Identify key pain points, inefficiencies, and compliance requirements. Develop an implementation roadmap with clear milestones. Train key staff on best practices for digital documentation and data security.
	Year 2	Begin testing the chosen system that embrace and enhance usage. Develop standard naming conventions and file organization protocols. Provide comprehensive training for staff on the new system. Gather feedback and make necessary adjustments.
	Year 3	Roll out the integrated document management system program-wide. Review procedures for common documentation processes. Monitor system efficiency, accuracy, and user adoption rates.
	Year 4	Conduct a thorough evaluation of system effectiveness. Review procedure changes. Strengthen integration with other administrative tools for seamless procedure. Establish a continuous improvement sycle to update system features.
	Year 5	Create guidelines and policies to maintain long-term efficiency. Develop a training program for new staff to sustain knowledge transfer. Regulary assess emerging technologies to keep the system up-to-date.

NORTH IDAHO COLLEGE HEAD START
FIVE-YEAR PROGRAM GOALS - 2025-2030

Objective 2		Objectives by Year
Increase digital platforms to improve communications with parents, staff and community partners.	Year 1	Use Head Start-specific data management systems for tracking attendance, health records, and family engagement. Store documents securely using cloud-based systems such as OneDrive and Box. Use tools like DocuSign for parent permissions, enrollments, consent forms, in-kind.
	Year 2	Use platforms to provide real-time updates on child progress, messaging, and document sharing. Send SMS or email alerts for attendance, deadlines, and program updates. Replace paper newsletters with online versions that include videos, links and translations.
	Year 3	Increase usage of project management tools for team coordination and task tracking. Conduct virtual staff meetings and parent meetings via Zoom to accommodate flexible schedules.
	Year 4	Evaluate and optimize platform effectiveness based on long-term data and feedback. Measure engagement with digital content by family engagement system (website visits, parent meeting attendance, social media shares/comments/likes, center/community newsletters distributed).
	Year 5	Develop a plan for continuous improvement and adaption to new trends. Develop a plan with assistance of IT Department to ensure state-of-the-art platforms are being utilized.

School Readiness Plan- North Idaho College Head Start 2025-2026

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. NICHS curriculum goals also need to align with the LEA (Lead Education Agency) Education Curriculum. 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

School Readiness Plan- North Idaho College Head Start 2025-2026

Annually classroom team's 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.

 In conjunction with HighScope, North Idaho College Head Start will implement Conscious Discipline and Learning without Tears Curriculums with fidelity to support school readiness. All other supplemental educational resources will be available to each classroom. Supplemental educational resources are used to support these curriculums for specific component areas such as mental health, dental, nutrition, health, and safety.

HighScope© The HighScope Curriculum implements teachers as partners, working alongside children and communicating with them both verbally and nonverbally to encourage learning. Key strategies for adult-child interactions are sharing control with children, communicating as a partner with children, scaffolding children's play, using encouragement instead of praise, and taking a problem-solving approach to supporting children in resolving conflicts. Ongoing child assessment is also an underlying component of the HighScope Curriculum. Objective anecdotal observations of children collected throughout children's natural play allow teachers to assess child progress and plan meaningful learning experiences.

School Readiness Plan- North Idaho College Head Start 2025-2026

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. Conscious Discipline also has a parent in curriculum that supports creating a school family connection. The School Family increases connections between adults and children at all levels, ensuring optimal development and learning for all. A School Family culture is built through consistent modeling of routines, rituals and structures.

Learning Without Tears©: Learning 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. This curriculum supports essential fine and gross motor skills through hands-on materials, learn through purposeful play, and explore language through connected text.

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.

School Readiness Plan- North Idaho College Head Start 2025-2026

The following school readiness goals are based on the data analysis of current school readiness goals, observations and trends in our program. A (*) marks the School Readiness Goal in each Developmental Domain.

Goal: Social and Emotional Development: As children develop language, they begin to put their feelings into words with the help of supportive adults. **HighScope:** Item D: Emotions **ELOF: Goal P-SE 6.** Child expresses a broad range of emotions and recognizes these emotions in self and others. **Idaho Content Standard:** K-2. K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings. **Idaho early Learning Guidelines:** GOAL 38: Children regulate their feelings and impulses by managing and expressing feelings appropriately, most of the time.	<u>**Social & Emotional Development in the HighScope Curriculum has five different areas of assessment**</u>: ***Emotions**: 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. **Building relationships with adults**: 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 eventually discover that adults are people independent of their caregiving role and their relationships with adults becomes more reciprocal. **Building Relationships with other children**: 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. **Community**: 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. **Conflict resolution**: With adult support, children learn how to identify a social problem and participate in figuring out a solution that satisfies everyone involved.

School Readiness Plan- North Idaho College Head Start 2025-2026

Goal Identification/Objective for Program Year 2025-2026	**Goal Identification:** 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 2025-2026 program year, we are building stronger social and emotional development by children learning about their feelings and how to express emotions.
Social and Emotional Development	**Objective**: 2025-2026 program year North Idaho College Head Start will continue to implement Conscious Discipline Curriculum classroom curriculum and HighScope Social/Emotional goals to supporting children building skills in understanding, expressing and showing emotions in a safe and healthy environment.
Action Plan 2025-2026	All staff will have access to resources such as NCPMI (National Center for Pyramid Innovations), Conscious Discipline resources and on-line tools, resources and tools on Head Start OMS including printable resources for staff use. Pre-Service training and continued training through the 2025-2026 program year will focus in social/emotional skill set building for both children and families in our program.

School Readiness Plan- North Idaho College Head Start 2025-2026

Goals: Language & Literacy	Language Literacy and Communication in the HighScope curriculum has seven areas of assessment:
Reading: Children will learn that familiar symbols and words are the start of reading. **HighScope:** Item P-Reading **ELOF: Goal IT--LC 11.** Child recognizes pictures and some symbols, signs or words. **Idaho Content Standard:** RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. **Idaho early Learning Guidelines: Goal 56-**Manipulate phonemes to make new words and to rhyme.	**Speaking**: Children adopt conventions of speech and engage in extended and meaningful conversations. **Listening and comprehension**: Children begin to connect what they hear and read to people and events in their lives. **Phonological awareness**: children develop sound awareness through conversations, word games, songs, chants, and stories. **Alphabetic knowledge**: Children begin to recognize letters in their names and in the environments around them. ***Reading**: As children gain alphabetic knowledge they learn to sound out words and use other cues to help them read. **Book enjoyment and knowledge**: 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. **Writing:** Once children connect spoken and written words, they want to write to share their own ideas. Children actually "write" (scribble and draw) before they can read. Learning to make letters and numerals is another step along the writing continuum.

School Readiness Plan- North Idaho College Head Start 2025-2026

Goal Identification/Objective for Program Year 2025-2026	**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. Children read pictures before they read letters and words. As they hear adults repeat the words in a familiar picture book, children come to understand that these exact words also appear in the marks on the page. Preschoolers read familiar symbols (stop signs, fast-food logos, and onscreen icons). These are all precursors to reading actual words. The first letters and words children read are often their names or other familiar words. As their alphabetic knowledge increases, they sound out more words and use other contextual cues to help them read. Continuing with a reading goals offers more support in the State Idaho reading Indicator for reading success by 3rd grade.
Language/Literacy- Reading	**Objective:** Program year 2023-2024 teachers will implement consistent use of the Learning 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
Action Plan 2025-2026:	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 2025-2026

	Math in the HighScope curriculum has five areas of assessment:
Goal: Math	**Numbers and counting**: Children begin to compare quantities and combine separate numbers and their components.
HighScope: Item V- Patterns Children recognize, copy or extend types of patterns in their environment**.**	
	Geometry: Shapes and spatial awareness: Children learn a variety of shapes and spatial concepts and use them to resolve spatial problems.
ELOF: Goal P-MATH 3. Child understands the relationship between numbers and quantities.	
Idaho Content: Standard: K.CC.B. Count to tell the number of objects.	**Measuremen**t: Children gradually learn how to explore tools used to measure and basic measurement terms.
	*Patterns: Children recognize, copy or extend types of patterns in their environment**.**
Idaho Early Learning Guidelines: Goal 39: Count with understanding. Recognize "how many" are in sets of objects.	**Data Analysis:** 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.

School Readiness Plan- North Idaho College Head Start 2025-2026

Goal Identification/Objective for Program Year 2025-2026 **Cognition (Math)** **Action Plan**	**Goal Identification**: North Idaho College Head Start continues to grow with math activities and concepts in the classroom environment. Exploring innovative ways to expose children to math development. Expanding ways to count in classroom environments and the world around us extends children's knowledge of math concepts to a higher level of thinking. **Objective:** 2025-2026 North Idaho College Head Start will implement math concepts with intentional opportunities in the classroom to quantity and gradually realize that the last number counted tells "how many" there are. Teachers will provide children opportunities to begin to compare quantities and combine and separate numbers into their components and consistently count (with one-to-one correspondence) up to 10 objects. **Action Plan:** Learning without Tears math resources, including Mat Man books on counting concepts. 2025-2026 School Year Pre-Service training on Curriculum math tools. ECLKC Resource for Education Staff: *Finding Math in Books-Ideas for Teaching Staff* will be shared at Pre-Service training. Teachers will look for ways in the classroom to offer innovative ideas to incorporate math into daily routines, classroom layout, and adult-child interactions.

School Readiness Plan- North Idaho College Head Start 2025-2026

Goal: Science and Technology: For young children, science is the process of observing and making sense of the world using senses.

HighScope: Item DD: Natural and Physical World

HighScope: Tools and Technology

ELOF: Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). Goal P-SCI 2. Young children learn to use observational tools to extend their senses and to observe the natural world up close.

Idaho Content Standard: K-ESS-2.1 Use a model to represent the relationship between the needs of different plants and animals and the places they live. **K-LS-1.1** Use observations to describe how plants and animals are alike and different.

Science and Technology in the HighScope curriculum has four areas of assessment:

BB. Observing and classifying: Being a good observer is an important skill for budding scientists to develop. Infants and toddlers use all their senses to observe. Preschoolers begin to sort things into categories — big and small, loud and quiet, rough and smooth, to name just a few.

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

*DD. Natural and Physical world: Preschoolers talk about wildlife and where they live. They notice how materials change and wonder why. Children learn how people's behavior affects the environment and how they can help to protect it.

*EE. Tools and Technology: Preschool and kindergarten children use tools (for example, scissors, staplers) to deliberately carry out their intentions. They increasingly use interactive digital technology (including software, apps, e-books, and the Internet) to supplement hands-on learning.

School Readiness Plan- North Idaho College Head Start 2025-2026

Idaho Early Learning Guidelines: Goal 42: Children observe, describe, and collect information by exploring the world around them. **Goal Identification/Objective for Program Year 2025-2026**	**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 2025-2026 for further improving school readiness in science concepts. Science, Technology, Art and Math are areas our program showed a need for growth in based on the COR Advantage Assessment tool. **Objective:** NICHS will support children in becoming good observers as an important skill for budding scientists to develop. Though the HighScope curriculum, STEAM activities and hands on experience in the classroom's children will gain the skill sets to be more investigative and have problem solving skill sets.
Science and Technology **Action Plan**	**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

North Idaho College — HEAD START

Total Funding	Budget
PA 22/20	(3,792,415)
TANF Allocation	(250,897)
USDA Reimbursement	(195,582)
Harding Rentals	(14,000)
TOTAL FUNDING	**(4,252,894)**
Personnel	
Salaries	2,523,672
TOTAL SALARIES	**2,523,672**
Fringe	
FICA	152,416
Unemployment Insurance	1,435
Worker's Compensation	13,269
	167,120
Health/Dental/Insurance/LTD/EAP	505,573
Retirement-PERSI 12.59%	223,873
TOTAL FRINGE	**896,566**
Travel	
Staff Out-Of-Town Travel	21,180
TOTAL TRAVEL	**21,180**
Equipment	
Equipment	-
TOTAL EQUIPMENT	**-**
Supplies	
Office Supplies-Program	18,115
Office Supplies- Administration	2,350
Office Supplies	20,465
Child Classroom Supplies	41,620
Food Services Supplies - Sundries	925
Children's Meal Service - Food	83,415
Children's Meal Service - Supplies	5,124
Children's Meal Service - Consumables	6,408
Food Supplies	95,872
Staff Training Supplies	200
Postage	2,529
Copier Fees/Maintenance - rent	7,964
Copier Fees/Maintenance	5,470
Education Supplies (ChildPlus & COR Advantage)	14,880
Computer Supplies/Equipment/Repairs	19,798
Custodial/Cleaning Supplies	14,433
Maintenance Supplies (not related to major repairs)	32,514
Information Technology Maintenance/repairs	27,000
Policy Council Training Supplies	350
Other Supplies	125,138
TOTAL SUPPLIES	**283,095**
Contractual	
Health / Disabilities Services	2,000
Fiscal Audit, Head Start portion of annual audit.	7,000
Maintenance Services, agreements to perform maintenance, lawn care, snow removal, and custodial services.	65,760
Other Contracts	72,760
TOTAL CONTRACTUAL	**74,760**

Construction

Construction	-
TOTAL Construction	**-**

Other

Rent - *Lease fee for the Shoshone Center located in Kellogg, Idaho.*	15,625
Rent - *Lease fee for the Sandpoint Center located in Sandpoint, Idaho.*	27,000
Rent - *Lease fee for the Lakeland Center located in Rathdrum, Idaho.*	18,560
Rent - *Lease fee for the Julien Bucher Center located in Bonners Ferry, Idaho.*	19,900
Rent - *Lease fee for the Community Ealry Learning Center located in Coeur d'Alene, Idaho.*	31,230
Rent	112,315
Telephone	11,708
Internet	24,714
Utilities	72,064
Utilities	108,486
Building and Child Liability Insurance	16,259
Building Maintenance / Repair	10,000
Staff In Area Travel - Mileage	25,409
Nutrition Services	1,000
Child Services Consultants (Mental Health/Psychological)	1,000
Parent Services - Travel Policy Council/Out of Area	1,500
Accounting and Legal Services (see indirect Tab)	-
Printing	3,768
Publications and Subscriptions	1,233
Advertising	1,226
Local Publications / Advertising / Printing	6,227
Registration/Presenter Fees/Material Fees (Staff)	6,601
Registration/Presenter Fees (Policy Council Reps)	500
Registration/Presenter Fees (Parent Education Training)	-
Academic Tuition/Fees	7,000
Training or Staff Development	14,101
Fingerprinting and background checks of all new staff through the Idaho Department of Health and Welfare and the City of Coeur d'Alene.	7,555
Membership/Dues for Idaho Head Start Association, NAEYC, National Head Start Association, and local Community Organizations for program and staff.	9,070
Child Medical Services	1,500
Child Dental Services	1,500
Child Disability Related Services	1,000
Classroom Services for education/family/ nutrition services provided for Head Start children at the NIC Children's Center and UpRiver Center	38,500
Disability Transportation	500
Nutrition Services mileage (CACFP)	2,010
Policy Council Child Care	1,892
Policy Council Meal Service	1,975
Policy Council In Area Mileage	4,051
Policy Council Parent Ed @ Center	1,000
Policy Council training, materials and presenter fees	8,918
TOTAL OTHER	**366,850**
TOTAL DIRECT CHARGES	**4,166,123**

Indirect

Indirect Costs	86,771
TOTAL INDIRECT CHARGES	**86,771**
TOTAL COST ALLOCATION	4,252,894

North Idaho College

		Budget	PA22	PA20	TANF	USDA	Harding Rentals
Total Funding		**$ 4,252,894**	**$ 3,759,164**	**$ 33,251**	**$ 250,897**	**$ 195,582**	**$ 14,000**
Personnel							
1	Salaries	$ 2,523,672	$ 2,296,740	$ -	$ 158,432	$ 68,500	$ -
	TOTAL SALARIES	**$ 2,523,672**	**$ 2,296,740**	**$ -**	**$ 158,432**	**$ 68,500**	**$ -**
Fringe							
	FICA	$ 152,416	$ 138,227	$ -	$ 9,068	$ 5,121	$ -
	Unemployment Insurance	$ 1,435	$ 1,301	$ -	$ 85	$ 48	$ -
	Worker's Compensation	$ 13,269	$ 12,034	$ -	$ 789	$ 446	$ -
1		$ 167,120	$ 151,562	$ -	$ 9,942	$ 5,615	$ -
2	Health/Dental/Insurance/LTD/EAP	$ 505,573	$ 458,508	$ -	$ 30,078	$ 16,987	$ -
3	Retirement-PERSI 12.59%	$ 223,873	$ 203,032	$ -	$ 13,319	$ 7,522	$ -
	TOTAL FRINGE	**$ 896,566**	**$ 813,102**	**$ -**	**$ 53,339**	**$ 30,125**	**$ -**
Travel							
1	1.Staff Out-Of-Town Travel	$ 21,180	$ 4,418	$ 16,100	$ 662	$ -	$ -
	TOTAL TRAVEL	**$ 21,180**	**$ 4,418**	**$ 16,100**	**$ 662**	**$ -**	**$ -**
Equipment							
1	Equipment	$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL EQUIPMENT	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Supplies							
1	Office Supplies-Program	$ 18,115	$ 16,268	$ -	$ 1,847	$ -	$ -
	Office Supplies- Administration	$ 2,350	$ 2,350	$ -	$ -	$ -	$ -
1	Office Supplies	$ 20,465	$ 18,618	$ -	$ 1,847	$ -	$ -
2	Child Classroom Supplies	$ 41,620	$ 38,296	$ -	$ 3,324	$ -	$ -
	Food Services Supplies - Sundries	$ 925	$ 925	$ -	$ -	$ -	$ -
	Children's Meal Service - Food	$ 83,415	$ -	$ -	$ -	$ 83,415	$ -
	Children's Meal Service - Supplies	$ 5,124	$ -	$ -	$ -	$ 5,124	$ -
	Children's Meal Service - Consumables	$ 6,408	$ -	$ -	$ -	$ 6,408	$ -
3	Food Supplies	$ 95,872	$ 925	$ -	$ -	$ 94,947	$ -
4.1	Staff Training Supplies	$ 200	$ -	$ 200	$ -	$ -	$ -
4.2	Postage	$ 2,529	$ 2,373	$ -	$ 156	$ -	$ -
4.3	Copier Fees/Maintenance - rent	$ 7,964	$ 7,564	$ -	$ 400	$ -	$ -
4.4	Copier Fees/Maintenance	$ 5,470	$ 5,098	$ -	$ 372	$ -	$ -
4.5	Education Supplies (ChildPlus & COR Advantage)	$ 14,880	$ 13,971	$ -	$ 909	$ -	$ -
4.6	Computer Supplies/Equipment/Repairs	$ 19,798	$ 18,674	$ -	$ 1,124	$ -	$ -
4.7	Custodial/Cleaning Supplies	$ 14,433	$ 9,733	$ -	$ 1,064	$ -	$ 3,636
4.8	Maintenance Supplies (not related to major repairs)	$ 32,514	$ 30,390	$ -	$ 1,215	$ -	$ 909
4.9	Information Technology Maintenance/repairs	$ 27,000	$ 27,000	$ -	$ -	$ -	$ -
1.1	Policy Council Training Supplies	$ 350	$ -	$ 350	$ -	$ -	$ -
4	Other Supplies	$ 125,138	$ 114,803	$ 550	$ 5,240	$ -	$ 4,545
	TOTAL SUPPLIES	**$ 283,095**	**$ 172,642**	**$ 550**	**$ 10,411**	**$ 94,947**	**$ 4,545**

Contractual													
1	Administrative Services (e.g., Legal, Accounting)	$	-	$	-	$	-	$	-	$	-	$	-
2	Health / Disabilities Services	$	2,000	$	2,000	$	-	$	-	$	-	$	-
3	Food Service	$	-	$	-	$	-	$	-	$	-	$	-
4	Child Transportation Services	$	-	$	-	$	-	$	-	$	-	$	-
5	Training and Technical Assistance	$	-	$	-	$	-	$	-	$	-	$	-
6	Family Child Care	$	-	$	-	$	-	$	-	$	-	$	-
7	Delegate Agency Costs	$	-	$	-	$	-	$	-	$	-	$	-
8.1	Fiscal Audit, Head Start portion of the annual audit.	$	7,000	$	7,000	$	-	$	-	$	-	$	-
8.2	Maintenance Services, agreements to perform maintenance, lawn care, snow removal, and custodial services.	$	65,760	$	52,190	$	-	$	4,115	$	-	$	9,455
8	Other Contracts	$	72,760	$	59,190	$	-	$	4,115	$	-	$	9,455
	TOTAL CONTRACTUAL	**$**	**74,760**	**$**	**61,190**	**$**	**-**	**$**	**4,115**	**$**	**-**	**$**	**9,455**
Construction													
1	Construction	$	-	$	-	$	-	$	-	$	-	$	-
	TOTAL Construction	**$**	**-**	**$**	**-**	**$**	**-**	**$**	**-**	**$**	**-**	**$**	**-**
Other													
1	Depreciation / Use Allowance	$	-	$	-	$	-	$	-	$	-	$	-
	Rent - *Lease fee for the Shoshone Center located in Kellogg, Idaho.*	$	15,625	$	15,625	$	-	$	-	$	-	$	-
	Rent - *Lease fee for the Sandpoint Center located in Sandpoint, Idaho.*	$	27,000	$	27,000	$	-	$	-	$	-	$	-
	Rent - *Lease fee for the Lakeland Center located in Rathdrum, Idaho.*	$	18,560	$	18,560	$	-	$	-	$	-	$	-
	Rent - *Lease fee for the Julien Bucher Center located in Bonners Ferry, Idaho.*	$	19,900	$	19,900	$	-	$	-	$	-	$	-
	Rent - *Lease fee for the Community Ealry Learning Center located in Coeur d'Alene, Idaho.*	$	31,230	$	31,230	$	-	$	-	$	-	$	-
2	Rent	$	112,315	$	112,315	$	-	$	-	$	-	$	-
3	Mortgage	$	-	$	-	$	-	$	-	$	-	$	-
	Telephone	$	11,708	$	6,806	$	-	$	4,902	$	-	$	-
	Internet	$	24,714	$	23,902	$	-	$	812	$	-	$	-
	Utilities	$	72,064	$	63,881	$	-	$	8,183	$	-	$	-
4	Utilities	$	108,486	$	94,589	$	-	$	13,897	$	-	$	-
5	Building and Child Liability Insurance	$	16,259	$	15,445	$	-	$	814	$	-	$	-
6	Building Maintenance / Repair	$	10,000	$	10,000	$	-	$	-	$	-	$	-
7	Incidental Alterations / Renovations	$	-	$	-	$	-	$	-	$	-	$	-
8	Staff In Area Travel - Mileage	$	25,409	$	23,799	$	-	$	1,610	$	-	$	-
9	Nutrition Services	$	1,000	$	1,000	$	-	$	-	$	-	$	-
10	Child Services Consultants (Mental Health/Psychological)	$	1,000	$	1,000	$	-	$	-	$	-	$	-
11	Volunteers	$	-	$	-	$	-	$	-	$	-	$	-
12	Substitutes (if not paid benefits)	$	-	$	-	$	-	$	-	$	-	$	-
13	Parent Services - Travel Policy Council/Out of Area	$	1,500	$	-	$	1,500	$	-	$	-	$	-
14	Accounting and Legal Services (see indirect Tab)	$	-	$	-	$	-	$	-	$	-	$	-

#	Item	Total										
	Printing	$ 3,768	$ 3,768	$ -	$ -	$ -	$ -
	Publications and Subscriptions	$ 1,233	$ 1,231	$ -	$ 2	$ -	$ -
	Advertising	$ 1,226	$ 1,195	$ -	$ 31	$ -	$ -
15	Local Publications / Advertising / Printing	$ 6,227	$ 6,194	$ -	$ 33	$ -	$ -
	Registration/Presenter Fees/Material Fees (Staff)	$ 6,601	$ -	$ 6,601		$ -	$ -
	Registration/Presenter Fees (Policy Council Reps)	$ 500	$ -	$ 500	$ -	$ -	$ -
	Registration/Presenter Fees (Parent Education Training)	$ -	$ -		$ -	$ -	$ -
	Academic Tuition/Fees	$ 7,000	$ -	$ 7,000	$ -	$ -	$ -
16	Training or Staff Development	$ 14,101	$ -	$ 14,101	$ -	$ -	$ -
17.1	Fingerprinting and background checks of all new staff through the Idaho Department of Health and Welfare and the City of Coeur d'Alene.	$ 7,555	$ 6,968	$ -	$ 587	$ -	$ -
17.2	Membership/Dues for Idaho Head Start Association, NAEYC, National Head Start Association, and local Community Organizations for program and staff.	$ 9,070	$ 8,513	$ -	$ 557	$ -	$ -
17.3	Child Medical Services	$ 1,500	$ 1,500	$ -	$ -	$ -	$ -
17.4	Child Dental Services	$ 1,500	$ 1,500	$ -	$ -	$ -	$ -
17.5	Child Disability Related Services	$ 1,000	$ 1,000	$ -	$ -	$ -	$ -
17.6	Classroom Services for education/family/ nutrition services provided for Head Start children at the NIC Children's Center and UpRiver Center	$ 38,500	$ 38,500	$ -	$ -	$ -	$ -
17.7	Disability Transportation	$ 500	$ 500	$ -	$ -	$ -	$ -
17.8	Nutrition Services mileage (CACFP)	$ 2,010		$ -		$ 2,010	$ -
	Policy Council Child Care	$ 1,892	$ 1,776	$ -	$ 116	$ -	$ -
	Policy Council Meal Service	$ 1,975	$ 1,921	$ -	$ 54	$ -	$ -
	Policy Council In Area Mileage	$ 4,051	$ 3,925	$ -	$ 126	$ -	$ -
	Policy Council Parent Ed @ Center	$ 1,000	$ -	$ 1,000		$ -	$ -
17.9	Policy Council training, materials and presenter fees	$ 8,918	$ 7,622	$ 1,000	$ 296	$ -	$ -
17	Other	$ 70,553	$ 66,103	$ 1,000	$ 1,440	$ 2,010	$ -
	TOTAL OTHER	**$ 366,850**	**$ 330,445**	**$ 16,601**	**$ 17,794**	**$ 2,010**	**$ -**
	TOTAL Direct	**$ 4,166,123**	**$ 3,678,537**	**$ 33,251**	**$ 244,753**	**$ 195,582**	**$ 14,000**
Indirect							
1	Indirect Costs	$ 86,771	$ 80,627	$ -	$ 6,144	$ -	$ -
	TOTAL Indirect Charges	**$ 86,771**	**$ 80,627**	**$ -**	**$ 6,144**	**$ -**	**$ -**
	TOTAL COST ALLOCATION	**$ 4,252,894**	**$ 3,759,164**	**$ 33,251**	**$ 250,897**	**$ 195,582**	**$ 14,000**

Tab 3

BOARD OF TRUSTEES MEETING
March 26, 2025
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                                                              TAB 3

SUBJECT: Approve Summer Session Extension

BACKGROUND:
The Idaho Peace Officers Standards and Training (P.O.S.T.) program now requires 18 total weeks of instruction. To have the Fall cohort finish mid-December, the proposal is to have this cohort begin the last two weeks of summer (for this year, August 4-15, 2025). Currently the Summer Session officially ends on August 1, 2025. All other classes scheduled for the summer will not change and retain their begin and end dates.

The Spring cohort will begin the week of January 19, 2026 (with all other classes) and by using the first two weeks of Summer 2026 Session, complete the program by May 29, 2026. No changes are needed for the Spring cohort.

SUGGESTED MOTION FOR BOARD ACTION
[Board Member] make the motion to approve the Summer Session Extension as presented.

Prepared by: Suzy Scura
Board Clerk

Tab 4

BOARD OF TRUSTEES MEETING
March 26, 2025

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TAB 4

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SUBJECT: First Reading Policy 3.04.01 (Sick Leave)

BACKGROUND: Policy 3.04.01 (Sick Leave) was revised through the regular review cycle of College policies and procedures. The content was updated and procedural elements were moved from the Policy to Procedure 3.04.01 (Sick Leave) which was approved by the College Senate.

DISCUSSION: Tab 2 includes a redline copy of Policy 3.04.01 (Sick Leave) as well as a clean copy of how the suggested modifications would read. Included for reference is the associated Procedure. No Board action is needed on the Procedure.

REQUESTED BOARD ACTION: It is requested that the Board consider a motion to approve the policy with the proposed revisions as presented.

Prepared by: Kristin Howard
              Interim Executive Assistant to the President

Policy Title: ~~Emergency,~~ Sick~~, and Bereavement~~ Leave

Impact: <u>Benefits Eligible</u> Employees

Responsibility: <u>Human Resources</u>

Effective Date:

Revised Date:

Reviewed Date:

Relates to Procedure(s): 3.04.01

Legal Citation(s): <u>House Bill 452, Idaho Code 33-1217</u>

I. ~~Emergency, Sick and Bereavement Leave~~

~~North Idaho College supports the Family Medical Leave Act (FMLA), the purpose of which is to allow "employees to balance their work obligations and family life by taking reasonable unpaid leave for certain family and medical reasons."~~

~~The FMLA Compliance Guide states that "substitution of accrued sick or family leave [for unpaid leave] is limited by the employer's policies governing the use of such leave." (See Policy # 3.04.9 Family Medical Leave Act for more information.)~~

~~Since NIC supports the above FMLA, sick leave will be considered an earned benefit, which can be applied to FMLA as provided in Policy #3.04.9. It is understood, however, that employees will use sick leave in a responsible manner so as not to disrupt the college's mission.~~<u>Employee wellbeing is a priority of the college. Accordingly, employees are expected to remain at home when they are ill. Where eligible under this policy, employees may also remain home to care for family members.</u>

~~Employees may choose to use sick leave in the following situations:~~<u>Benefits eligible employees accrue sick leave that may be used for the following reasons:</u>

a. Illness or injury that prevents the employee from performing ~~his/her~~<u>their</u> duties.

b. ~~Duress from either m~~<u>M</u>ental health ~~or stress-related problems~~ <u>situations</u> that prevent~~s~~ the employee from performing ~~his/her~~<u>their</u> duties.

c. ~~Exposure to a serious contagious disease that would jeopardize the health of fellow employees.~~

d. ~~Medical appointments or examinations required by the employee her/himself.~~

e. ~~Emergency sick leave, when the emergency results from a serious illness or death of employee's relatives or significant others. (The FMLA guarantees 12 work weeks of unpaid leave.) (See Policy # 3.04.9 Family Medical Leave Act for more information about intermittent/reduced schedule leave.)~~

~~"Relatives" are defined to include spouse, children, parents, grandparents, grandchildren, brothers and sisters of either spouse, or other family members living as part of the employee's immediate household. ("Significant other" is defined as a person who has lived in the role of employee's spouse for more than one year.)~~

For employees who are members of the Sick Leave Bank, additional paid sick leave days may be granted for employees who have exhausted their sick leave. (See Policy #3.04.3)

- Emergency or sick leave taken by faculty must be reported promptly to the appropriate division chair, who in turn will notify the vice president's office. Support personnel will report to the appropriate supervisor, who will notify the Business Office.

- If an employee fails to report for work without notifying his/her supervisor, or if a classroom instructor misses classes without providing proper advance notification to the college, the president may issue a warning, place a letter of reprimand in the individual's personnel file, or bring action for dismissal under the applicable board of trustees' policy.

- If the employee exhausts sick leave and takes additional absences, a payroll deduction equal to the period of absence will be deducted from that person's annual pay.

- If the employee takes more than ten consecutive working days as sick leave, the employee may be required to provide adequate proof of illness, mental health or stress-related duress, or emergency.

Category I, II, and IV

Full-time employees shall accrue emergency and sick leave at the rate of one day per month beginning with the first full calendar month of employment. Part-time employees in these categories shall accrue this leave on the same basis as above except that the rate of accrual shall be prorated according to the percentage of full-time service.

Category III - Instructors, Librarians, Counselors

Full-time employees shall qualify for nine (9) days of emergency and sick leave each academic year. Employees working 50% time (10 credit hours or more), but less than full time shall accrue these nine days on a prorated basis. Instructors, librarians and counselors teaching less than 50% time are not eligible for sick-leave benefits. Eligible employees shall accrue one additional day of leave for each full month of employment beyond nine months per year.

Category V

Employees (excluding student workers and workers employed less than 50% of full-time) shall accrue emergency and sick leave on the same basis as category IV employees, except that the rate of accrual shall be prorated according to the percentage equivalent of full-time service.

Category VI

Employees may not earn or accrue emergency and sick leave unless required by the express provisions of the applicable grant or unless negotiated and duly recorded in the employment contract or letter of appointment issued by the college.

Parental Leave Policy

- Parental leave shall be considered sick leave if the employee is the primary caregiver of the infant. The primary caregiver in most cases is the mother. In other situations, the primary caregiver will be the person who bears major responsibility for the child. Accrued sick leave may be used during the 12 work weeks guaranteed by the Family Medical Leave Act "for the birth of a son or daughter, and to care for the newborn child, or for the placement with the employee of a child for Birth or adoption

or foster care, and to care for the newly placed child." (See Policy # 3.04.9 Family Medical Leave Act for more information about Intermittent/Reduced Schedule Leave.)

Any leave time required beyond accumulated sick leave will be considered as leave-of-absence without pay.

c. A parent/spouse who is not the primary caregiver is entitled to five days sick leave for the birth of a child.

d. A grandparent is entitled to fFive days of sick leave for the birth of a grandchild.

e. Illness or injury of a family member for which the employee is a primary caregiver.

f. Health-related appointments for the employee or family member.

The employee will use parental leave in a responsible manner so as not to disrupt the college's mission. The employee will notify his/her supervisor a minimum of ten days in advance of the need for parental leave so substitutes can be procured.

II. Leave Beginning During Non-Contract Periods

For contract employees working fewer than 12 months, the emergency sick, maternity and bereavement leave will begin when the employee's contract resumes, provided it falls within the time frame guaranteed by FMLA.

The eEmployees may use up to 12 workweeks of accumulated sick leave for the above purposesconcurrently with FMLA.

Employees may use accrued sick leave to supplement their short-term disability or Worker's Compensation benefits, not to exceed 100% of regular pay.

Sick leave may not be used in lieu of vacation leave.

Sick leave Accrual
Employees accrue sick leave based on their employee classification. Employees who work less than 100% full-time will accrue based on their full-time equivalent percentage.

Sick leave benefit at retirement
Employees who meet the qualifications to retire from NIC may be eligible to use a portion of their accrued sick leave to pay for continued medical and dental insurance.

Transfer of Sick Leave when leaving employment
Sick leave is not compensable upon termination of employment. Per Idaho Statute, accrued sick leave may be transferred if an employee moves to another qualifying Idaho public institution.The employee will notify her/his supervisor a minimum of ten days in advance of the need for leave so substitutes can be procured.

III. Exceptions to This Policy

Under extreme situations that arise under issues of sick leave, the president alone may make exceptions to this sick leave policy for humanitarian reasons. S/he must document the reasons supporting the exception and notify the Board of Trustees of such a decision.

Policy Title: Sick Leave

Impact: Benefits Eligible Employees

Responsibility: Human Resources

Effective Date:

Revised Date:

Reviewed Date:

Relates to Procedure(s): 3.04.01

Legal Citation(s): House Bill 452, Idaho Code 33-1217

Employee wellbeing is a priority of the college. Accordingly, employees are expected to remain at home when they are ill. Where eligible under this policy, employees may also remain home to care for family members.

Benefits eligible employees accrue sick leave that may be used for the following reasons:

a. Illness or injury that prevents the employee from performing their duties.

b. Mental health situations that prevent the employee from performing their duties.

c. Birth or adoption of a child.

d. Five days of sick leave for the birth of a grandchild.

e. Illness or injury of a family member for which the employee is a primary caregiver.

f. Health-related appointments for the employee or family member.

Employees may use sick leave concurrently with FMLA.

Employees may use accrued sick leave to supplement their short-term disability or Worker's Compensation benefits, not to exceed 100% of regular pay.

Sick leave may not be used in lieu of vacation leave.

Sick leave Accrual
Employees accrue sick leave based on their employee classification. Employees who work less than 100% full-time will accrue based on their full-time equivalent percentage.

Sick leave benefit at retirement
Employees who meet the qualifications to retire from NIC may be eligible to use a portion of their accrued sick leave to pay for continued medical and dental insurance.

Transfer of Sick Leave when leaving employment
Sick leave is not compensable upon termination of employment. Per Idaho Statute, accrued sick leave may be transferred if an employee moves to another qualifying Idaho public institution.

Procedure Title: Sick Leave

Impact: Benefits Eligible Employees

Responsibility: Human Resources

Effective Date: 02/22/2024

Revised Date: 02/22/2024

Reviewed Date: 02/22/2024

Relates to Policy: 3.04.01

Legal Citation(s):

Employees who intend to use sick leave should notify their supervisor in advance, whenever feasible. Employees who miss three or more days due to an illness or injury may be required to provide a medical certification, according to the Family Medical Leave Act (FMLA).

Employees taking sick leave must notify their direct supervisor immediately and document time-off in the college's time entry system.

- Non-Exempt/Overtime-Eligible (Classified) – Non-Exempt, hourly employees who exhaust all accrued sick and vacation leave will not be paid for additional missed time.

- Exempt/Overtime Ineligible (Professional and Faculty) – Exempt, salaried employees should not report leave usage for less than four hours (1/2 day). Once the employee exhausts all accrued sick and vacation leave, an adjustment will be made to the employee's bi-weekly pay.

Sick leave accrual rates are as follows:

- Non-Exempt/Overtime-Eligible (Classified)- .0462 per hour worked.

- Exempt/Overtime Ineligible (Professional) - 3.7 hours of sick leave for every biweekly pay period at 100% full-time equivalency (FTE).

- Exempt/Overtime Ineligible (Faculty) – the equivalent of 8 hours of sick leave per month based on contract length. For example, a 9-month contract would accrue 3.8 hours of sick leave for every biweekly pay period.

Employees who will exhaust their accrued leave but are unable to report to work should contact Human Resources as soon as possible.