



North Idaho College

NIC Board of Trustees Meeting Agenda
December 16, 2020

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.

5:00 p.m. **Executive Session-** Idaho Code Section 74-206 (1)(b) *

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

Zoom connect: <https://nic.zoom.us/j/97166879452> or by phone: (669) 900-6833 / Meeting ID: 971 6687 9452

Convene/Call to Order	Todd Banducci
Verification of Quorum	Todd Banducci
Review Minutes	Todd Banducci
Public Comment**	Todd Banducci
Celebrating Success: Associated Students of North Idaho College	Kai Sedlmayer

CONSTITUENT REPORTS

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

PRESIDENT'S REPORT

Rick MacLennan

OLD BUSINESS

Tab 1: Second Reading/Action: Head Start Policy Council Bylaws and Self-Assessment Process	Beth Ann Fuller
Tab 2: Second Reading/Action: Meyer Health and Sciences Building Expansion	Chris Martin

NEW BUSINESS

Tab 3: First Reading/Action: Revised Policy 3.09 Evaluation of Supervisors	Karen Hubbard
Tab 4: First Reading/Action: Revised Policy 3.02.22 Employee Development	Karen Hubbard
Tab 5: First Reading/Action: Board Member General Conduct Policy 2.01.10	Todd Banducci
First Reading/Action: Appoint Board Liaison to the NIC Foundation Board	Todd Banducci
Action: Reschedule January Board Meeting	Todd Banducci

INFORMATION ITEMS

Tab 6: Aerospace Program	Rick MacLennan
Tab 7: Board Meeting Planner Jan-Dec 2021	Rick MacLennan
Student Participation in Athletic Activities	Graydon Stanley

BOARD CHAIR REPORT

Todd Banducci

REMARKS FOR THE GOOD OF THE ORDER**

ADJOURN

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

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



North Idaho College
BOARD OF TRUSTEES MEETING
Held by Video Conference
November 18, 2020
MINUTES

CALL TO ORDER AND VERIFICATION OF QUORUM

Vice Chair Ken Howard called the meeting to order at 6:00 p.m. and verified that a quorum was present. The meeting was conducted by way of Zoom video conference.

ATTENDANCE

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

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

Vice Chair Howard called for any changes to the minutes from the meeting held on September 23, 2020 and the workshop held on November 11, 2020. There were no changes noted and the minutes were accepted, as presented.

PUBLIC COMMENT

There was no public comment.

CELEBRATING SUCCESS

VP Graydon Stanley introduced Chris Green, academic advisor for the TRIO Student Support Services Program who provided an overview of the program. Mr. Green and TRIO Program participant Suzy Elmore, shared their individual experiences as program participants, and described the opportunities made available by TRIO.

SPECIAL BUSINESS

Canvass of Trustee Election

VP Chris Martin canvassed results of the November 3, 2020 trustee election:
For NIC Trustee Zone 3, Todd Banducci was unopposed and received 62,417 votes.
For NIC Trustee Zone 4, Greg McKenzie received 35,218 votes and Joe Dunlap received 29,543 votes
For NIC Trustee Zone 5, Michael Barnes received 38,834 votes and Paul Sturm received 24,785 votes.

Trustee Wood took this opportunity to welcome new trustees to the board. She then pointed out irregularities in the overall election in Kootenai County, that include the submission of 400 blank ballots, the majority, in legislative district 2, and within the 16th precinct of legislative district 2,

130 overvotes. She expressed an interest in having the NIC Elections Clerk conduct and inquiry of the County Elections Office in consideration of future elections. Vice Chair Howard responded that this could be added to a future board agenda for discussion and action by the board. Trustee Wood moved to accept the canvass of the November 3, 2020 trustee election. The motion, seconded by Trustee McKenzie, carried unanimously.

Election of Officers

Vice Chair Howard opened the floor for officer nominations, first for the position of board chair. Trustee Wood made a motion to nominate Greg McKenzie. The motion was seconded by Vice Chair Howard. Vice Chair Howard called for any other nominations for the position of board chair. Trustee Barnes made a motion to nominate Todd Banducci for the position of board chair. The motion was seconded by Trustee McKenzie. There were no other nominations. The motion to nominate Greg McKenzie failed with two votes in favor. The motion to nominate Todd Banducci carried with four votes in favor.

Trustee Banducci made a motion to nominate Greg McKenzie for the position of vice chair. The motion was seconded by Trustee Barnes. There were no other nominations and the motion carried unanimously.

Trustee McKenzie made a motion to nominate Christie Wood for the position of secretary/ treasurer. The motion was seconded by Trustee Howard. There were no other nominations and the motion carried with four votes in favor.

At this time, Trustee Banducci was seated as board chair and conducted the remainder of the meeting.

CONSTITUENT REPORTS

ASNIC

ASNIC President Kai Sedlmayer reported on student government activities since the last board meeting. Activities included a club innovations challenge, a forum for candidates for the trustee election, analysis of results of a student interest survey conducted earlier in the semester, work with a marketing consultant to discover ways to more meaningfully engage with students, a club photo contest, and designing masks to distribute to students in spring semester.

Faculty Assembly

Chair Chris Pelchat began by briefly describing the Faculty Assembly and his role in the college's governance process on behalf of faculty. He went on to report on two action items from the assembly's October meeting, including the appointment of an adjunct faculty representative to the Faculty Assembly executive committee, and a vote on a revised policy and procedure for faculty evaluations. He reported that for their November meeting, they'll receive reports from the Student Learning Outcomes Assessment team, the Taskforce on Retention, and advising services.

Staff Assembly

Chair Jeff Davis introduced himself and explained his role on behalf of staff employees. He reported on activities from the October and November Staff Assembly meetings, including recognition of the employee of the month, a question and answer session with Human Resources, and a presentation by a representative from the NIC Center for New Directions.

College Senate

Chair Steve Kurtz explained the role of College Senate and he shared the slate of officers and composition of Senate. He next reviewed the agenda and order of business for the November College Senate meeting.

PRESIDENT'S REPORT

Dr. MacLennan opened by offering congratulations to newly elected Trustees McKenzie and Barnes, and he expressed his appreciation for those who participated in the recent board orientation session. He went on to briefly describe two Idaho higher education organizations: Presidents' Leadership Council and Idaho Community College Consortium. He discussed topics of interest under consideration within higher education to address with the legislature in the coming session, including the funding formula for higher education, and specifically for community colleges, the student tuition cap. Dr. MacLennan commented that he will be meeting with members of the North Idaho legislative delegation to share with them some of the issues faced by higher education and impacting North Idaho College. He reported that the executive director of the Office of the State Board of Education had scheduled a meeting later in the month with the presidents of the four community colleges for discussion of the upcoming hearings before the Joint Finance and Appropriations Committee of the legislature and trustee training. He briefly discussed the college's efforts to respond to the impacts of COVID-19, and closed by commending the Office of Finance and Business, specifically VP Chris Martin and Controller Sarah Garcia, for their efforts to bring in a successful fiscal audit.

Chair Banducci offered his appreciation to Chris and Sarah for their good work.

In response to a question from Trustee McKenzie, Dr. MacLennan described typical engagement with members of the legislature prior to the beginning of each legislative session.

There was a brief discussion about the board liaison service to the NIC Foundation.

KTEC REPORT

Chair Banducci reported that classes are full and enrollment projections for spring look good. He announced that the National Guard had recently provided a stripped-down military vehicle for use in KTEC training during spring semester.

There was some discussion about the board's appointment of a trustee representative for the KTEC Board. Trustee Wood suggested that the board appoint a new representative and Trustee Barnes expressed his interest in serving in this role. Trustee Howard made a motion to appoint Trustee Barnes to serve in the role of KTEC Board Member. The motion, seconded by Trustee Wood, carried unanimously.

OLD BUSINESS

There was no old business.

NEW BUSINESS

External Fiscal Audit

Jodi Daugherty from the auditing firm of Eide Bailly, reviewed elements of a letter that communicates to the board, the auditor's responsibilities, compliance, and information related to findings, if any, and she next reviewed elements of the auditor's report. Barry Weber from Eide Bailly reviewed highlights of the financial statements and related notes for cash and investments, capital assets, debt, pension disclosures, and summaries of the college's component units of the NIC Foundation and Dormitory Housing Commission. Mr. Weber

commented that the Department of Education had not released the supplement for use in auditing the college's compliance with CARES Act funding. He added that when the supplement is released, a single audit report will be issued related to the college's compliance with federal awards including CARES Act funds. He next reported on the random tests of the design of internal controls over financial reporting, noting that no deficiencies or material weaknesses were identified, and no issues of noncompliance over other matters were discovered in the areas that were tested. Mr. Weber closed by briefly explaining the college's commitments for operating lease expenditures for buildings and maintenance agreements.

Trustee Howard made a motion to accept the fiscal audit for the year ending June 30, 2020. The motion was seconded by Trustee Wood who went on to express her appreciation for the work to accomplish a good audit. She asked VP Martin to confirm that the college's property tax levy is not based on the college's net position of \$90 million, but on the assessed property valuation. VP Martin responded that the college levies property taxes based off property values in Kootenai County and he added that a large portion of the change in tax levy value is due to increased values for properties in Kootenai County.

Trustee McKenzie asked about upcoming cost savings associated with leases. VP Martin responded that the college has reduced projected leases based on operational changes, including nonrenewal of some leases such as those for Bonners Ferry and Silver Valley Outreach Centers, and anticipated copier leases dropping off. Mr. Weber pointed out the reduction shown on the schedule of leases at the end of the 2022 includes the Sandpoint Outreach Center lease, which will be up for renewal at that time.

The motion to accept the fiscal audit for the year ending June 30, 2020 carried unanimously.

Head Start Policy Council Bylaws and Self-Assessment Process

Head Start Director Beth Ann Fuller provided a brief overview of Head Start, including a description of the Policy Council. She reviewed elements of the bylaws, explaining minor revisions made to the membership section which moves the member count from 16 parent representatives to 11 and includes up to five community representatives. She next reviewed the proposed self-assessment process they'll employ for the first year of their five-year cycle to demonstrate how they will meet federal regulations. This was a first reading and no action was taken.

INFORMATION ITEM

Meyer Health and Sciences Building Expansion

VP Martin briefly discussed the project and explained that it had been put on hold in spring due to the uncertainty of the COVID-19 pandemic. He explained the need for the building expansion and added that funds are available for the project in the board's capital reserve fund. A brief discussion took place about the upcoming workshop to better acquaint the new trustees with the project and to provide the opportunity for the board to more fully discuss the project prior to determining action for moving the project forward to the bid process in the spring.

BOARD CHAIR REPORT

Chair Banducci commented that he looks forward to engaging with the community over the next year with maximum transparency between the college and community and the free exchange of ideas for everyone. He offered well wishes to Laura Umthun, director of the Adult Education Center, for her upcoming retirement.

REMARKS FOR THE GOOD OF THE ORDER

Trustee Howard read, aloud, an email from former Trustee Brad Murray, expressing his thanks and appreciation to the college, college leadership, and the board. Trustee Howard went on to comment on the value that Trustees Murray and Dunlap brought to the college and the board, and he congratulated the two new trustees for winning their elections. Trustee Wood expressed her appreciation for former Trustees Dunlap and Murray and their service and dedication to the college. There were no further remarks and Chair Banducci adjourned the meeting at 8:20 p.m.

Respectfully Submitted,
Shannon Goodrich, Board Clerk



North Idaho College
BOARD OF TRUSTEES WORKSHOP
Held by Video Conference
December 2, 2020
MINUTES

The workshop was opened and Dr. Rick MacLennan welcomed attendees and asked VP Chris Martin to introduce the topic of the expansion project for the Meyer Health Science Building. VP Martin briefly explained the history of the project, and described some of the elements the project will add to the building to accommodate needs for lab space and collaboration space for nursing education. He added that the project is shovel ready, awaiting the board's approval to move forward. VP Lita Burns described the program support needs driving the project, including such matters as the institution's ability to increase capacity in health professions programs in collaboration with community and regional hospitals and clinics, the prerequisite courses that lead to health professions and nursing programs, and a state-level request to increase the numbers of nurses.

Following a question from Trustee Greg McKenzie about the anticipated enrollment projections for nursing. VP Burns responded that based on NIC's nursing student to faculty ratio of 10:1 this increase would take enrollment from 40 students to 50 students per semester.

Chair Banducci asked about the program's capacity and the potential impact of increased capacity to student practicums, locally. VP Burns shared a brief history of the college's work with Kootenai Health to manage staffing for the college's Associate Degree Nursing students. She acknowledged that today's students may not have the same number of clinical hours in the hospitals as students in previous years, and she added that the college employs simulation and other training opportunities to ensure the competence of graduates. She went on to comment that the NIC program is adequately sized for today, but that there is a workforce shortage anticipated for which it will take two to three years to produce a trained workforce.

Trustee McKenzie asked if the building expansion will create a need for additional faculty. VP Burns responded that at some point there will be a need for additional faculty. She added that the expansion is focused more on learning spaces needed for pre- and post-clinical work, which was previously conducted at the hospital, but has since been pulled back to the campus at the request of the hospital due to their space limits and needs.

Trustee Christie Wood explained the process undertaken by the board to prioritize the Meyer Health and Sciences Building within facilities planning to address program and student needs.

VP Martin introduced Indy Dehal and Robin Pecka from ALSC Architects, and John Young, who serves as the owner's representative for the project. Mr. Dehal shared renderings of the project floor plans and building interiors and exteriors. He described elements of the design and answered trustee questions about specific areas of the plans and the design. Mr. Dehal reviewed construction costs, commenting that as of April 2020 the estimated total budget was \$7.8 million. He added that they are beginning the process now to analyze costs to determine if there are savings that can be achieved based on any changes that may have occurred related to construction since April. He next reviewed potential cost saving alternatives.

In response to a question from Chair Banducci related to material costs and timeline, VP Martin offered that the project is permit ready and the administration will request the board's approval to move forward at the December board meeting, adding that it is anticipated that the project will be put out to bid in early 2021. John Young commented that there have been impacts to costs in some areas of construction, but for the materials anticipated for this project, impacts are less significant.

He added that the bid environment in early 2021 is expected to be favorable due to slowdowns resulting from COVID-19.

Following the presentation by ALSC, the board held a separate discussion on the topic of the Aerospace Program.

Trustee McKenzie provided information he's collected related to the possible availability of CARES Act funds to use in support of the Aerospace Program. He asked for board member input on the potential of requesting those type funds from the state.

A discussion ensued about timeline for use of CARES Act funds, potential opportunities for the disposition of the Aerospace Program and related program components and resources. Information was provided related to the potential for transitioning the program into an apprenticeship program to continue to meet aerospace industry needs. There was an acknowledgement of the impact of not offering the power plant instruction.

Chair Banducci asked the administration to review the proposal provided by Trustee McKenzie prior to the December 16 board meeting and offer information related to future options for the Aerospace Program.

Chair Banducci closed the workshop at 5:40 p.m.

Respectfully submitted,
Shannon Goodrich, Board Clerk

**BOARD OF TRUSTEES MEETING
December 16, 2020**

TAB 1

SUBJECT

Second Reading/Action: Head Start Policy Council Bylaws
Second Reading/Action: Head Start Self-Assessment Process

BACKGROUND

The Head Start Act and/or the Head Start Program Performance Standards requires the Governing Board, which consists of the NIC Board of Trustees and Head Start Policy Council, to annually review and approve the Policy Council Bylaws and the annual self-assessment process.

DISCUSSION

By-Laws: Changes proposed include the decrease of the required number of Policy Council representatives.

Self-Assessment Process: Self-Assessment systems measure agency accomplishments, strengths, and weaknesses, and support a continuous quality improvement approach to managing Head Start programs. The Office of Head Start uses the self-assessments to better distinguish between compliance and quality, enabling them to identify and track elements that reflect strong performance. Self-Assessment is an activity that is required to occur yearly. The process culminates into a Self-Assessment and Improvement Plan each year.

NIC Head Start will utilize the new Head Start Federal Aligned Monitoring System Focus Area One (Understanding the Approach to Program Services) as a guide for this year's Self-Assessment process. Additionally, the process includes data review and feedback from staff, parents and community members. The Head Start Policy Council approved the proposed process at the October 2020 Policy Council meeting.

COMMITTEE ACTION

Board Review and Approval

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 the Head Start Performance Standards, it is requested that the board consider a motion to approve the following:

Attachment A: Head Start Policy Council By-laws

Attachment B: NIC Head Start Self-Assessment Process for school year 2020/221, utilizing FY 2021 Focus Area One Monitoring Protocol

Prepared by
Beth Ann Fuller
Director, Head Start

Policy Council Bylaws

ARTICLE I _____Name

The name of this organization shall be the North Idaho College Head Start Policy Council, hereafter in these Bylaws called Policy Council.

ARTICLE II Purposes and Functions

Section I Purpose

The purpose shall be to comply with the requirements of Improving Head Start for School Readiness Act of 2007, Section 642 and to implement Head Start Program Performance Standards, subchapter B of 45 CFR chapter XIII, 1301.1 Program Governance “An agency must establish and maintain a formal structure for program governance that includes a governing body, a policy council at the agency level and policy committee at the delegate level, and a parent committee. Governing bodies have a legal and fiscal responsibility to administer and oversee the agency’s Head Start and Early Head Start programs. Policy councils are responsible for the direction of the agency’s Head Start and Early Head Start programs.”

Policy Council is responsible to work with the governing body and staff to be involved in the decision-making process, prior to the point of seeking approval, for planning and coordinating for the Head Start program, and establish and maintain procedures for hearing and resolving community complaints about the program. This Policy Council serves the counties of Kootenai, Shoshone, Boundary, Bonner, and Benewah in the State of Idaho.

Section II Functions

The functions of the Policy Council:

1. Develop and approve the goals and objectives for Head Start within the agency, and establish ways to meet them within the Administration for Children and Families (ACF) guidelines.
2. Review the Community Assessment, approve the Target Service Areas, and assure that these meet the required standards.
3. Develop a plan for recruitment and selection of eligible children using the current ACF guidelines.
4. Establish the composition of Policy Council and determine committees for dealing with individual program procedures.
5. Serve as a link to the Center Parent Committees, Center Staff, North Idaho College Board Liaison as designated by the Board of Trustees, North Idaho College Board of Trustees, public and private organizations, and the communities they serve.
6. Assist and develop a plan to help Center Parent Committees in communicating with parents enrolled in all program options to insure that they understand their rights, responsibilities, and opportunities in Head Start, and to encourage their participation in the program.
7. Assist and develop a plan to help Center Parent Committees in planning, coordinating, and organizing program activities for parents with the assistance of staff, and insuring that funds set aside from program budgets are used to support parent activities.
8. Establish and maintain procedures for hearing and resolving complaints about the program.
9. Collaboratively develop Personnel Policies with the Staff Development Committee and the Director. Approve Personnel Policies.
10. With the Director, establish criteria, procedure, and approval for the selection and release of all staff personnel.

- a. All recommendations for hire will be presented at the next regularly scheduled Policy Council meeting.
 - i. In the event waiting to vote at the next meeting impedes center operations, for all benefit-eligible positions as well as part-time assistant teacher and part-time family advocate positions, the Policy Council Chair may direct a vote take place utilizing an electronic method (i.e., phone, email).
 - ii. Other part-time positions may be filled with the recommendations of the committee, as long as a Policy Council Representative is on the committee, with a personnel report presented at the next regularly scheduled meeting.
 - 1. In the event a Policy Council Representative is not on the committee, the part-time position recommendation must be presented at the next regularly scheduled meeting or by an electronic vote at the discretion of the Policy Council Chair.
- 11. Approve or disapprove request for funds and proposed work programs, based upon the recommendations of the Director.
- 12. Approve or disapprove major changes in the operating budget and operations and monitoring system while the program is in operation.
- 13. Participate with program staff to identify needs to provide assistance for recruitment for volunteers and community resources. Participate in a yearly self-evaluation of the program.
- 14. Be a link between the community resources and Head Start parents.
- 15. To follow Impasse Procedures, Article VIII.

ARTICLE III Membership and Meetings

Section I Composition

The Policy Council shall be composed of no less than 51% parents currently enrolled in Head Start and no more than 49% representatives from the community. Representatives are elected before the October Policy Council Meeting. Each Head Start Center Parent Committee elects voting representatives as follows:

Centers / Parent Committees	Center Enrollment Slots	Number of Parent Representatives	
Center A	61- 90	<u>4</u> 2	
Center B	41-60	<u>3</u> 2	
Center C	21-40	<u>2</u> 1	
Center D	0-20	1	

Section II Selection Policy Council Parent Representatives

- 1. Each Head Start Center Parent Committee elects Policy Council Representatives by the first Friday in October. This allows for their attendance and training at the October meeting. Center Policy Council Representatives are comprised exclusively of the parents of children currently enrolled at the center.
- 2. Their term of office will be October through October.
 - a. This allows for the October meeting to have experienced members from the previous program year present to run the meeting.
 - b. Policy Council Representatives, elected during the year will be seated at the first possible meeting after their election at the Center Parent Committee with their term going through the following October meeting.

3. Staff may not serve on the Policy Council except parents who occasionally substitute as staff.

Section III Selection Policy Council Community Representatives

1. Representatives from the community may include [up to five](#) individuals selected from the following community groups by the Policy Council: Community representation will be considered from all our communities when positions are available.
 - a. State service agencies
 - b. Private service agencies
 - c. Community organizations
 - d. Public and private school personnel
 - e. Parents of former Head Start children, including those holding an office with any of the following agencies: Idaho Head Start Association, Region X Head Start Association, or National Head Start Association
 - f. A representative from Grantee Board of Trustees
 - g. Health Care Professionals
 - h. Recommended interested community citizens.
2. Prior to the October Policy Council meeting, permission is obtained from proposed representatives from the community to submit their names for nomination to the Policy Council. Policy Council members, Head Start staff, and Grantee Board may submit nominations to the Policy Council. Nominations for community representative will be submitted throughout the program year as needed.

Section IV Term of Office

Policy Council representatives shall serve for a term of thirteen (13) months beginning with the October meeting and ending with the October meeting. No representative shall serve on the Policy Council for more than five (5) terms, subject to any changes in Head Start Program Performance Standards and/or regulations.

- a. A currently seated Policy Council representative, interested in serving another term, must stand for re-election at the respective center parent committee.

Section V Meetings

1. Regular meetings of this Policy Council will be held monthly, usually the third Friday of the month. Meeting dates are subject to change as decided by the Policy Council.
2. The Chair may call special meetings of the Policy Council as needed. Advance notice of at least forty-eight (48) hours must be given.
3. The North Idaho College Head Start Staff Recorder will maintain Policy Council minutes for all regular and special meetings. The Staff Recorder shall see that a record of minutes is kept on file at the Head Start Central Office and sends out copies of minutes to each member, the North Idaho College Board Liaison as designated by the Board of Trustees, and the North Idaho College Board of Trustees Chair. The staff recorder has no membership privileges.
4. Notice of regular meeting - written notices are mailed or emailed to each Policy Council representative at least five (5) days prior to the date of each regular meeting. An agenda for forthcoming meeting is enclosed. Minutes of the past meeting are mailed or e-mailed within two weeks of the meeting. Notice of special meetings shall be by personal or electronic contact.
5. Quorum - 1/3 of the seated representatives of Policy Council must be present to constitute a quorum for regular meetings or special meetings to transact business, no less than 51% must be parents.

- a. Quorum for Electronic Voting - 1/2 of the seated representatives of Policy Council must respond to constitute a quorum, no less than 51% of the responses must be parent representatives.
- b. The Chair counts as part of the quorum.
6. Parliamentary Procedure - Robert's Rules of Order, revised, shall be the guide for conducting all meetings.
7. Voting Rights - Each Policy Council representative shall have one (1) vote, except the Chair who votes in the event of a tie.
8. Policy Council parent members, in order to participate fully, may receive, when necessary, reimbursement/payment for reasonable expenses incurred by the members.
9. Guests may attend meetings, but may be excluded from the room for any discussion or vote at any time by the acting chair.

Section VI Duties of Representatives

1. Due to the progressive nature of the work and responsibilities of Policy Council and to support informed decision-making, representatives shall maintain good standing. Representatives in good standing attend and arrive on time for all regularly scheduled monthly meetings.
2. Representatives attend selected and/or required committee meetings.
3. Notify Policy Council Vice-Chair, or Policy Council Advisor when unable to attend. In the case of an emergency, contact your respective center.
4. Actively participate in meetings by reading the previous meeting minutes and agenda for the upcoming meeting prior to the meeting and discussing matters to be considered with the group he/she represents.
5. Notify the Policy Council Advisor if they can no longer serve as a Policy Council Representative.
 - a. The Policy Council Advisor notifies the Supervisor when a vacancy occurs.
6. Keep informed of the Policy Council's purpose, plans, and progress.
7. Community representatives shall provide verbal reports to Policy Council at each Policy Council meeting.
8. Parent representatives shall meet with Supervisor or Center Assistant and prepare a center report for Policy Council prior to each Policy Council meeting.
9. Parent representatives report back to their Center Parent Committees any actions taken by the Policy Council that have not been declared confidential.
10. Submit agenda items to the chairperson at least eleven (11) days prior to the forthcoming meeting.
11. Serve on committees as established by Policy Council.

Section VII Attendance

1. Roll is taken at each meeting anyone not in attendance is marked absent.
 - a. Late arrivals will be indicated on the meeting attendance.
 - i. Voting privileges may be suspended. Special circumstances will be considered by the Policy Council Chair.
2. Representatives should be present at all regular monthly meetings and assigned subcommittee meetings.
3. Policy Council minutes will reflect all absences.
4. A representative in good standing will miss no more than three (3) meetings.
 - a. When one of the representatives has three (3) absences, Policy Council will determine by a 2/3 vote of members in attendance at the Policy Council meeting whether or not the representative should be retained.
 - b. The Policy Council retains the right to consider extenuating circumstances.

- c. The Policy Council Advisor notifies the respective Supervisor of Policy Council's action to unseat a representative from a position. The chair shall make a reasonable attempt to notify unseated individuals
- d. If it is the decision of the Policy Council to unseat the non-participating representative, a new representative will be elected through the respective Center Parent Committee

ARTICLE IV Officers and Delegates

Section I Officers

- 1. Chair
- 2. Vice-Chair
- 3. Secretary
- 4. Treasurer

Section II Election and Term of Office

- a. All officers shall be elected for a one (1) year term at the October meeting. Term of office begins at the November meeting. Officers can only serve in one officer position. Officers demonstrate commitment to leadership duties and attendance at all meetings. An officer or a designee attends any North Idaho College Board of Trustees meeting when Head Start business is presented.

Section III Duties of Officers

- 1. Chair
 - a. Presides at all regular and special Policy Council meetings.
 - b. Demonstrates a clear understanding of the Policy Council Bylaws.
 - c. Explains each motion before it is voted upon.
 - d. Calls the meeting to order and formally closes it.
 - e. Calls special meetings when necessary.
 - f. Appoints committee chairperson and supervises committee appointments if needed.
 - g. Reviews and approves the agenda for each regular meeting and sees that it is distributed to representatives.
 - h. Receives Staff Development Committee report for general business and serves on the Scholarship and Award Committee.
 - i. Receives and handles all mail addressed to the Policy Council and is responsible for all official correspondence.
 - j. May delegate duties as needed to Vice Chair.
 - k. Communicates with the North Idaho College Board Liaison as designated by the Board of Trustees for any issues that require Board of Trustees attention.
 - l. Votes only in the case of a tie vote of the Policy Council representatives.

A Chair who fails to perform his/her duties may be removed from office by a 2/3 vote of members in attendance at the Policy Council meeting.
- 2. Vice-Chair
 - a. Presides over the Policy Council meeting and all duties associated with that meeting in the absence of the Chair.
 - b. Assists with the secretary duties in the absence of the Secretary.
 - c. In the case of resignation of the Chair, assumes the office of Chair until the Policy Council elects a permanent Chair.
 - d. Chairs the Bylaws Committee.
 - e. Notes whether a quorum is present.
 - f. Receives notice from Policy Council Representatives when a member will be absent from a meeting.

- g. Maintains records of Policy Council member attendance and reports to the Policy Council Chair when a representative has three (3) absences.
- h. A Vice-Chair who fails to perform his/her duties may be removed from office by a 2/3 vote of members in attendance at the Policy Council meeting.

3. Secretary

- a. Keeps a Policy Council notebook that includes: A copy of the Bylaws, a copy of the current Policy Council member list, and the agenda and minutes for the last twelve (12) months.
- b. Ensures that the Policy Council notebook is available at all Policy Council meetings.
 - a. The Policy Council notebook is stored in the Policy Council's locked cabinet.
- c. Assist chair as Time keeper.
- d. A Secretary who fails to perform his/her duties may be removed from office by a 2/3 vote of members in attendance at the Policy Council meeting.

4. Treasurer

- a. Reviews and signs all travel and childcare reports.
- b. Keeps an accurate record of the Policy Council's expenditures.
- c. Distributes an itemized budget report covering all Policy Council expenditures.
- d. Chairs the Policy Council Budget Committee.
- e. A Treasurer who fails to perform his/her duties may be removed from office by a 2/3 vote of members in attendance at the Policy Council meeting.

Section IV – Delegates

1. State Representative to the Idaho Head Start Association (IHSA)

- a. One Delegate is elected for a one-year term.
- b. The Delegate must be a current or past Head Start parent or legal guardian **and** Policy Council Representative at the time they are elected.
- c. Delegates may serve up to two, one-year terms.
- d. One State Representative Alternate shall be elected who is a current or past Head Start parent or legal guardian with voting rights in the absence of the Delegate.
 - i. The State Representative Alternate will automatically fill the Delegate's vacancy if needed for the remainder of the elected term. A new State Representative Alternate will be elected to finish the current term.
- e. Election of the State Representative Delegate and the State Representative Alternate occurs prior to the annual IHSA membership meeting.
- f. Term of office shall be one year.
- g. Duties of the Delegate include, but are not limited to:
 - i. Attend all Policy Council meetings.
 - ii. Attend all funded State meetings.
 - iii. Provide a written and oral report to the Policy Council following each State meeting.
 - iv. Attend other meetings as needed with administration, staff, and Policy Council representatives.
- h. A State Representative Delegate or State Representative Alternate who fails to perform his/her duties may be removed from position by a 2/3 vote of members in attendance at the Policy Council meeting.

ARTICLE V Committees

Representatives select committees to serve on at the Committee Meeting Session prior to the October Policy Council meeting. When representatives/officers change, the committee roster is updated by the Staff Recorder. Should those Policy Council Representatives required to attend the committee meeting not attend, the committee's work will be brought to the regular Policy Council meeting and discussed during Committee Reports.

Section I Personnel Committees

1. Center Personnel Committee: Policy Council Representatives and/or Center Parent Representatives are involved in the interview and selection process for hiring staff.
2. Executive Personnel Committee: This committee shall consist of at least three (3) Policy Council representatives including the Chair and is called by the Head Start Director as needed.

Section II ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance) Committee

1. Committee shall consist of ERSEA Manager and at least three (3) Policy Council representatives.
2. The committee shall design the recruitment and enrollment criteria that includes the criteria for selection of families, to be used for enrolling families in the Head Start program.

Section III Program Self-Assessment Committee

1. Committee consists of all Head Start administrative staff and at least two (2) Policy Council Representatives.
2. Members will attend Self-Assessment training prior to conducting the program self-assessment.

Section IV Grant Planning Committee

1. Consists of the Administration Team, (1) one staff representative from each center, at least (3) Policy Council representatives, (1) one of, which must represent a rural program serving less than twenty-three (23) families, as voting representatives.
2. This committee meets up to three (3) times a year to plan the grant for the next program year.
3. Grant Planning reports are presented to Policy Council.

Section V Bylaws Committee

1. Consist of at least three (3) Policy Council representatives.
2. Consist of Policy Council Vice-Chair and Policy Council Representatives.
3. Meets at least once during the program year and when needed to review all Bylaws and make recommendations for revision.

Section VI Program Policies Committee

1. Consist of all administrative team, designated staff from each component and at least three (3) Policy Council representatives.
2. This committee meets semi-annually to review changes and make recommendations for the following year.

Section VII Policy Council Budget Committee

1. Consists of Policy Council Treasurer as chair, two current parent representatives, and the Head Start Director.

2. Complete an inclusive Policy Council budget with categories covering all areas of expenditures and present to the Council.
3. Meet to update budget at the beginning of each fiscal year.
4. Review center strategic planning and make recommendations to allocate resources as needed and available.
5. Review and update, as needed, the Policy Council Childcare and Transportation Policy.

Section VI Nutrition Committee

1. *Consist of Nutrition Manager, Registered Dietician, and at least (3) Policy Council representatives.*
2. This committee meets semi-annually to review standardized menus, Center Parent Committee feedback, CACFP requirements, and make recommendations.

Section VIII Scholarships and Awards Committee

1. Consists of Policy Council Chair, Staff Development Committee Chair and Staff Development Committee Scholarships and Awards sub-committee members.
2. Reviews all applications for Scholarships and Awards.
3. Selects all finalist applications.
 - a. The program submits the selected finalists to the respective Head Start Associations complying with their defined timelines.
4. Plans for recognition and celebrations for all applicants.

Section IX Special Committees

1. The chairperson or Policy Council appoints special Committees as the need arises. Membership of Special Committees may include Center Parent Representatives.

ARTICLE VI Conflict of Interest

The purpose of the following policy and procedures is to prevent the personal interest of staff members, board members, and volunteers from interfering with the performance of their duties to North Idaho College Head Start (NICHS), or result in personal financial, professional, or political gain on the part of such persons at the expense of or its members, supporters, and other stakeholders.

Definitions:

- a. *Conflict of Interest* (also Conflict) means a conflict, or the appearance of a conflict, between the private interests and official responsibilities of a Policy Council Representative.

Procedures:

Full disclosure, by notice in writing, shall be made by the interested parties to the full Policy Council in all conflicts of interest, including but not limited to the following:

- a. *A Policy Council Representative is related to a staff member by blood, marriage or domestic partnership.*
- b. *A Policy Council Representative stands to benefit from an NICHS transaction receives payment from NICHS for any subcontract, goods, or services other than reimbursement for reasonable expenses incurred as provided in the bylaws and NICHS policy.*
- c. *A Policy Council Representative who is formally considering employment with NICHS must notify the Policy Council Chair (or Vice-chair if it is the Chair) and will not participate on the hiring committee nor as a voting member during the specific Policy Council meeting when hiring for said position and are excluded from the room during the*

discussion and vote. Employee status terminates their membership as a Policy Council Representative, except for parents who occasionally substitute as staff.

Following full disclosure of a possible conflict of interest or any condition listed above, the Policy Council shall determine whether a conflict of interest exists and, if so the Policy Council shall vote to authorize or reject the transaction or take any other action deemed necessary to address the conflict and protect NICHS's best interests.

This *Conflict of Interest* policy, as part of the Policy Council Bylaws, is given to all Policy Council Representatives, through the Policy Council notebooks. The Policy Council Bylaws are also available through the Program's Policies and Procedures located on the NIC Head Start SharePoint site.

ARTICLE VII Grievance Procedure

If a grievance is brought to Policy Council, the Policy Council will work to resolve the grievance.

Should no resolution be met for the grievance, then the Policy Council Chair will present the grievance to the North Idaho College Board Liaison as designated by the Board of Trustees.

The North Idaho College Board Liaison will present the grievance to the North Idaho College Board of Trustees for action.

ARTICLE VIII Impasse Procedures

According to HSPPS 1301.6, to facilitate meaningful consultation and collaboration about decisions of the governing body and the policy council, each agency's governing body and policy council jointly must establish written procedures for resolving internal disputes between the governing board and policy council in a timely manner. The governing body considers proposed decisions from the policy council and the policy council considers proposed decision from the governing body.

If there is a disagreement, the governing body and the policy council notify the other in writing, within ten (10) days, why it does not accept a decision.

Head Start Grantees will notify the responsible ACF Regional Office as soon as possible, and no later than ten (10) days after becoming aware that there is a conflict between the Grantee agency and the Policy Council, especially those which, if not resolved, could lead to termination, or denial of refunding, of the Head Start grant.

Recognizing there is an impasse, the Grantee and the Policy Council, should, within 10 days, submit the dispute to the offices of a mutually agreeable 3rd party mediator. The Regional Office will be informed of the selection of a mediator and the time and location of the meetings. The Grantee and the Policy Council are expected to attend any meetings requested by the mediator.

If the conflict relates to the Grantee's refunding, the mediation process must be completed 15 days prior to the Grantee's refunding date unless the mediator has indicated to the Regional Office, in writing, that additional time for mediation will likely result in a successful resolution of the conflict which case the Regional Administrator may consider whether an extension may be granted for the submission deadline of the Head Start grant application. The refusal of either party to engage in a mediation process shall be taken into consideration by the ACF Regional Office in determining what course of action is warranted.

If no resolution is reached with the mediator, the Governing Body and Policy Council must select a mutually agreeable arbitrator whose decision is final.

ARTICLE IX Amendments

These Bylaws will be reviewed annually by the Bylaws Committee and presented to Policy Council and the Grantee Board of Trustees for approval.

These Bylaws may be amended by sending a copy of the proposed amendment to each Policy Council member at least one (1) week before the meeting in which the amendments are considered. Amendments must be approved by a quorum of the Policy Council.

Policy Council Approval ~~September 20, 2019~~ September 18, 2020

North Idaho College Board of Trustees Approval ~~December 16, 2019~~

FY 2021 Focus Area One Monitoring Protocol



Purpose

Focus Area One (FA1) is an opportunity for grantees to discuss their program design, management, and governance structure. Grantees will describe the program's approaches to staffing structure, program design, education, health services, family services, fiscal infrastructure, and program governance.



Approach

The FA1 review is an off-site interview. The review begins with the reviewer conducting a document review using data and reports from the Head Start Enterprise System (HSES) and other sources to learn about the grantee's program design and understand the needs of the children and families the grantee serves. Prior to the call with the grantee, the reviewer will speak with the grantee's regional program and fiscal specialists for additional context about the grantee.

Following the document review, the reviewer will conduct a series of off-site telephone interviews with the grantee that occur during a 1-week period. These discussions will provide an understanding of the program's design and plans for implementing and ensuring comprehensive, high-quality services that meet the needs of children and families.



Methodology

Document Review. The reviewer will focus on the following listed documents located in the HSES or other available sources:

- Grant application/goals including the budget
- Program Information Report data
- Community Assessment summary
- Past monitoring data
- Self-Assessment data
- Annual Report
- Audits

Virtual Discussions. The reviewer will work with the grantee to identify the appropriate individuals to participate in the off-site discussions (e.g., the governing body, the policy council, managers, and direct service staff).

Road Map to the FY 2021 Focus Area One Monitoring Protocol

This protocol will guide the discussions between the grantee and the reviewer during the FA1 review. It includes the topic areas for discussion, specific performance areas for assessment, and the Federal regulations associated with each area of performance. The protocol is divided into the following five topic areas:

- Program design, management, and quality improvement
- Designing quality education and child development program services
- Designing quality health program services
- Designing quality family and community engagement program services
- Developing effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) strategies and fiscal infrastructure

Outcomes

NEW in FY 2021: Grantees will *explain the types of data* collected to measure outcomes for each program area during the FA1 review. The Focus Area Two (FA2) review event will provide grantees with the opportunity to *share these data* and discuss how the information is used for continuous improvement. Information learned in FA1 will be used for grantees to demonstrate how the program uses data to drive child, family, and programmatic outcomes during the FA2 review.

Federal Regulations

Each section of the protocol includes a list of the Federal regulations grounding the discussions. This list ensures transparency regarding the regulations used when assessing grantee performance. Grantees should note that they remain accountable for all of the Head Start Program Performance Standards (HSPPS) and other Federal, state, and local regulations guiding program operations, management, and oversight.

What We Want to Learn

This section of the protocol outlines the topics for discussions between the reviewer and grantee. We designed the statements and questions listed in this section to stimulate a meaningful discussion that provides grantees an opportunity to describe the intentionality behind their program design, decisions, and operations; their challenges and strengths; and their strategies for continuous program improvement. In addition to learning about your strategies for the next 5 years, the Office of Head Start (OHS) also wants to learn about how the programs are responding and adjusting during the COVID-19 pandemic.

Questions and statements in the What We Want to Learn sections are not intended to be exhaustive or to limit discussion. Using the What We Want to Learn sections as a guide, the reviewer and grantee may engage in discussion beyond the questions included in the protocol.

*Program Design, Management, and Quality Improvement***Overview****Purpose**

Each grantee must design a program that meets the community's needs and ensures a program, fiscal, and human resources structure that provides effective management and oversight of all program areas. This section focuses on the intentionality of the grantee's program design and its ability to address the characteristics, strengths, and needs of children and families they serve. The purpose of this section is to gain a foundational knowledge of the grantee's program design and structure.

Approach

The grantee will have the opportunity to share what it has learned about the needs of children and families in its community and how the program design is responsive to those needs and promotes school readiness. The governing body, the policy council, and the Management Team should be prepared to share lessons learned from the program's internal and external data and how the information ensures quality program services. This section contains three areas for discussion: *the grantee's understanding of the needs within the community; the grantee's approach to providing effective management and oversight; and how the policy council and the governing body fulfill their roles and responsibilities.*

Program Outcomes

Grantees use data learned from the Community Assessment to inform the grant application based on the needs of the community. However, the community changes over time. The OHS is interested in understanding the type of data the grantee collects to understand these changing needs (e.g., natural shifts in the community, natural disasters, public health crises). How does the grantee use that information to adjust its services (e.g., are new services offered; new hours)? As grantees make changes to the program design, how does the program ensure the staffing structure continues to allow for effective oversight and to provide quality services that produce strong outcomes? In addition, the governing body will describe how they use data (both program data and external information) to oversee the provision of quality services for children and families and to ensure progress toward school readiness.

Federal Regulations

1301.2(a)-(b) Governing body

1301.3(b)-(c) Policy council and policy committees

1301.5 Training

1302.11(b) Determining community strengths, needs, and resources

1302.20(a) Determining program structure: choosing a program option and delivering comprehensive services

1302.101(a)-(b) Management system

1302.102(a) Establishing program goals

1302.102(b) Monitoring program performance

1302.102(c) Using data for continuous improvement

1302.102(d) Reporting

What We Want to Learn

Program Design

Performance Measure 1 (PM1): The grantee's program structure and design is informed by the community's strengths and needs.

1. The grantee will describe how the program took into account various characteristics, such as ethnicity, language, disabilities, mental health, children in foster care, homelessness, and working families, when designing the program. 1302.11(b)(1)
2. The grantee will describe how the program selected program option(s) and program location to meet the needs of children and families. 1302.20(a)(1)
3. The grantee will describe how the program maintains full and effective participation of children who are dual language learners and their families. 1302.101(b)(2)

Management and Quality Improvement

PM2: The grantee has an approach to providing effective management and oversight of all program areas and fiduciary responsibilities.

1. The grantee will discuss how the program, in collaboration with the governing body and the policy council, develops goals for the provision of program services. 1302.102(a)
2. The grantee will describe the process for monitoring program performance and using program data to evaluate progress and risk, and to inform continuous improvement in all program service areas. 1302.102(b)
3. The grantee will discuss how the program plans to supervise staff and provide feedback to inform professional development opportunities and continuous program improvement. 1302.101(a)(2)
4. The grantee will describe the process for using child-level assessment data and other program data to direct ongoing program improvement. 1302.102(c)(2)(ii)
5. The grantee will discuss how program leadership communicates to the program staff, the policy council, and the governing body about program progress. 1302.102(d)
6. The grantee will discuss how the grantee ensures budget and staffing patterns support the provision of a full range of services. 1302.101(a)(3)

Program Governance

PM3: The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

1. The grantee will describe the composition of the governing body and the policy council, and the grantee's strategy for leveraging their expertise. 1301.2(a)-(b); 1301.3(b)-(c)
2. The grantee will describe how the governing body and the policy council are equipped to meet their roles and responsibilities, and to provide effective oversight. 1301.5

Designing Quality Education and Child Development Program Services

Overview

Purpose

This section focuses on the grantee's approach to providing high-quality early education and child development services that promote the cognitive, social, and emotional growth of children, including those with disabilities, for later success in school.

Approach

The grantee will have the opportunity to describe its strategy for designing and implementing effective teaching practices and implementing safe, well-organized learning environments (and group socialization opportunities in home-based programs) that meet each child's needs. This section contains four areas for discussion: *how the grantee aligns with school readiness; the grantee's strategies for ensuring effective teaching practices; how the grantee supports teachers in promoting school readiness; and how the home-based program option helps parents provide high-quality learning experiences.*

Program Outcomes

The grantee will describe the data used to assess progress toward meeting the program's school readiness goals, and the data used to understand, track, and address children's individual needs. The grantee will also describe how the data are used to inform continuous improvement related to curriculum selection, instruction, and professional development.

Note: *Receiving schools refers to schools and programs where enrolled children will attend upon completing the Early Head Start or Head Start program.*

Federal Regulations

642(f)(3) Curriculum

1302.31(b) Teaching and the learning environment

1302.34(a) Parent and family engagement in education and child development services

1302.35(a) Education in home-based programs

1302.61(a) Additional services for children with disabilities

1302.70(a) Transitions from Early Head Start

1302.71(a) Transitions from Head Start to kindergarten

1302.91(a) Staff qualifications and competency requirements

1302.92(b)-(c) Training and professional development

1302.102(a)(3) School readiness goals

What We Want to Learn

Alignment with School Readiness

PM 1: The grantee's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

1. The grantee will describe how the program plans to align with the expectations of receiving schools, the HSELOF, and the state early learning standards. 1302.102(a)(3)
2. The grantee will describe how the program plans to support successful transitions for children and their families transitioning out of Early Head Start and Head Start. 1302.70(a); 1302.71(a)
3. The grantee will describe why the program chose its curriculum, how it is responsive to the needs of the children, and how the curriculum will help the program meet school readiness goals. 642(f)(3)
4. The grantee will describe how the program supports parents as their children's lifelong educators. 1302.34(a)

Effective and Intentional Approach to Teaching Practices

PM2: The grantee has strategies to ensure teaching practices promote progress toward school readiness.

1. The grantee will describe the program's strategies for ensuring teaching practices are responsive to and build on the developmental progressions of children. 1302.31(b)(1)(ii)
2. The grantee will discuss the program's strategies for providing nurturing and responsive environments for children, including ensuring environments are communication and language rich; promote critical thinking and problem solving; and encourage children's engagement. 1302.31(b)(1)(i)
3. The grantee will describe the strategies to ensure the full inclusion of children with disabilities. 1302.61(a)

Supporting Teachers in Promoting School Readiness

PM3: The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

1. The grantee will describe the qualifications required for managers and staff, and if staff currently meet those requirements. 1302.91(a)
2. The grantee will describe how the program assists education staff in using data to individualize learning experiences to improve outcomes for all children. 1302.92(b)(5)
3. The grantee will describe how the program identifies strengths, areas of needed support, and determines which staff would benefit from intensive coaching for all education staff. 1302.92(c)(1)

Home-Based Program Services

PM4: The grantee has strategies to ensure home-based program services help parents to provide high-quality learning experiences.

The grantee will discuss the strategies for promoting secure parent-child relationships and helping parents provide high-quality learning experiences. 1302.35(a)

Designing Quality Health Program Services

Overview

Purpose

This section focuses on how the grantee provides high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and are supportive of each child's growth and school readiness. This section also focuses on the grantee's approach for maintaining a system of health and safety practices and how the grantee provides quality services for pregnant women.

Approach

The reviewer will conduct an off-site interview with the Management Team responsible for ensuring the delivery of high-quality health, oral health, mental health, and nutrition services. The reviewer will also ask how the grantee ensures children's safety.

Program Outcomes

The grantee will share the type of data used to understand child health outcomes and describe how the data are used along with the expertise of the Health Services Advisory Committee (HSAC) to inform continuous improvement.

Federal Regulations

1302.40(b) Health Services Advisory Committee (HSAC)

1302.42(a)-(d) Child health status and care

1302.45(b)(1) Mental health consultants

1302.47(b)(1)-(4) Safety practices

Sec. 648A(g)(3) Staff recruitment and selection procedures: criminal record checks

1302.90(c) Standards of Conduct

What We Want to Learn

Child Health Status and Care

PM1: The grantee has an approach to ensuring delivery of high-quality health services.

1. The grantee will describe the program's strategy for effectively monitoring and maintaining timely information on children's health status and care, including ongoing sources of health care, preventive care, and follow-up.
2. The grantee will discuss the approach to ensuring children have continuous ongoing healthcare. 1302.42(a)
3. The grantee will discuss the approach to ensuring children are up to date on a schedule of age-appropriate preventive and primary medical and oral health care. 1302.42(b)(1)(i)
4. The grantee will discuss the approach to ensuring ongoing care and extended follow-up care. 1302.42(c)-(d)
5. The grantee will describe how the program leverages expertise of the HSAC, including Head Start parents, health professionals, and community members, to learn about and support each child's health and mental health needs. 1302.40(b)
6. The grantee will describe how the program secures a Mental Health Consultant to implement strategies to support children with mental health and social and emotional concerns. 1302.45(b)(1)

Health and Safety Practices

PM2: The grantee has strategies for maintaining healthy and safe environments and for ensuring all staff have complete background checks.

7. The grantee will describe the program's approach to ensuring routine safety in the learning environment (indoor and outdoor facilities, equipment, and materials). 1302.47(b)(1)(ix); 1302.47(b)(2)(v)
8. The grantee will describe the program's strategy for training staff on safety practices and procedures. 1302.47(b)(4)
9. The grantee will describe how the grantee plans to ensure all staff abide by the program's Standards of Conduct. 1302.90(c)
10. The grantee will describe the program's process for ensuring all staff have background checks, including the timeliness of the background checks. 648A(g)(3)

Designing Quality Family and Community Engagement Program Services

Overview

Purpose

The grantee must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program and leverage community partnerships or other funding sources.

Approach

During the off-site interview, the grantee will provide information about its strategy for integrating high-quality family engagement services into all areas of programming that are responsive to the needs of families. The grantee will have the opportunity to discuss the expected outcomes for families and how the program design supports achieving those outcomes. This section contains two areas for discussion: *the grantee's approach for collaborating with families* and *the grantee's approach for providing services that strengthen parenting skills*.

Grantee Outcome

The grantee will describe how the program determines the resources needed to support family well-being, either within the program or through community partnerships. This includes sharing how the program measures the impact of family support services.

Federal Regulations

1302.51(a)-(b) Parent activities to promote child learning and development

1302.52(c) Family partnership services

1302.53(a)(1) Community partnerships

What We Want to Learn

Family Well-Being

PM1: The grantee has an approach for collaborating with families to support family well-being.

1. The grantee will describe the approach to supporting family goal setting and tracking family strengths, needs, and progress toward goals. 1302.52(c)(3)
2. The grantee will describe the strategies for obtaining resources that support family well-being, either within the program or through community partnerships. 1302.53(a)(1)

Strengthening Parenting and Parent-Child Supports

PM2: The grantee has an approach to providing services that strengthen parenting skills.

3. The grantee will describe how the program plans to support parents in strengthening parenting skills and how they are using a parenting curriculum. 1302.51(a)-(b)
4. The grantee will describe how the program is implementing a parenting curriculum.

Developing Effective ERSEA Strategies and Fiscal Infrastructure**Overview****Purpose**

In this section, the grantee will describe how the program's recruitment and selection strategies are responsive to the needs of the community's eligible children and families, and the strategy for maintaining their funded enrollment level. The grantee will also provide information about the program's fiscal capacity and financial infrastructure.

Approach

The reviewer will discuss the grantee's strategy for recruiting and selecting eligible children and families. The grantee will describe the process for maintaining enrollment and for ensuring children and families meet eligibility requirements. The grantee will describe how the program ensures its own internal monitoring against fraud, waste, and abuse. The fiscal representative will also discuss how the program supports the accomplishment of program goals and effectively oversees program funds and property through qualified fiscal personnel and a responsive budget.

Outcomes

The grantee will share information about ERSEA practices and how data is used to ensure the program maintains funded enrollment based on eligibility criteria. The grantee will describe what data are used and how to inform the development and refinement of the program's budget. The grantee will also share how the program uses data to determine the effectiveness of the program's fiscal infrastructure.

Federal Regulations

1302.12 Determining, verifying, and documenting eligibility

1302.13 Recruitment of children

1302.14(a), (c) Selection process and children eligible for services under the Individuals with Disabilities Education Act (IDEA)

1302.15(a) Funded enrollment

1302.91(a), (c) Staff qualifications and competency requirements

75.308 Revision of budget and program plans

642(c)(1)(E)(iv)(VII)(aa)-(bb) Governing body responsibilities; 642(c)(2)(D)(iii)-(iv) Policy council responsibilities

What We Want to Learn**Eligibility, Recruitment, Selection, Enrollment, and Attendance**

PM1: The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements.

1. The grantee will describe **how** staff verify eligibility and how the program maintains eligibility records, including:
 - o How copies of any documents or statements, including declarations, that are necessary to verify eligibility are collected and maintained. 1302.12(k)(2)(i)
 - o How program staff make reasonable efforts to verify eligibility by conducting either an in-person or telephone interview with the family. 1302.12(k)(2)(ii)
 - o How program staff collect statements that identify whether the family or pregnant woman meets the following eligibility requirements. 1302.12(c)(1)-(2); 1302.12(d)(1); 1302.12(e)(1)(iii):

- Income is equal to or below the poverty line
- Receiving or is eligible to receive public assistance (Supplemental Security Income and Temporary Assistance for Needy Families)
- Homeless
- Foster care
- Included in the 10 percent of children enrolled in the program above the income threshold
- Included in the 35 percent of children who are not categorically eligible whose family income is between 100 percent and 130 percent of poverty

Note: For Tribal programs, there are additional allowances provided under 1302.12(e).

2. The grantee will describe how the program ensures staff verifies and reviews all of the documents available for determining eligibility. 1302.12(a)(ii)
3. The grantee will discuss the procedure for managing over-income applicants.
4. The grantee will describe the process for validating the accuracy of the initial determination of eligibility.
5. The grantee will describe how the program ensures staff receive ERSEA training and comply with eligibility determination regulations, including having policies and procedures in place to describe actions taken against staff who violate these regulations. 1302.12(l)-(m)

PM2: At least 10 percent of the grantee's actual enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver.

1. The grantee will share the percentage of children enrolled under IDEA, or that the grantee has received a waiver. 1302.14(b)(1)

Enrollment Verification

PM3: The grantee maintains and tracks full enrollment for all enrolled participants.

1. The grantee will describe the process for determining when a slot is vacant.
2. The grantee will describe the process for removing children or pregnant women who have not attended for 30 days from the enrollment numbers reported in HSES. 1302.15(a)
3. The grantee will describe the process for filling slots that have been vacant for 30 days and will provide data on the number of vacant slots, the length of time vacant, and the description for why the slot is vacant. 1302.15(a)
4. The grantee will describe the availability and use of a waitlist that ranks children according to the selection criteria. 1302.14(c)

Fiscal Infrastructure, Capacity, and Responsiveness

PM1: The grantee's fiscal staff have the qualifications needed to provide oversight of the grant.

1. The grantee will describe the fiscal complexity of the program and applicable financial management requirements, including the existence of multiple funding sources.
2. The grantee will describe the process for staffing fiscal responsibilities and how the staffing meets the financial management needs of the organization. 1302.91(a)
3. Does the fiscal officer have the required qualifications if hired after November 2016? 1302.91(c)
4. The grantee will describe the staff responsible for developing and delivering the fiscal information that is used to inform the governing body and the policy council fiscal decision-making. 1302.102(d)(1)(ii)

PM2: The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

1. The grantee will describe the budget development process, including:
 - Who is involved. 642(c)(1)(E)(iv)(VII)(aa)-(bb) (governing body) and 642(c)(2)(D)(iii)-(iv) (policy council)
 - How the budget aligns with the program's design and goals. 1302.101(a)(3)
 - The grantee's process for tracking the budget, making revisions, and obtaining required approvals in compliance with Federal regulations. 75.308; 642(c)(1)(E)(iv)(VII)(aa)

BOARD OF TRUSTEES MEETING
December 16, 2020

TAB 2

SUBJECT

Authorization to move Meyer Health and Sciences expansion project to bid.

BACKGROUND

The Board authorized the design of an approximately 20,000 square foot expansion to the existing Meyer Health and Sciences building on 11/28/18. The expansion had been identified as a need most recently during the facility master planning work that was completed in spring 2018 as part of the college's integrated strategic planning efforts to meet the growing demand for science lab education sections. This demand is being driven by the expansion of health science programs over the past six years which have science lab components as program prerequisites. In addition, with the growth in health science programs there is a need for additional faculty offices and instructional break out rooms that will allow for better usage and efficiency of existing classroom spaces in Meyer Health and Science. The maximum allowable construction cost for the expansion is \$7,471,409.

During the April 22, 2020 meeting, the college requested that the board authorize a postponement of the planned Meyer Health and Sciences expansion project due to the financial and enrollment uncertainty presented by COVID-19.

The project design and permitting have been completed for this project. Included with the tab is a presentation made by ALSC to the board at the December 2, 2020 workshop that depicts the floorplan and building renderings.

DISCUSSION

The college is requesting authorization to restart the project and take the expansion to bid in the first quarter of 2021. The college remains in a strong fiscal position and is weathering the impacts of COVID-19. The college continues to see a need for increased lab capacities and anticipates continued strong interest in health and nursing programs. If approved to move to bid, the college anticipates groundbreaking during spring 2021, with a project completion date of fall 2022, a delay of one academic year from the original completion timeline. The college anticipates a very favorable bid climate for this project in the first quarter of 2021.

FINANCIAL IMPACT

The planned expansion project will be paid for using the capital reserve fund. The current balance of the capital reserve fund is \$12,475,831.15. The estimated balance at 6/31/21 is \$13,725,360.

REQUESTED BOARD ACTION

It is recommended that the board consider a motion to authorize the administration to move forward the Meyer Health and Science Building to bid and use the capital reserve fund as the funding source.

Prepared by
Chris Martin
Vice President for Finance and Business Affairs

NORTH IDAHO COLLEGE MEYER HEALTH AND SCIENCES

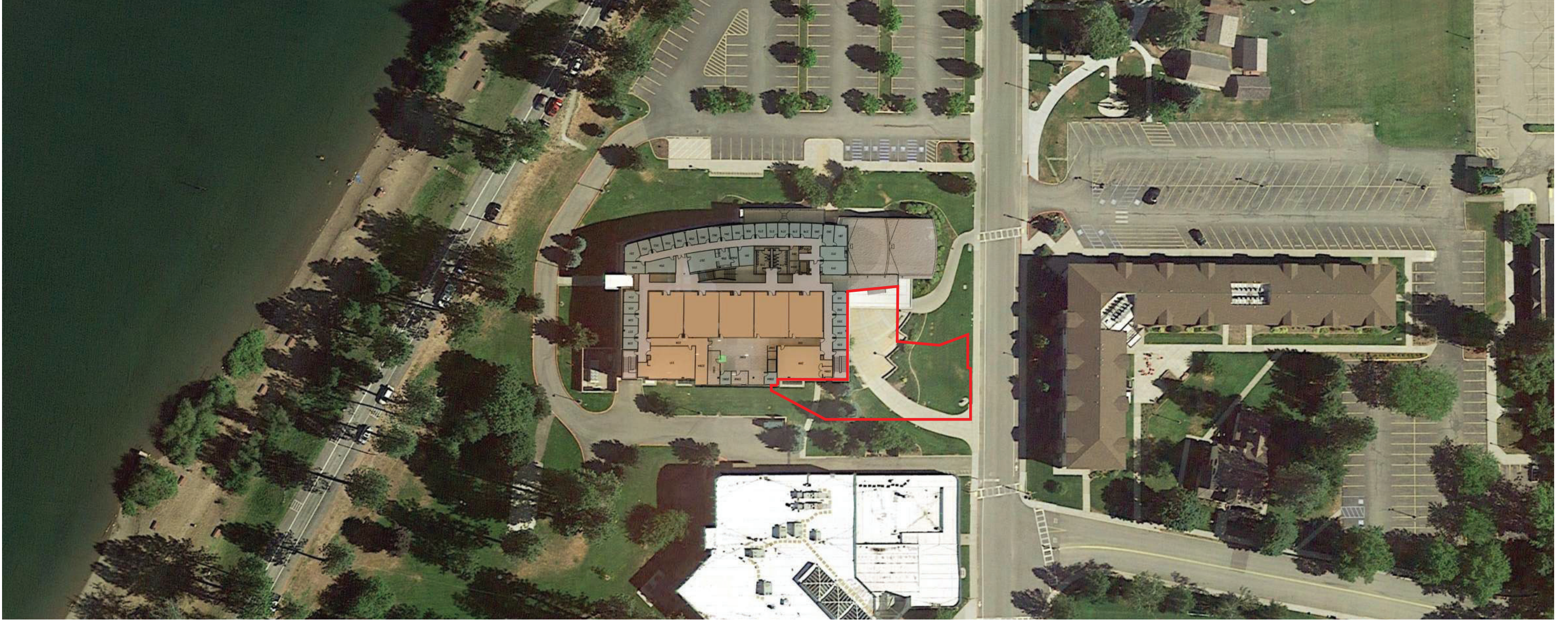
521 N. COLLEGE DR. | COEUR D'ALENE, ID 83814



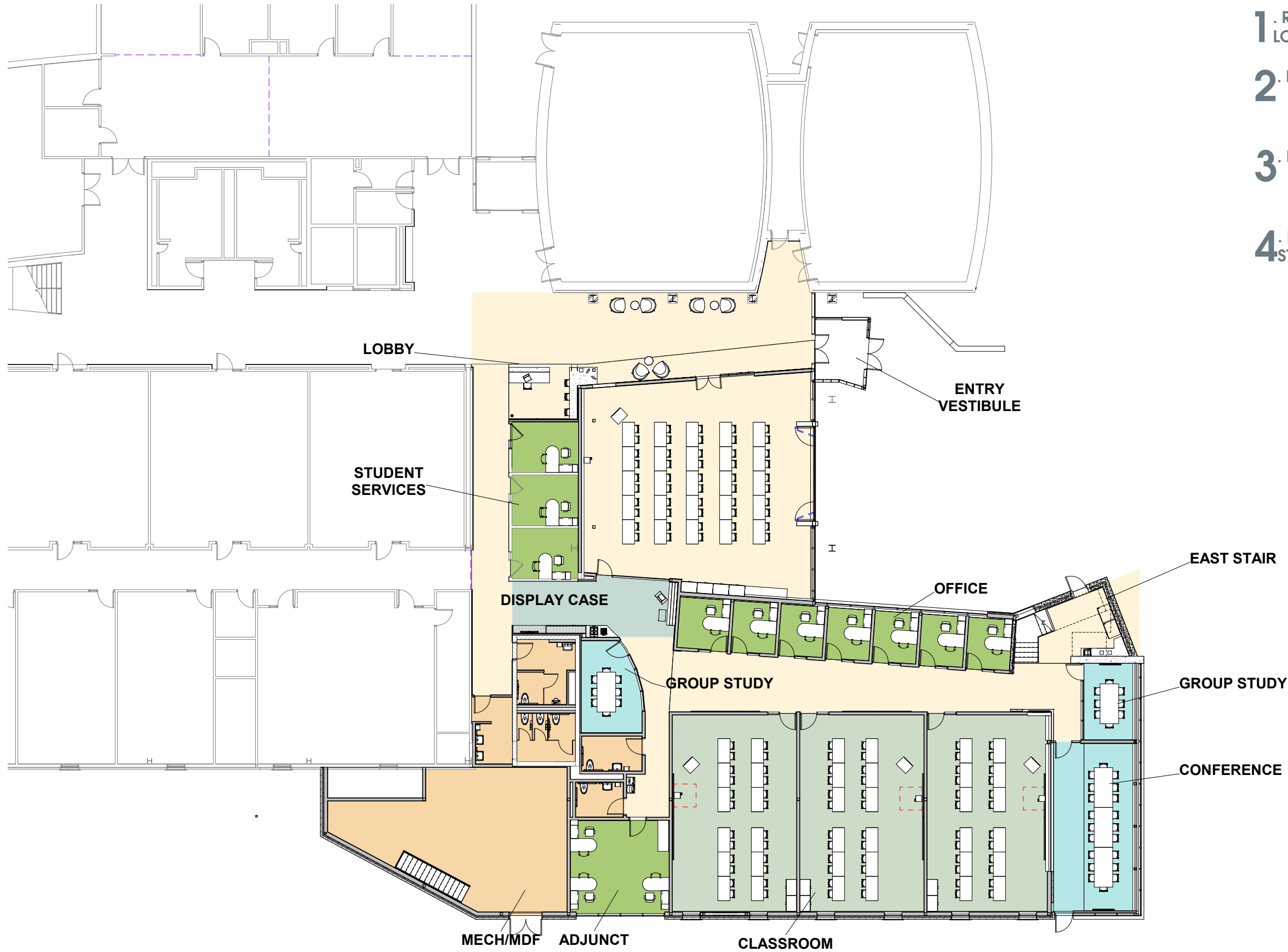
BOARD WORKSHOP

DECEMBER 2, 2020

EXISTING SITE



LEVEL 1



UPDATES:

1. REVISE STUDENT SERVICES AND STUDENT LOUNGE - RETAIN (3) EXISTING OFFICES
2. REVISION TO MLT LAB LOCATION
3. RETAIN (4) EXISTING OFFICES ON LEVEL 02
4. RECONFIGURE LAB PREP/OFFICE/WORK STUDY

STATS

OFFICES:

- (17) NEW OFFICES
- (3) STUDENT SERVICE OFFICES
- (1) ADJUNCT OFFICE

TEACHING:

- (3) CLASSROOMS
- (1) LARGE CLASSROOM
- (4) NEW LABS
- (1) REMODELED LAB

MEETING:

- (4) 8 PERSON MEETING ROOMS
- (1) LARGE CONFERENCE ROOM

LEVEL 2 - REVISED



UPDATES:

1. REVISE STUDENT SERVICES AND STUDENT LOUNGE - RETAIN (3) EXISTING OFFICES
2. REVISION TO MLT LAB LOCATION
3. RETAIN (4) EXISTING OFFICES ON LEVEL 02
4. RECONFIGURE LAB PREP/OFFICE/WORK STUDY

STATS

OFFICES:

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- (4) NEW LABS
- (1) REMODELED LAB

MEETING:

- (4) 8 PERSON MEETING ROOMS
- (1) LARGE CONFERENCE ROOM

COST UPDATE

CONSTRUCTION BUDGET: \$7,471,409

- Estimated Construction Cost = \$7,280,753.
- Estimated Casework and Equipment (OFCI) = \$550,000
- Estimated Total Budget = \$7,830,753 (April 13, 2020)

Alternate No. 1 – Window Wall System for Openings in Insulated Metal Panel.

Base Bid: Centria Formavue aluminum window units for openings in Centria Insulated Metal Panel.

Alternate 1: Provide Oldcastle Window Wall 1CR-225 Section 08 41 13 Aluminum Framed Entrances and Storefronts.

Alternate No. 2 – Provide Thin Brick Veneer Vinyl Wall Covering on:

Base Bid: Vinyl Wall covering on Gypsum Board on Metal Studs.

Alternate 2: Provide thin brick on tile backer board interior wall finish in Hall 160 and Conference 169.

Alternate No. 3 – Folding Aluminum and Glass Wall System and Arch Surround:

Base Bid: Aluminum curtain wall system, aluminum entrance doors and hardware.

Alternate 3: Folding aluminum and glass wall system, arch surround construction and structure at exterior of Large Classroom 174.

Alternate No. 4 – Glass Panel Laboratory Wall Cabinet Doors:

Base Bid: Wood Veneer Panel Wall Cabinet Doors in Laboratories typical.

Alternate 4: Provide glass panel wall cabinet doors in Labs 208, 288, 294, 295, 296 and 297, except where indicated otherwise or where solid, locking doors indicated.

COSTUPDATE

Alternate No. 5 – Provide Exterior Custom Concrete and Wood Benches:

Base Bid: Benches provided by N.I.C.

Alternate 5: Provide exterior custom concrete and wood benches and bench lighting as indicated.

Alternate No. 6 – Provide All Site Light Fixtures and Poles:

Base Bid: Provide salvaged site light fixtures and poles where indicated.

Alternate 6: Provide all new site light fixtures and poles.

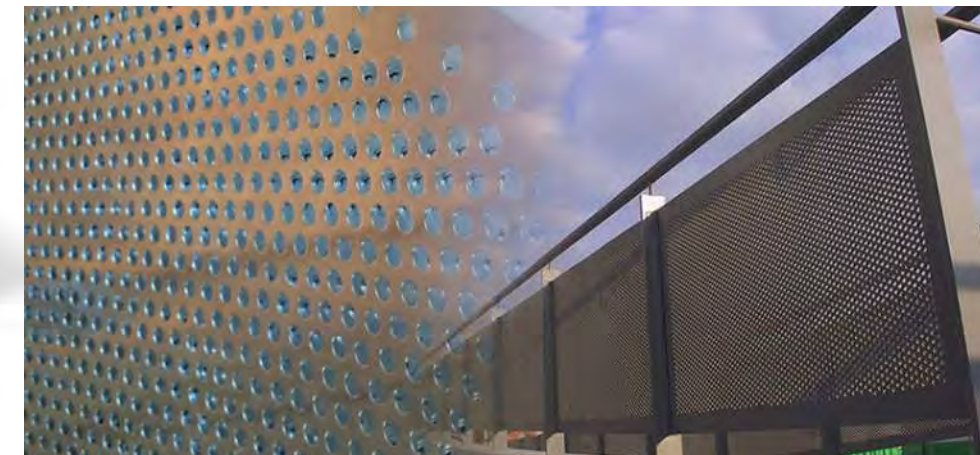
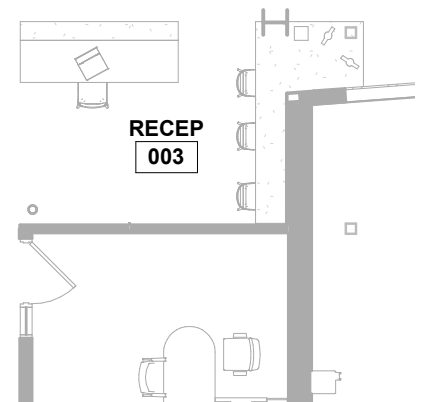
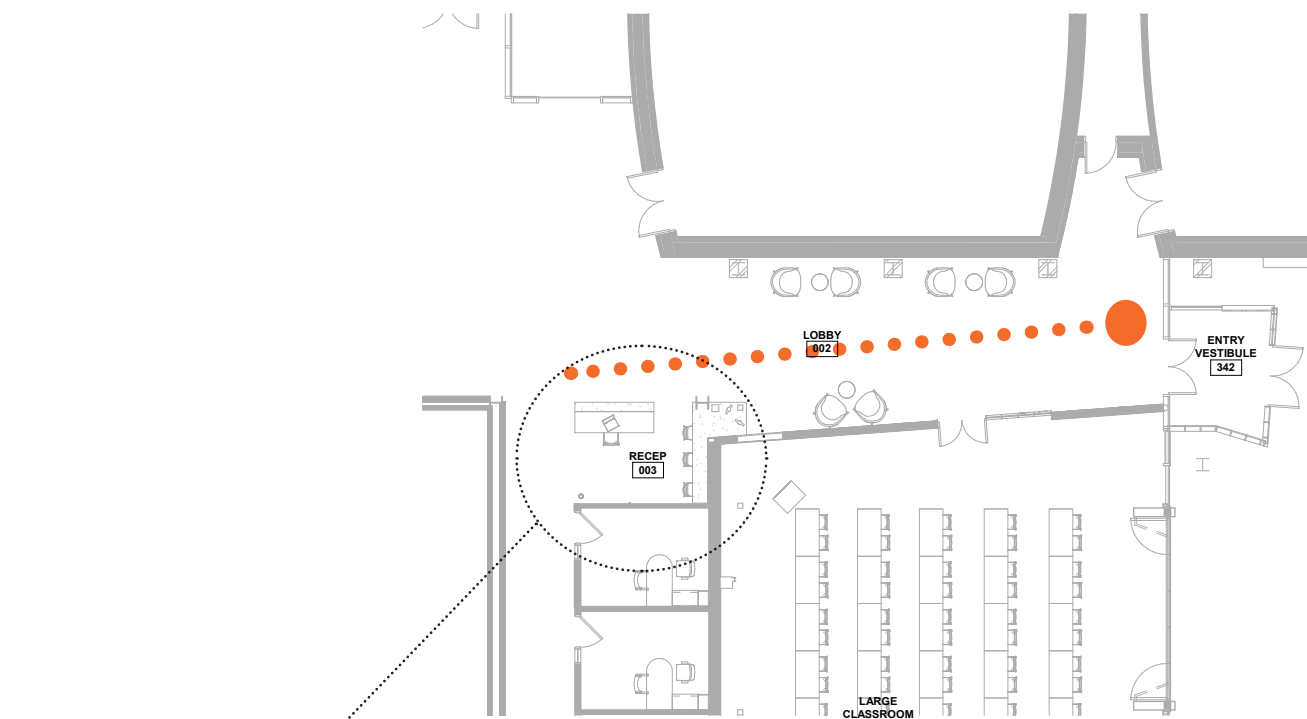
Alternate No. 7 – Provide Potted Plant Support System for “Green Wall”:

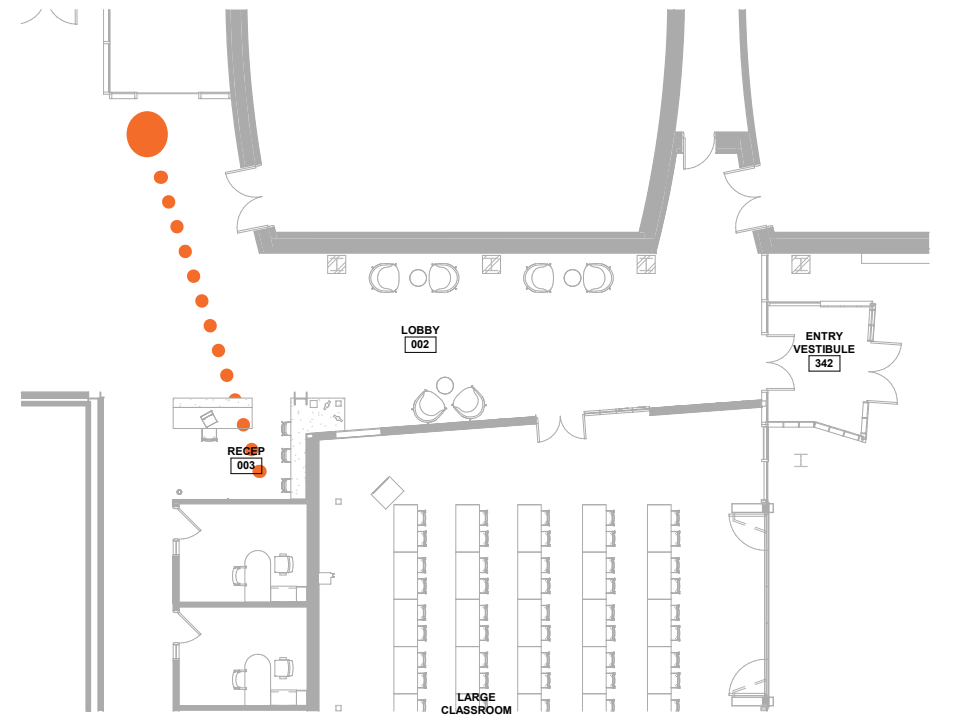
Base Bid: Plant support system and grow lighting provided by N.I.C.

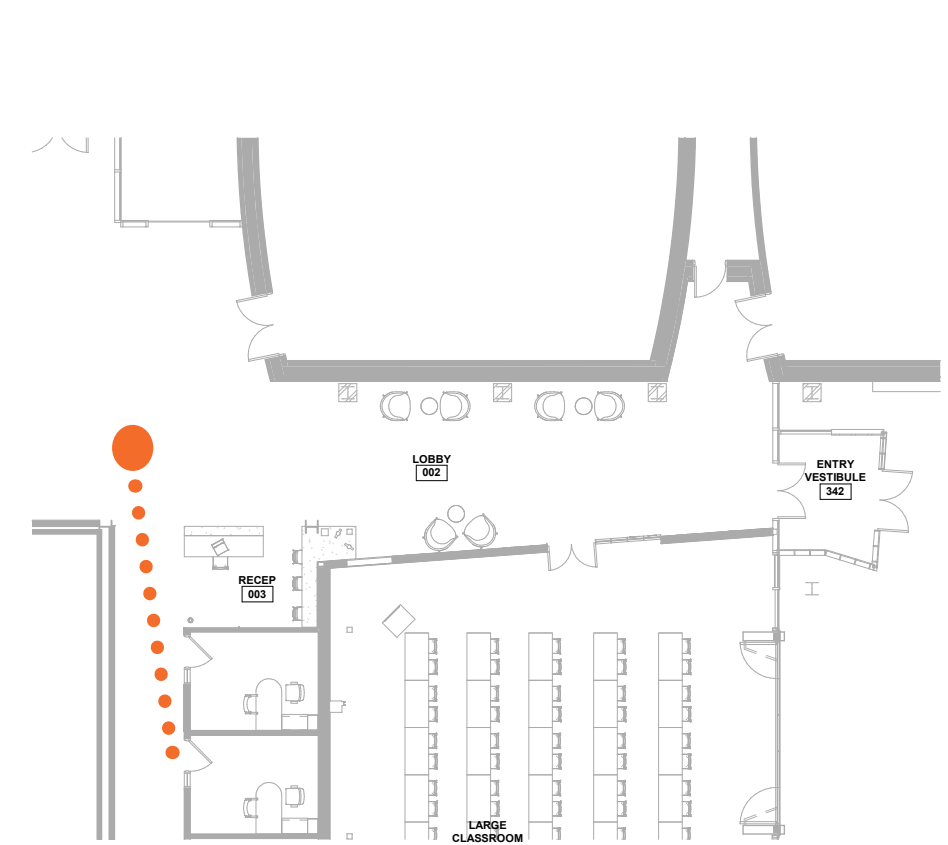
Alternate 7: Provide potted plant support system per Spec. Section 10 50 00 “GREEN WALL GRID” and grow lighting indicated on west wall of Hall 285.



1 MAIN ENTRY







3 STUDENT SERVICES



4 DISPLAY CASE LEVEL 01



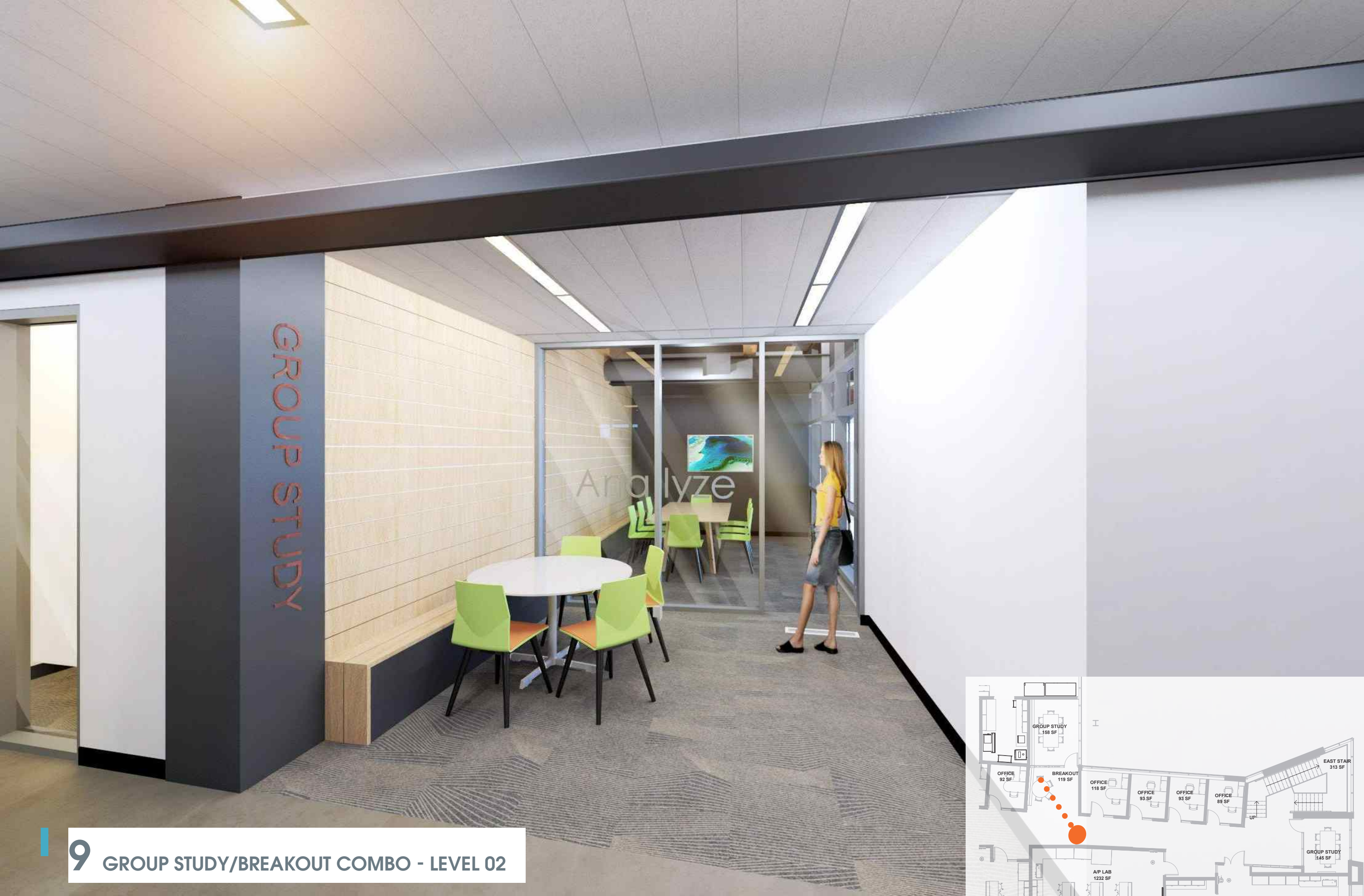
5 DISPLAY CASE - LEVEL 01

CITY OF HOPE
RADIATION ONCOLOGY RESIDENCY PROGRAM



6 CLASSROOM CORRIDOR -
LEVEL 01





9 GROUP STUDY/BREAKOUT COMBO - LEVEL 02











BOARD OF TRUSTEES MEETING
December 16, 2020

TAB 3

SUBJECT

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

BACKGROUND

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

DISCUSSION

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

COMMITTEE ACTION

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

FINANCIAL IMPACT

None.

REQUESTED BOARD ACTION

First Reading. No action requested at this time.

Prepared by Karen Hubbard
Chief Human Resources Officer

Policy

Policy # 3.09

Effective Date: 1/28/97

Revised: _____

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

Policy Narrative

[Page 1 of 1]

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

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

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

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

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

BOARD OF TRUSTEES MEETING
December 16, 2020

TAB 4

SUBJECT

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

BACKGROUND

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

DISCUSSION

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

COMMITTEE ACTION

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

FINANCIAL IMPACT

None.

REQUESTED BOARD ACTION

First Reading. No action requested at this time.

Prepared by Karen Hubbard
Chief Human Resources Officer

Policy

Policy # 3.02.22

Effective Date: 6/21/95

Revised: 2/24/16

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

Policy Narrative

[Page 1 of 1]

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

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

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

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

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

Definitions

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

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

Policy

Policy #2.01.10

Effective Date: 8/24/20

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

Policy Narrative

Page 1 of 6

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

Purpose

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

General Guidelines for Conduct

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

Board members are expected to:

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

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

The Board will enforce upon itself and its members effective practices to govern and discharge its duties effectively and efficiently. The Board and individual Board member's

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

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

Interaction with College Personnel Guidelines

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

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

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

Communications-Procedures/Board Members Request for Information

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

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

Communication with Legislators, Public Officials, and Community Leaders

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

Relationship with the Press

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

Conflict of Interest

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

Trustee Usage of Facilities

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

Complaints Regarding Individual Board Member

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

Potential Action for Trustee Violation of Policy

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

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

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

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

Consideration and Issues related to the Aerospace Program Suspension

Decision Making/Discussion on Suspension:

On November 19, 2019, in preparation for the Board Workshop on budget, we met with Chair Dunlap to gauge his comfort with moving forward with discussions on ceasing operations of the Aerospace program as well as changes to current offerings at outreach locations including potential closures.

In addition, to the ongoing discussions within instruction as well as with finance regarding long-term sustainability of the Aerospace program, a routine review of instructor cost per credit by program revealed that for the 2019 academic year, Aerospace was the college's most expensive program based on direct instructional costs. For academic year 2019, the instructor cost per credit for Aerospace was \$618.54 compared to an average instructor cost per credit for all other college programs of \$209.01. This was shared with Chair Dunlap as support to consider closing the Aerospace program.

As part of the FY21 Budget Development, one of the areas shared with the Board at the November 20, 2019 Board Workshop was that the college was considering program and site changes as part of the budget development assumptions. This continued to be part of on-going discussions throughout the budget development process, both on-campus and in discussions with the Board.

On March 4, 2020, at the request of the Office of Instruction, Pat O'Halloran provided a memorandum detailing facility needs and options to continue offering Aerospace at North Idaho College detailing potential solutions. One of these solutions was the on-going discussion of ceasing current program as it has been currently offered.

Efforts to secure additional funding for Aerospace:

Panhandle Area Council; EDA Grant for Expanded Facilities for Aerospace Addition of Powerplant Program:

The college participated as a beneficiary with Panhandle Area Council for an Economic Development Grant to add the Powerplant portion of the program. The basis for the grant was the creation of a North Idaho Aerospace Complex at the Coeur d'Alene airport. The college signed and submitted the grant beneficiary form on February 26, 2019.

On January 3, 2019, Panhandle Area Council submitted an EDA grant. The grant proposal included detailed plans to build a three-hanger complex on the CdA Airport. Initial tenants were projected to be Stancraft Jet Center, Dauntless Air and the North Idaho College Aerospace Center. Grant proposal included: \$10M for construction costs and \$1.5M to equip NIC's expansion to Powerplant training.

As noted in the grant request:

"We have already requested funding Powerplant curriculum development in the current budget cycle and we have engaged the FAA already about that collaboration. We will begin the process of adding the full-time faculty member as soon as word of this proposal's success comes through. If this EDA request is funded we could take Powerplant students as early as fall 2021 or whenever the new facility is completed."

The grant request noted, "Funding this project will make an entry into aerospace career paths available and affordable to the rural Idaho residents we serve. Without this investment now, the process of funding and housing improved aerospace training programs will take four to five years longer, assuming we achieve funding at all."

During the course of this grant application, the college continued efforts to move forward in establishing the Powerplant portion of the program. The college has developed the curriculum and was ready to move the program through all necessary approvals. In efforts to continually support the quality of the Aerospace program and prepare for the addition of the Powerplant program, the college procured an OH58C helicopter in August 2019.

Due to the delay in approval of the grant, the other partners have moved forward with private funding to meet their individual needs. At this time, there is no viable path forward for this grant submission.

Facility:

As part of the ongoing discussion on the sustainability of the Aerospace Program, in 2018, the college renegotiated the lease of the 1845 Dakota Aerospace Facility from a five year renewal, to a three year renewal with an additional three year renewal.

On September 16, 2019, the landlord contacted the college to inform us of their intent to list the property for sale. In discussions with Instruction and the program, it was determined that the location would not meet the programmatic needs as the college worked to add the Powerplant program. Additionally, the college had already been engaged with Panhandle Area Council in a grant, that if approved, would provide adequate space for the program.

We were again contacted by the landlord in April 2020, sharing that they were getting more serious about selling the property and that a recent appraisal had been conducted with an appraised value of \$1,700,000.

Outlook:

While COVID-19 was an external secondary factor in the decision to suspend the Aerospace Program, the immediate and long-term impacts to the aviation industry began to come into focus throughout the spring and summer. The pandemic has negatively affected the aviation industry in greater proportion than the general economy as a whole. We anticipate that this long-term impact will impact the workforce need for aviation maintenance technicians in the near to intermediate term. The movement to an apprenticeship model will allow the college to continue to meet this workforce need in a more flexible and responsive way that can scale up or down more cost-effectively than through the current program model.

CFAC:

As noted in Trustee McKenzie's email exchange with Administrator Adams, current guidance for CFAC funds requires all expenses to be incurred by December 30, 2020. The state has required all CFAC reimbursement requests to be submitted no later than December 11, 2020. We are anticipating the State may open up an additional allocation of CFAC funding to higher education in the new year if there is guidance allowing an extension for incurred expenses beyond December 31, 2020.

Additionally, based on our understanding and review of the Coronavirus Relief Fund Guidance for State, Territorial, Local and Tribal-Governments, Aerospace program needs would not be eligible for reimbursement from the CFAC funding.

North Idaho College Aerospace Center

Facility Requirements

(v. 3/4/2020 PCO)

Summary

Problem:

An informed decision is needed regarding North Idaho College's ambitions for continuing and improving upon career and technical education options that serve the aerospace industry. A facility appropriate to those ambitions will be required, and a direction must be determined during 2020.

Current Status:

The NIC's Aerospace Center operates in a leased facility; 1845 W. Dakota Avenue in Hayden. The site is just adequate for current offerings. The term of the current lease for this facility expires June 30, 2021, with a renewal option due to the landlord by January 1, 2021.

NIC's Aerospace division offers two training pathways addressing the demand for workers skilled in aerospace advanced manufacturing and in aviation maintenance¹. There are two AAS degrees within which there are several stackable certificates available.

Possible solutions (detailed within):

- 1) Continue leasing or purchase the current facility, 1845 W. Dakota Ave, Hayden.
 - ➔ Program growth would require additional construction.
- 2) Build an appropriate training space co-located with Parker CTE facility in Rathdrum.
- 3) Build or renovate appropriate space at Coeur d'Alene Airport (COE).
- 4) Cease offering current programs and shut down site by Aug 2021.
 - ➔ Last cohort Fall 2021; teach-out can occur in time. (Lease extension of 2 months)

¹ Certified by the Federal Aviation Administration (FAA) in 2015 as Air Agency 4NIT612K, an Airframe-rated Aviation Maintenance Technician (AMT) school. Any operating location of this program must gain FAA approval.

NIC's two programs, *Aerospace Advanced Manufacturing* and *Aviation Maintenance*, were established in 2013 and 2015 respectively by the collaborative efforts of NIC, industry groups, and the Idaho Department of Labor (DOL); efforts that landed a \$2.97M federal DOL grant that funded manning, developing, equipping and housing these programs between 2013 to 2016.

"This kind of collaboration is exactly how this program was meant to work" - Thou Ny, Federal Project Officer, USDOL Region 6, during TAACCCT Grant TC-23774-12-60-A-16 review.

Facility Requirements:

To continue our current offerings and add FAA-Powerplant², engine mechanic, training NIC Aerospace requires approximately 15,000 square feet of usable interior space with an appropriate hangar door of at least 50 feet, 3,000 square feet of sheltered exterior space, and 4,000 square feet of adjacent paved surface.

This summary assumes the reader is interested in bottom-line options up front, and accepts that aviation maintenance alone has space needs akin to NIC's Diesel or Automotive programs. The detailed description of the current aerospace center at the end of this document illustrates the need for added space.

Possible Solutions:

1) Current location, 1845 W. Dakota Ave, Hayden:

This site was recently listed for sale for over \$2M; the current lease cost is \$7,200/mo. This building is short on interior space for storing and working on aircraft, and lacks a doorway through which we can easily transition aircraft. This is a hindrance to the existing maintenance training program. There is one lecture classroom on site. To continue long-term at this site, or to expand offerings, additional hangar space with a hangar door, and additional lecture space will be needed.

This location stands alone so NIC bears inefficiencies in student support, custodial work, facility maintenance, groundskeeping, and management. It does have a breakroom with a kitchen which is significant for all who work and attend here. This site is also used to support NIC Workforce Training Center's truck driver/CDL training.

Pros: As is, this site is a 75% solution. No relocation costs. Provides CDL training location.

Cons: Purchase price is high and additional construction would still be required to enable growth. Student experience is isolated from the rest of NIC and from the airfield environment. Manpower and resource inefficiencies of maintaining separate site.

Commute to Parker bldg.: 5.5mi (9 mins) / Commute to main campus: 6.5mi (17 mins)

² NIC's maintenance program is among the 3% of FAA-certified maintenance schools that do not offer engine repair training; we aren't equipped or approved to do so.

2) Co-locate at NIC's Rathdrum site, near Parker Technical Education Center.

There is ample space for new construction to the South of the Parker building on the parcel NIC already owns. Co-locating in Rathdrum would improve the student access to services, counselors, and events. Aerospace programs could improve synergies with other NIC programs³, and potentially broaden to partner with K-Tech. Co-locating offers possible manpower efficiencies with facility maintenance and program administration.

We would be introducing noise and other hazards of aircraft operation to this site which bears consideration. Being an NIC-owned site, the needs of storage and driving area for other programs such as law enforcement, and CDL-driver training could potentially be addressed at the same time.

Pros: No lease. Consolidation of resources; efficiencies gained and more collaboration. Student experience is less isolated being alongside similar NIC CTE offerings.

Cons: Costs of construction and lengthened lease at current site until completion. Student experience is isolated from airfield: career-related opportunities and learning moments. Noise and other aircraft-operation hazards introduced to site.

Commute to main campus: 11mi (20 mins)

3) On COE Airport, South side, W. Citation Ave (access via Atlas Rd from South, see p.5):

New construction would be required and the county-owned land would always be leased, however, development on the airfield is encouraged and possibly even facilitated by Kootenai County. The airport manager has discussed the potential for a revenue bond for the purpose of building an NIC facility with county commissioners. NIC would pay service on the bond until fully paid. Over the longer-term, NIC would also maintain a land lease with the county⁴.

While this option does leave students isolated from the rest of NIC, career-related exposure and future growth of aviation-related pursuits is maximized on the airfield. Benefits of this location include access to general aviation community, and employers such as Dauntless Air, StanCraft Jet Center, Empire Aerospace, and Resort Aviation. Potential synergies with groups such as the [Civil Air Patrol](#), the [Bird Aviation and Invention Center](#), and [No Limits Aviation](#) which operate there. The potential of expanding into a flight training partnership would prove simplest from this location.

Maintaining this separate NIC site would carry most of the inefficiencies of the current location with the exception of some assistance being available for snow clearing by the airport

³ skills-training overlaps: auto-collision (composites, painting), hvac/auto/diesel (basic electricity). Aerospace programs already collaborate at Parker for welding, CAD-design, and CNC-operator skills training.

⁴ The most favorable rates go to entities demonstrating value to the broader community; currently that would be approx. 25¢/sq.ft. This status would be revisited every five years and rates can be recertified. The length of land lease and ownership of improvements would need to be well specified.

operations staff; e.g. public parking lot and the building’s adjacent airfield ramp. Students remain isolated from NIC peers, but become more integrated with the aviation community.

Pros: The learning opportunities inherent in being on the airfield; exposure to visiting aircraft, and potential employers. Greatest potential for expansion into flight training partnership. Possible financing option via Kootenai County; enhances airport development.

Cons: Isolated from the rest of NIC; less efficient than co-locating (option 2).
Commute to Parker bldg.: 5.2mi (9 mins) / Commute to main campus: 7.7mi (18 mins)

4) Cease offerings and shut down current site by Aug 2021.

We could still take on fall 2020 students in both programs; aviation maintenance could “teach out” by early August 2021 and the final cohort of aerospace advanced manufacturing students would complete their second year of the program at the Parker training center. The balance of August would be needed to liquidate or relocate equipment.

Pros: Cost savings

Cons: Loss of service to a growing industry that pays competitive wages. The workforce shortages for aerospace are arguably worse than most fields. NIC’s CAD-Mechanical (Mechanical Design Engineering Technology, MDET) program does depend upon three AERO courses which would have to be addressed. See *Potential*, page 9.

---- See Overview Map of All Locations; Next Page ----

Additional Information:	Page
Overview map image showing three site options	5
Overview Image, Option 2, NIC Rathdrum property/Parker	6
Overview image, Option 3, Airport, South ramp	6
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Potential	9
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- Overview of three location options:
- 1) Current location
 - 2) NIC's Parker site
 - 3) COE Airport, South side

Parker Technical with property measurements (opt. 2)



On COE Airport (opt. 3)



PROGRAM PERFORMANCE

Aviation maintenance:

NIC's current aircraft maintenance program operates under a certificate as an "airframe" aviation maintenance technician (AMT) school. 97% of AMT schools also are rated to also offer the "powerplant" option. These are commonly referred to as "A & P" schools; NIC's program is currently just "A". To compete well in this field, and to best-serve this community, NIC needs to pursue adding the powerplant option; doing so will require additional commitments in equipment and facility. It is hard to rationalize continuing without this growth planned, even if over a long term.

Being among the 3% of FAA-certified schools that do not offer engine training has been a significant marketing disadvantage. In Fall 2019 we began offering the 45-technical credits of the 60-credit aviation maintenance A.A.S sequentially on a 12-month plan, rather than the traditional 2-year, fall/spring, fall/spring academic plan we've been on. Enrollment went from four in Fall 2018 to thirteen for Fall 2019. Applications for this 20-seat program are currently at 27 for fall 2020.

Although this re-scheduling has students enrolled in only the technical education requirements, and spending more than 32 to 35 hours per week on site, they are presented with good options as early as possible: enter the workforce, continue into a semester of general education courses to complete an AAS, continue into powerplant training elsewhere, or some blend of these.

Starting wages locally for Airframe mechanics have jumped to \$25/hour in the past two years. Those with both Airframe and Powerplant (A & P Mechanic) endorsements start higher. These FAA-endorsements are recognized nationally.

In our brief history, roughly one-third of the students who complete "airframe" content have transferred to continue into powerplant studies and any remaining general-education requirements of an AAS. Several have taken employment and later qualified for FAA-Powerplant testing based on work experience. Since 2016, 23 students have become FAA-Airframe exam ready through NIC. That we know of, 16 have become certified Airframe mechanics. Eight have transferred to other colleges, primarily SCC. Six of the 16 are currently fully-qualified A & P mechanics, having completed powerplant either by education or work experience. Fourteen students are currently in this pathway and will become exam-ready by July 31st.

The only other FAA-approved maintenance school in Idaho is at ISU in Pocatello, 525 miles away. Spokane Community college has a long-established A&P school 30 miles to the West. Former students' employers (known):

- [Empire Aerospace](#) , Hayden
- [Timberline Helicopters](#) /
[Timberline Aerospace](#),
Sandpoint
- [Kodiak Aircraft Company](#)
(formerly Quest), Sandpoint
- [Stancraft Jet Center](#), Hayden
- [Dauntless Air](#) , Hayden
- [Tamarack Aerospace](#), Sandpoint

- Boeing Aircraft Company (777x plant, Everett, WA)
- BNSF Railway, Spokane
- [Bombardier](#) (MN operation)
- [Valley Air Service](#), Caldwell

Aerospace Advanced Manufacturing:

The nearest alternative location for this depth of advanced composites training is in the Seattle area, or in Reno, NV. The one-year Aerospace Composite Technician Certificate that is part of this pathway has a strong reputation⁵.

The CNC Mill Operator certificate, one semester within this path, is taught in the evenings at Parker each spring. That skill set/certificate alone has proven employable.

The 2019 program review pointed out additional improvements we can make in this program to address local needs. A very-engaged advisory group now meets every two months on an aggressive program of work agenda. Completion of NIC's one-year Composite Fabrication Technician certificate immediately nets a higher wage at Unitech, Aerocet and ATC manufacturing.

Employment options have continued to grow for these students, with many departing for employment short of completing the full two-year program. Most qualify for one or more shorter certificates in this pathway of stackable credentials, although many not have applied for the certificates. More than 180 unique students have taken courses in this program since it launched in Fall 2013. Many are working in local manufacturing companies. We've had three transfer into aviation maintenance.

Former students' employers (sample):

- [Empire Aerospace](#), Hayden
- [Continuous Composites](#) C'dA
- 3 Sons Manufacturing, Hayden
- [Timberline Helicopters](#) / [Timberline Aerospace](#), Sandpoint
- [Creatable Studios](#), Hayden
- [Accurate CNC](#), Hayden
- [Advanced Thermoplastic Composites \(ATC\)](#), Post Falls
- [Manufacturing](#), Post Falls
- [Burly Products](#), Post Falls
- [Unitech Composites](#), Hayden
- [Percussionaire](#), Sandpoint
- [Buck Knives](#), Post Falls
- [Tedder Industries](#), Post Falls
- [Aerocet](#), Priest Lake
- [Altek Inc.](#), Liberty Lake, WA
- [Kodiak Aircraft Company](#), Sandpoint
- [Rocky Mountain Construction](#), Hayden
- [Stratasys Co.](#), (TX)
- [Cubcrafters](#), Yakima, WA
- Boeing Aircraft Company (777x plant, Everett, WA)

⁵ NIC's Aerospace Composite Technician program is one of six listed as a qualifier for the IAM-Boeing [Blue Streak Mechanic](#) apprenticeship.

“In the United States there were 330,000 certified maintenance technicians as of December 2018; half of them were between age 55 and 70. Just 3% are women. There are 8,600 newly-certificated mechanics per year, mostly via AMT schools. There are roughly 12,000 job openings per year forecast.” Heather Krause, Director of GAO Physical Infrastructure Team, in testimony 2/11/2020 before the Committee on Transportation and Infrastructure, House Aviation Subcommittee hearing on aviation maintenance workforce issues: *Looking Forward: The Future of America’s Aviation Maintenance and Manufacturing Workforce*,

POTENTIAL

Maintain and improve upon Aerospace Advanced Manufacturing; this program is working.

The aerospace advanced manufacturing program addresses many employers’ needs and completers are quickly moving into positions starting a \$15 per hour or more in the local area. Our very active advisory group is honing in on more improvements. As in other fields, employers are struggling to find skilled workers; this program serves modern manufacturing of many kinds, but trains to the stringent quality standards of the aerospace industry.

Add the “powerplant” rating to the existing aviation maintenance program within four years. The facility decision being made now must incorporate space for this growth. The long-game plan of gathering surplus and donated equipment will make this a less-costly endeavor, though still expensive. There are specific federal grant funds we will pursue that may speed the process by adding manpower and equipment funding sooner. Adapting the equipment gained into lab projects the FAA will approve will be manpower intensive.

Maintenance, repair and overhaul (MRO) operations like Empire Aerospace, manufacturers, and some operators are very pleased to have NIC’s Airframe-only mechanics. Our students who have wanted to go directly to work have been readily hired. However, by the industry’s standard for mechanics our Aviation Maintenance training program is considered incomplete without adding powerplant training.

Of the 177 FAA-certified maintenance schools in the U.S., just five are airframe-only, including NIC’s. Major airlines only hire A&P-qualified mechanics. Since the we first produced graduates of this program in 2016, the consistent question from industry, the FAA, and others has been “When are you going to add powerplant?” We are not the school of choice for many students who research this career path. Our primary draw has been the in-state tuition rate and location of our program. Adding powerplant training will provide the option our community of students and employers are seeking.

Most of our maintenance students complete the FAA-required courses and move on; they often continue their general education courses wherever they go to study powerplant. They may or may not petition for the related AAS from NIC. It is common among the region’s aviation maintenance schools that students pursue the FAA minimum requirements and move

on, less concerned with the AAS pursuit. Many have the stated intentions of taking their general education courses in a part-time status while working and completing the degree later.

We have recently drafted powerplant curriculum which can be submitted to curriculum council during Spring 2020. Getting curriculum established is comparatively easier than preparing the detailed plans and lab projects that must gain FAA-approval ahead of delivering instruction. Significant equipment and man-hours will be needed to prepare powerplant training. The off-the-shelf training aids from vendors could cost \$1.1M or more, however we're deriving a list of items needed and can search for used components and aircraft in federal surplus and from potential donors. We can likely gain equipment for a far lower cost over a longer time span.

We will likely be able to create many training assets ourselves as we did with the airframe program. Some vendor-made trainers will be better, safer and more standardized for specific subjects and so the preferred choice still. An operational twin-engine aircraft will be needed to support powerplant training; patience will pay off once again in offsetting cost on this. We can begin shopping for surplus and in-kind donations from a list of "most wanted" items whenever directed to begin. Once we collect a majority of what is needed, we will need the time of a qualified, dedicated powerplant expert's time to fashion training plans, training aids, and labs using the available equipment.

The goal would be to establish a powerplant program with a capacity for twenty students that would take two additional semesters to complete. Adding detail, equipping and gaining FAA approval for powerplant training may take between two to four years depending on resources, manpower and space availability.

We will pursue grant support, such as the recently funded [Aviation Maintenance Workforce Grant](#)⁶, focusing on equipment and manpower. Such assistance would be used to hasten the effort toward equipping and manning powerplant training.

Consider adding flight training through a partnership. There is such a demand for pilots that many airlines have partnered with established flight training schools and helped students afford costs if they agree to work for that airline upon completion. United Airlines⁷ and Lufthansa have now gone so far as take on ownership of flight training schools of their own. Historically, newly-trained pilots initially accept low-wage employment, doing so to accrue pilot-in-command time, gain experience and build their resume. Upon gaining a few years of flight experience, they can qualify for a commercial pilot role and begin earning a six-figure income.

The ideal flight training partner would own, operate and maintain their aircraft and bear the overhead of their operation. NIC would primarily manage the accredited training program. The partner's flight instructors would become NIC adjunct instructors for lecture portions. Lab time will incorporate fees that pay for the aircraft usage and one-on-one flight instruction. The partnership would permit offering an accredited degree paired with students' progress as a

⁶ \$5M in federal grants will be dedicated each of the next five years with maximum awards of \$500K. The FAA has pledged to solicit applications during 2020. A parallel effort has been funded for pilot training.

⁷ <https://blog.aopa.org/aopa/2020/03/02/airline-owned-flight-schools/> United and Lufthansa flight schools.

pilot. Pilots in an accredited program require fewer logged flight hours and become more eligible for funding, especially G.I. bill and financial aid. College-enrolled pilots are progressing toward the bachelor's degree that is an expectation for top-of-the-payscale commercial pilots.

A G.I.-bill eligible flight program would significantly add to the workload of NIC's V.A. certification representative as a monthly billing and invoicing system would come into place. Increased audits by the V.A. should be expected in that case also. Student accounts and the business office will also bear new processes by the monthly invoicing required.

Fixed-wing, traditional aircraft are cheaper to become qualified in than are rotorcraft/helicopters; the student cost is lower. We've prepared curriculum for either pursuit. One ideal partner conducting Pilot training in Idaho already is [Utah Helicopter](#)⁸. From previous direction NIC already has helicopter curriculum approved at the NWCCU level, and fixed-wing training curriculum approved by NIC curriculum council. The partnership selected may require some adaptations to existing curriculum, but can be readily accomplished. Currently two other companies besides Utah Helicopter are interested in such a partnership also.

Joining with an established, part 141 certified flight training program will introduce a tremendous career option to our community. NIC could pursue this partnership most simply if located on the airfield but could also manage the relationship and program from nearby Rathdrum if that were the choice.

There is currently a shortage of aircraft mechanics, technicians and pilots in the U.S. and it is projected to worsen; by 2027 America's demand for A&P mechanics is forecast to outstrip supply by 9%⁹. 30% of this workforce is at or near retirement age. A decrease of 5% of mechanics is projected in the next 12 years with just 2% being replaced, while the demand for commercial aviation continues to grow¹⁰. These jobs pay competitive wages in North Idaho and around the nation, and wages are increasing.

Additional data:

[Boeing Pilot & Technician Outlook 2019-2038](#)

[ChooseAerospace.org](#)

⁸ Lorri and Gary Hansen, owner operators, operate highly-regarded part 141 certified training in four locations, including Idaho Falls and Pocatello. They own eight helicopters and nine airplanes and have been engaged with NIC since mid-2018.

⁹ Wyman report on technicians: [When Growth Outpaces Capacity](#) (2017)

¹⁰ Aviation Technical Education Council [Pipeline Report](#) (2018)

CURRENT FACILITY DESCRIPTION

The NIC Aerospace Center, 1845 W Dakota Ave, Hayden, Idaho

The NIC Aerospace Center currently is housed on a 4.88 acre parcel near the Coeur d'Alene Airport. There is over 10,000 sq. ft. of outdoor, paved pad area suitable for various aircraft training techniques. The facility is fenced and has three gates. There are two buildings located at this site. See included site images: two architectural drawings, and an aerial photo.

The main building:

The lower level of the 9,480 sq. ft. main building contains:

- 4,320 sq. ft. work space dedicated for aircraft maintenance labs. Aircraft, mock-ups and other equipment are moved in and out as needed (in secondary building when not in use).
- 1,080 sq.ft. composites lab
- 750 sq.ft. sanding/trimming room
- 425 sq.ft. tool room for secure storage/issue/organizing of tools and equipment.
- 160 sq.ft. paint booth.
- 280 sq ft breakroom/kitchen
- 2,465 sq ft dedicated to administrative offices, restrooms (4), and utility closets

Note: there is an adjacent, 720 sq ft open, covered storage space on the West end.

The upper level of the office building contains:

- A 650 sq. ft., heated, lighted, and ventilated classroom for teaching theory classes, with seating and computers for up to 20 students.
- 255 sq.ft. area for Instructor offices
- Utility space / internet-server room

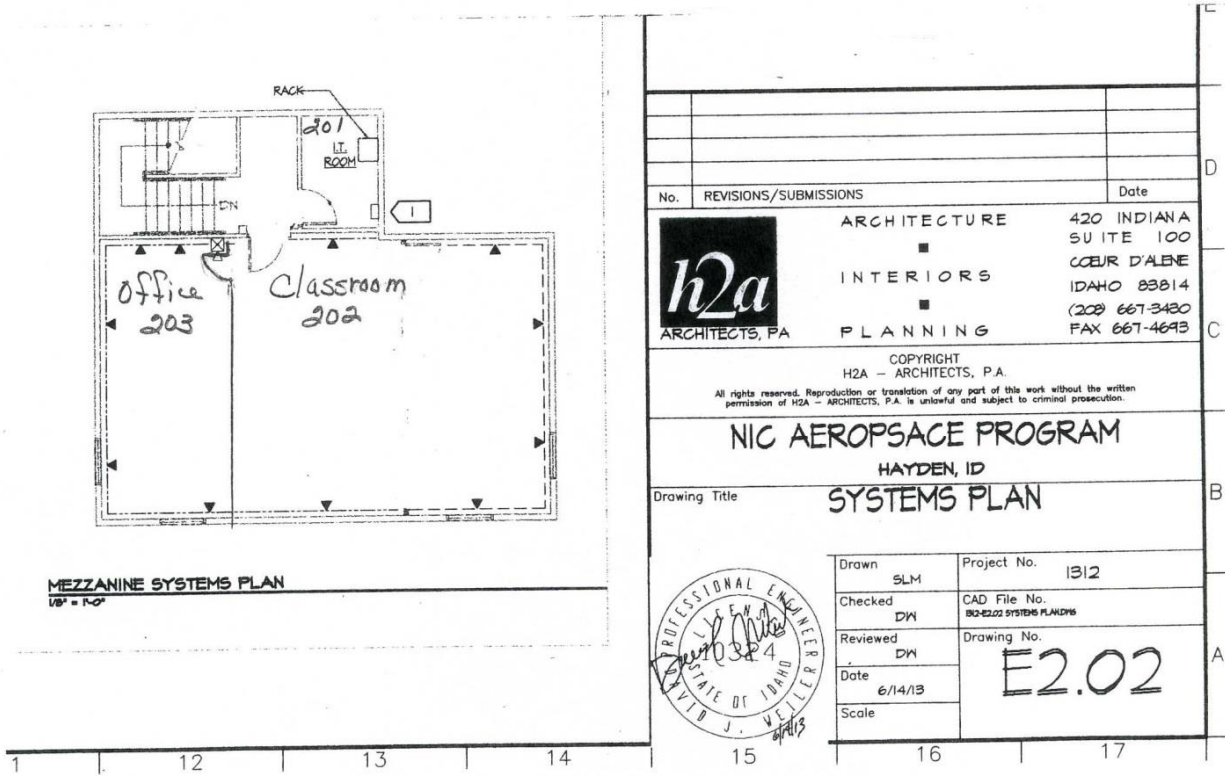
The secondary building:

- A total of 2,500 sq. ft
- Remaining space for storage

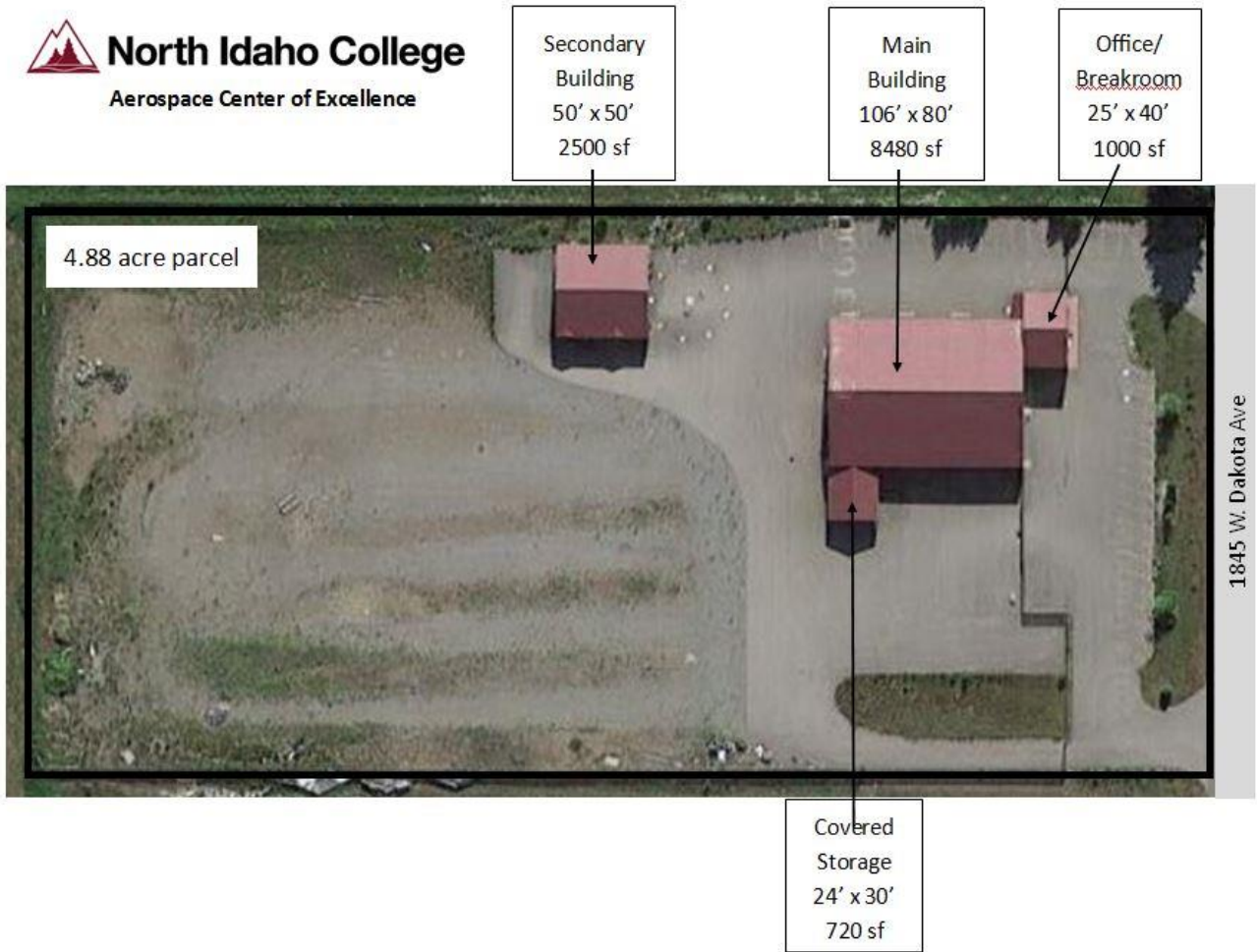
See facility images (3).



Aerospace Center (Hayden), main building, ground level



Aerospace Center (Hayden), main building, upstairs



Aerospace Center, aerial view (1845 W. Dakota, Hayden).



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July 24, 2018

United States Department of Commerce
Economic Development Administration
915 Second Ave, Rm 1890
Seattle, WA 98174

Subject: Panhandle Area Council (PAC) Grant Application, North Idaho Aerospace Complex

Dear Sir or Madam,

North Idaho College enthusiastically supports the Panhandle Area Council's proposal for the North Idaho Aerospace Complex. The aerospace industry is enjoying unprecedented growth in the Northwest and is presenting our community with new and better-paying career options. NIC opened our Aerospace Division in 2013 with the assistance of a US DOL grant, introducing two industry-driven programs; Aerospace Advanced Manufacturing and Aviation Maintenance.

This new division has served over 170 students in the past four years with the majority completing at least one certificate or degree. Most students have enrolled in the advanced manufacturing program and a majority have found related employment at one of eighteen nearby companies. Several have employed their skills elsewhere in the region, including at Boeing.

Our Aviation Maintenance program has lower enrollment. We achieved FAA certification in 2015 as a path to the mechanic's Airframe rating. This has proven a good start for our graduates who are actively sought by employers. However, these graduates' options are limited without the additional Powerplant (engine) rating. Aircraft mechanics are in fact routinely referred to as "A & P Mechanics," which assumes they hold both ratings. We are among just five of the 175 FAA-certificated schools that do not offer training in both areas. Our community remains underserved until we add aircraft engine maintenance to our program, and PAC's grant proposal addresses this concern and our need of a facility suitable for conducting this training.

The demand for air cargo and passenger traffic is increasing annually yet the mechanic population is projected to decrease by five percent in the next fifteen years. Our aviation maintenance program is part of the solution to address that gap; however, for this new program to thrive and best serve our community we must include both the Airframe and Powerplant training that mechanics need. Your favorable consideration of PAC's North Idaho Aerospace Complex proposal will allow us to complete what we've begun.

Sincerely,

Richard L. MacLennan, Ed.D.
President



North Idaho College

Board of Trustees Meeting Agenda Planner

January – December 2021

January

Second Reading/Action: Revised Policy 3.02.22 Employee Development

Second Reading/Action: Revised Policy 3.09 Evaluation of Supervisors

February

Head Start Grant

March

Head Start Grant

Spring Enrollment Report

April

Awarding Tenure

Fiscal Year 2022 General Fund Budget

May

Fiscal Year 2022 General Fund Budget

Board of Trustees Meeting Calendar

Executive Session – Board Self-Evaluation

June

Board of Trustees Meeting Calendar

Approval of President's Contract

Executive Session – President's Evaluation

August

-

September

Budget Development Planning for FY23

October

Head Start

Fall Enrollment Report

November

Head Start Policy Council Bylaws

Fiscal audit report

Election of Board Officers

December

Head Start Policy Council Bylaws