



# North Idaho College

Board of Trustees Meeting

March 22, 2023

Edminster Student Union Building

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

This meeting is a business meeting of the board trustees and the NIC administration. The board will take comment on agenda items from members of the public who attend in-person. Commenters will be **required** to provide their name and the agenda topic and will be **strictly** limited to two minutes per person with no “giving of time” to others.

Multiple sign-in sheets will be provided in the meeting room with the desire to accommodate all who sign up before the 6:00 p.m. deadline regardless of the open session convening later. The order of public comment is at the discretion of the chair. No prior requests for public comment will be accepted. In the interest of a timely meeting, the board chair reserves the right to end public comment at any time after 30 minutes. Individuals interested in providing public comment outside of the meeting may send an email to the board of trustees at [board@nic.edu](mailto:board@nic.edu).

NIC Policy 2.01.03 **“Public comment shall be limited as determined by the board chair.** The board of trustees may listen to such public comments but is not obligated to provide responses. If the matter presented requires additional dialogue or action, the board of trustees may direct that the matter be placed on the board’s future agenda for further discussion and review. The decision to allow public participation in the meeting is the sole discretion of the board chair.”

## AGENDA

5:00 p.m. Driftwood Bay Room

Convene/Call to Order/Verification of Quorum

Gregory McKenzie

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

6:00 p.m. Lake Coeur d’Alene Room\*\*

Connect via Zoom: <https://nic.zoom.us/j/87381948722> or by phone: (669) 900-6833 Webinar ID: 873 8194 8722

Convene/Call to Order/Verification of Quorum

Gregory McKenzie

Pledge of Allegiance

Public Comment

Gregory McKenzie

Celebrating Success: Recent Student Success

Alex Harris

### CONSTITUENT REPORTS

ASNIC

Damian Maxwell

Faculty Assembly

Ben Tschida

Staff Assembly

Keri Simonet

Senate

Neil Doyle

### PRESIDENT’S REPORT

Nick Swayne

### CONSENT AGENDA

Gregory McKenzie

Action for Approval of Meeting Minutes for February 22, 2023 and March 6, 2023

Tab 1: Action: Revised Policy 3.02.23.01 Conflict Resolution/Mediation

Tab 2: Action: Head Start Self-Assessment

Tab 3: Action: Head Start Criteria for Selection

Tab 4: Action: Head Start Non-Federal Share Waiver Request

**UNFINISHED BUSINESS**

None

**NEW BUSINESS**

Tab 5: Action: NIC Head Start Continuation Grant

Beth Ann Fuller

Tab 6: Action: Head Start COLA and Quality Improvement

Beth Ann Fuller

Action/Discussion: Legal Litigation

Gregory McKenzie

Action/Discussion: NIC’s Athletic Conference Participation

Nick Swayne

**INFORMATION ITEMS**

Accreditation and Show Cause Update

Steve Kurtz and Staff

Spring Enrollment Report

Steve Kurtz

Radiography Technology Accreditation Site Visit

Matthew Nolan

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

**ADJOURN**

\* Executive sessions may be called for the purposes of considering personnel matters [Idaho Code § 74--206(1) (a) To consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. This paragraph does not apply to filling a vacancy in an elective office or deliberations about staffing needs in general; (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student; [Idaho Code § 74-206(1)(c)], deliberating regarding an acquisition of an interest in real property; [Idaho Code § 74-206(1)(d)] considering records that are exempt from public disclosure; [Idaho Code § 74-206(1)(e)] considering preliminary negotiations involving matters of trade or commerce in which this governing body is in competition with another governing body; [Idaho Code § 74-206(1)(f)] communicating with legal counsel regarding pending/imminently-likely litigation; [Idaho Code § 74-206(1)(i)] communicating with risk manager/insurer regarding pending/imminently-likely claims.

\*\* The open-session portion of the meeting is advertised for 6 pm and will not begin earlier than 6 pm, but may convene after 6 pm, whenever the prior executive session portion of the meeting ends.

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



# North Idaho College

## BOARD OF TRUSTEES MEETING

Edminster Student Union Building, Lake Coeur d'Alene Room

February 22, 2023

### MINUTES

Chair Greg McKenzie called the meeting to order at 5:05 p.m. and verified a quorum was present. Trustee Banducci made a motion to go into executive session under Idaho Code § 74--206(1)(a)(b)(f) to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need; to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student; and to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. The motion was seconded and roll call vote was taken as follows:

Todd Banducci	aye
Brad Corkill	aye
Greg McKenzie	aye
Mike Waggoner	aye
Tarie Zimmerman	aye

At 6:15 p.m. the meeting was recessed.

### CALL TO ORDER AND VERIFICATION OF QUORUM

Chair Greg McKenzie convened the meeting at 6:26 p.m. and verified that a quorum was present. He next welcomed attendees and led them in the Pledge of Allegiance.

### ATTENDANCE

Trustees: Todd Banducci  
Brad Corkill  
Greg McKenzie  
Mike Waggoner  
Tarie Zimmerman

Also present: Gregory South, Interim President  
Peggy Bradford, Interim Provost  
Sarah Garcia, VP Finance and Business Affairs  
Steve Kurtz, Accreditation Liaison Officer  
Laura Rumpler, Chief Communications and Government Relations Officer  
Art Macomber, College Attorney

### PUBLIC COMMENT

Name	Topic
Alex Elliott	Accreditation and Show Cause
Amanda Linarte	Accreditation and Show Cause
Erin Davis	Accreditation and Show Cause

Trevor Miller	Accreditation and Show Cause
Lane Stidham	Accreditation and Show Cause
Kenny Moore	Accreditation
Jennifer Drake	Accreditation
Aryeh Blumenfeld	Accreditation and Show Cause
Julianna Steinback	Accreditation and Show Cause
Trent Derrick	Accreditation
Gregory Green	Accreditation
Anthony Overholt	Accreditation and Show Cause
Caryn Shepler	Head Start
Robert Shepler	Accreditation and Conflict Resolution Policy
Charity	Accreditation
Jimmy McAndrew	Accreditation
Christa Hazel	Presidential Leadership
Brent Regan	Accreditation
Nina Beesley	Accreditation
Rod Schobert	Accreditation
Kecia Berglin	Accreditation
Presley Steele	Accreditation
Bill Green	Board/Accreditation
Randy Neal	Accreditation
Caylee Neal	Accreditation
Peter Miley	Accreditation
Jessica Miley	Accreditation
Ralph Shay	Accreditation
Summer Bushnell	Accreditation
Beth Miller	Head Start
Ralph Day	Accreditation
Eric Klinkhammer	Accreditation and Show Cause
Brian McName	Accreditation
Della Munnich	Accreditation
Terry Tritten	Accreditation
Randy Stolz	Accreditation
Larry Briggs	Accreditation
Tim Plass	Accreditation
Alan Golub	Accreditation
Wayde Spiker	Accreditation
Diana Sheridan	Accreditation
Tom Torgerson	Accreditation
Ray Writz	Accreditation
Howard Kuhns	Accreditation
Rick Currie	Accreditation
Sandy Emerson	Accreditation
Kacen Cook	Accreditation

**CELEBRATING SUCCESS**

Interim Provost Peggy Bradford introduced Deans Tami Haft, Alex Harris, and Associate Dean Gail Ballard who presented information about the organizational areas that serve to help students navigate their educational journeys at NIC.

**CONSTITUENT REPORTS**ASNIC

ASNIC President Damian Maxwell began by reading a statement from ASNIC regarding harassment and public conduct at recent board meetings. He next discussed activities of student government representatives. He shared concerns he's heard from students and expressed his disappointment that the board has not acknowledged votes of no confidence from college constituent groups.

Faculty Assembly

Chair Ben Tschida reported that during the February 9 meeting of Faculty Assembly, a resolution was passed related to the board's and the president's interactions with students. He read the resolution aloud. He also reported that during that meeting, Faculty discussed retirement benefits and took an advisory vote to hold a special meeting on February 16. He discussed a meeting of the Faculty Assembly Executive Committee during which time, a letter to the board was developed. He went on to report that during the February 16 special meeting, Faculty developed a resolution of censure upon the board of trustees and a resolution of no confidence upon Dr. South, Dr. Peggy Bradford and Dr. Jim Forkum. He proceeded to read each resolution aloud.

Staff Assembly

Chair Keri Simonet reported that Staff Assembly met last on February 9 and she shared that Staff continue to do the work of the college while they await a response from the board of trustees to their multiple votes of no confidence.

Senate

Chair Neil Doyle reported that Senate had met twice since December and focused time on Senate business, adding that no policies or procedures had come to Senate through the governance process.

**INTERIM PRESIDENT'S REPORT**

Interim President Gregory South opened by acknowledging the seriousness of the issues raised by Faculty Assembly and he expressed his hope for a more open dialog. He went on to comment that the accrediting commission is looking for the board and the college to work together in the best interests of students. Dr. South spoke briefly about ongoing board development with the Association of Community College Trustees and the importance of the board speaking with one voice in representing the college. He discussed recent legislative meetings he had taken part in as well as meetings with leaders from the State Board of Education and with Governor Little. He reported that the Request for Qualifications for legal services had been extended through March 3 to ensure a qualified selection. He touched briefly on the current enrollment decline and shared that dual credit enrollment has increased nearly 5% year over year and he thanked Dr. Bradford and Gail Ballard and their team for the efforts with dual credit. He also shared that late start course enrollment is full and sections may have to be added. He provided clarification that the Lakeland School District Board of Trustees has not taken action to end its dual credit relationship with NIC. He closed his report by sharing that

Math Tutor Brenda Paustian from the Math Education Center had been awarded the Sterling Silver Award for her selection as Employee of the Month for February.

### **CONSENT AGENDA**

The consent agenda containing minutes of the January 18, 2023 meeting of the board was approved without objection.

### **UNFINISHED BUSINESS**

There was no unfinished business.

### **NEW BUSINESS**

#### *Revised Policies 3.02.23.01 Conflict Resolution/Mediation and Policy 3.02.29 Alternate Work Schedules*

Interim Provost Peggy Bradford presented revisions to the policy on Conflict Resolution and Mediation and the policy on Alternate Work Schedules. Related to policy 3.02.023.01, Chair McKenzie requested consideration of an amendment that requires the president to report to the board of trustees when parties are utilizing an uninvolved mediator unless one of the parties objects in writing. There was no other discussion, and no action was taken on Policy 3.02.23.01. Following a request by Chair McKenzie, Trustee Corkill made a motion to adopt revisions to Policy 3.02.29. The motion was seconded and carried unanimously.

#### *Head Start Self-Assessment*

VP Finance and Business Affairs Sarah Garcia presented this item on behalf of NIC Head Start. She described the annual process to review goals and objectives of the Program and the development of a plan for assessment. This was a first reading, and no action was taken.

#### *Head Start Criteria for Selection*

VP Garcia presented additions to the criteria for prioritization for eligibility for Head Start as recommended by the Policy Council. She shared that no changes were being recommended to the policy for Eligibility, Recruitment, Selection, Enrollment, and Attendance. This was a first reading, and no action was taken.

#### *Head Start Non-federal Share Waiver Request*

VP Garcia presented a request for Head Start Non-Federal Share Waiver of 40% of the for the NIC Head Start Grant. This was a first reading and no action was taken.

#### *Accreditation and Show Cause Update*

Dr. South made some introductory remarks. Accreditation Liaison Officer Steve Kurtz reviewed elements of the letter from the Northwest Commission on Colleges and Universities in which the Commission placed NIC on a Show Cause order. He shared that the college will need to respond in writing to show demonstrable evidence as to why accreditation should not be removed as well as prepare a teach out plan.

Dr. South shared information from the recent meeting with NWCCU leadership and specifics required in the teach out plan. He discussed that the Commission is evaluating the board's progress and public response to the board. He outlined the timeline and process the Commission will undertake and reviewed steps involved in the college's response, including implementation of ongoing board education and goal setting aligned with the college's planning processes.

Trustee Zimmerman commented on the letter to the board from Faculty Assembly, which focused on several points, including current legal counsel. She recommended releasing Mr. Macomber as legal counsel and finding different interim representation. No action was taken.

Chair McKenzie read, aloud, a statement from the board regarding its desire for the college to remain an accredited institution with the NWCCU. He requested a motion to approve the statement. Trustee Waggoner made a motion for the board to approve the statement. The motion was seconded and carried unanimously.

Chair McKenzie stated his commitment and that of the board of trustees to work for the success of the college.

Addressing Presidential Leadership Position(s)

Trustee Corkill stated his belief that President Swayne was hired following a legitimate hiring process and the first step in the healing process for the show cause is to reinstate President Swayne. He made a motion to reinstate President Swayne immediately. The motion was seconded and following discussion, the vote was taken as follows:

Trustee Zimmerman	yes
Trustee Corkill	yes
Trustee Banducci	no
Trustee Waggoner	no
Chair McKenzie	no

Chair McKenzie made a motion for Dr. South and the Board Chair to serve as points of contact on behalf of the college with its defense attorney Kelly Drew related to the two lawsuits now pending. The motion was seconded and carried unanimously.

Following a request from the Chair, Trustee Banducci made a motion to authorize the Board Chair to work with NIC's attorney Kelly Drew to explore the terms of settlement with Dr. Swayne and his legal counsel. The motion was seconded and carried with three in favor and one opposed. Chair McKenzie did not vote.

**REMARKS FOR THE GOOD OF THE ORDER**

Chair McKenzie commented on upcoming athletic events.

The meeting was adjourned at 10:43 p.m.

Respectfully Submitted,  
Shannon Goodrich, Board Clerk



# North Idaho College

## BOARD OF TRUSTEES SPECIAL MEETING

Edminster Student Union Building, Lake Coeur d'Alene Room

March 6, 2023

### MINUTES

Chair Greg McKenzie called the meeting to order at 6:30 p.m. and verified a quorum was present. Trustee Banducci made a motion to go into executive session under Idaho Code § 74--206(1)(a)(b)(f) to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need; to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student; and to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. The motion was seconded and roll call vote was taken as follows:

Todd Banducci	aye
Brad Corkill	aye
Greg McKenzie	aye
Mike Waggoner	aye
Tarie Zimmerman	aye

At 7:45 p.m. the meeting was recessed.

### CALL TO ORDER AND VERIFICATION OF QUORUM

Chair Greg McKenzie reconvened the meeting at 7:53 p.m. and verified that a quorum was present. He next welcomed attendees and led them in the Pledge of Allegiance.

### ATTENDANCE

Trustees: Todd Banducci  
Brad Corkill  
Greg McKenzie  
Mike Waggoner  
Tarie Zimmerman

Also present: Nick Swayne, President  
Steve Kurtz, Accreditation Liaison Officer  
Laura Rumpler, Chief Communications and Government Relations Officer  
Art Macomber, College Attorney

### NEW BUSINESS

#### Addressing Presidential Leadership Positions

At the request of Chair McKenzie, Trustee Waggoner made a motion to place Dr. Gregory South on paid administrative leave in good standing and retaining his email. The motion was seconded and following discussion roll call vote was taken as follows:

Trustee Zimmerman	abstain
Trustee Corkill	no



Trustee Banducci     aye  
Trustee Waggoner     aye  
Chair McKenzie       aye

Trustee Corkill made a motion to take Dr. Swayne off the administrative leave and immediately place him back in the role of active president of North Idaho College. The motion was seconded. There was no discussion and roll call vote was taken as follows:

Trustee Banducci     aye  
Trustee Waggoner     aye  
Trustee Corkill       aye  
Trustee Zimmerman   aye

The meeting was adjourned at 8:09 p.m.

Respectfully Submitted,  
Shannon Goodrich, Board Clerk

**BOARD OF TRUSTEES MEETING**  
**March 22, 2023**

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**TAB 1**

**SUBJECT**

Revised Policy # 3.02.23.01: Conflict Resolution/Mediation

**BACKGROUND**

Policy 3.02.23.01 has been reviewed as part of the college's comprehensive policy review process.

**DISCUSSION**

Revisions have been made to reflect current terminology.

**COMMITTEE ACTION**

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

**FINANCIAL IMPACT**

None.

**REQUESTED BOARD ACTION**

Request the board consider a motion to adopt revised policy 3.02.23.01.

Prepared by,  
Karen Hubbard  
Chief Human Resources Officer



## Policy Title: Conflict Resolution/Mediation

**Impact:** Employees

**Responsibility:** Human Resources

**Effective Date:** 06/24/98

**Last Update:** \_\_\_\_\_

**Relates to Procedure:** 3.02.23.01

**Legal Citation(s):**

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In any workplace, there occasionally will be ~~personality~~ **interpersonal** conflicts, differences of opinion, or other disagreements ~~which~~ **that** could be more quickly and completely resolved with assistance from ~~outside parties~~ **an uninvolved party acting as a mediator**.

It shall be the policy of North Idaho College to provide employees access to an informal process for conflict resolution through mediation. This process shall only be applied with the consent of all parties directly involved in the dispute, and may not be applied to any disputes covered by the college Grievance Policy (3.02.23), ~~which pertains to written policies and procedures, reclassification appeals process,~~ or any other formal dispute resolution process ~~of the college~~ **documented in policy and/or procedure**.

**BOARD OF TRUSTEES MEETING**  
**March 22, 2023**

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**TAB 2**

**SUBJECT**

Approval of Head Start's 2022-2023 Self-Assessment and Improvement Plan for 2023-2024.

**BACKGROUND**

At least once each program year, with the consultation and participation of Head Start staff, policy council, other community members, grantee and delegate agencies must conduct a Self-Assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations 1304.51(i)(1).

**DISCUSSION**

The Self-Assessment and Improvement Plan Report provides a summary of progress toward program goals and objectives. Summary data from protocols used during the Self-Assessment process are presented as strengths and areas of improvement. This analysis takes into consideration the data from the Self-Assessment protocols and school readiness goals, child and teacher data, and each service area. Based on the analysis, recommendations are provided in the improvement plan with a timeline for completion. The final Self-Assessment and Improvement Plan Report is submitted to Policy Council for approval and then to the NIC Board of Trustees (Governing Body) for review and approval.

**COMMITTEE ACTION**

The Head Start Policy Council requests your approval of the final Self-Assessment and Improvement Plan Report.

**FINANCIAL IMPACT**

All necessary funds are budgeted within Head Start.

**REQUESTED BOARD ACTION**

In its capacity as the governing board, and to adhere to requirements outlined in The Improving Head Start for School Readiness Act of 2007, and Head Start Program Performance Standards (HSPPS), it is requested that the board consider a motion to approve Head Start's Self-Assessment and Improvement Plan Report.

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

# **North Idaho College Head Start Program Improvement Plan for 2023-2024**

North Idaho College Head Start continues to use innovative strategies to conduct a thorough assessment of our strengths and challenges. On November 18, 2022, Policy Council approved our plan for conducting a thorough Self-Assessment. On November 29, 2022, an entrance meeting was conducted and teams were formed to execute a comprehensive assessment. Teams included parents, staff, administrators, and community stakeholders. The areas of focus agreed upon were Health and Safety; Parent, Family and Community Engagement (PFCE); ERSEA Strategies; Program Design and Management (PDM); and Quality Education and Child Development and Fiscal.

Each team developed a methodology, key insights, a discussion of the progress of the program in meeting its goals and objectives, and recommendations. The following is a summary of our progress and achievement of our 2022-2023 Improvement Plan and our Program Improvement Plan for 2023-2024, based on the efforts and input from self-assessment teams, and through inquiries of stakeholders in all five counties we serve.

**PDM:** The team of staff, social work interns and parents looked at program governance training. They reviewed the T/TA plan, the Policy Council bylaws, job descriptions, agendas and minutes. They conducted interviews with PC members. They identified comprehensive outcome-based training as a strength and members were confident in their abilities to serve effectively due to their ongoing training and support.

**PFCE:** Staff and parents explored the efficacy of family resources and referrals with a focus on the most used and needed resources and where are any gaps in resources for families in need. Strengths included knowledge of community resources by staff, and through program related resources (Friends of Head Start 501C3), resources missing in communities can be requested. 100% of families received at least one PIR resource. Gaps in resources that were consistent across counties were housing resources, public transportation and pediatric dentistry. These stressors/deficits are all addressed as stressor points for families in our selection criteria.

**Quality ECD:** The team chose to focus on how teaching teams are utilizing eight supplemental curriculums in conjunction with our primary curriculum High Scope. The team also reviewed systems for transitioning children in and out of Head Start. This area included a systemic program goal which is to delineate between which supplemental curriculums need to be trained on and used with fidelity, and which should be defined as supplemental materials solely for reference for teachers. It was determined that two of our supplemental curriculums will include yearly training for all staff with the expectation that they will be used systematically.

**ERSEA:** Our staff team reviewed recruitment efforts of children, staff and volunteers. Center specific recruitment plans early in the school year, revisited monthly, was a strength. The findings of this team resulted in a program improvement goal to form a recruitment committee, create flyers with QR codes on recruitments, increase online recruitment through social media, and improve the functionality of Recruitment Plan and Reports.

#### Health and Safety:

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The staff and parent team focused on Monthly Safety and Hazard Inspections and follow ups, the Monthly Playground Safety Checklist, and a survey sent to all staff regarding quality health practices in our centers. Safety practices were universally in place. While there were a few minor safety reminders, there were no systemic issues. It was suggested that a weather-related chart and checklist be added and became an attachment to the safety checklist.

#### Fiscal:

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The team of staff and parents focused on the CACFP budgets and surveyed cooks about their cost vs. waste, and reviewed wage and fringe benefits data for all staff. For CACFP, it was found that the most expensive proteins were also the highest food waste (e.g. Tilapia).

Regarding wage information, if a proposed COLA comes in at the projected amount, several wages will be comparable to area and industry rates. Areas of concern that may be able to be addressed with COLA or Quality Improvement funding are increasing wages, especially for Assistant Teachers, Facility Technicians and Cooks.

During NIC Head Start’s self-assessment process, many program strengths were identified. In addition, two specific improvement needs were identified: one within PFCE and one within Program design and Management and Quality Improvement. These two systemic issues rose to the level of need to become program improvement goals for PY2022-2023.

## North Idaho College Head Start PY2023-2024 PROGRAM IMPROVEMENT PLAN Goal #1

Action Item & Outcomes	Person Responsible	Documentation	Projected Completion Date	Completed
<b>ERSEA</b>				
<p><b><i>Create a recruitment committee</i></b></p> <p><b><i>Create flyers with QR codes for child, staff and volunteer recruitment</i></b></p> <p><b><i>Increase online recruitment efforts through a social media recruitment toolkit.</i></b></p> <p><b><i>Improve the Recruitment Plan and Report document for ease of use.</i></b></p>	<p>Family Services Manager</p> <p><b>Program assistant</b></p> <p>NIC Marketing Dept., IHSA, Family Services Manager, Ops. Manager, Program Assistant, Director</p> <p>Family Services Manager</p>	<p>Committee goals and minutes</p> <p>Flyers, data on results (waitlist numbers)</p> <p>Management Team minutes for progress</p>	<p><b>April, 2023 and ongoing</b></p> <p>May 1, 2023 and ongoing</p> <p>July 1, 2023 and ongoing</p> <p>May 1, 2023</p>	
<b>Comments:</b>				

North Idaho College Head Start  
**PY2023-2024 PROGRAM IMPROVEMENT PLAN**  
**Goal #2**

Action Item & Outcomes	Person Responsible	Documentation	Projected Completion Date	Completed
<b>Education and Child Development Program services</b>				
<p><b><i>In conjunction with HighScope, Implement Conscious Discipline and Learning without Tears Curriculums with fidelity to support school readiness. All other supplemental educational resources will be available to each classroom.</i></b></p>	<p>Education/Disabilities Manager</p>	<p>Program Professional Development Plan , training agendas, sign in sheets</p> <p>Inventory</p>	<p>August 2023 and ongoing</p>	
<p><b>Comments:</b> North Idaho College Head Start will implement the HighScope, Conscious Discipline and Learning without Tears curriculums with fidelity to support school readiness. Supplemental educational resources will be used to support these curriculums for specific component areas such as mental health, dental, nutrition, health, and safety</p>				



**BOARD OF TRUSTEES MEETING**  
**March 22, 2023**

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**TAB 3**

**SUBJECT**

Approval of the Criteria for Prioritization for eligibility for Head Start children and the Recruitment and Enrollment Policy.

**BACKGROUND**

The Improving Head Start for School Readiness Act of 2007, the Board of Trustees must approve the Criteria for Prioritization and Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Policy annually.

**DISCUSSION**

The Head Start Policy Council's ERSEA Committee met on Friday, January 13, 2023 to discuss the ERSEA Policy and the Criteria for Prioritization – Selection of Children for Enrollment. The following items were discussed and approved at the January 20, 2023 Policy Council meeting.

- ERSEA Policy: No changes were recommended to the ERSEA policy from 2022-2023 and will remain the same for 2023-2024.
- ERSEA Criteria for Prioritization: The following revisions to the Criteria for Prioritization were recommended:
  - 9. Added "**and/or other trauma**"
  - 13. Added "**Receiving Medicaid and/or WIC**"
  - 15. Added "or **Behavioral Concern.**"
  - 20. Added "**Terminal Illness**" to bullet point: Death of a Family Member in the Household(s)
  - Added "**Separation/Divorce**" to bullet point: Co-Parenting/Custody//Dual Households
  - Added new bullet point: "**Food insecurity**"

**COMMITTEE ACTION**

The Head Start Policy Council requests your approval of Criteria for Prioritization – Selection of Children for Enrollment and the ERSEA Policy as revised.

**FINANCIAL IMPACT**

All necessary funds are budgeted within Head Start.

**REQUESTED BOARD ACTION**

In its capacity as the governing board, and to adhere to requirements outlined in The Improving Head Start for School Readiness Act of 2007, and Head Start Program Performance Standards (HSPPS), it is requested that the board consider a motion to approve Head Start's Criteria for Prioritization – Selection of Children for Enrollment and the ERSEA Policy, as revised.

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

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

Criteria for Prioritization		Points Allowable
1.	Verified Income (Percent below Federal Poverty Guidelines**)	0, 20, 25
2.	Age* (Four years old on or before September 1st of program year)	20
3.	Diagnosed Disability	20
4.	Suspected Disability	15
5.	Formal Referral from Agency/Professional (including Early Head Start/Head Start) * (Written documentation is required)	10
6.	Previously enrolled in Early Head Start / Head Start program	10
7.	Foster Child (meets definition for State placement) or Child in Custody/Care of someone other than the Biological Parent(s) (including children who have been adopted.)	10
8.	Homelessness (as determined by the McKinney-Vento Homeless Assistance Act of 1987)	10
9.	Family Violence <b>and/or other trauma</b> - includes physical, verbal or emotional abuse/violence, child abuse, neglect, or abandonment. (Check applicable: <input type="checkbox"/> current, <input type="checkbox"/> past 12 months, or <input type="checkbox"/> previously experienced)	10
10.	Parent/Guardian Working Towards Obtaining High School Diploma/G.E.D., Certifications, or Higher Education	10
11.	Parent Working Multiple Jobs <b>or</b> Working and Going to School	10
12.	Substance use or other addictions	10
13.	<b>Receiving Medicaid and/or WIC</b>	10
14.	Chronic Health Issue and/or Disability within the Family	10
15.	Mental Health or <b>Behavioral Concern</b> – Child and/or Family	10
16.	Single Parent/Guardian Household	5
17.	Parent/Guardian in Incarceration and/or Returning from Incarceration	5
18.	Parent/Guardian Active Military Service, Returning from Military Service, or Veteran	5
19.	Parent/Guardian currently working as a first responder/public service, in law enforcement, or health care	5

<p>20. Additional Household Stressors: check all that apply: (one or two = 5 points; three to five = 10 points; six to eight = 15 points; or nine or more = 20 points)</p> <ul style="list-style-type: none"> <li>• Adoption</li> <li>• Families in Crisis (emergency relocation, natural and/or family disaster)</li> <li>• Family Legal Issues</li> <li>• <b>Food insecurity</b></li> <li>• In treatment/recovery for substance use and/other addictions</li> <li>• Lack of reliable transportation</li> <li>• Lack of affordable childcare</li> <li>• Lack of Affordable Health Insurance/Health Care</li> <li>• Lack of Affordable Housing</li> <li>• Limited Opportunities for Socialization (child/family)</li> <li>• Parent Working Out of the Area</li> <li>• Pregnancy/New Sibling in Household</li> <li>• <b>Separation/Divorce/Co-Parenting/Custody/Dual Households</b></li> <li>• Teen Parent</li> <li>• <b>Terminal Illness/Death of a Family Member in the Household(s)</b></li> <li>• Unemployment</li> <li>• Other: _____</li> </ul>	<p>5, 10, 15, or 20</p>
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*The established point system provides a method of prioritizing a child's selection into the program based upon highest need*

Points are determined through the application process. Children whose families have completed the application process prior to an enrollment selection are placed on the Wait List.

Supervisors select the children/families from the prioritization list generated by the program's child data collection system. Supervisors then fill enrollment slots to correspond with the Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Policy.

When an opening occurs, the family selected from the prioritization list is immediately notified and an enrollment appointment is scheduled. Notification is made by parent's preferred method of contact indicated at the time of application. At time of notification, the child is considered "selected" and removed from the Wait List. Following the enrollment appointment, the child's status changes to "accepted". North Idaho College Head Start strives to have all enrollment vacancies filled within three working days.

All efforts are made to provide continuous enrollment when a family relocates to another community within the North Idaho College Head Start Service Area. The family's acceptance for continued enrollment is based upon their desire to remain enrolled in the program and the receiving Center having a concurrent open enrollment slot. If the receiving Center does not have an open enrollment slot, the family is put on the Center's Wait List.

From the first day of class after a center's Spring Break, age points for three-year-old and four-year-old will be equally weighted for prioritization of an open slot.

\*Child must be three-years old according to NICHHS criteria

**Percent of Poverty Guideline is:
Between 0% and 50% = 25 points
Between 51% and 100% = 20 points
Over-income = 0 points
<i>If needed to maintain full enrollment, the income ratio between 101% and 130% may be considered. This income status would not count towards the allotted 10% over-income standard.</i>

Policy Council Approval: 01/20/2023

Board of Trustees Approval: \_\_\_\_\_

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

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

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

Policy Council Approval: 01/20/2023

Board of Trustees Approval: \_\_\_\_\_

**BOARD OF TRUSTEES MEETING  
March 22, 2023**

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**TAB 4**

**SUBJECT**

Request for Head Start Non-Federal Share Waiver for Grant 10CH011536  
Period of Funding: 07/01/22 - 6/30/23

**BACKGROUND**

The Head Start Act stipulates that the federal share of the total costs of the Head Start program will not exceed 80 percent of the total grantee budget unless a waiver has been requested and granted. Twenty percent of the grant amount is required through non-federal match, which are provided in the form of in-kind donations or cash match received from third parties or contributed by the agency.

**DISCUSSION**

Historically, North Idaho College Head Start has regularly met its annual requirement of 20% non-federal share. Due to the unprecedented challenges caused by the current pandemic, the program is trending short of the non-federal share requirement of \$859,074. This request is based on criteria of the Head Start Act, specifically Section 640(b)(4-5), which includes “whether the Head Start agency is located in a community adversely affected by a major disaster”; and the adverse impact on our community if we were unable to continue to operate. All historic sources of non-federal share have been reviewed and we have concluded that we will be able to meet 60% of the non-federal share requirement; therefore, we are seeking a waiver of \$344,000 (which represents 40% of the required amount). North Idaho College staff, parents, volunteers, community partners and Policy Council will continue to aggressively seek sources of non-federal share during this budget period which may result in a higher proportionate share than presented below.

<b>NORTH IDAHO COLLEGE HEAD START Non-Federal Share Waiver Request FY22023</b>			
<b>FUNDED</b>		<b>EXPECTED</b>	
Federal Share	\$3,436,287	Federal Share	\$3,436,287
Non-Federal Share	\$859,074	Non-Federal Share Expected	\$515,074
		<b>Waiver Request:</b>	<b>\$344,000</b>

**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 in the Head Start Program Performance Standards (HSPPS), North Idaho College Head Start requests that the board consider a motion for a partial waiver of the required 20% non-federal share for grant period 7/1/22 – 6/30/23.

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

**BOARD OF TRUSTEES MEETING**  
**March 22, 2023**

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**TAB 5**

**SUBJECT**

Head Start Continuation Grant Application for Grant No. 10CH011536  
Period of Funding: 07/01/2023 through 6/30/24

**BACKGROUND**

The Office of Head Start (OHS) has announced the projected funding for a submission of an application to operate a Head Start program. The guidance letter allocating the funding amount includes the approved funding level for continuation of program operations and an allocation for training and technical assistance. Our program's total federal funding level for 2023-2024 is \$3,436,287.

**DISCUSSION**

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

**FINANCIAL IMPACT**

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

**REQUESTED BOARD ACTION**

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

Attachment A: PY23-24 Continuation Grant Application Narrative including Program Option Policy, Service Area Selection Policy, Selection of Target Area Policy, Allocation of Enrollment Slots, and School Readiness Plan

Attachment B: Budget and Budget Justification Narrative

Attachment C: Budget Summary

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



**Continuation Grant Application PY 2023-2024  
Year Four of Five Year Grant**

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

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

*There are no proposed changes to our Five-Year Goals*

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

North Idaho College Head Start (NICHS) has set long-range goals and objectives through a process of self-assessment, program improvement goals, and forecasting for our five-year grant period, resulting in goals with objectives for each of the five years, July 2020-June 2025. Policy Council and the Board of Trustees approved our goals and have been involved in updating progress on goals and objectives. Our five-year program goals were developed through a process of data sharing, risk assessment, forecasting, and goal setting that culminated in a comprehensive plan with inspiring and innovative goals in two broad content areas. One five-year goal includes recruitment and retention of families that can benefit the most from program services, staff that are highly qualified, and more qualified volunteers to help with child and family services. The implementation of this goal involved expanded strategies for the recruitment and retention of children and families that can benefit the most from services. We are making steady progress on this goal. From the height of the Covid-19 pandemic, we were experiencing only 50% enrollment and a low of 60 of the needed 90 staff, to currently over 67% enrollment and over 80 staff hired and trained. Our program improvement goal for the upcoming year is to create a recruitment committee, flyers with QR codes for recruitment, use a social media recruitment toolkit, and improve our documentation of recruitment efforts. The program is receiving historically low numbers of applicants for open job postings. It has been noted locally and nationally, however,



that this is a trend for all industries. A continuing challenge to recruiting and retaining staff will be the ability to keep up with prevailing local wages, in particular, the gap between what public school teachers and Head Start teachers make, and the disparity between what our Cooks, Assistant Teachers, Facility Technicians, Center Assistants and Classroom Aides make in our program compared to the starting wage for any service industry wages in our area. COLA and Quality Improvement funding being applied to these wages alone is going to positively affect this issue for our upcoming funding cycle and our ability to reach this goal.

With the second goal to institute trauma-informed practices across all program services including children and families, staff, and the community, our objectives of using Conscious Discipline as a classroom and parenting curriculum builds the ability for our program to increase trauma informed practices in the future. In year one we purchased the Conscious Discipline parenting curriculum. In year two we offered advanced training in using the parent and classroom curriculums. Also, with ARP funds, we purchased additional classroom curriculum and materials to use Conscious Discipline with fidelity. In year three, we offered in-depth training to the Family Advocates to help utilize the parenting curriculum with fidelity with the families. The Mental Health Consultant also provided a 6-week parenting course to all enrolled families. For classrooms we evaluated curriculum fidelity using classroom scoring tools. Our improvement goal for next year will be to delineate between primary curriculums (HighScope, Conscious Discipline and Handwriting without Tears) and supplementary curriculums, and increase training for staff on primary curriculums, offering supplemental educational resources for each classroom.

## A2 - School Readiness Goals:

### Determination of School Readiness Goals 2023-2024:

New school readiness goals and objectives for 2023/2024 have been created based on this year's assessment data. Following each assessment period (fall, winter and spring) reports are generated and analyzed to inform planning and ongoing improvement at the classroom and program level. Teaching teams and supervisors analyze the classroom profile reports generated from the electronic assessment data program to determine teacher, classroom, center, and program needs. Staff records their reflections on the Assessment Data Analysis form following the Child Outcome Data Analysis Procedure. During the 2022-2023 program year, due to staffing shortages, several classrooms experienced a delayed start. Due to the staggered start of classrooms, our school readiness data was evaluated by the available data in each assessment period.

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

In supporting goals for 2023-2024 program year, information from High Scope COR Advantage, previous school readiness goals data, Teaching Pyramid Observation

(TPOT) and Classroom Assessment Scoring System (CLASS) support determining the focus for 2023-2024 program year school readiness goals.

NICHHS has three certified CLASS observers that help conduct yearly CLASS observations for our program.

During the 2022-2023 program year, our Mental Health Consultant was able to expand debriefs and follow-up up of the TPOT observations, by completing two TPOTs for the program year. This year's extension of our Mental Health consultant hours provided the TPOT observations to all centers resulted in direct strategies to staff in the classrooms to support children and families.

During the 2022-2023 program year, NIC Head Start continued education services by providing in-person classrooms, virtual education events for families.

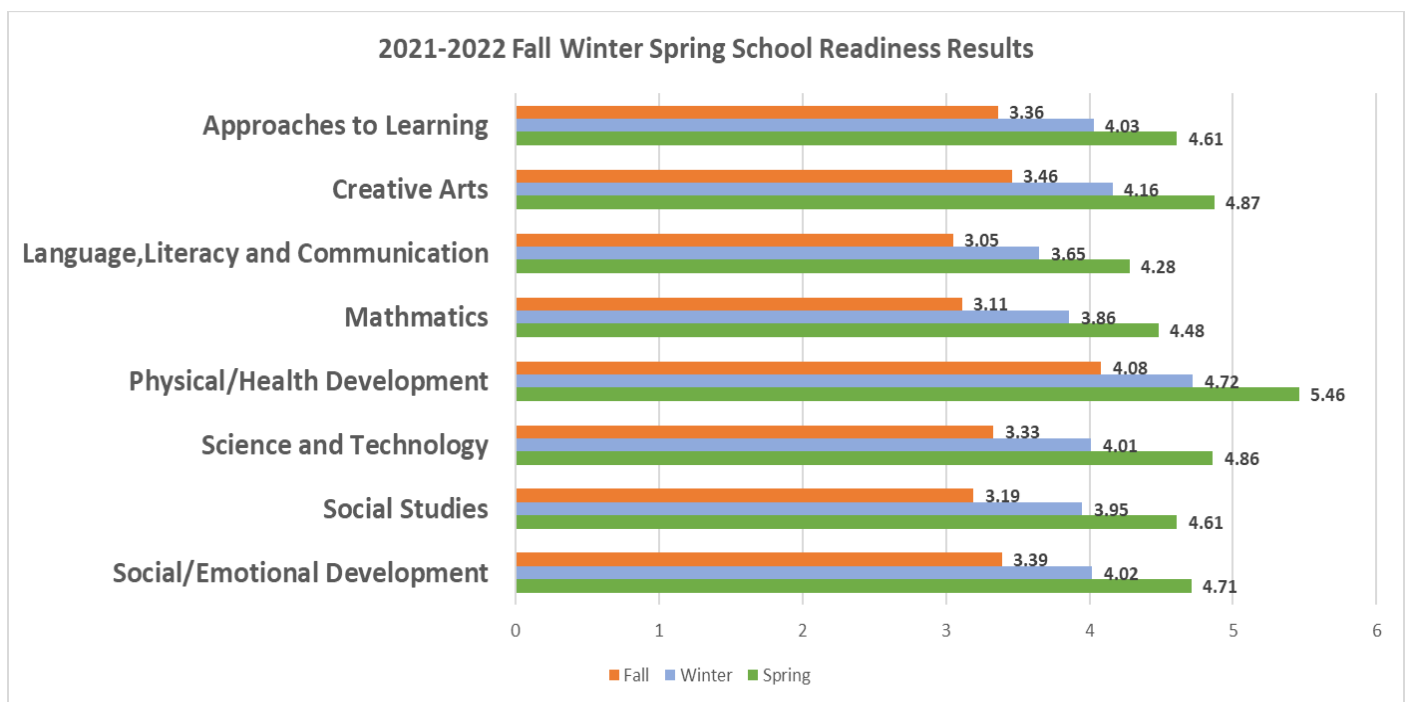
NICHHS continued during the 2022-2023 school year to provide educational contacts with families through parent conferences and home visits. . NICHHS school -to -home connection for program year 2022-2023 included utilizing HighScope COR online tools, such a as virtual story boards, lesson plans and individual child assessments that parents were invited to explore in a confidential and online platform as well as being able to offer face-to face home visits and parent conferences.

The HighScope Curriculum has supported growth in classroom organization as it supports productivity in the classroom and instructional learning formats through the curriculum. COR Advantage is an electronic/online observation-based assessment tool from HighScope. COR Advantage supports whole-child assessment built on 36 items across eight learning domains. The comprehensive set of items and indicators help teachers track children's progress relative to kindergarten readiness, the Head Start

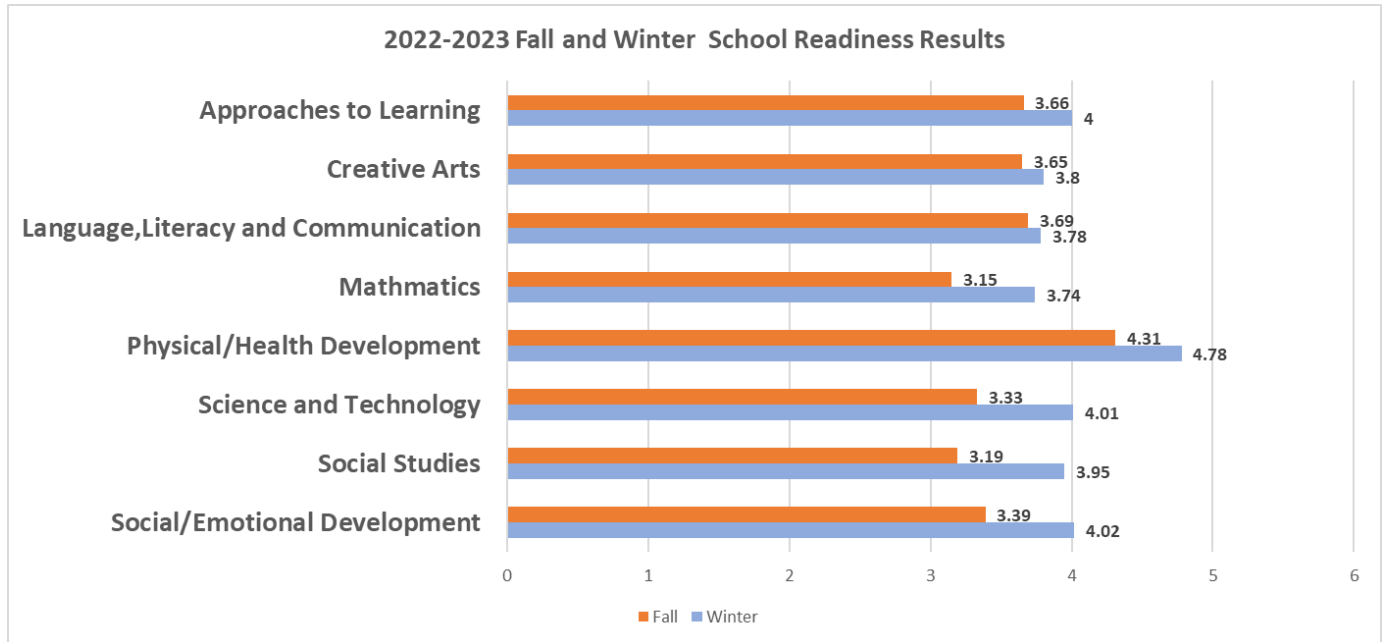
Early Learning Outcomes Framework, Common Core Standards for Kindergarten, and all state early learning standards.

In evaluating COR Advantage checkpoint data, a review of the final results for 2021-2022 program year help in supporting trends we are seeing in Fall and Winter Data for 2022-2023 school readiness.

**COR Advantage Checkpoint Data: 2021-2022 Fall, Winter Spring**



**COR Advantage Checkpoint Data: 2022-2023 Fall and Winter:**



Group statistics for checkpoint indicators are reflective of the average scores of the 140 four-year old's who will transition to kindergarten in Fall 2023. Based on the data gathered the following school readiness goals were set to increase school readiness skill sets for children entering and exiting our program in the 2023-2024. Students who are transitioning to kindergarten, school readiness is measured by an average score of 3.75 in each category and an overall average of 4.0 or higher in HighScope COR Advantage. The Head Start Program Performance Standards requires all programs to establish school readiness goals, which are defined as expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness

for kindergarten goals.

**Emotions:** North Idaho College Head Start is committed to supporting Trauma Informed Care. Through our commitment to Trust Based Relational Intervention (TBRI) practices and continuing to implement Conscious Discipline in the 2023-2024 program year, we will continue to build stronger social and emotional development by children learning about their feelings and how to express emotions.

**Reading :** In continuing to support reading skills, recognizing letters as visual images that have meaning is a foundational skill set and a precursor for children's early alphabet knowledge and reading skill sets. Children read pictures before they read letters and words. As they hear adults repeat the words in a familiar picture book, children come to understand that these exact words also appear in the marks on the page. Continuing with a reading goal offers more support in the State Idaho reading Indicator for reading success by 3<sup>rd</sup> grade.

**Phonological Awareness** Preschoolers read familiar symbols (stop signs, fast-food logos, and onscreen icons). These are all precursors to reading actual words. The first letters and words children read are often their names or other familiar words. As their alphabetic knowledge increases, they sound out more words and use other contextual cues to help them read. As children use letters to identify themselves and their classmates, they begin to develop an understanding of the *alphabetic principle* — the understanding that alphabet letters and the sounds of speech are connected. Children also build phonological awareness — the ability to attend to the sounds of language as distinct from its meaning

**Numbers and Counting:** North Idaho College Head Start continues to grow with math activities and concepts in the classroom environment. Exploring patterns in sound, movement, events and symbols creates innovative ways to expose children to math development. Expanding ways to count in classroom environments and the world around us extends children's knowledge of math concepts to a higher level of thinking.

**Movement (Creative Arts):** For physical health and well-being in preschool age children movement is a vital piece. NICHS teachers will implement the HighScope curriculum philosophy to help children create their own dance or series of movements (including at least four distinct movements) and repeating the sequence of, movements to create their own way of expressive movement. North Idaho College Head Start will continue to support physical health and safety by engaging in fun, interactive and expressive ways for children to move their bodies in all program environments.

### Sub-Section B: Service Delivery

#### B1 - Service and Recruitment Area:

There are no changes to our service and recruitment areas. A comprehensive community assessment was conducted in February of 2022, our priorities aligned with data reflecting the issues facing our communities. Idaho Head Start Association commissioned a state and county-specific Community Assessment and our program also gathered local and program-specific data for this year. According to the 2022 Kid's Count Report, 14% of Idaho children were in poverty. In the same report, 23% of children reside in households that have non-secure employment and 23% of children are living in households with a high housing cost burden. The US Census states the 2022 estimated number of children that reside in the state of Idaho that are under the age of five represents 6.5% of the population. The inability to find affordable housing was noted in the 2022 Point-In-Time Homelessness Survey in Idaho as the main reason for homelessness. In our Region 1, more than half identified this as their first experience being homeless.

Through community assessment data, it is apparent that the populations, associated demographics and needs in the areas that we serve have shifted most significantly in

the areas of median income per county, in availability of child care, and the affordability and availability of housing. Kootenai County now has a higher median income. All five counties we serve have seen a decrease in both available child care and available or affordable housing. Housing and child care prices are being reported to be at least 50% each of a families' income, leaving little to nothing for other household expenses. Families in our program who are homeless according to the McKinney Vento Act, is currently at 26%. The families that can benefit the most from Head Start services still reside in our current service areas.

One consideration as funding becomes available is to find needed space to provide services by diversifying our service and recruitment area to include school district areas that we currently cannot serve due to distance. One example would be the West Bonner School District. Although we are serving Bonner County, we are only serving families that reside within the Lake Pend Orielle School District boundaries. Our service area does not include towns such as Oldtown, Priest Lake and Priest River.

*Selection of Target Area Policy:*

There are no changes to our Target Area Policy. The Selection of Target Area Policy is reviewed annually to determine the needs and process for recommending center/site locations and allocating enrollment slots in areas of greatest need.

Community Assessment data is collected yearly for the service area (five North Idaho Counties—Kootenai, Shoshone, Bonner, Boundary, and Benewah).



**Service Area**

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

**B2 - Needs of Children and Families:**

No changes to needs of children and families are reflected in the newest data reflected in this section.

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

**North Idaho College Head Start:**

North Idaho College Head Start program has a total funded enrollment of 299 children. The number of children currently being served is 197. All children enrolled in the program are income and categorically eligible.

North Idaho College Eligibility, Services & Unmet Needs for 2021-2022  
 300 children (289 families) served by North Idaho College Head Start

County	Children Under 5 Years Living in Poverty*	Federally Funded Enrollment Slots	TANF Funded Enrollment Slots	Actual Federally Funded Enrollment	Actual TANF** Funded Enrollment	Total Actual Enrollment
<b>Boundary</b>	322	17	0	20	0	20
<b>Bonner</b>	378	32	19	33	22	55
<b>Kootenai</b>	1939	197	0	188	0	188
<b>Shoshone</b>	120	17	0	17	0	17
<b>Benewah</b>	90	17	0	20	0	20
<b>Total</b>	2849	280	19	278	22	300

\*(data.census.gov. 6/20/22)

\*\* (TANF) Temporary Assistance for Needy Families grant

According to population estimates for Region1, our service area, from 2016-2026 census population estimates will increase by 19.5% with an annual growth of 1.8%. However, we have seen even more growth in northern Idaho than was predicted so far. However, the growth is not growth in families with small children as much as growth in higher income groups, adding to the disparity between families with young children in poverty, and the affordability and feasibility of being able to live in this area comfortably.

According to our community assessment, the needs of families in Kootenai County have slightly shifted with the influx of new jobs and lower unemployment rates, which has resulted in a higher average wage for this county. According to Idaho Department of Labor, labor force data, Kootenai County unemployment rates in November 2022 were reported as 3.3%. The State of Idaho unemployment rate was 3% in December 2022. The national unemployment rate was 3.4% in January, 2023.

Although we still have waitlists, we are continuing to see a trend of a higher percentage of applicants being over the poverty guideline limit to be considered under income for the program eligibility, especially in Kootenai County, where 60% of our slots reside. Although we are still underserving the most eligible group of children 0-5 for all five counties, we are meeting the needs of our families through several locations and program options.

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

**Program Option Policy**

There are no changes proposed for Program Options. We are proposing all Center-based programming in all classrooms and locations, with 45% of our classrooms running for 1020 hours total, typically 6 hours per day, five days per week. The other 55% of our classrooms will operate 3.5 hours each day for 128 total class days per school year.

There are no changes to number of funded enrollment slots.

**Allocation of Enrollment Slots – PY 2023-2024**

<b>County – Center and Location - # of Slots</b>	
<b>Kootenai County</b>	<b>180 Total</b>
<b><i>Harding Head Start Center in Coeur d’Alene</i></b>	
Center based, two classrooms	37
<i>Part-day, 3.5 hour, 128-day</i>	
Center-based, two classrooms	34
<i>Part-day, 1020 hours</i>	
<b><i>Community Early Learning Center – in Coeur d’Alene</i></b>	
Center-based, one classroom	17
<i>Part-day, 1020 hours</i>	
<b><i>NIC Children’s Center – on NIC Main Campus</i></b>	
Center-based, one classroom	16
<i>Part-day, 1020 hours</i>	

<b>Post Falls Center – in Post Falls</b>	
Center-based, two classrooms	38
<i>Part-day, 3.5 hour, 128-day</i>	
<b>Lakeland Center – in Rathdrum</b>	
Center-based, two classrooms	38
<i>Part-day, 3.5 hour, 128-day</i>	
<b>Bonner County</b>	<b>68 Total</b>
<b>Sandpoint Center – in Sandpoint</b>	
Collaboration w/School District #84, Center-based, three classrooms	51
<i>Part-day, 3.5 hour, 128-day</i>	
Center-based, one classroom	17
<i>Part-day, 1020 hours</i>	
<b>Boundary County</b>	<b>17 Total</b>
<b>Julien Bucher Early Learning Center – in Bonners Ferry</b>	
Center-based, one classroom	17
<i>Part-day, 1020 hours</i>	
<b>Benewah County</b>	<b>17 Total</b>
<b>St Maries Center – in St. Maries</b>	
Center-based, one classroom	17
<i>Part-day, 1020 hours</i>	
<b>Shoshone County</b>	<b>17 Total</b>
<b>Shoshone Center – in Kellogg</b>	
Center-based, one classroom	17
<i>Part-day, 1020 hours</i>	
<b>TOTAL HEAD START FUNDED SLOTS</b>	<b>280</b>
<b>TOTAL TANF FUNDED SLOTS IN BONNER COUNTY (19)</b>	<b>19</b>
<b>TOTAL PROGRAM ENROLLMENT SLOTS</b>	<b>299</b>

**B4 - Centers and Facilities:**

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

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

Eligibility:

Changes made to the eligibility criteria are included with this chart of our current selection criteria. Our PY 23-24 selection criteria was developed and approved by Policy Council in January of 2023 and approved by the governing board in March, 2023. The following program selection criteria and services are reflective of the needs of families who can benefit the most from comprehensive Head Start services.

Criteria for Prioritization	Points Allowable
1.Verified Income (Percent below Federal Poverty Guidelines**)	0, 20, 25
2.Age* (Four years old on or before September 1st of program year)	20
3.Diagnosed Disability	20
4.Suspected Disability	15
5.Formal Referral from Agency/Professional (including Early Head Start/Head Start) * (Written documentation is required)	10
6.Previously enrolled in Early Head Start / Head Start program	10
7.Foster Child (meets definition for State placement) or Child in Custody/Care of someone other than the Biological Parent(s) (including children who have been adopted.)	10
8.Homelessness (as determined by the McKinney-Vento Homeless Assistance Act of 1987)	10
9.Family Violence and/or other trauma- includes physical, verbal or emotional abuse/violence, child abuse, neglect, or abandonment. (Check applicable: <input type="checkbox"/> current, <input type="checkbox"/> past 12 months, or <input type="checkbox"/> previously experienced)	10
10.Parent/Guardian Working Towards Obtaining High School Diploma/G.E.D., Certifications, or Higher Education	10
11.Parent Working Multiple Jobs <b>or</b> Working and Going to School	10
12.Substance use or other addictions	10
13. Receiving Medicaid and/or WIC	10
14. Chronic Health Issue and/or Disability within the Family	10
15. Mental Health or behavioral Concern – Child and/or Family	10
16.Single Parent/Guardian Household	5
17.Parent/Guardian in Incarceration and/or Returning from Incarceration	5

18.Parent/Guardian Active Military Service, Returning from Military Service, or Veteran	5
19.Parent/Guardian currently working as a first responder/public service, in law enforcement, or health care	5
20.Additional Household Stressors: check all that apply: (one or two = 5 points; three to five = 10 points; six to eight = 15 points; or nine or more = 20 points) <ul style="list-style-type: none"> <li>• Adoption</li> <li>• Families in Crisis (emergency relocation, natural and/or family disaster)</li> <li>• Family Legal Issues</li> <li>• Food insecurity</li> <li>• In treatment/recovery for substance use and/other addictions</li> <li>• Lack of reliable transportation</li> <li>• Lack of affordable childcare</li> <li>• Lack of Affordable Health Insurance/Health Care</li> <li>• Lack of Affordable Housing</li> <li>• Limited Opportunities for Socialization (child/family)</li> <li>• Parent Working Out of the Area</li> <li>• Pregnancy/New Sibling in Household</li> <li>• Separation/Divorce/Co-Parenting/Custody/Dual Households</li> <li>• Teen Parent</li> <li>• Terminal Illness/Death of a Family Member in the Household(s)</li> <li>• Unemployment</li> <li>• Other: _____</li> </ul>	5,  10,  15,  or  20

The Criteria for Prioritization had the following changes from the 2022-2023 to 2023-2024 program year.

- In number 9 the phrase “and/or other trauma” was added.
- Number 13 “Receiving Medicaid and/or WIC” was added
- In line 16 “or Behavioral Concern” was added
- In line 20 the following changes were made:
  - Food insecurity
  - Separation/Divorce was added to the Co-Parenting/Custody/Dual Households line item
  - Terminal Illness was added to the line Death of a Family Member in the Household(s)

#### Recruitment:

Our recruitment process allows us to locate, recruit and enroll vulnerable children, including children with disabilities, children experiencing homelessness and children in foster care. We consistently partner with our school districts and the Infant Toddler Program to conduct community-wide developmental screenings, including our applied, waitlisted and enrolled students. We have increased to three collaborative partnerships for on-site disability services, with St. Maries School District joining us this school year. Our area school districts coordinate preschool options to ensure children can benefit from developmental preschool and Head Start services. School Districts and Infant Toddler Program regularly refer children and families to Head Start which demonstrates confidence in our program in meeting the individual needs of children with disabilities. The current number of children with disabilities being served by our program as of March, 2023 is 16%

#### Attendance:

Attendance and its' direct and impactful influence on school readiness is a major focus in our efforts beginning with enrollment and continuing throughout the school-year. Our focus on attendance as a key factor in meeting child education goals includes analysis of reasons for absence, both sporadic and chronic, as well as barriers impacting child attendance. Community resources and educational materials garner support of attendance. Gas vouchers, transportation resources and family action plans utilize research-based, non-judgmental facts about the correlation between good attendance and outcomes are shared. As of February 2023, our program-wide cumulative attendance figure for the school year is 82.5%. With the continued Covid-

19 pandemic, this attendance includes efforts of North Idaho College to apply protective policies, procedures and equipment to maintain sanitation and safety protocols for all students, families, staff and volunteers.

*B6 - Education and Child Development:*

There are no updates or changes to Education and Child Development. North Idaho College Head Start (NICHS) is a school-readiness program that provides education and support for young children and their families. NICHS partners with our families and communities to provide comprehensive services and integrated programming which meet or exceed the child development and education approach expectations within the Head Start Program Performance Standards. NICHS uses a comprehensive educational approach to early childhood education, which is culturally, linguistically, and developmentally appropriate. The educational approach integrates the components of child development, health and safety, nutrition, mental health and family and community partnerships throughout the program. We are utilizing and training to the same curriculums and assessment tools.

*Next steps:*

In program year 2023-20224, NIC Head Start will continue supporting new education staff with mentor/coaching for fidelity in classroom curriculums, behavior management and COR Advantage on-line data system to support the High Scope curriculum. Specific trainings will follow our Program Professional Development Plan that supports staff needs, results of school readiness goals and support of all curriculums. Staff will receive monthly trainings to reinforce the components of the education and disability services that North Idaho College Head Start provides.



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

For dual language learners both the Brigance Early Childhood Screen III, The Battelle –3 and the DIAL 4 come in English and Spanish versions. In the event that a child needs screened in another language outside of English or Spanish NICHS and the LEA would collaboratively work together to provide a translator to help administer the screener that best supports child's home language.

In our continuing relationships with our Lead Education Agencies in program year 2023-2024, North Idaho College Head Start will work with school districts for collaborations of services for children receiving special education services. North Idaho College Head Start is committed to collaborations with our LEA's in order to provide a strong school-readiness foundation for the children and families they serve.

B7 - Health:

1302.42 Child health status and care

The COVID-19 pandemic continues to impact all areas of our program, more prevalently staffing for the current school year. With the final ruling on mitigating the spread of Covid-19 in Head Start Programs, we have completed our Covid-19 Mitigation Policy with our Health Services Advisory Committee. The policy is evidence based and tailored to differing levels of community spread and staff training will be provided. Throughout this pandemic, NICHS staff have continuously strived to develop and maintain collaborative relationships with local, state and regional healthcare providers to meet children and families' ongoing healthcare needs. These relationships have been extremely helpful in navigating health services and related issues throughout the pandemic. NICHS and Mountain States Early Head Start (co-hosts) have had strong community involvement in the tri-annual Health Services Advisory Committee (HSAC) meetings. These meeting topics covered included current health issues, such as COVID vaccination of staff, high child rate of immunization exemptions, access to health care providers, increased rates of RSV, difficulty accessing lead testing for children, and other health trends emerging throughout the five northern counties of Idaho. HSAC continues to provide input on health policies, procedures, and strategies for NIC Head Start to meet and overcome health barriers. This will be an ongoing partnership as we continue to navigate through the COVID-19 pandemic during this upcoming school year.

Vaccination of preventable disease –Based on current cumulative enrollment of 197 NICHS children, 83% are up-to-date or complete on immunization vaccinations, 17%

either have a Conditional or Exemption waiver in place. Exemption waivers have gone down slightly from last school year. We have increased resources and information available to families about the importance of immunizations.

Access to health care and navigation – 98% of students have a medical home - 91% are enrolled in Children’s Health Insurance Program (CHIP), 7% have private insurance, leaving 2% without medical insurance.

At this time last year, 72% of all NICHHS students had a completed well-child health exam. Currently, the number of children having an up-to-date physical exam is 63%. Some of the barriers reported were getting appointments within the required 90-day requirement, getting follow-up treatment appointments after a physical was completed, and then obtaining forms from the provider after the exam is completed. Several providers reported staff shortages.

Dental Exams – The same issues in obtaining completed physicals have echoed with dental providers. Obtaining appointments and follow-up treatment has been challenging throughout the five northern counties of Idaho. 51% of NICHHS students currently have an up-to-date dental exam.

Limiting Medicaid insurance patients continue to be a common practice, making it difficult to find a dentist, and then once a dentist home has been found, it is often very difficult to get an appointment within a timely manner. Other challenges include Dental providers who don’t specialize in pediatric dentistry. They will complete initial exams, but refer out to other providers for any follow-up treatment needed.

Panhandle Health District and MCNA staff continue to work collaboratively with NICHHS and providers to help identify and overcome access barriers for children. Family

Advocates continue to support children and their families by identifying barriers, providing resources that will ensure up-to-date child health status and ongoing care. Family Advocates connect with local health providers regularly within their demographic area to develop systems of communication for obtaining health documents in a timely manner and advocate for Head Start children's needs.

Child Nutrition –Extended training was provided to supervisory, education, and kitchen staff on food allergy emergencies. Kitchen staff also received additional training on food handling safety, cleaning, and sanitizing. We were able to return to family style meals as the Covid-19 numbers dropped and additional training related to the best practice of family style meals was implemented.

Head Start annual health and safety trainings on topics mandated by performance standards included –Prevention and control of infectious diseases and appropriate disposal of bio contaminants, safe sleeping practices, medication administration, prevention and response to emergencies due to food and allergic reactions, vehicular traffic, child abuse and neglect, first aid and emergency preparedness.

Center specific Emergency preparedness procedures are shared with families during program orientations. Staff received in-depth training on key components of the Emergency Manual at the beginning of the school year and staff participate in the Plan-do-review process for all evacuations monthly.

Suicide rates are the second leading cause of death in Idaho for people between 10-44 years of age. Idaho ranks #5 in the nation with 419 suicides reported in 2022.

([Afsp.org/statistics](https://afsp.org/statistics)). Head Start recognizes the severity of this data and gives priority for selection of enrollment to families struggling with these stressors. Family Advocates

develop trusting relationships with all families to identify and connect families with appropriate resources. Training opportunities for Family Advocates have included Suicide Prevention and Awareness (SPAN), Green Dot (By-stander awareness training) and Mental Health First Aid and continue to be offered as reflected on the 2023-2024 professional development plan. The Question, Persuade, Refer Suicide Training was also offered during the 22-23 program year to advocates and supervisors.

Limited resources and shelters for domestic violence also continues throughout North Idaho. Fifty percent of Head Start families reported having experienced domestic violence. NICHS has developed collaborative relationships with local shelters to identify children who may qualify for Head Start so the application process may be completed right at the shelter in order to avoid additional stressors. North Idaho College Head Start (NICHS) uses a comprehensive, trauma-informed approach to mental health services from working with children and families to improve mental well-being, to providing staff with support and knowledge to serve vulnerable populations. NICHS uses an employee whose license meets the requirements of HSPPS 1302.91(e)(8)(ii) as the Mental Health Consultant to provide services in partnership with staff, families and the community. The MHC provides in-person and virtual training to each of our nine centers. These visits include meeting with staff, and individual visits with parents or groups of parents. The MHC is available to visit a particular site/classroom more frequently, based on staff or family request.

The MHC is also available during center hours of operation at all centers for phone consultations, email consultations, or resource sharing for both staff and families. In addition, the MHC provides targeted and specific professional development

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

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

The Disability Manager and the MHC meet monthly and as needed to discuss strategies for social emotional support in centers and classrooms. When specific positive behavior guidance is needed for a child or family, the Disability Manager and the MHC work together to gather information, perform observations, including a functional behavior analysis, and work with the family, staff and child for the best plan for the classroom and home environment.

*B8 - Family and Community Engagement:*

There have been no changes to Family and Community Engagement Services other than those directly related to the Covid-19 pandemic and protocols. NICHS works with families to promote, support and participate in the everyday learning, despite the pandemic's impacts. In an effort to have families be a part of our classroom, NICHS encourages classroom and office volunteers who follow health protocols and are properly background checked.

This enhances the trauma-informed strategies and relationship emphasis that has been implemented in the program. Family advocates are trained in Adverse Childhood Experiences (ACES), Healthy Outcomes Positive Experiences (HOPE), resiliency, domestic violence supports and trauma-informed strategies. Due to isolation and lack of

resources, we have seen a higher need for these types of resources this year. NICHS also increased the use of the Conscious Discipline Parenting Curriculum this year. This researched-based curriculum provides a parenting curriculum that enhances the trauma-informed strategies and skills.

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

Head Start actively recruits and provides services to at least 10% of enrolled children who have been identified with a disability. NICHS staff supports families in navigating the referral, evaluation and identification process for their child. To assure that compliance with Individuals with Disabilities Education Improvement Act (IDEA of 2016), Head Start Program Performance Standards and our philosophy is maintained, NICHS staff communicate with the Lead Education Agency (LEA) monthly on the strategies and activities that are recommended for the classroom and home. The global pandemic has impacted the processes of MDT meetings and being able to meet with school districts about referrals, evaluations and services. Although many districts remained open, staffing and availability of where and when meetings could occur was at times a barrier for both NICHS and school districts. NICHS maintained processes to ensure that children and families were supported for special education services. NICHS percentage of children receiving special education services through Fall/Winter 2022-2023 was at 16% program wide.

NICHS utilizes a comprehensive, ongoing assessment process that ensures that emerging concerns are addressed and children are referred to the LEA for further evaluation.

B10 - Transition:

There are no changes to delivery of transition activities.

B11 – Services to Enrolled Pregnant Women

Not applicable

B12 - Transportation:

There are no changes to transportation.

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

There are no changes, additions or deletions to governance, organizational and management structures

C1 - Governance

The following includes an explanation of North Idaho College Head Start's governance structure, governance processes, and the make-up and functions of our parent committees:

Structure

North Idaho College, our grantee, has been a strong governance leader of the NICHS program for more than 49 years. The North Idaho College Board of Trustees, our governing board, is an elected board that follows Idaho statute for public meetings. Currently our Board includes five elected members. The Board, as part of a larger educational organization, also has access to experts in the areas of finance, administration and the appointed college attorney. Experts in child development and education provide guidance to our program on behalf of the Board. A North Idaho College Child Development instructor serves on our Policy Council. This member informs both the Policy Council and the liaison to the Board whenever child



development expertise is requested.

Policy Council, when fully seated, has 11 parent representatives. The chart below identifies the number of parents elected based on center enrollment slots. To maintain the composition of 51% parent representation and no more than 49% community representation, they have identified five as the maximum number of community representatives that could be elected. Currently we have two community representatives. One community representative represents the NIC early childhood program, and one is a past parent representing community needs.

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

### Processes

#### *Governing Body*

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

When seeking board action on Head Start items of business, the Head Start Director is included on the board meeting agenda and submits the corresponding documentation in advance of the meeting for board member review. The

Director attends the board meeting and stands for any questions or clarifications the board members may have regarding the materials, prior to making an approval decision.

### *Policy Council*

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

Policy Council members attend special committees, and give monthly reports to each center parent committee. Meetings have successfully been held virtually, in-person, and in hybrid options in PY22-23.

### *Parent Committees*

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

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

### *Relationships*

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

This year, our shared training will occur in April, 2023. Each year, a Policy Council orientation is held for newly elected members. This includes information on how to function effectively as a decision-making group as well as training on budgets, program eligibility, civil rights, conflict of interest and impasse policy.

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

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

The NIC Board of Trustees and NICHS Policy Council ensure meaningful consultation and collaboration around joint decisions in a variety of ways. The NIC Board Liaison shares a board report at PC meetings. Policy Council members are also extended an invitation to attend NIC board meetings. Meeting agendas and minutes are available for review. The governing body and Policy Council jointly establish specific procedures for resolving internal disputes in a timely manner. This process is outlined in the Policy Council Bylaws and is reviewed and approved annually by both entities. Our most current Bylaws were approved by both governing bodies in September, 2022.

#### *C2 - Human Resources Management:*

Human Resource Management systems are coordinated through North Idaho College Human Resources Office. NIC HR maintains employee personnel files, coordinates recruitments, and advises on all employee disciplinary matters. In conjunction with NIC HR Department and the North Idaho College Board of Trustees

liaison, the NIC Head Start Director, Operations Manager, Program Assistant and Training and Technical Assistance Manager, coordinate all employee matters. The Head Start Program Assistant assists with employee HR paperwork, including background check information. The program ensures that cleared enhanced background checks are in place prior to any employee starting any work duties. The Idaho State Criminal History Unit manages the state-level background check that meets and exceeds HSPPS. The Director and the Program Assistant have access to the local background check system, which allows us to see when an incoming staff member has cleared. The program retains copies of clearance notifications in employee files and submits annually with state and city childcare licensing. The program allocates funds for completing background checks, for any potential staff members and any current staff needing their 5-year renewals.

With the increase in allocated time for the Training & Technical Assistance Manager, the program has been able to expand and ensure all new employees and consultants receive a New Employee Orientation and in-depth training, individualized by job description. The information is given or explained to the employee by the Training & Technical Assistance Manager and the employee's supervisor. As each topic is discussed and/or completed the employee dates and initials on the orientation checklist. When the orientation is complete, the new employee and supervisor and Training & Technical Assistance Manager signs and dates the form. The completed checklist is maintained hard copy in Central Office and electronically in ChildPlus to verify completion and filed in the employee file. Following New Employee Orientation, the Training and Technical Assistance Manager coordinates job specific training with the

employee's supervisor and component managers. This is completed as soon as is possible within a staff member's hiring. In addition, all volunteers receive an orientation which includes, but is not limited to, background check, policy acknowledgements, code of conduct, roles & responsibilities, and release of liability.

This funding request includes training and technical assistance funding totaling \$33,251 in PA20 funding. The allocation of PA20 funding reflects in our Professional Development Plan. Our comprehensive training plan includes a summary of professional development and results, and is included as a document in our grant application. Our program's staff professional development system follows our professional development plan and incorporates adult learning principles. The trainings comprise of mandated trainings, staff requested workshops, and trainings that are needed based on monitoring and observation outcomes. New education staff receive coaching from the program's Child Development Mentor/ Coach utilizing the Practice Based Coaching Method. Staff can also receive coaching by request or by request from a Supervisor or Manager, based on observation and monitoring data. Recruitment of qualified education staff continues to be challenging in the most rural counties. Our program encourages Assistant Teachers and Classroom Aides to continue with education to meet the lead teacher qualifications. Our Program Professional Development Plan includes funds set aside for formal college credit driven education, course credits are encouraged over one-time trainings or workshops, with teacher qualifications at top priority for funding requests. We actively recruit through job fairs, with program participants and directly with enrolled child development students through North Idaho College, Lewis Clark State College and

University of Idaho. Recruitment of qualified teaching staff is a primary goal for this grant period. Innovative efforts are being implemented through our five-year goals and objectives for staff recruitment and retention. (Please see attached Organizational Chart in supporting documents).

*C3 - Program Management and Quality Improvement:*

Our program does not have any pending corrective actions or any previous quality and compliance issues or safety incidents. During the week of February 28-March 4, 2022, The Administration for Children and Families (ACF) conducted a Focus Area One Monitoring Review of our program. The report contained information about the grantee's performance and compliance with their requirements of the Head Start Program Performance Standards or Public Law 110134, Improving Head Start for School Readiness Act of 2007. Based on the information gathered during this review NIC Head Start was found to have met the requirements of all applicable HSPPS, laws, regulations, and policy requirements, the organization was designated as a program in good standing and had no outstanding issues of compliance with the federal Head Start Program Performance Standards.

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

<http://nic.edu/about/FY2022AnnualFinancialReport.pdf>

The Management Team that includes the Supervisors, Managers, Consultants, Operations Manager, and Director provides the second and third level additional

monitoring to all line staff. Special efforts were made this year to improve all levels of monitoring data. The program continues to utilize the ChildPlus Internal Monitoring System to develop and use reports for on-going monitoring. This system allows the program to develop checklists and reports to monitor the comprehensive services provided. It also provides a manner to respond and track monthly monitoring such as our program Monthly Program Information Report and the Monthly Program Documentation.

Each month, the NIC Head Start Management Team reviews and discusses the program's goals. Progress toward goal completion is documented on the goals template. A compilation of the Monthly Program Information Report (MPIR), includes specific progress on the following topics: health and safety goals; enrollment; family services; education services; eligibility; and attendance progress or barriers. The MPIR progress and barriers are brainstormed with the Policy Council representatives and Management Team monthly.

The program's goals and progress are a topic on the agenda for our annual all-staff preservice training in August. Program goal progress is discussed once a year at a Policy Council meeting and the North Idaho College Board of Trustees also discusses the topic of goals' progress at a monthly Board meeting. Once a year, the Education Manager gives a report on progress of school-readiness goals at a Policy Council meeting.

During our Self-Assessment process, specific measures are taken to evaluate progress for our program's goals. A committee group is formed specifically to look for

evidence of progress and the results of the review are included in the self-assessment report.

Each job description within our program includes a work plan with a job duty breakout that ensures all positions have the sufficient direction and time to complete job duty tasks and training needed to be successful.

Staff and managers evaluate work plans and job descriptions yearly, make necessary revisions to descriptions and time allocations for each position. All job descriptions and work plans were last evaluated and updated for this grant application, and do not contain any significant changes to job descriptions that would require governing board approvals. One job description was reclassified as exempt status, Fiscal Specialist. North Idaho College has implemented a new 360 evaluation process for staff with supervisory duties

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

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

Our budget justification narrative is attached as a document to this grant application.



Costs broken down by object category as identified within SF424-A section B-6. This budget narrative also includes an explanation of our PA20 and PA22 allocations, and how they are being applied, along with our justification of use of our TANF funds and our USDA funds. A separate page demonstrates the use of our COLA funds application across Personnel and Fringe categories. Another page illustrates our proposal for use of Quality Improvement funds. There are no significant personnel adjustments for this budget period.

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

Our COLA will be utilized to increase our NIC Head Start pay scale for employees by 5.60%. Any remaining balance of funds will be applied to offset the increase in fixed costs, namely rents. With COLA, we are proposing to utilize \$172,251 to bump our current wage scale in all job categories by 5.60%. Our current rental agreements for Community Early Learning Center, Sandpoint Head Start, Lakeland Head Start, Julien Bucher Early Learning Center and Shoshone Head Start are increasing for a combined total of \$18,319. This leaves a balance of which was applied to increase hours for Fiscal Specialist bringing the position closer to the other components. For a total COLA spend out of \$190,570.

Quality Improvement funding totaling \$79,246 will be applied to specific wages of positions that our data and anecdotal analysis warranted an increase in base wage beyond that accomplished by the COLA increase. The wages that were enhanced even further by QI were the Classroom Teacher, Family Advocate, Program Assistant,

Assistant Teacher, Classroom Aide, Cook, Cook Aide, Center Assistant, and Facility Technician wages. Additional funding in the amount of \$20,161 will offer one more holiday to every benefit-eligible, full time employee. This will bring our staff up to a total of 9 holidays.

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

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

North Idaho College facilitates fringe benefits for all full-time benefit-eligible employees. The NIC Head Start program works in conjunction with NIC Human Resources to develop and maintain compensation structures applicable to the award. NIC Head Start

supports training and professional development through on-site training, classes, and workshops. Professional development is also supported through involvement in program committees such as Self-Assessment, along with being involved in community organizations through community engagement assignments.

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

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

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

NIC's financial management system is comprised of automated and manual processes; the interfaced and integrated applications; procedures, controls, data hardware, software, and support personnel dedicated to the operation; and the maintenance of the total system. It also includes other applications that are necessary to meet defined data and processing requirements.

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

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

### Non-Federal Share (In-Kind)

The source of non-federal match, including the estimated amount per source and the valuation methodology is attached as Other Supporting Document. This proposed non-federal match is allowable per 45 CFR §75.303 and Section 1303.4. Each of the goods/services are allowable Head Start grant expenses. North Idaho College Head Start is not proposing any waivers for non-federal share or enrollment reduction requests or conversions beyond the waiver request that was submitted in March for 2022/2023 school year, based on reduced enrollment caused by a major disaster, the Covid-19 pandemic. North Idaho College Head Start is also not requesting funds for the purchase, construction, or major renovation of facilities not previously approved.

### Personnel and Fringe:

Our current wage comparability study, conducted in partnership with Idaho Head Start Association and Washington and Oregon Head Start Associations, includes three states' data for Head Start, school districts, the Department of Labor, BLR data, and other comparable. With our current wage study, conducted in June 2022, there are no significant discrepancies in level of pay for any administrative job descriptions. With our lowest level of pay for 2022/2023 at \$12.07, we found it difficult to fill part-time entry-level positions. These two neighboring states have minimum wages higher than Idaho and the low unemployment rate is contributing to this problem.

Our long-term goal is to align fringe benefits to include more federal holidays for benefitted positions to meet the norm for our comparative colleagues, and to include a comparable number of vacation days for benefit-eligible management staff positions. North Idaho College is negotiating an insurance benefit package that includes a small

increase in costs. In personnel costs, we are anticipating an increase in pay for a few positions due to educational attainments. Educational attainment is the only mechanism other than COLA or QI that changes the wages of employees. These changes are reflected in our proposed wage scale. We do not currently have a system for honoring longevity.

*Equipment Purchase:*

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

*Building Maintenance and Repair:*

We had no major project that required funding.

*Contractual*

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

*Financial and Property Management System*

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

<b>North Idaho College Head Start Budget Justification Narrative 2023-2024</b>	<b>Budget</b>	<b>PA22</b>	<b>PA20</b>	<b>COLA</b>	<b>QI</b>	<b>TANF</b>	<b>USDA Reimb.</b>	<b>Harding Rentals</b>
<b>TOTAL FUNDING</b>	<b>\$ 4,113,756</b>	<b>\$ 3,403,036</b>	<b>\$ 33,251</b>	<b>\$ 190,570</b>	<b>\$ 79,246</b>	<b>\$ 197,144</b>	<b>\$ 196,509</b>	<b>\$ 14,000</b>
<b>A. PERSONNEL</b>								
SALARIES	\$ 2,513,683	\$ 2,145,542	\$ -	\$ 130,246	\$ 60,224	\$ 128,265	\$ 49,406	\$ -
<i>Staff salaries all positions; includes staff professional development and allocations to personnel line items from TANF and CACFP cook salaries/benefits</i>								
<b>B. FRINGE</b>								
HEALTH AND DENTAL INSURANCE, LTD, EAP	\$ 413,238	\$ 348,377	\$ -	\$ 21,171	\$ 8,071	\$ 22,255	\$ 13,364	\$ -
<i>Required fixed expense as part of the employee benefit package offered to employees. Based on type of insurance taken by employee and employee/employer share. Long-term disability and employee assistance program.</i>								
RETIREMENT - PERSI 12.59%	\$ 220,636	\$ 182,773	\$ -	\$ 11,315	\$ 4,314	\$ 11,490	\$ 10,744	\$ -
<i>This is a required fixed expense as part of the employee benefit package offered to employees.</i>								
FICA	\$ 154,423	\$ 127,557	\$ -	\$ 7,919	\$ 3,020	\$ 9,399	\$ 6,528	\$ -
<i>This is a required fixed expense. 7.65</i>								
UNEMPLOYMENT INSURANCE	\$ 11,025	\$ 9,196	\$ -	\$ 566	\$ 216	\$ 620	\$ 427	\$ -
<i>This is a required fixed expense.</i>								
WORKER'S COMPENSATION	\$ 20,159	\$ 17,157	\$ -	\$ 1,034	\$ 394	\$ 1,062	\$ 512	\$ -
<i>This is a required fixed expense.</i>								
<b>C. TRAVEL</b>								
POLICY COUNCIL - OUT OF AREA TRAVEL	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Calculated at 40% transportation, 40% lodging, 20% per diem (three PC reps to IHSA Conference)</i>								
STAFF - OUT OF AREA TRAVEL	\$ 14,125	\$ 5,000	\$ 9,125	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Cost of travel related to travel outside of these service area for the Director (x4) &amp; Managers (x8) to attend Regional and National OHS and NHSA training and membership meetings and events. Calculated at 40% transportation, 40% lodging, 20% per diem.</i>								
<b>D. EQUIPMENT</b>								
EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Cost to purchase or replace equipment valued at \$5,000 or more (inventoried). Includes sensory screening equipment (hearing and vision vision)</i>								

<b>E. SUPPLIES</b>														
CLASSROOM	\$	37,828	\$	35,703	\$	-	\$	-	\$	2,125	\$	-	\$	-
<i>Cost of supplying classrooms with consumable and non-consumables supplies, literacy items, small furniture items, and allocation per student for supplies.</i>														
OFFICE SUPPLIES - PROGRAM	\$	15,256	\$	14,399	\$	-	\$	-	\$	857	\$	-	\$	-
<i>Office supplies including, but not limited to office furniture, copy paper, and consumable supply items that are used in common by all centers.</i>														
OFFICE SUPPLIES - ADMINISTRATION	\$	5,500	\$	5,500	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Cost for consumable office supplies to support the administration/central office.</i>														
MAINTENANCE SUPPLIES	\$	19,776	\$	17,756	\$	-	\$	-	\$	1,111	\$	-	\$	909
<i>Cost of supplies to maintain 9 centers, general up-keep not related to major repairs, blinds and flooring, tools, paint, etc.</i>														
EDUCATION SUPPLIES	\$	14,802	\$	13,971	\$	-	\$	-	\$	831	\$	-	\$	-
<i>Cost for education software to provide services.</i>														
COMPUTER REPAIRS/SUPPLIES & EQUIPMENT	\$	18,296	\$	17,268	\$	-	\$	-	\$	1,028	\$	-	\$	-
<i>Purchase variety of components to maintain computers, faxes, and printers in all of our centers. Purchase computers, printers, monitors, fax machines.</i>														
OTHER SUPPLIES - CUSTODIAL/CLEANING	\$	17,328	\$	12,719	\$	-	\$	-	\$	973	\$	-	\$	3,636
<i>Cost of cleaning supplies and consumable sanitation supplies for centers and the Harding Family Center. Also small cleaning tools including vacuums and mops.</i>														
OTHER SUPPLIES - MEAL SERVICE - SUNDRIES	\$	1,530	\$	1,330	\$	-	\$	-	\$	-	\$	200	\$	-
<i>Non-creditable food supplies for meal service, nutrition activities, and parent education activities.</i>														
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - FOOD	\$	97,934	\$	-	\$	-	\$	-	\$	-	\$	97,934	\$	-
<i>Creditable food supplies to provide children's meals.</i>														
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - SUPPLIES	\$	6,330	\$	-	\$	-	\$	-	\$	-	\$	6,330	\$	-
<i>Supplies, small equipment, and USDA repair fees</i>														
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - CONSUMABLES	\$	9,064	\$	-	\$	-	\$	-	\$	-	\$	9,064	\$	-
<i>Consumable supplies, including but not limited to gloves, paper products for meal service.</i>														
OTHER SUPPLIES - POSTAGE	\$	2,520	\$	2,378	\$	-	\$	-	\$	142	\$	-	\$	-
<i>All mailing costs for 8 centers and the administrative office as well as post office box fees.</i>														
OTHER SUPPLIES - COPIER FEE/MAINTENANCE - RENT	\$	6,510	\$	6,144	\$	-	\$	-	\$	366	\$	-	\$	-
<i>This amount covers the copy machine leasing fees, and other copy machine repair expense.</i>														
OTHER SUPPLIES - COPIER FEE/MAINTENANCE	\$	6,047	\$	5,707	\$	-	\$	-	\$	340	\$	-	\$	-
<i>This amount covers copier charges and toner at each center and the Administrative Office.</i>														
OTHER SUPPLIES -IT MAINTENANCE	\$	27,000	\$	27,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Computer and other IT supplies maintenance and repair, including staging, cleaning, updating new software activities-trouble-shooting; server maintenance expenses</i>														



<b>F. CONTRACTUAL</b>																
HEALTH AND NUTRITION SERVICES	\$	2,000	\$	2,000	\$	-	\$	-	\$	-	\$	-	\$	-		
<i>Includes health and nutrition consultant fees.</i>																
FISCAL AUDIT	\$	7,000	\$	7,000	\$	-	\$	-	\$	-	\$	-	\$	-		
<i>Head Start department cost for annual audit conducted by selected auditor.</i>																
MAINTENANCE SERVICES/REPAIRS	\$	31,399	\$	20,180	\$	-	\$	-	\$	-	\$	1,764	\$	-	\$	9,455
<i>Agreements/contracts to perform maintenance, equipment repairs, lawn care, snow removal, custodial services for the Head Start centers.</i>																
<b>G. CONSTRUCTION</b>																
CONSTRUCTION	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-		
<i>None planned for this program-year.</i>																
<b>H. OTHER CATEGORY</b>																
OTHER PARENT SERVICES																
POLICY COUNCIL CHILD CARE	\$	1,892	\$	1,786	\$	-	\$	-	\$	-	\$	106	\$	-	\$	-
<i>Cost of child care for Policy Council members to attend meetings and related activities. Reimbursed based on agency and Idaho Child Care Program reimbursement guidelines. Reimbursed to provider.</i>																
POLICY COUNCIL MEAL SERVICE	\$	874	\$	825	\$	-	\$	-	\$	-	\$	49	\$	-	\$	-
<i>Cost of parent activities and other parent services while at Policy Council meetings requiring meal service.</i>																
POLICY COUNCIL IN AREA MILEAGE	\$	2,051	\$	1,936	\$	-	\$	-	\$	-	\$	115	\$	-	\$	-
<i>Amount to cover the cost of parent travel to Policy Council meetings at the local level at Grantee reimbursement rate. (16 parents attending 12 monthly meetings each traveling from the five counties in North Idaho)</i>																
POLICY COUNCIL TRAINING MATERIALS	\$	371	\$	-	\$	350	\$	-	\$	-	\$	21	\$	-	\$	-
<i>Materials and supplies for professional development for governance training, PC orientation notebooks, printing costs for training materials .</i>																
PARENT EDUCATION AT CENTER	\$	1,000	\$	-	\$	1,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>For supplies to support parent education topics chosen by center parent committees to plan and implement education activities based on parents' goals and objectives of the parent group.</i>																

CHILDREN'S SERVICES														
MEDICAL	\$	2,000	\$	2,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Expenses related to providing medical services to those who do not qualify for CHIP, Medicaid or private insurance and includes the cost of exams and follow-up treatment. Service fees are negotiated with providers using the "payer of last resort" and Medicaid rates when possible.</i>														
DENTAL	\$	2,000	\$	2,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Expenses for dental exams and follow-up for those who are not covered by Medicaid or private insurance. Service fees are negotiated with providers using the "payer of last resort" and Medicaid rates when possible.</i>														
NUTRITION	\$	1,000	\$	1,000	\$-	\$	-	\$	-	\$-	\$-	\$-	\$-	
<i>Provides payment for referrals for children and parents needing nutritional services or all children in the program by a registered dietician.</i>														
MENTAL HEALTH/PSYCHOLOGICAL SERVICES	\$	1,000	\$	1,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Provides payment for referrals for children and parents needing psychological services. Parent curriculum brochures and resources, and classroom observation supplies for mental health observations.</i>														
DISABILITY-RELATED SERVICES	\$	1,000	\$	1,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Provides classroom disability assistance, resources and support.</i>														
CLASSROOM SERVICES	\$	30,000	\$	30,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Classroom Teacher/Assistant Teacher/CACFP Meal Preparation and Service provided by NIC Children's Center staff for 16 Head Start Children enrolled at their site.</i>														
LOCAL TRAVEL														
STAFF IN AREA TRAVEL - MILEAGE	\$	25,530	\$	24,096	\$	-	\$	-	\$	-	\$	1,434	\$	-
<i>Mileage reimbursement for staff home visits (5 per family x 299) and staff travel for two all-staff trainings and preservice trainings (all staff x 2 ) within our service area and managers to centers at Grantee reimbursement rates per mile. (Current mileage is .56)</i>														
CACFP STAFF IN AREA MILEAGE	\$	2,520	\$	378	\$	-	\$	-	\$	-	\$	142	\$	2,000
<i>This is the reimbursement of mileage for CACFP staff travel within our service area and Nutrition Consultants mileage to centers at Grantee reimbursement rate.</i>														
DISABILITY TRANSPORTATION	\$	500	\$	500	\$	-	\$	-	\$	-	\$	-	\$	-
<i>This amount is to transport children with disabilities to services using commercial transportation carriers or reimbursement to care providers.</i>														

<b>RENT/LEASE</b>														
RENT	\$	15,625	\$	15,600	\$	-	\$	25	\$	-	\$	-	\$	-
<i>Lease fee for the Shoshone Center located in Kellogg, Idaho.</i>														
RENT	\$	27,000	\$	24,000	\$	-	\$	3,000	\$	-	\$	-	\$	-
<i>Lease fee for the Sandpoint Center located in Sandpoint, Idaho</i>														
RENT	\$	18,560	\$	15,600	\$	-	\$	2,960	\$	-	\$	-	\$	-
<i>Lease for the Lakeland Center located in Rathdrum, Idaho</i>														
RENT	\$	19,900	\$	16,800	\$	-	\$	3,100	\$	-	\$	-	\$	-
<i>Lease fee for the Julien Bucher Center in Bonners Ferry, Idaho.</i>														
RENT	\$	31,230	\$	21,996	\$	-	\$	9,234	\$	-	\$	-	\$	-
<i>Lease fee for Community Early Learning Center in Coeur d'Alene/Hayden area, Idaho.</i>														
<b>BUILDING MAINTENANCE AND REPAIR</b>														
BUILDING MAINTENANCE AND REPAIR	\$	5,000	\$	5,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Cost to maintain/repair for buildings. Includes HVAC systems, window replacement, repair and maintenance of boiler system and flooring.</i>														
<b>UTILITIES</b>														
TELEPHONE	\$	30,955	\$	29,216	\$	-	\$	-	\$	-	\$	1,739	\$	-
<i>Cost for standard telephone service, fax and modem lines, and long distance to operate the current communication system for 8 centers and the administrative office. Also covers replacement telephone components as needed.</i>														
INTERNET SERVICE PROVIDERS	\$	5,070	\$	4,785	\$	-	\$	-	\$	-	\$	285	\$	-
<i>Cost for Internet service expenses to operate the current communication system for 8 centers and administrative office.</i>														
UTILITIES	\$	68,104	\$	64,279	\$	-	\$	-	\$	-	\$	3,825	\$	-
<i>Payment of utility expenses at each center. Utilities include natural gas, electricity, city and county utilities including water, sewer, garbage, solid waste fees and irrigation fees.</i>														

<b>PUBLICATIONS/ADVERTISING/PRINTING</b>																
PRINTING	\$	3,886	\$	3,668	\$	-	\$	-	\$	218	\$	-	\$	-		
<i>Cost of outside professional printing for letterhead, envelopes, business cards, recruitment materials and program forms.</i>																
PUBLICATIONS AND SUBSCRIPTIONS	\$	335	\$	333	\$	-	\$	-	\$	2	\$	-	\$	-		
<i>Cost of annual subscriptions to professional publications in early childhood for all centers and program.</i>																
ADVERTISING	\$	504	\$	476	\$	-	\$	-	\$	28	\$	-	\$	-		
<i>Cost of newspaper/magazine advertising for recruitment and enrollment, job openings and other announcements as required for the program.</i>																
<b>ACCOUNTING SERVICES</b>																
INDIRECT COSTS	\$	84,779	\$	80,017	\$	-	\$	-	\$	4,762	\$	-	\$	-		
<i>Amount charged to Head Start department fiscal and administrative services including payroll, checks, purchasing, vouchers, financial reports using COLLEAGUE and human resource services.</i>																
<b>LIABILITY INSURANCE GENERAL</b>																
LIABILITY INSURANCE GENERAL	\$	16,259	\$	12,508	\$	-	\$	-	\$	3,007	\$	744	\$	-		
<i>Liability coverage including all facilities, occupants, child liability insurance and vehicles through ICRIMP. This is the allocation to Head Start Department.</i>																
<b>OTHER</b>																
PERSONNEL - BACKGROUND CHECKS	\$	9,556	\$	9,019	\$	-	\$	-	\$	537	\$	-	\$	-		
<i>Fingerprinting and background checks of all new staff &amp; existing staff 5-yr. renewals, volunteers through the Department of Health and Welfare or City of Coeur d'Alene.</i>																
MEMBERSHIP/DUES	\$	9,070	\$	8,561	\$	-	\$	-	\$	509	\$	-	\$	-		
<i>Membership in the Idaho Head Start Association, National Head Start Association, NAEYC, and local community organizations for program and staff.</i>																
<b>STAFF DEVELOPMENT/TRAINING</b>																
REGISTRATION/PRESENTER FEES/MATERIAL FEES	\$	14,776	\$	-	\$	14,776	\$	-	\$	-	\$	-	\$	-		
<i>Fees for staff registration at training events. Presenter fees and training materials for staff trainings.</i>																
REGISTRATION/PRESENTER FEES	\$	500	\$	-	\$	500	\$	-	\$	-	\$	-	\$	-		
<i>Fees for Policy Council reps for training events, presenter fees for Policy Council trainings.</i>																
REGISTRATION/PRESENTER FEES	\$	1,000	\$	-	\$	1,000	\$	-	\$	-	\$	-	\$	-		
<i>Fees for Parent Education training events, presenter fees for Parent Education at Centers.</i>																
ACADEMIC TUITION/FEES	\$	5,000	\$	-	\$	5,000	\$	-	\$	-	\$	-	\$	-		
<i>Tuition and fees for staff earning their academic degrees for position qualifications</i>																
<b>TOTAL EXPENSES</b>	<b>\$</b>	<b>4,113,756</b>	<b>\$</b>	<b>3,403,036</b>	<b>\$</b>	<b>33,251</b>	<b>\$</b>	<b>190,570</b>	<b>\$</b>	<b>79,246</b>	<b>\$</b>	<b>197,144</b>	<b>\$</b>	<b>196,509</b>	<b>\$</b>	<b>14,000</b>

**NIC HEAD START - BUDGET SUMMARY**

<b>CONTINUATION GRANT FUNDING</b>		<b>Totals</b>	
PA22	\$3,403,036		
PA20	\$33,251		
COLA	\$190,570		
QI	\$79,246		
TANF	\$197,144		
USDA/CACFP	\$196,509		
Harding Rentals	\$14,000		
<b>TOTAL CONTINUATION GRANT FUNDING</b>		<b>\$4,113,756</b>	
<b>GRANT FUNDING ALLOCATION</b>		<b>Budget</b>	<b>Totals</b>
<b>PERSONNEL</b>			
Personnel Salaries	\$2,513,683		
<b>Total Personnel</b>			<b>\$2,513,683</b>
<b>FRINGE BENEFITS</b>			
Fringe Benefits	\$819,481		
<b>Total Fringe Benefits</b>			<b>\$819,481</b>
<b>TRAVEL</b>			
Staff Travel Out of Service Area	\$15,625		
<b>Total Travel</b>			<b>\$15,625</b>
<b>EQUIPMENT/FURNITURE/MAINTENANCE</b>			
Total expenditures	\$0		
<b>Total Equipment/Furniture/Maintenance</b>			<b>\$0</b>
<b>SUPPLIES</b>			
Classroom	\$37,828		
Program	\$15,256		
Administration	\$5,500		
Maintenance	\$19,776		
Educational	\$14,802		
Computer	\$18,296		
Custodial	\$17,328		
USDA/CACFP – Meal Service Expenses	\$114,858		
Postage	\$2,520		
Copier Fees/Maintenance	\$12,557		
IT Maintenance	\$27,000		
<b>Total Supplies</b>			<b>\$285,721</b>
<b>CONTRACTUAL</b>			
Health & Nutrition Svc	\$2,000		
Fiscal Audit	\$7,000		
Maintenance Svc/Repairs	\$31,399		
<b>Total Contractual</b>			<b>\$40,399</b>
<b>CONSTRUCTION</b>			
Construction	\$0		
<b>Total Construction</b>			<b>\$0</b>

<b>OTHER CATEGORIES</b>	
<b>Parent Services</b>	
Policy Council Child Care	\$1,892
Policy Council Meal Service	\$874
Policy Council In Area Travel	\$2,051
Policy Council Training Materilas	\$371
Parent Education at Centers	\$1,000
<b>Total Parent Services</b>	<b>\$6,188</b>
<b>Children Services</b>	
Medical	\$2,000
Dental	\$2,000
Nutrition	\$1,000
Mental Health/Psychological Services	\$1,000
Disabilities Related Services	\$1,000
NIC Children's Center Child Services	\$30,000
<b>Total Children Services</b>	<b>\$37,000</b>
<b>Local Travel</b>	
Staff In-Area Travel – Mileage	\$25,530
CACFP In-Area Travel – Mileage	\$2,520
Child Travel – Disabilities Transportation	\$500
<b>Total Local Travel</b>	<b>\$28,550</b>
<b>Rental/Lease</b>	
Shoshone	\$15,625
Sandpoint	\$27,000
Lakeland	\$18,560
Bonnars Ferry	\$19,900
CELC	\$31,230
<b>Total Rent</b>	<b>\$112,315</b>
<b>Maintenance</b>	
Building Maintenance & Repair	\$5,000
<b>Total Maintenance</b>	<b>\$5,000</b>
<b>Utilities</b>	
Telephone/Internet	\$36,025
Utilities	\$68,104
<b>Total Utilities</b>	<b>\$104,129</b>
<b>Printing/Publications</b>	
Printing	\$3,886
Publications & Subscriptions	\$335
Advertising	\$504
<b>Total Printing/Publications</b>	<b>\$4,725</b>
<b>Accounting Services</b>	
Indirect Costs	\$84,779
<b>Total Accounting Services</b>	<b>\$84,779</b>

<b>Liability Insurance</b>		
Liability Insurance General	\$16,259	
<b>Total Liability Insurance</b>		<b>\$16,259</b>
<b>Miscellaneous</b>		
Personnel/Volunteer – Background checks	\$9,556	
Memberships	\$9,070	
<b>Total Miscellaneous</b>		<b>\$18,626</b>
<b>Staff Development/Training</b>		
Registration Fees	\$16,276	
Academic Tuition/Fees	\$5,000	
<b>Total Staff Development/Training</b>		<b>\$21,276</b>
<b>TOTAL GRANT FUNDING ALLOCATION</b>		<b>\$4,113,756</b>

**BOARD OF TRUSTEES MEETING**  
**March 22, 2023**

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**TAB 6**

**SUBJECT**

Additional funds for Head Start cost-of-living adjustment (COLA) and quality improvement (QI)

**BACKGROUND**

The Consolidated Appropriations Act, 2023, contains an increase for Head Start of \$960 million for programs under the Head Start Act for Fiscal Year (FY) 2022 level. The increase provides \$596 million for cost-of-living adjustment (COLA) and \$262 million for Quality Improvement investments. The COLA supports a 5.60 percent adjustment above FY 2022 funding levels to increase the pay scales of Head Start staff, including vacant positions, fringe benefits, and to offset higher operating costs. Quality Improvement funds are allocated proportionately based on federal funded enrollment levels, with additional adjustments given to smaller grant recipients to allow for a meaningful investment, as permitted by the Act.

**DISCUSSION**

The following table reflects the COLA and Quality Improvement increases available to North Idaho College Head Start for FY 2023:

<b>Funding Type</b>	<b>NIC Head Start</b>
Cost-of-Living Adjustment (COLA)	\$190,570
Quality Improvement (QI)	\$79,246
<b>Total Funding</b>	<b>\$269,816</b>

The purpose of North Idaho College Head Start applying for the funding increase is to provide a COLA increase of 5.60% to the wage scale for each Head Start position; any remaining funds from the COLA increase will be applied to fringe benefits costs and used to offset higher operating costs (once the 5.60 percent increase is provided to all staff). The Quality Improvement funding will provide ongoing, sustained investments in quality improvements, with all of the funding being used to improve the compensation and benefits of staff in order to improve the quality of the program.

**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, it is requested that the board consider a motion to approve acceptance of the COLA and Quality Improvement funds from the Office of Head Start.

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