



North Idaho College

NIC Board of Trustees Meeting Agenda
March 25, 2020

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

4:00 p.m. **EXECUTIVE SESSION** - Idaho Code Section 74-206 (1)(b)*
Sherman Building Room 103

4:30 p.m. **BUDGET WORKSHOP** – Sherman Building Room 103

Zoom connect: <https://nic.zoom.us/j/855203777> / Meeting ID: 855 203 777 or By phone: (669) 900-6833 / Meeting ID: 855 203 777

6:00 p.m. **BOARD MEETING** – Sherman Building Room 103

Zoom connect: <https://nic.zoom.us/j/320047479> / Meeting ID: 320 047 479 or By phone: (669) 900- 6833 / Meeting ID: 320 047 479

Convene/Call to Order

Pledge of Allegiance

Joe Dunlap

Verification of Quorum

Joe Dunlap

Review Minutes

Joe Dunlap

Public Comment**

CONSTITUENT REPORTS

ASNIC

Paul McLeod

Staff Assembly

Tom Greene

Faculty Assembly

Chris Pelchat

Senate

Ben Tschida

PRESIDENT’S REPORT

Rick MacLennan

MEYER HEALTH AND SCIENCES BUILDING EXPANSION UPDATE

Chris Martin

OLD BUSINESS

Tab 1: Second Reading/Action Head Start Grant

Beth Ann Fuller

Tab 2: Second Reading/Action Hedlund Vocational Center Renaming

Chris Martin

NEW BUSINESS

Tab 3: First Reading/Action Revised Policy 3.01 Employee Classifications

Karen Hubbard

Tab 4: First Reading/Action Revised Policy 3.02.03 Filling New and Vacant Positions

Karen Hubbard

Tab 5: First Reading/Action Revised Policy 3.02.33 Reclassification of Positions

Karen Hubbard

INFORMATION ITEMS

Tab 6: Spring Enrollment Update

Graydon Stanley

COVID-19 Update

Laura Rumpler

BOARD CHAIR REPORT

Joe Dunlap

REMARKS FOR THE GOOD OF THE ORDER**

ADJOURN

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

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

BOARD OF TRUSTEES MEETING
March 25, 2020

SUBJECT

Executive Session

DISCUSSION

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

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

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


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

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

SECONDED BY: _____

Roll call: _____ Banducci
_____ Dunlap
_____ Howard
_____ Murray
_____ Wood

CONVENE AT: _____ ADJOURN AT: _____

 **North Idaho College**
BOARD OF TRUSTEES MEETING
Edminster Student Union Building
February 26, 2020
MINUTES

EXECUTIVE SESSION

Chair Joe Dunlap called the meeting to order at 4:00 p.m. Trustee Wood made a motion to go into executive session under Idaho Code § 74--206(1)(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer or employee. The motion was seconded by Trustee Howard and roll call vote was taken as follows:

Todd Banducci	aye
Joe Dunlap	aye
Ken Howard	aye
Brad Murray	aye (attended by telephone)
Christie Wood	aye

At 5:30 p.m., Trustee Wood made a motion to return to open session. The motion was seconded by Trustee Howard, and Chair Dunlap recessed the meeting.

CALL TO ORDER AND VERIFICATION OF QUORUM

Chair Dunlap called the meeting to order at 6:05 p.m. He led attendees in the Pledge of Allegiance and requested a motion to amend the agenda.

Trustee Wood made a motion to amend the agenda to move the information item on the topic of the 2020 Census to follow constituent reports. The motion, seconded by Trustee Howard, carried unanimously.

Chair Dunlap next asked Trustee Howard to read, aloud, the college's mission statement. Chair Dunlap then verified that a quorum was present.

ATTENDANCE

Trustees: Todd Banducci
Joe Dunlap
Ken Howard
Christie Wood

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

Chair Dunlap called for any changes to the minutes from the meetings held on January 15, 2020, January 22, 2020, January 28, 2020, and February 19, 2020. There were no changes noted and the minutes were accepted, as presented.

PUBLIC COMMENT

There was no public comment.

CELEBRATING SUCCESS

VP Lita Burns provided some opening remarks and introduced Jeff Jenkins from the Culinary Arts Program and Emery's Restaurant, who provided an overview of the program. Culinary Arts students shared their experiences in the program and their future aspirations, and Hillary Faeta-Ginepra, program director, reviewed the objectives of the program and career opportunities available to program graduates.

ASNIC

ASNIC President Paul McLeod reported on ASNIC's spring retreat, and he read, aloud, their newly developed mission statement. He went on to report that ASNIC received a campus safety update from the vendor previously selected by the college to conduct a safety survey, and he reported that ASNIC recently inducted four new senators.

STAFF ASSEMBLY

Chair Tom Greene reported on activities from the February Staff Assembly meeting, including updates on the Employee Giving Campaign and the Cardinal Reads Committee, and they received information from Associate VP Dianna Renz on the policy and procedure developed for the college's Institutional Review Board.

FACULTY ASSEMBLY

Chair Chris Pelchat reported that during the February meeting, he shared with faculty, the college's process and decision criteria for evaluating open positions to determine whether or not they will be refilled. He went on to report on faculty discussion and votes to move forward to Senate, revisions to the policy and procedure on faculty employment, and the new policy and procedure for the college's Institutional Review Board. He closed by reporting that faculty also voted to endorse a letter from Lewis-Clark State College faculty opposing portions of a new policy of the Idaho State Board of Education related to textbook and instructional affordability, and he shared faculty's philosophy related to their opposition of the policy.

COLLEGE SENATE

Chair Ben Tschida reported on proposals that senators reviewed during their last three meetings, including the procedures for staff professional development, creation, revision and elimination of college policy and procedure, and committees. He went on to report that Senate also reviewed proposals for several Human Resources policies and procedures, and that they conducted an advisory vote on the proposal to rename the Hedlund Vocational Center and adopted the proposal to make the President's Advisory Council a standing committee.

INFORMATION ITEMS

2020 Census

Mindy Thorp from the US Census provided a brief history of the census and provided information about survey questions, adding that the online response site will go live in mid-March. She explained impacts of the population count, including federal funding for services and the number of seats that states hold in the legislature. She screened a short video developed for the 2020 census.

PRESIDENT'S REPORT

Dr. MacLennan began by reporting that earlier in the day, the Joint Finance Appropriations Committee accepted the Governor's budget recommendation for community colleges, including

a 2% reduction in state funding and reduced enrollment workload adjustment funding that negatively impacts North Idaho College. He added that this is inconsistent with what was appropriated for the four-year institutions, and there is discussion about reconciling that for the community colleges. He went on to discuss meetings he attended while he was in Boise earlier in the day, including a panel presentation with the Idaho Business for Education organization and leaders of the eight higher education institutions, and a meeting of the Presidents' Leadership Council with focused discussion on the state's higher education funding model.

Dr. MacLennan went on to discuss a Department of Labor grant award to focus on Idaho apprenticeship partnerships around cybersecurity, IT, healthcare and manufacturing. The grant will bring in nearly \$2 million to the state of Idaho and North Idaho College will receive approximately \$300,000. He recognized Dean Christy Doyle and Grants Manager Hannah Paton for their efforts in leading the grant pursuit in the state.

Dr. MacLennan continued by discussing an upcoming innovation and entrepreneurship competition that will be led by North Idaho College beginning this year, and he discussed a recent meeting that he and VP Burns attended with the other four community college presidents and academic officers with the Idaho National Laboratories on the topic of cybersecurity. He closed his report by asking VP Chris Martin to review the January financial report. VP Martin reported that tuition and fee revenue is trending at 85% of budget and non-operating revenue is strong. He continued to report that expenses are trending well due to lower personnel costs.

Trustee Wood expressed concern about the Governor's holdback and the talk within the legislature about a property tax freeze. She encouraged continued conversations with the Governor's office on these topics.

Chair Dunlap expressed concern about the loss of occupancy costs in addition to the proposed tax freeze and the enrollment workload adjustment claw back.

Dr. MacLennan commented about the year over year funding uncertainty from the state.

Trustee Howard expressed his feeling about the lack of understanding, within the legislature, that community colleges serve as a bridge between K-12 education and four-year institutions.

KOOTENAI TECHNICAL EDUCATION CAMPUS UPDATE

Trustee Banducci reported that the joint programs between KTEC and NIC are doing well and commented briefly on the skills competition and the Hard Hats, Hammers and Hot Dogs event.

MEYER HEALTH AND SCIENCES BUILDING EXPANSION

VP Martin reported that the project group is meeting later in the week with the lab stakeholders to conduct the final walk through of the documents before moving into construction documents and bidding.

OLD BUSINESS

Copyright Policy

Dr. MacLennan presented the copyright policy proposal for a second reading. Trustee Wood made a motion to adopt the copyright policy. The motion, seconded by Trustee Howard, carried unanimously.

NEW BUSINESS

Head Start Grant

Head Start Director Beth Ann Fuller reviewed elements of the grant package for the continuation grant for program year 2020-21 and she explained that NIC Head Start is being offered two additional funding streams including an anticipated 2% cost of living adjustment and a 2.6% quality improvement increase in funding to increase trauma informed practices in the program. She reported that the criteria for those funding streams should be released soon. This was a first reading and no action was taken.

Hedlund Vocational Center Renaming

VP Martin presented a proposal to officially rename the Hedlund Vocational Center to the Hedlund Building. He explained that with the changes in how the college addresses Career Technical Education, the vocation moniker is no longer relevant, and the building no longer serves as the college’s primary CTE facility. He added that the proposal also includes changing the name the building exterior and updating campus maps and other signage. This was a first reading and no action was taken.

BOARD CHAIR REPORT

Chair Dunlap reported that the Idaho Community College Consortium will be meeting on March 10 and the primary discussion will be focused on funding for community colleges. He went on congratulate NIC Women’s Basketball Coach Chris Carlson as tonight is last home game, and following 16 years at NIC he has chosen to retire. He closed by expressing his thanks to Dean Christy Doyle for her work on the apprenticeships grant for the state of Idaho.


REMARKS FOR THE GOOD OF THE ORDER

VP Burns commented on an upcoming event in the Visiting Scholar series scheduled for April 21 and featuring Tony Stewart and Norm Gissel.

There were no other comments and Chair Dunlap adjourned the meeting at 7:45 p.m.

Board of Trustees Chair

Board of Trustees Secretary

 **North Idaho College**
BOARD OF TRUSTEES MEETING
Edminster Student Union Building
March 4, 2020
MINUTES

EXECUTIVE SESSION

Chair Joe Dunlap called the meeting to order at 1:30 p.m. Trustee Howard made a motion to go into executive session under Idaho Code § 74--206(1)(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer or employee. The motion was seconded by Trustee Murray and roll call vote was taken as follows:

Joe Dunlap	aye
Ken Howard	aye
Brad Murray	aye
Christie Wood	aye

At 2:00 p.m., Chair Dunlap adjourned the meeting.

Board of Trustees Chair

Board of Trustees Secretary

BOARD OF TRUSTEES MEETING
March 25, 2020

TAB 1

SUBJECT

Head Start Grant Application for Grant No. 10CH9993
Period of Funding: 07/01/2020 – 6/30/21

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 2020-2021 is \$3,169,053.

DISCUSSION

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

COMMITTEE ACTION

Board approval of North Idaho College Head Start 2020-2021 funding application.

FINANCIAL IMPACT

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

REQUESTED BOARD ACTION

Request the board consider a motion approving the following documents in support of the PY 20-21 NIC Head Start Grant.

Attachment A: PY20-21 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: Criteria for Prioritization-Selection of Children for Enrollment

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

Attachment D: Organization Chart

Attachment E: Training/Technical Assistance Plan

Attachment F: Budget and Budget Justification Narrative

Prepared by
Beth Ann Fuller
Director, NIC Head Start

**North Idaho College Head Start
Continuation Application
PY20-21 - Year One of Five Year Grant**

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Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

Program Goals:

North Idaho College Head Start (NICHS) set long-range goals and objectives through a process of self-assessment, program improvement goal setting, and forecasting for our five-year grant period, resulting in goals with objectives for each of the five years, July 2020-June 2025. Policy Council and the Board of Trustees approved our self-assessment process which is conducted by members of all stakeholder groups; staff, parents, Policy Council and community stakeholders. Our five-year program goals were developed through a process of data sharing, risk assessment, forecasting and goal setting that culminated in a comprehensive plan with inspiring and innovative goals in two broad content areas, including a focus on school readiness, family engagement and trauma informed practices. Our new five-year goals include strategies to increase trauma informed care for children and families enrolled, and to increase recruitment and retention efforts for both qualified staff and eligible families. (see attached)

Through a comprehensive community assessment conducted in February of 2020, our priorities aligned with data reflecting the issues facing our communities. There have been significant changes for vulnerable populations of children and families. Our program selection criteria and services are reflective of the needs of families who can benefit the most from comprehensive Head Start services.

School Readiness Goals:

Determination of School Readiness Goals 2020-2021

Following each assessment period (fall, winter and spring) reports are generated and

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

In supporting goals for program year 2020-2021 program information from COR Advantage, previous school readiness goals data, Program Quality Assessment data (PQA) and 2018-2019 Classroom Assessment Scoring System (CLASS) scores determined the focus for 2020-2021 program year.

The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. NICHS has four certified CLASS observers that help conduct yearly CLASS observations for our program.

Observations conducted from our Federal Review in CLASS scores from 4/16/18-4/20/18

showed the following data in the domains of Emotional Support, Classroom Organization, and Instructional Support:

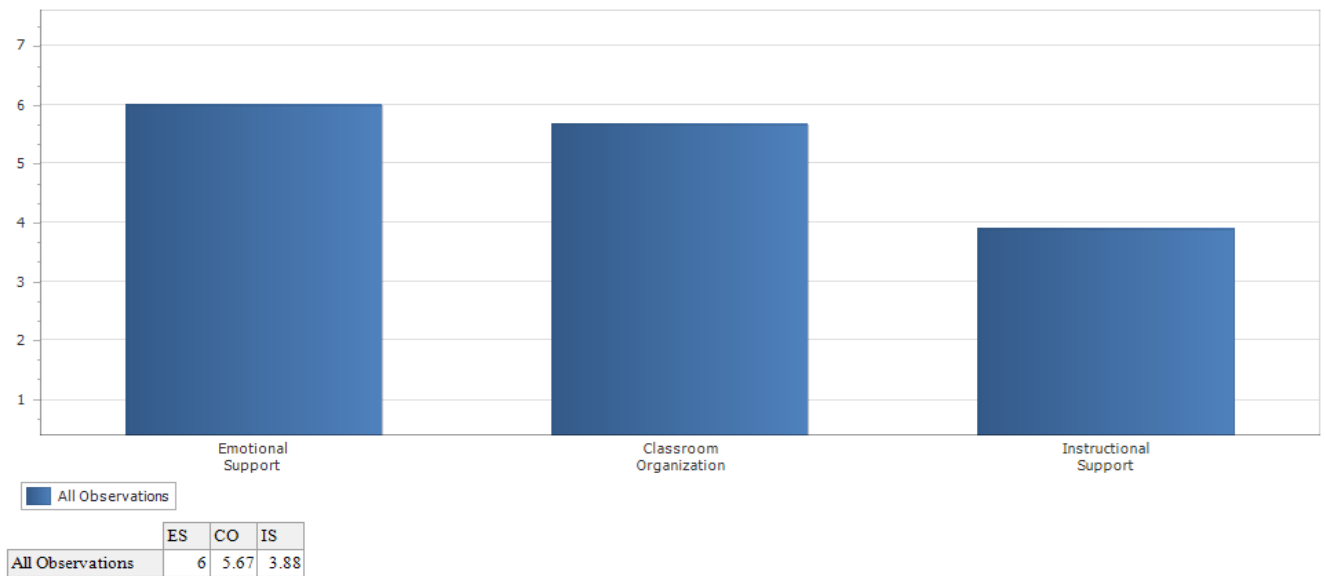
Federal Review CLASS Scores 4/16/18-4/20/18

Domain	Score	Domain	Score	Domain	Score
Emotional Support	5.6667	Classroom Organization	5.4889	Instructional Support	3.9556

In program year 2018-2019, our CLASS observations conducted from 3/12/19-4/2/19 showed increased scores in the domain of Emotional Support from 5.6667 in 2018 to 6 in 2019, and Classroom Organization from 5.4889 in 2018 to 5.67 in 2019. The increase in Emotional Support can be attributed to our increased training and implementation of trauma informed care in our classrooms. With training in Trust Based Relational Intervention (TBRI), our teachers are implementing new strategies to help with positive climate, teacher sensitivity and regard for student perspective. Using the HighScope Curriculum has supported growth in classroom organization as it supports productivity in the classroom and instructional learning formats through the curriculum. The online tool of COR Advantage shows growth and areas for improvement in an organized teacher friendly way to support the curriculum to fidelity.

North Idaho College CLASS Scores 2018-2019

North Idaho College Head Start



COR Advantage is an observation-based assessment from HighScope. COR Advantage is a whole-child assessment built on 36 items across seven learning domains. The comprehensive set of items and indicators help teachers track children’s progress relative to Kindergarten readiness, the Head Start Early Learning Outcomes Framework, Common Core Standards for Kindergarten, all state early learning standards, and HighScope Key Developmental Indicators (KDIs) at all age levels.

COR Advantage Checkpoint Data: 2019-2020 Fall and Winter Checkpoints:

COR Advantage Period 1 Fall Checkpoint	COR Advantage Period 2 Winter Checkpoint	Total Average Percentage
Approaches to Learning -70% of children performing at age-level norms	Approaches to Learning -82% of children performing at age level norms	76%
Social and Emotional Development -68% of children performing at age-level norms	Social and Emotional Development -78% of children performing at age level norms	73%
Language and Literacy -65% of children performing at age level norms	Language and Literacy -77% of children performing at age level norms	71%
Cognition - 67% of children performing at age level norms	Cognition - 78% of children performing at age level norms	73%
Perceptual, Motor & Physical Development -73% of children performing at age level norms	Perceptual, Motor & Physical Development -84% of children performing at age level norms	79%

Goal: Approaches to Learning: Children will become increasingly able to recall times and activities of the day with greater detail and connection.

Data: In 2019-2020 program year, 76% of children were performing at age-level norms in Approaches to Learning after the fall and winter checkpoints.

Goal identification: In evaluating the three areas of assessment in Approaches to Learning, (**Initiative and Planning, Problem Solving with Materials** and **Reflection**, the area of Reflection showed the greatest need for a school readiness goal. Through Program

Quality Assessment (PQA) and COR Advantage reports, Reflection showed a need for improvement specifically with children recalling events with order and details during the classroom day.

Goal: Social and Emotional Development: Children will learn strategies to settle disputes with their peers and balance their own needs with understanding and respect for the needs of others.

Data: In 2019-2020 program year children were performing at 73% age-levels norms in Social and Emotional Development after the fall and winter checkpoints.

Goal Identification: North Idaho College Head Start is committed to supporting Trauma Informed Care. Through our commitment to Trust Based Relational Intervention (TBRI) practices and implementing Conscious Discipline in the 2020-2021 program year, we are building stronger social and emotional development. An overall goal that supports connection, empowerment and correction supports this commitment to Trauma Informed Care. In the 2020-2021 program year North Idaho College Head Start will implement Conscious Discipline Classroom and Parent Curriculum into our program, supporting trauma informed care practices and positive behavioral intervention supports.

Goal: Language & Literacy: Children will learn that familiar symbols and words are the start of reading. Supporting alphabetic knowledge and the sounds of letters and words will support precursors for children to learn pre-reading skills.

Data: In 2019-2020 program year, 71% of children were performing at age-levels norms in Language and Literacy after the fall and winter checkpoints

Goal Identification: Implementation of intentional literacy and language activities

continues to grow in our classrooms. With local and state awareness for children reading at grade level by 3rd grade, a reading goal for our program supports continued literacy and language growth. Program year 2020-2021 teachers will implement consistent use of the HighScope curriculum tools *Fee Fie Phonemics* and *Letter Links: Alphabet Learning with Children's Names* to support increased pre-reading and literacy skills in rhyme, phonological awareness and letter sound practice.

Goal: Cognition: Children will become aware of different patterns in objects, movement and sounds.

Data: In 2019-2020 program year 73% of children were performing at age-levels norms in Mathematics after the fall and winter checkpoints.

Goal Identification: 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.

Goal: Perceptual, Motor & Physical Development: Children will be given opportunities to increase Gross Motor Skills in complex and sequenced movements in our indoor and outdoor learning environments.

Data: In 2019-2020 program year 79% of children were performing at age-levels norms in Physical Development after the fall and winter checkpoints.

Goal Identification: In supporting children to develop strong bodies and healthy habits setting a Gross Motor goal continues with our programs commitment to increasing physical activity for children in fun, engaging ways in both the indoor and outdoor environments.

Sub-Section B: Service Delivery

Service and Recruitment Area:

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

Needs of Children and Families:

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

According to our community assessment, the needs of families in Kootenai County have slightly shifted with the influx of new jobs and lower unemployment rates, which has resulted in a higher average wage for this county. According to Idaho Department of

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

Selection of Target Area Policy

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

- Number of low income families—census
- Number of TAFI families—Health and Welfare
- Number of Food Stamp recipients

- Availability of other child care services
- Incidence of families with special needs (i.e. disabled child, disoriented home life, ethnic/racial, emotional disturbance, alcoholism, etc.)
- Availability of transportation
- Availability of facilities
- Health services available
- Other information deemed appropriate

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

- Number of low income families
- Incidence of families with special needs
- Availability of other community resources
- Wait list for centers
- Economic feasibility
- Availability of facilities
- Availability of transportation
- Community Support

Service Area Selection Policy

Recognizing that there are currently Head Start enrollment opportunities available to fewer than 25% of the income-eligible families with age-eligible children in Region 1, it is apparent that not all families requesting services will be able to obtain them. To ensure that limited Head Start resources are prudently and fairly allocated, it shall be the policy

of North Idaho College Head Start to provide the greatest good to the greatest number by implementing the following Service Area Selection guidelines:

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

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

Proposed Program Option(s) and Funded Enrollment Slots:

Program Option Policy

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

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

We are making one suggested change to our funded enrollment slots. Our current enrollment slots meet the needs of each of our communities, however, the square footage of one classroom at the Community Early Learning Center in Coeur d'Alene is better suited for 17 slots instead of 18. Our proposal is to move one slot from Community Early Learning Center to North Idaho College Children's Center in Coeur d'Alene, increasing that classroom to 16 instead of 15.

Allocation of Enrollment Slots – PY20-21

County Center and Model Slots included in County Totals	PY 2020- 2021
Kootenai County	189 Total
<i>Harding Head Start Center in Coeur d'Alene</i>	
Center based, three classrooms	59
<i>Part-day, 3.5 hour, 128-day</i>	
Center-based, one classroom	18
<i>Part-day, six hour, 170-day</i>	
<i>Community Early Learning Center – in Coeur d'Alene</i>	
Center-based, one classroom	17
<i>Part-day, six hour, 170-day</i>	
<i>NIC Children's Center – on NIC Main Campus</i>	
Center-based, one classroom	16
<i>Part-day, six hour, 162-day</i>	
<i>Post Falls Center – in Post Falls</i>	
Center-based, three classrooms	60
<i>Part-day, 3.5 hour, 128-day</i>	
<i>Lakeland Center – in Rathdrum</i>	
Center-based, one classroom	19
<i>Part-day, six hour, 170-day</i>	
Bonner County	51 Total
<i>Sandpoint Center – in Sandpoint</i>	
Collaboration w/School District #84, Center-based, two	34
<i>Part-day, 3.5 hour, 128-day</i>	
Center-based, one classroom	17
<i>Part-day, six hour, 170-day</i>	

Boundary County	18 Total
<i>Julien Bucher Early Learning Center – in Bonners Ferry</i>	
Center-based, one classroom	18
<i>Part-day, six hour, 170-day</i>	
Benewah County	17 Total
<i>St Maries Center – St. Maries</i>	
Center-based, one classroom	17
<i>Part-day, six hour, 170-day</i>	
Shoshone County	18 Total
<i>Shoshone Center – in Kellogg</i>	
Center-based, one classroom	18
<i>Part-day, six hour, 170-day</i>	
TOTAL HEAD START FUNDED SLOTS	280
TOTAL TANF FUNDED SLOTS IN KOOTENAI COUNTY (PF Center)	13
TOTAL PROGRAM ENROLLMENT SLOTS	293

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.

Eligibility, Recruitment, Selection, Enrollment, and Attendance:

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

Criteria for Prioritization – Selection of Children for Enrollment

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

<ul style="list-style-type: none"> • Pregnancy/New Sibling in Household • Teen Parent • Unemployment • Other: _____ 	
<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"> • Adoption <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • In treatment/recovery for substance abuse and/other addictions • Co-Parenting/Custody/Dual Households • Death of a Family Member in the Household(s) • Families in Crisis (emergency relocation, natural and/or family disaster) • Family Legal Issues • Lack of reliable transportation • Lack of affordable childcare • Lack of Affordable Health Insurance/Health Care • Lack of Affordable Housing • Limited Opportunities for Socialization (child/family) • Parent Working Out of the Area • Pregnancy/New Sibling in Household • Teen Parent • Unemployment • Other: _____ 	<p>5, 10, 15, or 20</p>

The Policy Council ERSEA Committee met and reviewed the ERSEA Criteria for Prioritization-Selection of Children for Enrollment. The Criteria for Prioritization had the following changes from the 2019-2020 to 2020-2021 program year.

- The Chronic Health Issue and/or Disability within the Family was removed from the Additional Stressors and made a stand-alone line item and was given a 10-point criteria value.
- There were two additional line items added to the Additional Stressors category: lack of reliable transportation and lack of affordable childcare

Our recruitment process allows us to locate, recruit and enroll vulnerable children, including children with disabilities, children experiencing homelessness and children in foster care. We

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

During the 2019 Point-In-Time (PIT) count for Region 1, homelessness is decreasing. However, this does not include a count of the precariously housed, which is the majority of the 17% of our currently enrolled families. Recently, the grant funding for transitional housing switched focus to a permanent, supportive housing model. In Region 1, a coordinated entry process is conducted by St. Vincent DePaul Help Center through which the most vulnerable are served first, in available shelter/housing programs. We have a strong collaboration with St. Vincent DePaul and all area grant-funded domestic violence programs that provide shelter. We attend joint training, serve on homeless coalitions and on shelter boards throughout our area which results in frequent referrals from these agencies and from school district homeless liaisons.

During an October 2019 Head Start/Early Head Start Interagency meeting with Region 1 Mental Health, IDHW child protection case workers discussed how the lack of adequate substance abuse treatment affects the ability of parents to meet the requirements of their case-plan to reunite with their children. They also surmised this would create a greater need for foster care providers, however, few people are coming forward to be foster parents in our region. We are

participating in a region-wide effort to be trauma-informed in our recruitment efforts and program services in relation to the unique needs of children and families who have experienced trauma. Particularly, we have garnered resources to become a Trust- Based Relational Intervention (TBRI) program. Both our Education/Disabilities Manager and Mental Health Consultant are certified practitioners of TBRI. Region 1 Health and Welfare, Coeur d'Alene School District, Lake Pend O'rielle School District and local foster placement support agencies are involved in this community-wide implementation of trauma-informed practice.

Attendance and its' direct and impactful influence on school readiness is a major focus in our efforts beginning with enrollment and continuing throughout the school-year. Our focus on attendance as a key factor in meeting child education goals includes analysis of reasons for absence, both sporadic and chronic, as well as barriers impacting child attendance.

Community resources and educational materials are garnered in support of attendance. Gas vouchers, transportation resources and family action plans are utilized and research-based, non-judgmental facts about the correlation between good attendance and outcomes are shared at home visits, parent teacher conferences, parent meetings, through newsletters and other helpful written resources. As of mid-February 2020, our program-wide cumulative attendance figure for the school year is 87.40%.

Education and Child Development:

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

components of child development, health and safety, nutrition, mental health and family and community partnerships throughout the program.

Child Assessment & Curriculum

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

Supplemental Curriculums

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

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

Health:

NICHHS continues to develop strong working relationships with local, state and regional healthcare providers to meet children and families' ongoing healthcare needs.

NICHHS works in collaboration with Mountain States Early Head Start to facilitate tri-annual Health Services Advisory Committee (HSAC) meetings to discuss current health issues, initiatives and trends emerging throughout the five northern counties. The committee provides input on health policies and practices and shares resources to meet children and families health needs. The 2019/2020 roster involves committee members with a wide array of professional health expertise. Vaccination of preventable disease, access to health care providers and suicide rates are some reoccurring topics highlighted this year.

Vaccination of preventable disease - 330 NICHHS students, 81% are up-to-date or complete on immunization vaccinations. The National Immunization Survey- Child Data for United States immunization rate is 75%. Even though NICHHS numbers are 6% higher than the national average, a single outbreak could remove almost 20% of NICHHS students for periods of time. One episode that lasted a month or even longer, would have potentially drastic impacts to the overall program.

Access to health care and navigation - NICHHS serves children throughout five North Idaho counties. All five counties are listed on the Health Professional Shortage Area (HPSAs) federal designation map for both healthcare and dental providers (Get Healthy Idaho: Measuring and

Improving Population Health.2017- pg. 75& 76). NICHS Family Advocates have helped families overcome access barriers by utilizing the Connecting Kids to Coverage National Campaign resources to help families enroll in Medicaid and find a provider. 97% of NICHS students are enrolled in Children's Health Insurance Program (CHIP) and 99% of all NICHS students currently have an established medical home. Obtaining initial dental exams and 6 month check-ups within the 90 day requirement has been a struggle for many families. Even with these odds, 87.3% have completed a well-child health exam and 79.4% have an up-to-date dental exam. Panhandle Health District staff continues to work collaboratively with NICHS and providers to help identify and overcome dental access barriers for children.

Finding a provider that takes Medicaid insurance continues to be a factor in accessing healthcare services. Idaho Medicaid rates are 27% lower than neighboring states and have not increased in over 15 years. In 2018, Idaho Proposition 2, Idaho Medicaid Expansion Initiative was passed to increase medical coverage to potentially 190,000 more people earning less than 138% of the federal poverty level. As of February 2020, no data has been published to verify outcomes of this bill. It would make sense that any increase in Medicaid patients would add to the already limited availability of health care providers throughout north Idaho.

Healthcare Transformation Council of Idaho and Telehealth in February 2019 developed a Statewide Healthcare Innovation Plan (SHIP) that may change how health care is provided in the future. The goals are to develop a roadmap to operationalize and expand telehealth in SHIP patient centered medical homes and community health and emergency medical specialists programming; 2) to gather Telehealth Council members and engage the 2015 Idaho Telehealth Access Act; 3) research the current telehealth landscape using Idaho Statewide Healthcare Innovation Plan (SHIP) efforts to some of the barriers/challenges and opportunities. Time will tell how this new initiative may impact access to health services for Head Start Children in the future.

Suicide rates are the second leading cause of death in Idaho for people between 15-44 years of age. Idaho ranks #7 in the nation with 341 suicides reported in 2018. Head Start recognizes the severity of this data and gives priority for selection of enrollment to families struggling with these stressors. Family Advocates develop trusting relationships with all families to identify and connect families with appropriate resources. Training opportunities for Family Advocates have included Suicide Prevention and Awareness (SPAN) and Mental Health First Aid. Training is on our program T&TA plan for 2020-2021 school year.

Limited resources and shelters for domestic violence also continues throughout North Idaho. Thirty-nine percent of Head Start families reported having experienced domestic violence. NICHS has developed collaborative relationships with local shelters to identify children who may qualify for Head Start so the application process can be completed right at the shelter in order to avoid additional stressors. Family Advocates have had trainings and collaborative meetings with local domestic violence service providers.

Panhandle Health District #1, representing the five northern counties of Idaho, conducted a five county Community Health Assessment (CHA) to support Idaho Health and Welfare's initiative 'Get Healthy Idaho: Measuring and Improving Population Health. Access to Health Care Access and Navigation, Mental Health, and Substance Abuse were the top three health concerns followed by Obesity, Diabetes and Tobacco Use.

Obesity- 30% of Head Start children fell within the Over Weight and/or Obese range. Panhandle Health District PLAY Program is working with local providers to develop referral systems for any child falling into the overweight/obese range (above 85%)

Lead Screenings- Panhandle Health District in Shoshone County (a superfund site) identifies lead as a primary health concern and continues to offer free lead screenings to all children with a \$30 incentive for children under 6 years of age. (<http://panhandlehealthdist.org>)

Family and Community Engagement:

Service delivery is enhanced with all family advocates having a minimum of a Bachelor's Degree in social work and/or other related fields. Throughout the year, family advocates support families building their resiliency during home visits, parent education events, and community connections. This enhances the trauma-informed strategies and relationship emphasis that have been implemented in the program. Family advocates have been trained in Adverse Childhood Experiences (ACES), resiliency, domestic violence supports and trauma-informed strategies. By sponsoring and providing trainings to community partners we will increase the resources, support, and knowledge in the community. Through training and collaborating with area agencies, we are able to provide families with optimal trauma-informed resources and supports. NICHS staff members participate in community engagement assignments which allow them to be actively involved on community boards that enhance services to the children and families that are served. Each of our counties participate in an annual Strengthening Families Community Event where provide hands on opportunities for families to meet and interact with community agencies building on the Parent Family and Community Engagement (PFCE) Framework and the Strengthening Families Protective Factors. While these events provide hands-on family fun activities, food, and resources specific to the community, NICHS will create a main recruitment focus. This recruitment effort will look at ways to recruit children/families, volunteers for the program, and employment opportunities.

NICHS will begin to utilize the Conscious Discipline Parenting Curriculum. This researched-based curriculum will provide a parenting curriculum that will enhance the trauma-informed strategies and skills that advocates are able to provide to families in a variety of settings. With the Conscious Discipline curriculums being utilized in the classroom and as the parenting curriculum, the families will have an impactful delivery of services. With a systematic approach to delivery

NICHHS will be able to track the effectiveness the curriculums have in the families that are being served through the Strengths and Needs assessment, parent survey, and individually discussed needs. The program will be able to track those in attendance through sign-in sheets and the data collection system ChildPlus Family Service tracking.

The Strengths and Needs form that is used identifies each of the seven Parent, Family, and Community Engagement Framework Outcomes. Families are familiarized with the Framework Outcomes during the enrollment process by reviewing the outcomes with the parents, so they have an understanding of what they are. Parents then review the Strengths and Needs form to identify areas they are interested in learning more about throughout the school-year. This information is used to put together the parent education plan. Family Advocates complete the Strengths and Needs form with the parents/guardians three times throughout the school-year at each home visit. This information is used to set goals, identify needs and strengths, and provide individualized resources to the families. The outcomes tracking is calculated in our data collection system to measure the success of the families. Results of the Feb 2020 analysis of Strengths and Needs Assessments indicate gains across 96% indicators included in the tool identifying that families are receiving beneficial services leading to increases in self-sufficiency, community connections, and parenting knowledge and skills. With upcoming parent education events in the areas that have not seen an increase, we are expecting gains in those areas as well. Through the parent survey, we learned that 74% of the respondents are more comfortable being more actively involved in their communities through the supports that Head Start have offered and 97% of the parents have recognized the benefit from having community members come into the classroom. The Individual Family Partnership Plan tracks the goals that the families have created. Each goal that is set is tied in to one of the seven PFCE Outcomes. The family advocate enter the goals and progress made into the Family Service areas. The data collection system also tracks the goals

progress and completion identifying PFCE Outcomes that families actively working on. This process also helps identify outcome areas that additional supports/resources are needed throughout the program. We can then provide targeted trainings on specific community agencies and resources.

According to the parent survey, 94% responding families identified the family advocate and teachers coordinated approach to meet the needs each individualized family. This helps validate our current model and staffing configurations.

We continue to have a consistent 19% families experiencing homelessness as defined by the McKinney-Vento Act. The identified main barrier is affordable and available housing. Safe and Efficient Housing family outcome is stagnant in gains throughout the 19-20 program year due to the minimal community resources and supports that are available. Continuing to build a collaboration with our local school districts Homelessness Liaison we are can provide families support as they transition into kindergarten. For families that have older children in the school district, we help families make those connections for continued supports/resources.

Additional raining will provided for staff on the opioid epidemic to increase their knowledge base about the topic. Advocates will gain an in depth understanding about this national crisis and be informed about local community agencies for families.

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

All centers collaborate with the local library to bring literacy to the classroom and families. With the local libraries and other community agencies we are able to provide access to children and

families access to books for home. Partnering with agencies that provide weekend food programs, many of our families are able to receive nutritious food for the home each weekend.

Transition:

We collaborate with the Early Head Start Program to assist families that are transitioning into Head Start. Through our application process, we have criteria that recognizes families that have been working with the Early Head Start Program. This gives families that are transitioning from Early Head Start priority on our waitlist.

To help the families prepare for the transition to kindergarten the classroom teachers and family advocates work closely with parents/guardians. Classroom teachers set individual child goals with families when they enter the program to support school readiness. Goals update three times per year at parent conferences and home visits. Classroom teachers present *Transitioning from Head Start... The Next Step* at home visits throughout the program year to support families with what to expect for their child when entering kindergarten.

Parent education events include opportunities to connect parents with local school districts, including the homeless liaison. This includes how to register children for kindergarten. Family advocates help support families gathering all of the required documents especially the birth certificate, if the family does not currently have one.

To support families that are in between transition to kindergarten, there are parent education events that connect families to the local community resources. Community agencies are invited to these events to inform families what resources they have available throughout the summer months.

Transportation:

While we do not provide physical transportation for the children and families enrolled in our Head Start program, we do provide support through resources and referrals. We help connect

families that have expressed financial hardship in providing the transportation to and from school with agencies that provide fuel assistance. We also connect families that are in need of vehicle repairs with financial assistance sources. We also educate children and families about pedestrian safety and car seat safety to ensure that they are traveling in a safe manner.

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

Governance

No changes were made to the governance structure, governance processes, or the make-up or function of our parent committees

Structure

North Idaho College, our grantee, has been a strong governance leader of the NICHS program for more than 45 years. The North Idaho College Board of Trustees, our governing board, is an elected board. Currently our Board includes an attorney, an economist, a retired college president, a retired police sergeant and a retired school superintendent. 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. The Policy Council shall be composed of no less than 51% parents currently enrolled in Head Start and no more than 49% representatives from the community. Currently we have two community representatives. One community representative represents Early Head Start, one represents the NIC early childhood program. When fully seated, we have 16 parent representatives.

Processes

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 parent committee.

Parent Committees

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

Human Resources Management:

There are no significant changes to Human Resource Management systems. North Idaho College Human Resources Office maintains employee personnel files, coordinates recruitments, and advises on all employee disciplinary matters. In conjunction with NIC HR Department and the N.I.C. Board of Trustees liaison, the NIC Head Start Director and Operations Manager coordinate all employee matters. The Head Start Program Assistant assists with employee paperwork.

This next school year's funding request includes training and technical assistance funding totaling \$33,251 in PA20 funding. The allocation of PA20 funding reflects in our Training and Technical Assistance (T/TA) Plan.

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 education qualifications. Our T/TA plan includes funds set aside for education, with teacher qualifications at top priority for funding

requests. We actively recruit through job fairs, with program participants and directly with enrolled child development students through North Idaho College, Lewis Clark State College and University of Idaho at their Coeur d'Alene joint campus.

Program Management and Quality Improvement:

Our program does not have any pending corrective actions from previous quality and compliance issues or safety incidents. During the week of April 16-19, 2018, The Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review of our program. The report contained information about the grantee's performance and compliance with their requirements of the Head Start Program Performance Standards or Public Law 110134, Improving Head Start for School Readiness Act of 2007. Based on the information gathered during this review NIC Head Start was found to have met the requirements of all applicable HSPPS, laws, regulations, and policy requirements, the organization was designated as a program in good standing and had no outstanding issues of compliance with the federal Head Start Program Performance Standards.

The Office of Head Start conducted a review the same week of April 16-19, 2018 that utilized the Pre-K Classroom Assessment Scoring System (CLASS©) tool in our preschool classrooms.

The CLASS© tool assess three domains and ten dimensions of the teacher/child interactions. Results from the on-site CLASS review have shown children's services scores were above the minimum of national statistics in all three domains.

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

report is available through the following link:

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

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

Section II. Budget and Budget Justification Narrative

Personnel and Fringe:

Our current wage comparability study, conducted in partnership with 10 Idaho Head Start and Early Head Start programs, includes Head Start data, 12 school districts, Idaho Department of Labor statistics, BLR data, and other comparable. With our current wage study, conducted March 2018, there are no significant discrepancies in level of pay for any administrative job descriptions. With our lowest level of pay, \$10.43, we are unable to fill part time entry-level positions. Our neighboring states have a minimum wage higher than Idaho and the low unemployment rate is contributing to this problem. Our proposal is to eliminate the lowest pay rate and replace it with \$11.43, which is our next higher pay rate for Classroom Aide and Cook Aide.

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

days for benefit-eligible staff positions.

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

Educational attainment is the only mechanism other than COLA that

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

Equipment Purchase:

We do not anticipate any equipment purchases.

Building Maintenance and Repair:

One major project that required funding beyond our grant monies was window replacement at our Harding Family Center. Our emergency request for funding for window replacement at Harding Family Center was awarded and the work is complete. If a COLA allows, funds will be added to this budget category to mitigate increased ongoing costs in this budget category.

Contractual

We currently utilize assistance through the Childcare Health Consultant through our State childcare licensing, both for training and technical assistance with health related topic. 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.

Non-Federal Match

We continue to benefit from the non-federal match generated from our collaborations with school districts providing direct service to our children with disabilities. We also have a unique nonprofit that supports our program, Friends of Head Start (FOHS).

FOHS provided our program more than \$6,000 in funding to meet our strategic goals.

FOHS provides \$1,000 toward strategic planning expenditures for the four Head Start locations that they lease to our program and an additional \$2000 to other centers.

Neither have we ever needed to request a waiver, nor do we anticipate needing to waive any of our non-federal match for the upcoming grant year.

Non-Federal Share (In-Kind) Volunteer Wage Guide – PY20-21

Staff utilizes the In-Kind Wage Guide to determine the dollar amounts used on the In- Kind (Non-Federal) Timesheet and the In-Kind Receipt for Consumable/Non- Consumable. If a wage is not listed for a specific job, contact the Director.

The following positions and salaries are based on Head Start entry-level pay scale plus fringe benefits** (**calculated as: Workman’s Compensation - .003 + FICA - .0765 + Unemployment Insurance - .003 + Retirement Benefits .1197 + Medical/Dental/Vision .17 = 37% for benefitted positions. *Non- benefitted positions percentage is 8.25% and does not include retirement

benefits or medical/dental/vision) Position Rate/Hour

Fringe as In-Kind	% of Rate	Wage/Hour
Facility Technician	\$ 12.51 8.25%	\$ \$13.54
Center Assistant I	\$ 13.58 37%	\$ 18.58
Center Cook I	\$ 12.51 37%	\$ 17.14
Classroom Aide I	\$ 11.43 8.25%	\$ 12.37
Assistant Teacher I p/t	\$ 12.51 8.25%	\$ 13.54
Assistant Teacher I ben.	\$ 12.51 37%	\$ 17.14

Classroom Teacher, Family Advocate I	\$ 15.96	37%	\$ 21.87
Classroom Teacher, Family Advocate – BA	\$ 18.78	37%	\$ 25.72
Home Teaching by Parent/Guardian (based on Classroom Aide wage)	\$ 11.43	8.25%	\$ 12.37
Policy Council Chair* - (based on Director I Salary)	\$ 33.28	37%	\$ 45.59
Policy Council Members* - (based on Supervisor I Salary)	\$ 22.73	37%	\$ 31.14

**This rate is used only when performing Policy Council business. Use respective salary rate for other purposes.*

Professional services can be counted at full value if this was a service you would have had to pay for and the following criteria is met: They are licensed or provide you with a letter stating what their usual and customary charge would be for the service and how much they are donating to Head Start. This statement would be attached to your In- Kind form.

Community positions and salaries are based on local usual and customary wages:

POSITION	\$ RATE PER HOUR	
Child Care Provider	\$	12.04
Education Consultant	\$	22.31
Health/Mental Health Consultant	\$	60.00
Nurse/Nurse Practitioner	\$	60.00
Nutritional Consultant	\$	60.00
Social Worker	\$	18.82
Newsletter Editor	\$	16.79
Attorney	\$	150.00
Maintenance	\$	15.00
Carpenter	\$	30.00
Electrician & Plumber	\$	75.00
Mechanic	\$	60.00

Projected Non-Federal Share (In-Kind)
Based on Volunteer Wage Scale – 2020-2021 School Year

COMMUNITY MEMBERS HEALTH SERVICES ADVISORY COMMITTEE VOLUNTEERS AND HEALTH ADVICE	<i>Three meetings, input and prep. @ 2.5 hours each x 10 Community Representatives (doctors, dentists, health professionals average)</i>	100	\$ 100.00	\$ 10,000
VOLUNTEER ASSISTANT TEACHER	<i>8 classrooms x one volunteer per classroom for 170 days x 6 hours per day</i>	8,160	\$ 15.65	\$ 127,704
PARENT MEETINGS	<i>8 parent meetings @ 1/2 hour for business portion of meeting (Avg. attendees/center = 9 x 9 centers)</i>	324	\$ 31.14	\$ 10,089
HOME TEACHING	<i>3.5 hours (equal to one class day) of teaching based on Child Development Plan Goals x 32 weeks x 293 participants</i>	32,816	\$ 11.29	\$ 370,493
COMMUNITY VOLUNTEERS/OTHERS	<i>Special Education Teachers/Therapists, Practicum, Interns</i>			\$ 115,421

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POLICY COUNCIL CHAIR	<i>Twelve meetings @ 3.5 hours each Committee Time– 12 hours Program Planning – 8 hours</i>	62	\$ 45.59	\$ 2,827
POLICY COUNCIL MEMBER	<i>Twelve meetings @ 3.5 hours each x 16 Committee Time- 6 hours x 16</i>	768	\$ 31.14	\$ 23,915
COMMUNITY MEMBERS POLICY COUNCIL	<i>Twelve meetings @ 3.5 hours each x 2 Committee Time -3 hours x 2</i>	90	\$ 31.14	\$ 2,803

Note: All hourly rates are based on North Idaho College Head Start's Wage Scale for Program Year 2020-2021.

Rates are calculated by taking the hourly wage and adding the appropriate fringe benefits amount. The amount for benefitted positions is 37% and for non-benefitted positions is 8.25%.

Total Fringe

8.25% or 37%

Example: Assistant Teacher I

Wage Level I part time= $\$11.43 + 8.25\%$ fringe = $\$12.37$ per hour

Wage Level I benefited is $\$11.43 + 37\%$ fringe = $\$15.65$

Home Teaching: Minimum wage paid for Classroom Aide = $\$11.43 + 8.25\%$ fringe = $\$12.37/\text{hour}$

School Readiness Plan- North Idaho College Head Start 2020-2021

Educational Philosophy

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

Child Assessment & Curriculum

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

School Readiness Plan- North Idaho College Head Start 2020-2021

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

Supplemental Curriculums and Supports

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

HighScope® literacy resources

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

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

School Readiness Plan- North Idaho College Head Start 2020-2021

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

Handwriting Without Tears

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

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

MyPlate by the Idaho Dairy Association

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

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

Second Step: Child Protection Unit.

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

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

Conscious Discipline ©: Trauma Informed Social and Emotional Learning.

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

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

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Cavity Free Kids

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

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

Learn Not to Burn

Fire safety and education curriculum for preschool children.

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

Picturing America

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

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

I Am Moving I Am Learning

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

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

School Readiness Plan- North Idaho College Head Start 2020-2021

Local Education Agency (LEA) Content Area Curriculums.

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

Determination of School Readiness Goals

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

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

Goals:	Rationale:
<p>Goal: Approaches to Learning: Children will become increasingly able to recall times and activities of the day with greater detail and connection.</p>	<p>Data: In 2019-2020 program year 76% of children were performing at age-levels norms in Approaches to Learning after the fall and winter checkpoints.</p> <p>In 2018-2019 program year 74% children were performing at age level norms in Approaches to Learning after the fall and winter checkpoints.</p>

School Readiness Plan- North Idaho College Head Start 2020-2021

<p>HighScope: Item C-Reflection ELOF: Goal P-ATL 8: Child recounts experiences in correct order and includes details.</p> <p>Idaho Content Standard: ICT.K-2.3.c Students explore a variety of teacher-selected tools to organize information and make connections to their learning.</p> <p>Idaho Early Learning Guidelines: Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing and play.</p>	<p>Approaches to Learning in the HighScope Curriculum is composed of three different areas of assessment:</p> <p>Initiative and Planning: Children show eagerness to learn by choosing to participate in activities that they find interesting and personally meaningful.</p> <p>Problem Solving with materials: Children discover that their actions produce results and solve problems with and solve problems with other children. Children learn to develop one idea into several ideas with activities in the classroom environment.</p> <p>Reflection: Reflection is remembering with analysis, breaking down the parts of a child’s day and conveying what they did throughout their time in the classroom.</p> <p>Goal identification: In evaluating the three areas of assessment in Approaches to Learning, the area of Reflection showed the greatest need for a school readiness goal. Through Program Quality Assessment (PQA) and COR Advantage reports Reflection showed a need for improvement specifically with children recalling events with order and details during the classroom day.</p>
<p><u>Objective/Action Plan:</u> Approaches to Learning</p>	<p>Objective: 2020-2021 Program year North Idaho College Head Start will implement with fidelity quality teaching practices using the HighScope Program Quality Assessment tool to support the domain of Approaches to Learning.</p> <p>Action Plan: HighScope Preschool Program Quality Assessment (PQA) Tool for Scoring Curriculum and Assessment. COR Advantage Anecdotal Documentation. Pre-Service training on Curriculum. Teacher Learning Community (TLC) training supports for curriculum.</p>
<p>Goal: Social and Emotional Development: Children will learn strategies to settle</p>	<p>Data: In 2019-2020 program year children were performing at 75% age-levels norms in Social and Emotional Development after the fall and winter checkpoints.</p>

School Readiness Plan- North Idaho College Head Start 2020-2021

<p>disputes with their peers and balance their own needs with understanding and respect for the needs of others.</p> <p>HighScope: Item H-Conflict resolution.</p> <p>ELOF: Goal P-SE 5. Child uses basic problem solving skills to resolve conflicts with children.</p> <p>Idaho Content Standard: K-2. H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>Idaho early Learning Guidelines: Goal 28: Engages in mutual social play that involves cooperation and shared purpose.</p>	<p>In 2018-2019 program year children were performing at 73% age-level norms in Social and Emotional Development after the fall and winter checkpoints.</p> <p>Social & Emotional Development in the HighScope Curriculum is composed of five different areas of assessment:</p> <p>Emotions: Children feel and express emotions, for physical and emotional needs. As children develop language, they begin to put their feelings into words with help from adults.</p> <p>Building relationships with adults: Children form relationships with adults, and care givers they depend on. While children initially focus on their own needs win their relationships with adults, children eventually discover that adults are people independent of their caregiving role and their relationships with adults becomes more reciprocal.</p> <p>Building Relationships with other children: As children develop they begin to relate more directly to other children. These connections provide multiple emotional, social, cognitive and creative benefits and become the foundation for establishing future relationships.</p> <p>Community: Children gradually make the transition from “me” (their own needs) to “we” (the collective interest). The sense of community begins with simple attention to others, followed by the awareness of group routines.</p> <p>Conflict resolution: With adult support, children learn how to identify a social problem and participate in figuring out a solution that satisfies everyone involved.</p> <p>Goal Identification: North Idaho College Head Start is committed to supporting Trauma Informed Care. Through our commitment to Trust Based Relational Intervention (TBRI) practices and implementing Conscious Discipline in the 2020-2021 program year, we are building stronger social and emotional development. An overall goal that supports connection, empowerment and correction supports this commitment to Trauma Informed Care.</p>

School Readiness Plan- North Idaho College Head Start 2020-2021

<p><u>Objective/Action Plan:</u> Social and Emotional Development</p>	<p><u>Objective:</u> 2020-2021 program year North Idaho College Head Start will implement Conscious Discipline Classroom and Parent Curriculum into our program, supporting trauma informed care practices and positive behavioral intervention supports.</p> <p><u>Action Plan:</u> Training provided to staff on Conscious Discipline principles and practices. Conscious Discipline curriculum supports for classroom environments. Information on Conscious Discipline shared at home visits, parent conferences and parent meetings. Trauma Informed children’s books supporting connection, empowerment and problem solving. (<i>Re-Do Roo, Doggie Doesn’t Know No, Penguin & Fish, It’s Tough to be Gentle, Baby Owls Whooo, and Elephant Ears</i>)</p>
<p>Goal: Language & Literacy: Children will learn that familiar symbols and words are the start of reading. Supporting alphabetic knowledge and the sounds of letters and words will support precursors for children to learn pre-reading skills.</p> <p>HighScope: Item P-Reading</p> <p>ELOF: Goal IT--LC 11. Child recognizes pictures and some symbols, signs or words.</p> <p>Idaho Content Standard: RF.K.3 Know and apply grade-level</p>	<p>Data: In 2019-2020 program year 71% of children were performing at age-levels norms in Language and Literacy after the fall and winter checkpoints</p> <p>In 2018-2019 program year 48% of children were performing at age-levels norms after the fall and winter checkpoints</p> <p>Language Literacy and Communication in the HighScope curriculum has seven areas of assessment:</p> <p>Speaking: Children adopt conventions of speech and engage in extended and meaningful conversations.</p> <p>Listening and comprehension: Children begin to connect what they hear and read to people and events in their lives.</p> <p>Phonological awareness: children develop sound awareness through conversations, word games, songs, chants, and stories.</p> <p>Alphabetic knowledge: Children begin to recognize letters in their names and in the environments around them.</p>

School Readiness Plan- North Idaho College Head Start 2020-2021

<p>phonics and word analysis skills in decoding words.</p> <p>Idaho early Learning Guidelines: Goal 61: Uses pictures, symbols, and letters to convey meaning.</p>	<p>Reading: As children gain alphabetic knowledge they learn to sound out words and use other cues to help them read.</p> <p>Book enjoyment and knowledge: Children begin to have favorite books and ask to have them read over and over. The language comprehension increases from repeated exposure to printed words.</p> <p>Writing: As children’s vocabularies and alphabet knowledge increases, their writing increases in length and complexity.</p> <p>Goal Identification: With an increase of 23% from program years 2018-2020, implementation of intentional literacy and language activities continues to grow in our classrooms. With local and state awareness for children reading at grade level by 3rd grade, a reading goal for our program supports continued literacy and language growth.</p>
<p><u>Objective/Action Plan:</u></p> <p><u>Language and Literacy</u></p>	<p><u>Objective:</u> Program year 2020-2021 teachers will implement consistent use of the HighScope curriculum tools <i>Fee Fie Phonemics</i> and <i>Letter Links: Alphabet Learning with Children’s Names</i> to support increased pre-reading and literacy skills in rhyme, phonological awareness and letter sound practice.</p> <p><u>Action Plan:</u> Implementation of curriculum tools for literacy implemented on weekly lesson plans. Pre-Service training on curriculum tools. Teacher Learning Community (TLC) training supports for literacy activities and pre-reading practices. Literacy rich classroom environment training, using the Program Quality Assessment tool, (PQA) measuring learning environments.</p>

School Readiness Plan- North Idaho College Head Start 2020-2021

<p>Goal: Cognition: Children will become aware of different patterns in objects, movement and sounds.</p> <p>HighScope: Item V-Patterns</p> <p>ELOF: Goal IT--LC 11. Child recognizes pictures and some symbols, signs or words.</p> <p>Idaho Content Standard: RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Idaho early Learning Guidelines: Goal 61: Using pictures, symbols, and letters to convey meaning.</p>	<p>Data: In 2019-2020 program year 73% of children were performing at age-levels norms in Mathematics after the fall and winter checkpoints</p> <p>In 2018-2019 program year 68% of children were performing at age-levels norms after the fall and winter checkpoints</p> <p>Cognition in the HighScope curriculum has seven areas of assessment:</p> <p>Numbers and counting: Children begin to compare quantities and combine separate numbers and their components.</p> <p>Geometry: Shapes and spatial awareness: Children learn a variety of shapes and spatial concepts and use them to resolve spatial problems.</p> <p>Measurement: Children gradually learn how to explore tools used to measure and basic measurement terms.</p> <p>Patterns: Children recognize, copy or extend types of patterns in their environment.</p> <p>Goal Identification: North Idaho College Head Start continues to grow with math activities and concepts in the classroom environment. Exploring patterns in sound, movement, events and symbols creates innovative ways to expose children to math development.</p>
<p>Objectives/Action Plan</p> <p>Cognition (math)</p>	<p>Objective: 2020-2021 North Idaho College Head Start will implement math concepts with intentional opportunities in the classroom to create patterns through music, movement, objects, sounds, symbols and events that extend children’s understanding of patterns in their environment.</p> <p>Action Plan: Handwriting without Tears math resources, including Mat Man books on Shapes and math concepts. Pre-Service training on Curriculum math tools. Teaching Learning Communities(TLC) using the ECLCK 15 Minute Suites series: Preschool Math Ideas: Hiding in Plain Sight</p>

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<p>Goal: Perceptual, Motor & Physical Development: Children will be given opportunities to increase Gross Motor Skills in complex and sequenced movements in our indoor and outdoor learning environments.</p> <p>HighScope: Item I—Gross Motor Skills</p> <p>ELOF: Goal IT—PMP 3. Child demonstrates effective use of large muscles for movement and position.</p> <p>Idaho Content Standard: K-2.PE.1.1.1 Achieve mature forms in the basic locomotor skills and vary the manner in which these skills are performed during changing conditions and expectations.</p> <p>Idaho Early Learning Guidelines: Goal 21 Engage in complex physical movements embedded in play activities.</p>	<p>Data: In 2019-2020 program year 79% of children were performing at age-levels norms in Physical Development after the fall and winter checkpoints.</p> <p>In 2018-2019 program year 77 % of children were performing at age-levels norms after the fall and winter checkpoints</p> <p>Physical Development in the HighScope curriculum has three areas of assessment:</p> <p>Gross-motor skills: As gross motor skills develop, children enjoy attempting more complex and sequenced movements.</p> <p>Fine-motor skills: Children gain strength, flexibility, and hand-eye coordination as the gain mastery over various tools used in the classroom environment.</p> <p>Personal care and healthy behavior: Children grow as they develop with self-care skills such as washing hands, and feeding self. With examples set by adult’s children learn healthy eating and exercise habits</p> <p>Goal Identification: In supporting children to develop strong bodies and healthy habits setting a Gross Motor goal continues with our programs commitment to increasing physical activity for children in fun, engaging ways in both the indoor and outdoor environments.</p>

School Readiness Plan- North Idaho College Head Start 2020-2021

<p>Objective/Action Plan:</p> <p>Perceptual, Motor, and Physical Development</p>	<p>Objective: 2020-2021 program year North Idaho College Head Start will implement the curriculum <i>I Am Moving, I Am Learning</i>, a proactive approach for addressing childhood obesity. Supporting increased physical activities in both outdoor and indoor learning environments will strengthen children’s overall health needs.</p> <p>Action Plan: Pre-Service training on curriculum tools. Teaching Learning Communities (TLC) using the ECLCK 15 Minute Suites series: Let’s Talk about Movement. Purchase additional classroom materials or equipment to support implementation of <i>I Am Moving I Am Learning</i>.</p>

NORTH IDAHO COLLEGE HEAD START

Five-Year Goals - 2020-2025

Program Goal 1: North Idaho College Head Start will recruit and retain families that can benefit the most from program services, staff that exemplify program quality standards, and volunteers that are prepared to assist the program in meeting high quality child and family services					
Objectives(s)	Progress, Outcomes, Challenges				
	Year 1 (Baseline)	Year 2	Year 3	Year 4	Year 5
<p>Establish a comprehensive child recruitment plan for each of our five counties that will increase the number of eligible children applying for Head Start</p>	<p>Each of our centers and Central Office will create an innovative recruitment plan, and create a staff and volunteer force for implementation. Waitlist numbers will increase by 10%.</p>	<p>Using new recruitment plans, staff will evaluate effectiveness and identify at least three new recruitment strategies per year. Waitlists will continue to increase.</p>	<p>NICHS staff will develop a public presentation format using various media and present to community groups about eligibility criteria and positive outcomes.</p>	<p>Evaluate the percentage of increase in waitlists, with an emphasis on income and categorically eligible children at each center. At this stage, waitlists will have increased by at least 20% overall.</p>	<p>Evaluate whether the number of children on waitlists, along with Community Assessment data, warrants a restructuring of numbers of slots or types of services being delivered in each county.</p>
<p>Establish and implement a staff recruitment and retention plan with an emphasis on qualifications and job satisfaction</p>	<p>Develop a Strategic Plan to recruit candidates to consider early childhood field as a rewarding profession, specifically Head Start positions, with a special emphasis on Head Start parents and volunteers. Define the various avenues through which this will be accomplished.</p>	<p>Develop innovative recruitment strategies that include posting key positions and using social media to promote available positions. Develop engaging marketing tools to recruit job applicants, interns, practicum students emphasizing North Idaho College Head Start as a rewarding career.</p>	<p>Energize a task force of staff, volunteers and community partners to deliver presentations at job fairs and community events.</p> <p>Bolster staff retention through comprehensive wellness interventions including wellness resources and creative techniques such as flexible work schedules.</p> <p>Develop a plan for increased employee wellness benefits.</p>	<p>Survey job satisfaction across all positions including the utilization of wellness resources provided.</p> <p>Evaluate the fair distribution of wellness resources to staff across all program locations.</p>	<p>Evaluate the effectiveness of implemented strategies and determine course direction and the impact on staff retention.</p> <p>Evaluate staff turnover rates in program year 1-5. Turnover rates will decrease in all benefit eligible positions.</p>

NORTH IDAHO COLLEGE HEAD START

Five-Year Goals - 2020-2025

<p>Establish and implement a volunteer recruitment plan with a focus on community volunteers</p>	<p>Develop a Strategic Plan to recruit and train quality community volunteers to assist in the classroom, center facilities and grounds. Develop “job descriptions” and training plans and assess needs for various positions.</p>	<p>Recruit community volunteers through presentations to community organizations and through volunteer recruitment engines such as United Way. Develop and implement a system for volunteer recognition across the program.</p>	<p>Non-federal share reports will demonstrate increased community volunteer contributions. Number of community volunteer hours will increase by 10% over year one data. Develop a feedback survey for community volunteers.</p>	<p>Number of community volunteer hours will increase by 20% from year one data. Assess the quality of our volunteer work force and the impact on child and family outcomes. Include a highlight of the impact of community volunteers in our Annual Report to the public.</p>	<p>Continue efforts to recruit and retain community volunteers and assess the monetary impact, including non-federal share, program budget and quality outcomes.</p>
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NORTH IDAHO COLLEGE HEAD START

Five-Year Goals - 2020-2025

Program Goal 2: North Idaho College Head Start will institute trauma informed practices across all program services including children and families, staff and the communities we serve.					
Objectives(s)	Progress, Outcomes, Challenges				
	Year 1 (Baseline)	Year 2	Year 3	Year 4	Year 5
Install and implement an effective, trauma informed parenting curriculum that meets the needs of our families	Purchase chosen parenting curriculum, Conscious Discipline, and create implementation teams including Family Advocates from all centers, and mentors, using a set of training sessions and coaching for quality delivery of parenting curriculum.	Collect information about the effective implementation through supervisors, coaches, staff and families and make any necessary changes for implementing the curriculum effectively.	Institute a measurable pre and post survey to evaluate the effectiveness and participation in the intervention, including a measure of positive child and family outcomes.	Use the curriculum as a recruitment strategy, inviting community participation and offering training to the community	Evaluate the impact of the curriculum as a primary parenting resource for participants and choose whether this support continues to be the best choice for parenting curriculum intervention
Install and implement an effective, trauma-informed classroom curriculum that supports trauma informed care practices and positive behavioral intervention supports	Purchase curriculum and train teaching teams from all centers, and mentors, using a set of training sessions and coaching for quality delivery of Conscious Discipline classroom curriculum.	Collect information about the effective implementation through supervisors, coaches, teaching staff and families and make any necessary changes for implementing the curriculum effectively.	Evaluate curriculum implementation fidelity using Classroom Assessment Scoring System (CLASS) and HighScope Program Quality Assessment (PQA) tools. Scores in teacher and child interaction and positive classroom climate will increase from year one to three	NICHS will sponsor professional development opportunities across staff, families and community partners to have a community-wide response for trauma informed practices	Evaluate the impact of the classroom curriculum as a primary social emotional development resource for trauma sensitive teaching strategies and choose whether this support continues to be the best choice for parenting curriculum intervention

NORTH IDAHO COLLEGE HEAD START

Five-Year Goals - 2020-2025

<p>Install and implement effective trauma informed care Community Learning of Practice for staff and community agencies</p>	<p>Provide trauma-informed strategies, Strengthening Families protective factors, HOPE Conquers ACES, and resiliency building trainings to staff and community members.</p>	<p>Collect information about the effective implementation through staff and community agencies and make any necessary changes for implementing trainings effectively</p>	<p>Evaluate the material used to provide staff and community partner trauma-informed trainings, identify any additional material/strategies that should be added to enhance the effectiveness of the trainings.</p>	<p>NICHS will sponsor community-wide events that will provide opportunities for staff and community partners to share knowledge of trauma-informed strategies and practices.</p>	<p>Evaluate the impact of the trainings provided for staff and families to identify if this continues to be impactful for staff and the community.</p>
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Criteria for Prioritization – Selection of Children for Enrollment

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

<p>198. 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"> • Adoption • In treatment/recovery for substance abuse and/other addictions Chronic Health Issue and/or Disability within the Family • Co-Parenting/Custody/Dual Households • Death of a Family Member in the Household(s) • Families in Crisis (emergency relocation, natural and/or family disaster) • Family Legal Issues • <u>Lack of reliable transportation</u> • <u>Lack of affordable childcare</u> • Lack of Affordable Health Insurance/Health Care • Lack of Affordable Housing • Limited Opportunities for Socialization (child/family) • Parent Working Out of the Area • Pregnancy/New Sibling in Household • Teen Parent • Unemployment • Other: _____ 	<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, a family is considered selected and removed from the Wait List. After 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:

1. A family relocates to another community within the North Idaho College Head Start Service Area.
2. A family no longer meets criteria for enrollment at the North Idaho College Children's Center by being a staff member or student.

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 class day after a center's Spring Break, age points for three-year-olds and four-year-olds 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: 1/17/202003/15/2019

Board of Trustees Approval: 03/27/2019

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

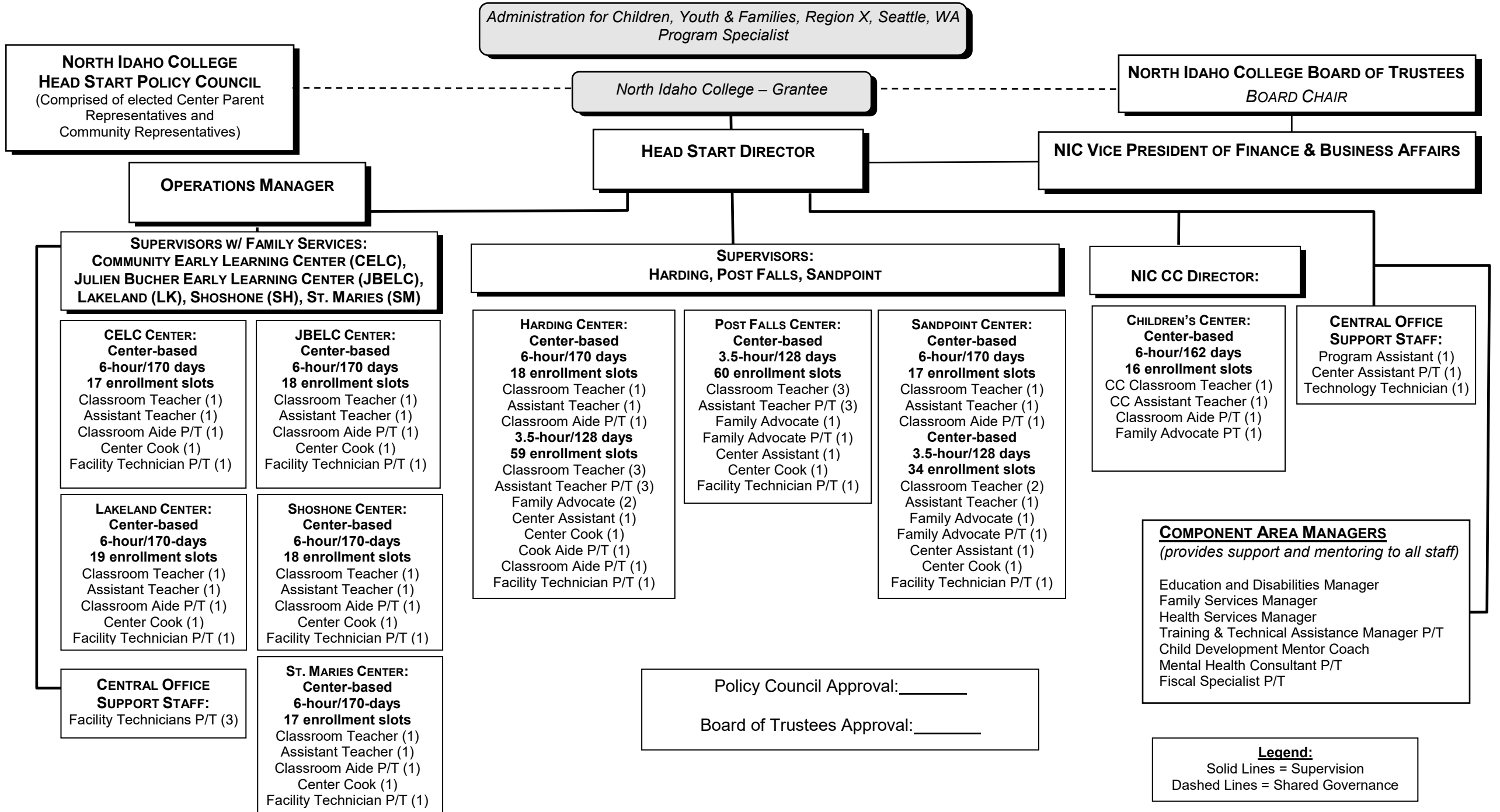
North Idaho College Head Start Policy Council and North Idaho College Board of Trustees annually reviews the Head Start Program Performance Standards regarding ERSEA policies and annually approves the criteria point system established for prioritization and selection.

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

Policy Council Approval: 1/17/202003/15/2019

Board of Trustees Approval: 03/27/2019

North Idaho College Head Start Organizational Chart



PY 2020-2021 Training & Technical Assistance Plan Summary

This is a summary of the process used to create a dynamic Training/Technical Assistance plan for program year 2020-2021.

The planning process began with a review of HSPPS and child care requirements for training. A self-assessment Staff Professional Development Survey was conducted. The survey was a five question electronic survey distributed to employees through Outlook; sixty-four employees responded to the survey. The average response time was 8 minutes. There were respondents from each job description in the program. The majority of respondents were administrative members. A sub-committee of three staff members reviewed the responses and gathered the information on the majority of requests for professional development. The top results were then forwarded to Staff Development Committee for review and further recommendation. Staff Development Committee recommended moving forward with the survey priorities.

After the survey step was completed, recommendations for trainings were elicited from managers based on PQA & CLASS observations and monitoring results at all of the centers. Each manager reviewed the data that came out of their observations and submitted recommendations.

Also included was any training needs that were highlighted as a result of the program self-assessment process. Self-Assessment Committee was comprised of six teams with each team making recommendations. The recommendations that required additional or more in-depth training on procedures was transferred to the T/TA Plan.

The focus of our T/TA plan is foundational to support NIC Head Start's 5-year goal of staff retention. Part of the overall plan of the program is to support staff training and professional development by ensuring program managers are IdahoStars certified trainers and trainers of the program's curricula.

The current draft is a dynamic plan that is able to change based on emerging needs and trainings available throughout the year.

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Strategy	Expected Outcomes	Addressing a Specific Need	Participants	Resource Type	PA 20 T&TA		
									Materials/ Supplies	Travel Costs	Presenter Fees
Ongoing All PC Meetings	0.25	1302J Program Management & Quality Improvement	Program mission, and 5 year goals and objectives 1302.92(a)	Incorporate Mission and goals awareness at all trainings and throughout program documentation	Understand and apply principles of program's mission and goals. Strengthen representation of Head Start in the communities.	HSPPS 1302.92(a)	Policy Council Reps Operation Manager Director Staff Recorder				
Ongoing All PC Meetings	1	All Program Areas	Performance Standard Alignment	Discussion and procedure review	Review Performance Standards and procedures to ensure alignment of policy and procedure with performance standard.	HSPPS 1302.92(a)	Policy Council Reps Operation Manager Director Staff Recorder				
October	6	1301 Program Governace	New Representative Training	Active learning	New Policy Council members will understand their role as decision-makers and representatives. Members will review and understand Policy Council procedures. Members will become knowledgeable about program budget. Members will have a basic understanding of the process of Robert's Rules of Order to conduct and follow a meeting. Members will participate in team building activities to increase group cohesiveness. Policy Council Representatives will understand and abide by Head Start Standards of Conduct, and receive civil rights training.	HSPPS 1302.90 (c)		Materials	\$ 300		
November	2	1301 Program Governace	New Officer Training	Active Learning	Officers will be able to facilitate meetings in a professional manner. Officers will understand that they serve as role models for other representatives and will conduct themselves accordingly. Officers will have a basic understanding of Robert's Rules of Order and conducting a meeting using parliamentary procedure.		Policy Council Officers Operations Manager	Materials	\$ 50		

Date	Time (in hours)	Content Area	Topic	Strategy	Expected Outcomes	Specific Need	Participants	Resource Type	Materials/Supplies	Travel Costs	Presenter Fees
November	3	1301 Program Governance	Mandated Training : Shared governance meeting	Active learning, presentation, lecture, dicussion	Participants' understanding of program governance, including roles and responsibilities, will be strengthened. Participants will understand requirements relating to sharing and reporting program information and activities. Participants will know and understand the responsibilities related to decision-making and approval, as well as the governance responsibilities for the 5-year grant cycle.	HSPPS 1301.5	Policy Council Representatives, NIC Board of Trustees Representatives, Supervisors, Management Team				\$ 500
November	1	1302A ERSEA	Mandated Training: Eligibility training	Active Learning	Policy Council Reprs and NIC Board of Trustees will know and understand policies and procedures around determining eligibility within 180 days of the beginning of his/her term.	HSPPS 1302.12(m)	Policy Council Reprs NIC Board of Trustees				
February	24	1302J Program Management & Quality Improvement	IHSA member meeting	Active learning, lecture, role-playing, discussion	PC Reprs will become familiar with IHSA; experience the awards and recognition of Head Start employees, volunteers, and parents from throughout the state; participate in learning opportunities offered at the conference.	HSPPS 1302.53	Staff (as assigned by Director), Policy Council Representatives (as elected by Policy Council)	Travel costs of reps		\$ 1,500	
Total :									\$ 350	\$ 1,500	\$ 500

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Ongoing	16	1302J Program Management & Quality Improvement	Region X Professional Development	Active learning, lecture, role playing, discussion	Staff will have opportunity to network, to participate in learning opportunities offered at conference and to better understand the trends and resources in program content areas.	HSPPS 1302.53	Management Team Members as assigned		6042		
Ongoing		All Program Areas	Develop training resources library	Utilize technology to record training sessions and incorporate variety into trainings to meet the needs of adult learners	Increased understanding of principles delivered in training by having materials for review as needed. Staff will make-up training as needed. Complete standard annual trainings (child abuse and neglect, universal precautions, civil rights, workplace safety).		All Staff	300			
Ongoing		All Program Areas	Academic degree for staff qualification	College courses towards degree	Staff will meet qualifications for position.	HSPPS 1302.91 (b)(c)(d)(e)(f)	Degree-Seeking Students			5000	
Ongoing	6	All Program Areas	Trauma-informed care: Conscious Discipline	Incorporate trauma informed care into professional development opportunities.	Trauma Informed Care will become a program wide philosophy. -Staff will understand and utilize the strategies in the PBIS (Positive Behavior Intervention & Supports) manual. -Staff will be able to Incorporate trauma informed care practices into the program's classrooms. -Staff will understand Conscious Discipline strategies for the classroom to implement in the classroom.	HSPPS 1302.45(a)	Education Staff Family Advocates Supervisors	1300			Feeling Buddies deluxe kit-\$325 Conscious Discipline Books(20)- \$600 Managing Emotional Meyhem Books (16)-\$368
Ongoing	*	1302C Education & Child Development Program Services	Teachers' Learning Collaborations (12 Hours)	Group Active Learning Online & In person Teachers are networked with Coaches to reach short-term and long term goals.	Staff will utilize self, peer and expert coaching to increase effective teaching practices across the CLASS domains: Emotional Support, Classroom Organization and Instructional Support	HSPPS 1302.92(c)	Staff as requested and approved by Director Classroom Teachers Assistant Teachers CD Mentor/ Coach, ED/DIS Manager				

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Ongoing	*	1302E Family & Community Engagement Program Services	Professional Learning Collaborations (12 Hours)	Group Active Learning Online & In person Family Advocates are networked with Coaches/ Managers to reach short-term and long term goals.	Staff will utilize self, peer and expert teaching to increase effective family support strategies and relationship building with families. Topics may include: -SPAN/ Suicide Prevention -Health Services -Resource Development -Parent Education -Motivational Interviewing -Family Engagement	HSPPS 1302.92(c)	Staff as requested and approved by Director Family Advocates Managers				
As Needed	4	1302E Family & Community Engagement Program Services	Parenting Curriculum Training	Active learning, lecture, role-playing	Staff will understand how to facilitate the Parenting Curriculum with families	HSPPS 1302.51(b)	Family Advocates	600			Parent Education Curriculum Kit-\$579
As Needed	3	1302D Health Program Services	Mandated Training: CPR & First Aid Certification	Active learning, and demonstration	Staff certification in CPR and First Aid to support needs in their immediate work locations.	HSPPS 1302.46 (1)(i) Idaho State Child Care licensing Requirements	All Staff with expired/about to expire certifications			2000	
Once	16	1302J Program Management & Quality Improvement	North Idaho College training sessions	Web-based active learning	Staff will train on topics that will enhance their position within the organization. - Mental Health First Aid - Green Dot Violence Prevention -IT Security Training -Title IV- Sexual Harassment Prevention and Reporting	HSPPS 1302.92(b)	All Staff				
Once	8	1302J Program Management & Quality Improvement	New Staff Orientation	Direct learning using online tools, Operations and Monitoring System, Work Plans and discussion with Component Area Coordinators and Supervisors	New staff will be knowledgeable in regards to benefits available, job duties/responsibilities, all mandated trainings, work plans, Operations and Monitoring System, specific details regarding their assigned location.	HSPPS 1302.92 (b)	New Staff, Supervisors, Managers	100			

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Annually New Employee Orientation	1	1302J Program Management & Quality Improvement	Mandated Training: Ethics and confidentiality	Center-based active learning NAEYC web training	Understand and implement NIC Head Start's confidentiality and ethics policies. Demonstrate ethics in professional interactions including social networking and confidentiality. Highlight: Confidentiality of Child/Family records.	HSPPS 1303c/ 1302.90 (c)(1)(IV)	All Staff				
Annually	0.5	1302I Human Resources Management	Mandated Training: Head Start Standards of Conduct	New Employee Orientation Active learning, lecture	Staff will understand and abide by Head Start Standards of Conduct	HSPPS 1302.90 (c)	All New Staff				
Annually	1	1302D Health Program Services	Mandated Training: Safe Sleep	IdahoStars Video Online; Lending Library reading, or live training	Staff will be able to: -identify environments & situations that could be potentially risky for sleeping children -recognize the importance of safe sleep practices -understand actions that promote safe sleep in the child care setting -promote safe sleep practices in your center	HSPPS 1302.47 (b)(4)(B)	Education Staff, ED/DIS Manager, Family Advocates Supervisors				
Annually	2	1302D Health Program Services	Mandated Training: Medication Administration	IdahoStars Video Online; Lending Library reading, or live training	Staff will understand : -recognize different types of medications -identify situations in which giving medication is appropriate -recognize preparation steps for giving medication	HSPPS1302.47(b)(7)(iv)	Center Staff as assigned by Center Supervisors				

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Annually	0.5	1302D Health Program Services	Mandated Training: Transportation safety training	Center based: Active Discussion, Demonstration	Staff will understand and implement training for children and families on transportation and pedestrian safety	HSPPS1302.47(b)(4) €	Family Advocates, Education Staff,				
Annually	3	1301 Program Governace	Mandated Training : Shared governance meeting	Active learning, presentation, lecture, dicussion	Participants' understanding of program governance, including roles and responsibilities, will be strengthened. Participants will understand requirements relating to sharing and reporting program information and activities. Participants will know and understand the responsibilities related to decision-making and approval, as well as the governance responsibilities for the 5-year grant cycle.	HSPPS 1301.5	Policy Council Representatives, NIC Board of Trustees Representatives, Supervisors, Management Team				
Annually	6	1302F Services for Children with Disabilities	Mandated Training: Disabilities Service Plan & Strategies	Active Learning Online Learning TLC Discussion Role Playing	Ensure staff understand the program's Disability Service Plan and related Performance Standards and are aware of the screening and referral process. Participants will understand: -How to support children with disabilities in the classroom -People first language	HPPS 1302.61(b)	Supervisors Education staff Family Advocates	530			Brigance Training Kit-\$529

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

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Monthly	5	1302J Program Management & Quality Improvement	Staff Health & Wellness	Center Based On Line Demonstration Hands on Discussion	Staff will gain skills and knowledge to support their own health & wellness. Including: <ul style="list-style-type: none"> •Stress Management •Healthy Eating •Whole body health •Mental Health •Exercise •Time management/ boundaries *ACES/ Examining our own triggers *Self Care 	HSPPS 1302.93(b)	All Program Staff	100		400	
Monthly	20	1302J Program Management & Quality Improvement	Center Staff Meetings	Center Based Active Learning Discussion	Center Staff will meet monthly to discuss center operations and current needs, including: <ol style="list-style-type: none"> 1) Monthly center calendar 2) Center Meal Service 3) Recruitment 4) Center Budget 5) Strategic Plan 6) In- Kind 7) Staff Development Committee Report 8) Community Service Assignment Reports 	HSPPS 1302.47	All Center Staff				

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service/ Monthly	3	1302C Education & Child Development Program Services	Mandated Training: Active Supervision	Monthly Center Staff Meeting item Active Learning, Discussion	Staff will understand what Active Supervision is, what their responsibility is with active supervision and strategies to ensure active supervision. At monthly center staff meetings, staff will review active supervision techniques and discuss strategies for active supervision in the center.	HSPPS 1302.47(a)	All Staff				
Pre-Service	4	1302D Health Program Services	Nutritional Health for Families	Active Learning, Discussion	Family Advocates will; -have a clear understanding of what types of services they must provide to families around the topic of nutrition. -learn strategies available to meet these standards. -understand how to use the Nutrition Screening tool to identify areas of concern. -will understand how to provide follow-up supports and collaboration with parents to	HSPPS 1302.42(b)(4) HSPPS 1302.46(b) HSPPS 1302.46(b)(ii)	Family Advocates				
Pre-Service	1.5	1302E Family & Community Engagement Program Services	Family Engagement	Lecture, Discussion demonstration	Staff will understand what Family Engagement means. Including: -Building relationships w/ families -Volunteer Recruitment -Creating Welcoming environments Staff will understand and support parents in the voting process and parent involvement in Policy Council.	HSPPS 1302.52	Supervisors Center Assistants Family Advocates Teachers				

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	10	1302C Education & Child Development Program Services 1302E Family & Community Engagement Program Services	Conscious Discipline Train the Trainor	Web Based- 10- 1 hour modules	Managers will Understand Conscious Discipline fully in order to have the ability to train Program staff in Concious Discipline.	HSPPS 1302.51(b) HSPPS 1302.50 (b) HSPPS 1302.92 (b)(5)	Ed/ Disabilities Manager Family Services Manager T/TA Manager			979	
Pre-Service	4	1302E Family & Community Engagement Program Services	Cultural Awareness & Diversity Training	Lecture, Discussion Partnership with Human Rights Education Institute, NIC Instructional Staff	Staff will understand families' diverse cultures by: developing authentic relationships ; structuring services to encourage trust; creating respect in two-way communication; creating welcoming environments that reflect the unique cultural, ethnic, and linguistic backgrounds of our families.	HSPPS 1302.50 (b)	Supervisors, Education Staff, Family Advocates				Regional T/TA
Pre-Service	8	1302J Program Management & Quality Improvement	Effective Leadership/ Guiding Adults	North Idaho College Leadership Institute Online Learning Live Training Demonstration Discussion	Participants will understand: - effective leadership strategies -Supervision strategies -Principles for guiding adults -Strengths based guidance -communication & planning for change	HSPPS 1302.101 (a)(1)	Director Operations Manager Coordinators Supervisors Center Assistants Teachers as designated by Director			500	

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-service	4	1303E Facilities	Center Safety & Cleaning	Demonstration Discussion Active Learning	Participants will understand and gain skills in: -Chemical Measurement -Maintenance of equipment -Landscaping -Safety checklists		Facility Techs				

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	6	1302C Education & Child Development Program Services	Curriculum Training	Active Learning, Discussion, Lecture	Staff will review the program's Curriculum and understand how to use it with fidelity. - how to plan for and implement program Curricula - High Scope, -Second Step Child Protection Unit, -Conscious Discipline -Cavity Free Kids, - Learn Not to Burn, -Handwriting without tears, - My Plate -PQA -Picturing America -I am Moving I am Learning -STEM Practices -Staff will understand open ended materials and activities including art & construction. -Staff will understand strategies for supporting process vs Product and problem solving. -Identifying TBRI classroom strategies incorporated into lesson plans	HSPPS 1302.92 (b)(5)	Education Staff, Supervisors Family Advocates	150			IMIL Training Kit-\$150
Pre-Service	4	1302C Education & Child Development Program Services	Classroom Management & Teaching Strategies	Active Learning, Discussion, Lecture	Staff will gain skills and knowledge to be able to successfully implement high quality classroom management and teaching strategies. -Behavior Management Strategies -Visuals -Strategies to match specific Behaviors	HSPPS 1302.92(b)(5)	Education Staff Supervisors Family Advocates Center Assistants				
Pre-Service	0.5	1302D Health Program Services	Mandated training : Child abuse and neglect law and regulations	Web-based active learning *combined with annual Health & Welfare collaboration	Staff will know and understand mandatory reporting as prescribed by Idaho Child Abuse and Neglect laws and regulations including specific program procedures.	HSPPS 1302.47 (5)(i)	All Staff				
Pre-Service	1	1302J Program Management & Quality Improvement	Mandated training: Civil rights	Web-based active learning	Staff will understand and respect the civil rights of all people.	HSPPS 1302.44 CACFP & 1302.46	All Staff				

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	1	1302D Health Program Services	Mandated training: Universal safety precautions and blood-borne pathogens	Web-based active learning	Staff will be able to implement universal safety precautions regarding blood borne pathogens; staff will be competent utilizing center spill kits.	HSPPS 1302.47 (4)(a)	All Staff				
Pre-Service	4	1302E Family & Community Engagement Program Services	Forms & Documentation Training	Active learning, Lecture Computer Lab	Staff will understand and be able to demonstrate the correct way to complete documentation, both hard copy and electronic. Staff will know and understand the various forms relating to the home visits, enrollments and all forms related to serving children and families.	HSPPS 1302.92 (b)(3) HSPPS 1302.24	Supervisors Teachers Family Advocates				
Pre-Service	0.5	1302E Family & Community Engagement Program Services	Home Visit Safety	Active Learning, Lecture	Staff will become familiar with safety strategies while visiting homes of enrolled families.	HSPPS 1302.92 (b)	Classroom Teachers, Family Advocates Supervisors				
Pre-Service	1	1302E Family & Community Engagement Program Services	Parent, Family, Community Engagement Framework	Active Learning, Lecture, Discussion	Staff will understand how program goals and procedures align with the Parent, Family, Community Engagement Framework	HSPPS 1302.52	Family Advocates Classroom Teachers Supervisors				
Pre-Service	1	1302C Education & Child Development Program Services	School Readiness Plan	Active Learning	Staff will understand how the program school readiness goals align with the Head Start Early Learning Outcomes Framework. -Staff will understand child goal setting and child outcomes -Staff will understand family goal setting, family outcomes, and staffing protocols.	HSPPS 1302.92 (b)(4)	Education staff Ed/Dis Manager Child Development Mentor Coach				

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	2	1302J Program Management & Quality Improvement	Program organization and philosophy	Active Learning Incorporate Mission and goals awareness at all trainings and throughout program documentation	Staff will be knowledgeable about program organizational structure communication loop, and program philosophy (including strength-based, solution-focused, reflective practices). Staff will Understand and apply principles of program's mission and 5 Year goals. Strengthen representation of Head Start in the communities.	HSPPS 1302.92(a)	All Staff				
Pre-Service	4	1303 Fiscal & Administrative Requirements	Fiscal Processes	active learning, demonstration	Staff will understand and follow program fiscal procedures, which include: - Center Budget Maintenance & Monitoring -Fiscal Processes -Inventory -Purchasing procedures	HSPPS 1303	Supervisors Center Assistants Cooks				
Pre-Service	0.5	1303 Fiscal & Administrative Requirements	Center Fiscal Processes	Center-based active learning, demonstration	Center staff will understand and follow program fiscal procedures, which include: 1)center budgets developed and approved through parent committee 2)Center Purchasing Procedures 3)in-kind 4) purchase orders 5)inventory	HSPPS 1303	Center Staff				
Pre-Service-Center Based	7	1302D Health Program Services	Staff & Participant Safety	Center-based active learning, demonstration	Staff will understand and follow program health & safety procedures, which include: Center Emergency Plans, Evacuation, Lockdown, Fire Drill Procedures, Missing Child, Accidents, Natural and Criminal Disasters and Emergencies	HSPPS 1302.47(b)(4)	Center Staff				

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
Pre-Service	1	1302D Health Program Services	Health Policies & Procedures	Center-based active learning, handouts, posters	Staff will know and understand the program's health philosophy and policies. Areas covered: 1) exclusion of sick children and staff 2) food allergies and meal time 3) medical plans 4) proper hand-washing procedures 5) child accident procedures 6) tracking child absences procedure. 7) Cleaning & Sanitization schedules	HSPPS 1302.92(b)(4)	Center Staff				
Pre-Service	1	1302J Program Management & Quality Improvement	Center Operations	Center-based active learning	Staff will know and understand center operations, operating procedures, Operating schedule, performance standards.	HSPPS 1302.47	Center Staff				
Pre-Service	7	1302D.44 CACFP	Mandated Training: CACFP Annual Cook Training	Active Learning	Staff will know and understand processes for meal service and reimbursements. Staff will understand preparing food for children. Including: •Special Diets/ Allergies •Nutrition guidelines/ Measuring •Job specific documentation (meal counts, production sheets etc.) •CACFP Guidelines •Budget. Fiscal processes	HSPPS 1302.44 CACFP	Cooks (8hrs), Supervisors (4hrs)	150			
August	8	1302D.44 CACFP	Mandatory Training: CACFP Conference	Active Learning, Discussion, Lecture	Staff will gain information on CACFP procedures, including menus, production sheets. Staff will gain skills in implementing the full CACFP program in the centers.	HSPPS 1302.44 CACFP	Health & Nutrition Manager Cooks as designated by Director				
November 4-5, 2020	16	1302C Education & Child Development Program Services	Early Years Conference	Active Learning, Discussion, Lecture	Attending staff will participate in the conference and participate in all research based training provided. Staff will gain skills and strategies to support Head Start Early Learning Outcomes Framework.	HSPPS 1302.92(b)(5)	Education-Disabilities Manager Education Staff as assigned by Director		1500	500	

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	
January	16	1302J Program Management & Quality Improvement	Idaho Head Start Association Staewide Conference	Active learning, lecture, role-playing, discussion	Staff & PC Reps will become familiar with IHSA;experience the awards and recognition of Head Start employees, volunteers, and parents from throughout the state; participate in learning opportunities offered at the conference.	HSPPS 1302.53	Director Staff (as assigned by Director), Policy Council Representatives (as elected by Policy Council)(5)		1750	900	
March	16	1302E Family & Community Engagement Program Services	Strengthening Families Training Institute/ Idaho Children's Trust Fund Institute	Active learning, lecture, role-playing, discussion	Attending staff will participate in the institute and participate in all research based training provided. Staff will gain skills and strategies to use in delivering services to families. Staff Members will also build community connections and collaborations.	HSPPS 1302.53(2)(iii)	Family Services Manager Staff as assigned by Director (3)		1000	400	
April	16	1302D.44 CACFP	National CACFP Training Conference	Active Learning, Discussion, Lecture	Staff will gain information on CACFP procedures, including menus, production sheets. Staff will gain skills in implementing the full CACFP program in the centers.	HSPPS 1302.44 CACFP	Health & Nutrition Manager,		1500	800	
April	16	1302J Program Management & Quality Improvement	National Head Start Association Conference	Active learning, lecture, role-playing, discussion	Staff will have opportunity to network, participate in learning opportunities offered at conference, to participate in awards and recognition ceremony for program award recipients.	HSPPS 1302.53	Staff (as assigned by Director)		1500	1500	
May	7.5	1302J Program Management & Quality Improvement	End of the year review	Active learning, discussion, lecture	Staff will understand the program's accomplishments throughout the year and how the information connects to the planning for the next program year. Staff will celebrate and acknowledge the difference they have made during the year. Scholarship and Award recipients are scheduled for their contributions to the	HSPPS 1302.92	All Staff	100		400	
May	4	1302A ERSEA	Mandated Training: Eligibility training	Active Learning	Staff will know and understand policies and procedures around Eligibility; staff will be prepared to accept applications for enrollment.	HSPPS 1302.12(m)	Family Advocates, Center Assistants, Supervisors	100			
June	16	1302E Family & Community Engagement Program Services	2 Days in June Domestic Violence Conference	Active learning, discussion, lecture	Staff will participate in the conference and gain research based training on providing resources to those experiencing Domestic Violence		Director, Operations Manager, Family Services Manager, Family Advocates(as assigned by Director)		600	100	

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA			Summary
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees	

	Materials/ Supplies	Travel Costs	Presenter Fees	
Total for Staff PA20	\$ 3,530	\$ 13,892	\$ 13,479	\$30,901.00
Total for Policy Council:	\$ 350	\$ 1,500	\$ 500	\$2,350.00
Total for Parent Education:	\$ 1,100	\$ -	\$ 1,000	\$2,100.00
Total for Program:	\$ 3,880	\$ 15,392	\$ 13,979	\$33,251.00

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Strategy	Expected Outcomes	Addressing a Specific Need	Participants	PA 20 T&TA		
								Materials/ Supplies	Travel Costs	Presenter Fees
Ongoing	2	All Program Areas	Trauma-informed care	Incorporate trauma informed care into professional development opportunities.	Trauma-informed care will become a program wide philosophy for working with children and families.		Volunteers Program Parents			
As Needed	8	1302E Family & Community Engagement Program Services	Parenting Curriculum	Active Learning; Discussion	Supporting parents in learning positive parenting skills and knowlegde.	HSPPS 1302.51(b)	Program Parents	\$ 100		
Annually	0.5	1302I Human Resources Management	Mandated Training: Head Start Standards of Conduct	Active learning, lecture	Volunteers and Policy Council Representatives will understand and abide by Head Start Standards of Conduct	HSPPS 1302.90 (c)	Volunteers, Policy Council Reps			
Annually	1	1302D Health Program Services	Children's Health	Discussion Information resource	Program Parents will have the opportunity to learn about and understand about: - safe sleep practices in a child care setting. -Children's preventative Medical & Oral Health -Emergency First Aid -Environmental Hazards -Health & Safety practices for the home including exsposure to Lead, Tobacco, prescription & Non- prescription Drugs etc.	HSPPS 1302.46 (b)(1)(i)	Program Parents			

Date	Time (in hours)	Content Area	Topic	Strategy	Expected Outcomes	Specific Need	Participants	Materials/Supplies	Travel Costs	Presenter Fees
Annually	0.5	1302D Health Program Services	Transportation safety training	Active Discussion, Demonstration	Program Parents will have the opportunity to learn about and understand about appropriate vehicle and pedestrian safety for keeping children safe.	HSPPS 1302.47(b)(4)(E)	Program Parents			
Annually	1	1302D Health Program Services	Nutrition Education	Active Discussion, Demonstration	Parents will have the opportunity to discuss their child's nutritional status with staff, including the importance of physical activity, healthy eating, and the negative consequences of sugar-sweetened beverages, and how to select and prepare nutritious foods that meet the family's nutrition and food budget needs.	HSPPS 1302.46 (b)(1)(ii)	Program Parents			
Annually	1	1302D Health Program Services	Mental Health	Active Discussion, Demonstration, Role play	Parents will have the opportunity to discuss with staff and identify issues related to child mental health and social and emotional well-being, including observations and any concerns about their child's mental health, typical and atypical behavior and development, and how to appropriately respond to their child and promote their child's social and emotional development.	HSPPS 1302.46 (b)(1)(iv)	Program Parents			
Monthly	9	1302E Family & Community Engagement Program Services	Parent Education Topic	Active Learning	Staff will collaborate on or provide parent education events based on parent interest topics collected at enrollment, and as identified in the strengths and needs questionnaires.	HSPPS 1305.51(a)	Family Advocates Program Parents	\$ 1,000		\$ 1,000

Date	Time (in hours)	Content Area	Topic	Strategy	Expected Outcomes	Specific Need	Participants	Materials/Supplies	Travel Costs	Presenter Fees
As Needed	0.5	1301 Program Governance	Parent Involvement in Policy Council	Active Learning	Program Parents will understand the voting process and parent involvement in Policy Council.	HSPPS 1301.5	All Staff Program Parents			
Total :								\$ 1,100	\$ -	\$ 1,000
Total Allocated PA20 T&TA:								\$ 2,100	X	

**North Idaho College Head Start
Program Year 2020-2021 Program Budget**

Funding Description	2019-2020	Proposed 2020-2021
Federal Operations Grant - PA22	\$ 3,135,802	\$ 3,135,802
PA20 T & TA	\$ 33,251	\$ 33,251
Total Federal Funding	\$ 3,169,053	\$ 3,169,053
State TANF Funding	\$ 134,888	\$ 134,888
Total Federal/State Funding	\$ 3,303,941	\$ 3,303,941
Harding Rental Income (projected)	\$ 18,700	\$ 18,700
USDA/CACFP (projected)	\$ 185,513	\$ 192,823
Total Operating Budget	\$ 3,508,154	\$ 3,515,964
Category Description		
A. Personnel		
Personnel Salaries	\$ 1,880,126	\$ 1,932,216
B. Fringe Benefits		
Medical/Dental Insurance, LTD & EAP	\$ 435,617	\$ 400,617
Retirement - PERSI	\$ 224,200	\$ 211,006
FICA/Unemployment/Workers' Comp	\$ 142,089	\$ 142,089
C. Travel		
Out of Area Travel - T&TA	\$ 9,850	\$ 9,850
Out of Area Travel - CO	\$ 5,000	\$ 5,000
D. Equipment/Furniture/Maintenance		
Durable purchases	\$ -	\$ -
E. Supplies		
Classroom	\$ 37,416	\$ 37,416
Admin Supplies	\$ 5,500	\$ 5,500
Office Supplies	\$ 15,090	\$ 15,090
Education Supplies - (HighScope & Child Plus)	\$ 20,723	\$ 14,920
Maintenance Supplies	\$ 13,864	\$ 13,864
Computer Supplies/Equipment/Repairs	\$ 18,097	\$ 18,097
Other Supplies - Custodial/Cleaning	\$ 17,521	\$ 17,521
Other Supplies - Children's Meal Service - Sundries	\$ 1,500	\$ 1,500
Other Supplies - Children's Meal Service - Food (USDA)	\$ 116,499	\$ 118,829
Other Supplies - Children's Meal Service - Supplies (USDA)	\$ 8,040	\$ 8,040
Other Supplies - Children's Meal Service - Consumable (USDA)	\$ 7,225	\$ 8,310
Other Supplies - Postage	\$ 2,492	\$ 2,492
Other Supplies - Copier Fees/Maintenance - Rent	\$ 8,971	\$ 8,971
Other Supplies - Copier Fees/Maintenance	\$ 5,980	\$ 5,980
F. Contractual		
Information Technology Service Contract	\$ 7,000	\$ 7,000
NIC Email Services	\$ 3,000	\$ 3,000
Health and Nutrition Services	\$ 5,000	\$ 5,000
Maintenance Services	\$ 35,790	\$ 30,790
Fiscal Audit	\$ 7,000	\$ 7,000
G. CONSTRUCTION		
	\$ -	\$ -
H. OTHER CATEGORY		
Other Parent Services		

**North Idaho College Head Start
Program Year 2020-2021 Program Budget**

Policy Council - Mileage/Childcare/Food Service	\$ 14,012	\$ 14,012
Policy Council - Training/Other (T&TA)	\$ 2,403	\$ 2,403
Policy Council - Out of Area Travel (T&TA Plan)	\$ 1,500	\$ 1,500
Parent Education Supplies (Center) (T&TA)	\$ 2,100	\$ 2,100
Parent Education Presenter Fees (T&TA)		
Children Services		
Medical (Other)	\$ 2,000	\$ 2,000
Dental (Other)	\$ 2,000	\$ 2,000
Nutrition (Other)	\$ 1,000	\$ 1,000
Mental Health/Psychological Services	\$ 1,000	\$ 1,000
Disabilities Related Services (Other)	\$ 1,000	\$ 1,000
NIC Children's Center Child Services	\$ 87,049	\$ 92,852
Local Travel		
Staff Travel - mileage	\$ 25,204	\$ 25,204
Cook Travel - mileage (CACFP)	\$ 2,395	\$ 2,395
Child Travel - Local Travel		
Disabilities Pupil Transportation (Other)	\$ 500	\$ 500
Rental/Lease		
Lease - Shoshone Center	\$ 15,600	\$ 15,600
Lease - Sandpoint Center	\$ 24,000	\$ 24,000
Lease - Julien Bucher Early Learning Center	\$ 16,800	\$ 16,800
Lease - Lakeland Center	\$ 15,600	\$ 15,600
Lease - Community Early Learning Center	\$ 21,966	\$ 21,966
Utilities		
Telephone	\$ 26,000	\$ 36,000
Internet	\$ 15,465	\$ 5,465
Utilities	\$ 67,365	\$ 67,365
Printing/Publications		
Printing	\$ 1,311	\$ 1,311
Publications & Subscriptions	\$ 349	\$ 349
Advertising	\$ 498	\$ 498
Accounting Services		
Indirect Costs	\$ 83,697	\$ 83,697
Liability Insurance		
Liability Insurance General	\$ 13,803	\$ 13,803
Other Category		
Personnel/Volunteer - Background Checks/Licensing (Other)	\$ 4,162	\$ 4,162
Memberships (Other)	\$ 8,954	\$ 8,954
Staff Development/Training - PA 20		
Registration Fees, Presenter Fees	\$ 12,521	\$ 12,521
Academic Tuition/Fees	\$ 5,000	\$ 5,000
TOTAL funding allocation	\$ 3,508,154	\$ 3,515,964

TOTAL Federal Match Requirement:

North Idaho College Head Start Budget Justification Narrative 2020-2021	Budget	PA22	PA20	TANF 4.6%	Harding Rentals	USDA Reimb.
TOTAL FUNDING						
<i>*Start-up costs not included in total budget column</i>	\$ 3,515,464	\$ 3,135,802	\$ 33,251	\$ 134,888	\$ 18,700	\$ 192,823
A. PERSONNEL						
SALARIES <i>Staff salaries all positions; includes staff professional development and allocations to personnel line items from TANF and CACFP cook salaries/benefits</i>	\$ 1,932,215	\$ 1,796,407	\$ -	\$ 80,334	\$ -	\$ 55,474
B. FRINGE						
HEALTH AND DENTAL INSURANCE, LTD, EAP <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 assistant program.</i>	\$ 400,617	\$ 381,460	\$ -	\$ 19,157	\$ -	\$ -
RETIREMENT - PERSI <i>This is a required fixed expense as part of the employee benefit package offered to employees.</i>	\$ 211,006	\$ 201,127	\$ -	\$ 9,879	\$ -	\$ -
FICA <i>This is a required fixed expense.</i>	\$ 120,464	\$ 115,252	\$ -	\$ 5,212	\$ -	\$ -
UNEMPLOYMENT INSURANCE <i>This is a required fixed expense.</i>	\$ 5,771	\$ 5,527	\$ -	\$ 244	\$ -	\$ -
WORKER'S COMPENSATION <i>This is a required fixed expense.</i>	\$ 15,854	\$ 15,128	\$ -	\$ 726	\$ -	\$ -
C. TRAVEL						
OUT OF AREA (8010, 8020, 8030) <i>Cost of mileage/expenses related to travel outside of these service area for the</i>	\$ 14,850	\$ 5,000	\$ 9,850	\$ -	\$ -	\$ -
D. EQUIPMENT						
EQUIPMENT (7810) <i>Cost to purchase or replace equipment valued at \$5,000 or more (inventoried). Includes sensory screening equipment (hearing and vision)</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

E. SUPPLIES						
CLASSROOM (8260) <i>Cost of supplying classrooms with consumable and non-consumables supplies, literacy items, small furniture items, and allocation per student for supplies.</i>	\$ 37,416	\$ 35,703	\$ -	\$ 1,713	\$ -	\$ -
OFFICE SUPPLIES - PROGRAM (8220) <i>Supplies including, but not limited to office and classroom furniture, community resource booklets, transition booklets, NCR forms, copy paper, blinds, lights, and other supply items that are used in common by all</i>	\$ 15,090	\$ 14,399	\$ -	\$ 691	\$ -	\$ -
OFFICE SUPPLIES - ADMINISTRATION (8210) <i>Cost for consumable office supplies to support the administration/central office.</i>	\$ 5,500	\$ 5,500	\$ -	\$ -	\$ -	\$ -
MAINTENANCE SUPPLIES (8320) <i>Cost of supplies to maintain 9 centers, general up-keep not related to major repairs, blinds and flooring, tools, paint, etc.</i>	\$ 13,864	\$ 12,412	\$ -	\$ 452	\$ 1,000	\$ -
EDUCATION SUPPLIES (9370) <i>Cost for education software to provide services.</i>	\$ 14,920	\$ 13,971	\$ -	\$ 949	\$ -	\$ -
COMPUTER REPAIRS/SUPPLIES & EQUIPMENT (9361) <i>Purchase variety of components to maintain computers, faxes, and printers in all of our centers. Purchase computers, printers, monitors, fax machines.</i>	\$ 18,097	\$ 17,268	\$ -	\$ 829	\$ -	\$ -
OTHER SUPPLIES - CUSTODIAL/CLEANING (8230) <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>	\$ 17,521	\$ 12,719	\$ -	\$ 802	\$ 4,000	\$ -
OTHER SUPPLIES - MEAL SERVICE - SUNDRIES (7505) <i>Non-creditable food supplies for meal service, nutrition activities, and parent education activities.</i>	\$ 1,500	\$ 1,330	\$ -	\$ -	\$ -	\$ 170
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - FOOD (7520) <i>Creditable food supplies to provide children's meals.</i>	\$ 118,829	\$ -	\$ -	\$ -	\$ -	\$ 118,829
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - SUPPLIES (7530) <i>Supplies, small equipment, and USDA repair fees</i>	\$ 8,040	\$ -	\$ -	\$ -	\$ -	\$ 8,040
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - CONSUMABLES (7540) <i>Gloves, paper products for meal service.</i>	\$ 8,310	\$ -	\$ -	\$ -	\$ -	\$ 8,310

OTHER SUPPLIES - POSTAGE (9336) <i>All mailing costs for 7 centers and the administrative office as well as post office box fees.</i>	\$ 2,492	\$ 2,378	\$ -	\$ 114	\$ -	\$ -
OTHER SUPPLIES - COPIER FEE/MAINTENANCE - RENT (8430) <i>This amount covers the copy machine leasing fees, and other copy machine repair expense.</i>	\$ 8,971	\$ 8,561	\$ -	\$ 410	\$ -	\$ -
OTHER SUPPLIES - COPIER FEE/MAINTENANCE (8410) <i>This amount covers copier charges and toner at each center and the Administrative Office.</i>	\$ 5,980	\$ 5,707	\$ -	\$ 273	\$ -	\$ -
F. CONTRACTUAL						
INFORMATION TECHNOLOGY SERVICE CONTRACT (9320)	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	\$ -
NIC EMAIL SERVICES (9351)	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ -
HEALTH AND NUTRITION SERVICES (9321) <i>includes health and nutrition consultant fees.</i>	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -
FISCAL AUDIT (9350) <i>Head Start department cost for annual audit conducted by selected</i>	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	\$ -
MAINTENANCE SERVICES/REPAIRS (8310) <i>Agreements/contracts to perform maintenance, equipment repairs, lawn care, snow removal, custodial services for the Head Start centers.</i>	\$ 30,790	\$ 15,680	\$ -	\$ 1,410	\$ 13,700	\$ -
G. CONSTRUCTION						
CONSTRUCTION <i>None planned for this program-year.</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
H. OTHER CATEGORY						
OTHER PARENT SERVICES						
POLICY COUNCIL CHILD CARE (9351) <i>Cost of child care for Policy Council members to attend meetings and related activities. Reimbursed based on agency guidelines.</i>	\$ 4,875	\$ 4,661	\$ -	\$ 214	\$ -	\$ -
POLICY COUNCIL MEAL SERVICE (8210) <i>Cost of parent activities and other parent services while at Policy Council meetings requiring meal service .</i>	\$ 3,980	\$ 3,805	\$ -	\$ 175	\$ -	\$ -
POLICY COUNCIL PARENT TRAVEL (8250) <i>Amount to cover the cost of parent travel to Policy Council meetings at the local level at Grantee reimbursement rate.</i>	\$ 5,157	\$ 4,939	\$ -	\$ 218	\$ -	\$ -
POLICY COUNCIL TRAINING/OTHER (8100) <i>Cover expenses for professional development activities and office supplies for governance training.</i>	\$ 2,403	\$ -	\$ 2,280	\$ 123	\$ -	\$ -

POLICY COUNCIL - OUT OF AREA TRAVEL (8010) <i>Payment for travel, lodging, meals for regional trainings. See Professional Development for Policy Council for budget details.</i>	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	\$ -
PARENT EDUCATION AT CENTER (9312) <i>Each center receives an allocation for parent organization to plan and implement education activities based on parents' goals and objectives of the parent group. Supplies materials and educator fees.</i>	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	\$ -
CHILDREN'S SERVICES						
MEDICAL (9352) <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>	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ -
DENTAL (9352) <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>	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ -
NUTRITION (9353) <i>Provides payment for referrals for children and parents needing nutritional services or all children in the program by a registered dietician.</i>	\$ 1,000	\$ 1,000	\$-	\$-	\$-	\$-
MENTAL HEALTH/PSYCHOLOGICAL SERVICES (9352) <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>	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -
DISABILITY-RELATED SERVICES (9352) <i>Provides classroom disability assistance, resources and support.</i>	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -
CLASSROOM SERVICES (9313) <i>Classroom Teacher/Assistant Teacher/CACFP Meal Preparation and Service provided by NIC Children's Center staff for 15 Head Start Children enrolled at their site.</i>	\$ 92,852	\$ 92,852	\$ -	\$ -	\$ -	\$ -

LOCAL TRAVEL						
STAFF IN AREA TRAVEL - MILEAGE (8250) <i>This is the reimbursement of mileage for staff home visits and staff travel within our service area and consultants mileage to centers at Grantee reimbursement rate.</i>	\$ 25,204	\$ 24,096	\$ -	\$ 1,108	\$ -	\$ -
CACFP STAFF IN AREA MILEAGE (7550) <i>This is the reimbursement of mileage for CACFP staff travel within our service area and Nutrition Consultants mileage to centers at Grantee reimbursement rate.</i>	\$ 2,395	\$ 378	\$ -	\$ 17	\$ -	\$ 2,000
DISABILITY TRANSPORTATION (9351) <i>This amount is to transport children with disabilities to services using commercial transportation carriers or reimbursement to care providers.</i>	\$ 500	\$ 500	\$ -	\$ -	\$ -	\$ -
RENT/LEASE						
RENT (9311) <i>Lease fee for the Shoshone Center located in Kellogg, Idaho.</i>	\$ 15,600	\$ 15,600	\$ -	\$ -	\$ -	\$ -
RENT (9311) <i>Lease fee for the Sandpoint Center located in Sandpoint, Idaho</i>	\$ 24,000	\$ 24,000	\$ -	\$ -	\$ -	\$ -
RENT (9311) <i>Lease for the Lakeland Center located in Rathdrum, Idaho</i>	\$ 15,600	\$ 15,600	\$ -	\$ -	\$ -	\$ -
RENT (9311) <i>Lease fee for the Julien Bucher Center in Bonners Ferry, Idaho.</i>	\$ 16,800	\$ 16,800	\$ -	\$ -	\$ -	\$ -
RENT (9351) <i>Lease for Community Early Learning Center in Coeur d'Alene/Hayden area, Idaho.</i>	\$ 21,996	\$ 21,996	\$ -	\$ -	\$ -	\$ -
BUILDING MAINTENANCE AND REPAIR						
BUILDING MAINTENANCE AND REPAIR (8310) <i>Cost to maintain/repair for buildings. Includes HVAC systems, window replacement, repair and maintenance of boiler system and flooring.</i>	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -
UTILITIES						
TELEPHONE (9337) <i>Cost for standard telephone service, fax and modem lines, and long distance to operate the current communication system for all 9 centers. Also covers replacement telephone components as needed.</i>	\$ 36,000	\$ 34,857	\$ -	\$ 1,143	\$ -	\$ -
INTERNET SERVICE PROVIDERS (9328) <i>Cost for Internet service expenses to operate the current communication system for all 9 centers.</i>	\$ 5,465	\$ 4,785	\$ -	\$ 680	\$ -	\$ -

UTILITIES (9331, 9332, 9333, 9334, 9335) <i>Payment of utility expenses at each center. Utilities include natural gas, electricity, city and county utilities including water, sewer, garbage, solid waste fees and irrigation fees.</i>	\$ 67,365	\$ 64,279	\$ -	\$ 3,086	\$ -	\$ -
PUBLICATIONS/ADVERTISING/PRINTING						
PRINTING (8410) <i>Cost of outside professional printing for letterhead, envelopees, business cards, and program forms.</i>	\$ 1,311	\$ 1,251	\$ -	\$ 60	\$ -	\$ -
PUBLICATIONS AND SUBSCRIPTIONS (8600) <i>Cost of annual subscriptions to professional publications in early childhood for all centers and program.</i>	\$ 349	\$ 333	\$ -	\$ 16	\$ -	\$ -
ADVERTISING (9305) <i>Cost of newspaper/magazine advertising for recruitment and enrollment, job openings and other announcements as required for the program.</i>	\$ 498	\$ 476	\$ -	\$ 22	\$ -	\$ -
ACCOUNTING SERVICES						
INDIRECT COSTS (9380) <i>Amount charged to Head Start department fiscal and administrative services including payroll, checks, purchasing, vouchers, financial reports using COLLEAGUE and human resource services.</i>	\$ 83,697	\$ 80,017	\$ -	\$ 3,680	\$ -	\$ -
LIABILITY INSURANCE GENERAL						
LIABILITY INSURANCE GENERAL (9339) <i>Liability coverage including all facilities, occupants, child liability insurance and vehicles through ICRIMP> This is the allocation to the Head Start department.</i>	\$ 13,083	\$ 12,508	\$ -	\$ 575	\$ -	\$ -
OTHER						
PERSONNEL - BACKGROUND CHECKS (9360) <i>Fingerprinting and background checks of all new staff through the Department of Health and Welfare or City of Coeur d'Alene.</i>	\$ 4,162	\$ 3,979	\$ -	\$ 183	\$ -	\$ -
MEMBERSHIP/DUES (8500) <i>Membership in the Idaho Head Start Association, National Head Start Association, NAEYC, and local community organizations for program and staff.</i>	\$ 8,954	\$ 8,561	\$ -	\$ 393	\$ -	\$ -

STAFF DEVELOPMENT/TRAINING						
REGISTRATION/PRESENTER FEES (8100) <i>Fees for staff registration at training events. Presenter fees for staff</i>	\$ 12,521	\$ -	\$ 12,521	\$ -	\$ -	\$ -
ACADEMIC TUITION/FEES (9364) <i>Tuition and fees for staff earning their academic degrees for position qualifications</i>	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 3,515,464	\$ 3,135,802	\$ 33,251	\$ 134,888	\$ 18,700	\$ 192,823
	3,515,464.00	3,135,802.00	33,251.00	134,888.00	18,700.00	192,823.00
	9,000.00	\$ -	\$ -	\$ -	\$ -	\$ -



North Idaho College

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FACILITY NAMING REQUEST

Pursuant to Procedure 6.06, this request is being formally presented to Board for consideration to change the naming on the exterior of the Hedlund Vocational Center and officially recognize this facility as the Hedlund Building.

Procedure 6.06 provides guidance that facility names be of three basic types or a combination thereof. In the case of Hedlund, the name includes an honorific name and descriptive name that identified function or purpose: Hedlund Vocational Center.

This request is for removal of “Vocational Center” from the exterior of Hedlund, officially renaming the building as the Hedlund Building.

Background:

Built in 1976, the Emery E. Hedlund Vocational Center has served as the anchor for the southeast corner of the North Idaho College campus and until recently the primary home for CTE programs. Since 1976, CTE programs have gone through a number of changes, including removal of the vocational moniker. With the development of the Parker Technical Education Center in Rathdrum, Hedlund no longer serves as the primary home for CTE programs at North Idaho College. The identifier “vocational” no longer is relevant and does not meet the descriptive intent for building naming.



Discussion:

During the January 14, 2020 President’s Cabinet meeting it was recommended the name for this facility be reflected as Hedlund Building on all campus signage and maps. Based on this discussion the request was moved to the Senate for an advisory vote pursuant to Procedure 6.06. The Senate voted in support of this request on February 20, 2020.

BOARD OF TRUSTEES MEETING
March 25, 2020

TAB 3

SUBJECT

Revised Policy #3.01: Employee Classifications

BACKGROUND

Policy #3.01 has been reviewed by appropriate staff as part of the college's comprehensive policy review process.

DISCUSSION

Revisions have been made to replace the former system of numbered employee categories with terminology that is more current and broadly recognizable for classifications of employees.

COMMITTEE ACTION

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

FINANCIAL IMPACT

None.

REQUESTED BOARD ACTION

First Reading. No action requested at this time.

Prepared by,
Karen Hubbard
Chief Human Resources Officer

Policy

Policy # 3.01

Effective Date 7/94

Revised: _____

<p><i>(Impact Area - Dept Name)</i></p> <p>Employees</p>	<p><i>(General Subject Area)</i></p> <p>Conditions of Employment</p>	<p><i>(Specific Subject Area)</i></p> <p>Employee Categories Classifications</p>
	<p>Author: Human Resources</p>	<p>Supersedes Policy #</p>
<p>Relates to Procedure #</p>	<p>Impact:</p>	
<p>Legal Citation <i>(if any)</i>:</p> <p>Fair Labor Standards Act (FLSA) – 29 US Code Chapter 8</p>		
<p><i>North Idaho College</i></p>		

Policy Narrative

[Page 1 of 3]

~~CATEGORY I~~

~~President, vice presidents and assistant vice presidents.~~

~~CATEGORY II~~

~~Employees, other than faculty, who are exempt from the Fair Labor Standards Act (FLSA). NIC uses the following employee classifications and categories. Benefits eligibility and overtime eligibility may vary by category and within a category, depending on the position definition.~~

I. Benefits Eligibility

Positions may be designated as either benefits eligible or non-benefits eligible.

A. Benefits Eligible

Positions that have been approved by the Board of Trustees as eligible to participate in the core benefits programs of the college. Benefits eligible positions work a minimum of 20 hours per NIC work week on an ongoing basis.

B. Non-Benefits Eligible (Part-time)

Positions that are not eligible to participate in the core benefits programs

of the college. Part-time positions typically cannot work more than 19.5 hours per NIC work week. The creation of these positions does not require approval by the Board of Trustees.

II. Fair Labor Standards Act (FLSA)

Positions may be designated as either non-exempt/overtime-eligible or exempt/overtime-ineligible as defined by the FLSA.

A. Non-Exempt/Overtime-Eligible (Classified)

Positions which are subject to the minimum wage and overtime provisions **of the FLSA. Positions in this classification are referred to as "non-exempt" or "overtime-eligible" and are paid hourly for time worked.**

~~CATEGORY III~~

~~Faculty (instructors, counselors and librarians) who are employed for more than 1/2 time, for more than one semester at a time and who are exempt from FLSA.~~

~~CATEGORY IV~~

~~Employees whose employment is initiated on a letter of appointment for at least 1/2 time or better for at least five consecutive months and are covered by FLSA.~~

B. Exempt/Overtime Ineligible (Professional and Faculty)

Positions that are not subject to the minimum wage and overtime provisions of the FLSA. Positions in this **classification are referred to as "exempt" or "overtime ineligible" and are generally paid on a salary basis.**

FLSA status (non-exempt/exempt) is determined by HR through an evaluation in accordance with guidelines and requirements established by the FLSA.

~~CATEGORY V~~

~~Employees who are employed for less than 1/2 time.~~

~~CATEGORY VI~~

~~Employees whose positions are funded chiefly by a source outside of the general fund budget allocations. Funding for these positions may come from grants, contracts, self-sustaining revenues or general funds for specific project employment.~~

III. Other

A. Positions funded Outside General Fund Budget Allocation

Positions funded chiefly by a source outside of the general fund budget allocations may have varying benefits, leave accruals, and compensation systems. Typically these positions are related to grants, contracts, and/or self-sustaining revenues.

B. Student Employees

Student employees must be currently enrolled at NIC a minimum of six credit hours.

C. Work-Study Employees

Work-study employees are authorized to work through their financial aid award and must adhere to the guidelines and limitations outlined in their respective award.

BOARD OF TRUSTEES MEETING
March 25, 2020

TAB 4

SUBJECT

Revised Policy #3.02.03: Filling of New and Vacant Positions

BACKGROUND

Policy #3.02.03 has been reviewed by appropriate staff as part of the college's comprehensive policy review process.

DISCUSSION

Revisions have been made to reflect updates to terms for employee classifications and to reflect the current process for hiring and recruiting, including the role of Human Resources.

COMMITTEE ACTION

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

FINANCIAL IMPACT

None.

REQUESTED BOARD ACTION

First Reading. No action requested at this time.

Prepared by,
Karen Hubbard
Chief Human Resources Officer

Policy

Policy # 3.02.03

Effective Date 6/26/96

Revised: _____

<p><i>(Impact Area - Dept Name)</i></p> <p>Employees</p>	<p><i>(General Subject Area)</i></p> <p>Conditions of Employment</p>	<p><i>(Specific Subject Area)</i></p> <p>Filling of New and Vacant Positions with Benefits</p>
<p>Relates to Procedure # 3.02.03</p>	<p>Impact:</p>	
<p>Legal Citation <i>(if any)</i>:</p>		
<p><i>North Idaho College</i></p>		

Policy Narrative

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Per policy 3.01, ~~All~~ new and vacant benefits-eligible positions will be filled through the current recruitment process at NIC, as outlined in the associated procedure. All new permanent positions must be approved by the NIC Board of Trustees, per policy 3.02.02. ~~that are 50% of full time or more, for 5 months or more, and qualify for the PUBLIC EMPLOYEES RETIREMENT SYSTEM of IDAHO will be processed, advertised, recruited and employed as identified below:~~

Definitions of 50% of Full Time:

~~Category 1, 2, 4, 5, and 6 employment consisting of 20 hours per week or more for 5 months or more (Winter and Spring Break time excluded).~~

~~Category 3 Teaching Faculty contracted positions teaching an 8 credit hour load each semester for two consecutive semesters (excluding summer semester).~~

~~Category 3 Non-Teaching assignments of 20 hours per week for Five months or more (Non work periods such as Spring Break and between semester breaks are not considered breaks in service and are not counted as potential work time - Half time or better is computed on the available regular operating days).~~

~~Category 5 and 6 Adjunct Faculty who teach an average of 10 credit hours or more, during two consecutive semesters.~~

~~Category 5 and 6 Instructors and other Teaching staff who are paid by the hour, who are paid for 20 or more hours per week, for five consecutive months-- excluding periods of college closure.~~

~~The human resources office staff~~ **HR will administer the recruitment process and provide guidance to hiring departments and committees during the search. HR will determine wage/** ~~process all advertising and recruiting efforts with the director determining salary parameters and working conditions-~~ **new hire offers for all half time or better positions described above. -Compliance with North Idaho College's Affirmative Action Procedures is required. Employment** **HR will document and issue all employment offers, faculty** ~~contracts, or Letters~~ **and letters** ~~of appointment for these positions will be issued exclusively by the Human Resources Department.~~

BOARD OF TRUSTEES MEETING
March 25, 2020

TAB 5

SUBJECT

Revised Policy #3.02.33: Reclassifications

BACKGROUND

Policy #3.02.33 has been reviewed by appropriate staff as part of the college's comprehensive policy review process.

DISCUSSION

Revisions have been made to reflect current terminology and to facilitate a proactive approach for making significant and permanent changes to staff positions.

COMMITTEE ACTION

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

FINANCIAL IMPACT

None.

REQUESTED BOARD ACTION

First Reading. No action requested at this time.

Prepared by
Karen Hubbard
Chief Human Resources Officer

Policy

Policy # 3.02.33

Effective Date: 6/26/02

Revised: _____

<p><i>(Impact Area - Dept Name)</i></p> <p>Category I:- Vice Presidents and Assistant Vice Presidents (does not include the position of President). Category II:- Employees, other than faculty, who are exempt from the FLSA. Category IV:- Employees whose employment is initiated on a Letter of Understanding for at least ½ time or better for at least five consecutive months. Category VI:- Employees whose positions are funded chiefly by a source outside of the general fund budget allocations, except for those positions assigned to Head Start, Aging and Adult Services, ABE/GED. <u>All full-time, non-faculty, benefits-eligible positions (see Policy 3.01).</u></p>	<p><i>(General Subject Area)</i></p> <p>Conditions of Employment</p>	<p><i>(Specific Subject Area)</i></p> <p>Reclassifications</p>
	<p>Author: Human Resources</p>	<p>Supersedes Policy #</p>
<p>Relates to Procedure # 3.02.33</p>	<p>Impact:</p>	
<p>Legal Citation <i>(if any)</i>:</p>		
<p><i>North Idaho College</i></p>		

Policy Narrative

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~~Through organizational changes in the department or college or through the development of new processes, the duties or scope of a particular position may significantly and permanently change, or new positions may be created. It is the role of human resources to determine if the position fits into an existing classification or would be more appropriately placed in a new classification. Reclassification decisions are based on a comparison of the position's assigned duties to the available class specifications. Classification decisions are not based on an employee's job performance or abilities.~~

NIC assigns all benefits-eligible employees an equitable pay grade based on the duties and responsibilities of each position. Organizational changes in a department or the college may significantly alter the processes, duties, or scope of a particular position and necessitate the reclassification of an existing position.

Reclassification is the process by which an existing position is reviewed by HR for possible pay grade and/or FLSA exemption status changes. Reclassifications should be planned for and requested by managers in advance of assigning or permitting significant additional duties or responsibilities.

It is the responsibility of managers to ensure that positions within their department are not allowed to significantly and permanently expand beyond **the position's intended** scope, as indicated in the official position description on file with HR.

Managers will submit reclassification requests to HR for evaluation and approval.

Requests may be initiated by an employee, supervisor or HR.

Reclassification requests may ~~be made~~ ~~not be submitted~~ more frequently than once in any 24-month period, ~~unless they are based on permanent and substantial changes in job responsibilities.~~

BOARD OF TRUSTEES MEETING
March 25, 2020

TAB 6

SUBJECT

Spring 2020 Enrollment Report

BACKGROUND

The Idaho State Board of Education requires that public colleges and universities record their spring enrollment numbers as of March 15. At North Idaho College, headcount is down 2.3% and FTE is down 3.4%. An overview will be presented at the board meeting.

COMMITTEE ACTION

None.

FINANCIAL IMPACT

None.

REQUESTED BOARD ACTION

This is an information report and no action is requested.

Prepared by,
Graydon Stanley, VP of Student Services
Dianna Renz, Association VP Planning and Effectiveness