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)(f)*

6:00 p.m.
CONVENE BOARD MEETING/CALL TO ORDER
Pledge of Allegiance Judy Meyer
Verification of Quorum/Introduction of Guests Judy Meyer
Review Minutes Judy Meyer
Public Comment** Judy Meyer
Celebrating Success: Green Dot Program Lynn Covey

CONSTITUENT REPORTS
ASNIC 5 minutes Sean Collins
Staff Assembly 5 minutes Teresa Henderson
Faculty Assembly 5 minutes Geoff Carr
Senate 5 minutes Josh Gittel

PRESIDENT’S REPORT 10 minutes Rick MacLennan

OLD BUSINESS
Tab 1: SECOND READING: Rev. Faculty Professional Development Policy #3.02.20 Lita Burns

NEW BUSINESS
Tab 2: FIRST READING: Head Start Grant Application FY 17-18 Beth Ann Fuller
Tab 3: Motion to Authorize Administration to Develop Agreement with Gizmo-CDA Rick MacLennan
Reschedule May Board Meeting to May 31, 2017 Judy Meyer

INFORMATION ITEMS
Guided Pathways Update Larry Briggs
KTEC Report Todd Banducci
BOARD VICE CHAIR REPORT

Board members report on attendance at legislative meetings in Boise

Judy Meyer

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.

Upcoming Events

NIC Board Meeting
Feb 22 – SUB

NIC Basketball vs. Blue Mountain CC
Feb 22 – Christianson Gym / Women 6 p.m. Men 8 p.m.

NIC Board Meeting
Mar 22 – SUB

Idaho Statewide High School All Star Basketball Game
Mar 25 – Christianson Gymnasium

NIC Board Meeting
Apr 26 – SUB

Human Rights Banquet (Kootenai Co Taskforce on Human Relations)
Apr 28 – Best Western CDA Inn

NIC Athletics Hall of Fame Banquet
May 6 – SUB

NIC Commencement Breakfast and Ceremony
May 12 – SUB and Christianson Gym

NIC Board Meeting
May 24 – SUB

ACCT Leadership Congress
Sep 25-28 Las Vegas, NV
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:

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
_________ Howard
_________ Meyer
_________ Murray
_________ Wood

CONVENE AT: ____________ ADJOURN AT: ____________
CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Ken Howard called the meeting to order at 4:30 p.m. and verified that a quorum was present.

ATTENDANCE
Trustees:
- Todd Banducci
- Ken Howard
- Judy Meyer
- Brad Murray
- Christie Wood

EXECUTIVE SESSION
Motion was made by Trustee Wood, seconded by Trustee Murray, to go into executive session under Idaho Code § 74–206 (f) to communicate with legal counsel regarding pending/imminently-likely litigation. Roll call vote was taken as follows:

- Todd Banducci  aye
- Ken Howard  aye
- Judy Meyer  aye
- Brad Murray  aye
- Christie Wood  aye

At 4:55 p.m., Chair Howard adjourned the meeting.

BOARD WORKSHOP
*Higher Education Week with the Legislature*
Dr. MacLennan opened the workshop with a brief review of the itinerary developed for the trip to Boise January 23 and 24 for hearings and meetings with the legislature and other agencies. VP Chris Martin described the process for hearings scheduled with the Joint Finance and Appropriations Committee and he reviewed the college’s line item requests for fiscal year 2018 and the items the Governor has recommended for funding.

John Goedde, the college’s legislative liaison, explained the history of the new procedures for JFAC hearings.

Trustee Meyer reviewed the agenda developed for the joint meeting of the boards of trustees for North Idaho College, College of Western Idaho and College of Southern Idaho, and commented that Matt Freeman, executive director of the Office of the State Board of Education will attend that meeting.

Dr. MacLennan reviewed the slides that he and the presidents for CSI and CWI will present together to the education committees of the Idaho House and Senate.

The board requested that the administration attempt to schedule a meeting for them with the Albertson Foundation during the visit.
CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Ken Howard called the meeting to order at 6:05 p.m. He led attendees in the Pledge of Allegiance and welcomed attendees to the meeting. He then asked Dr. MacLennan to introduce Laura Rumpler, the college’s newly hired Chief Communications and Government Relations Officer.

ATTENDANCE
Trustees: Todd Banducci
Ken Howard
Judy Meyer
Brad Murray
Christie Wood

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

APPROVAL OF MINUTES
Chair Howard called for any changes to the minutes from the meeting held on December 12, 2016. Trustee Banducci pointed out that his name was omitted for the executive session. There being no other changes noted, the minutes were accepted, as amended.

PUBLIC COMMENT
None.

At this time, Chair Howard called for a motion to amend the agenda. Trustee Wood made a motion to amend the agenda to remove Tab 3 from New Business “Facility Use Agreement with Gizmo-CdA.” Trustee Banducci seconded the motion. Chair Howard explained that the item was being removed following agreement with the Gizmo organization to discuss the item at a later date. The motion carried unanimously.

CELEBRATING SUCCESS
Biology instructor Rhena Cooper provided an overview of the Idea Network of Biomedical Research Excellence (INBRE) at North Idaho College through a slideshow she recently presented to the National Institute of Health in Washington, DC.

CONSTITUENT REPORTS
ASNIC
ASNIC President Sean Collins opened by reporting that his team of ASNIC Senators had been informed that they had one of the highest cumulative grade point averages of any student government at NIC in the past decade, and he reported that they saw one of the lowest loss rates of participating senators between fall and spring semesters. He went on to report on ASNIC projects, including the upcoming election later in the spring, a pre-game party at the January 25 basketball game, and restructuring the ASNIC budget. He next announced that ASNIC had been invited to participate in statewide high school student council conference in February.

Staff Assembly
Chair Teresa Henderson reported that during the January meeting, General Studies Dean Larry Briggs attended and provided an overview of the Guided Pathways initiative.
**Faculty Assembly**
Chair Geoff Carr reported that during the December meeting, faculty passed a resolution to form an ad hoc committee to research the college’s wellness program following concerns about privacy issues and the challenges to participate in some wellness activities. Carr went on to report that faculty also received an overview of a survey of student engagement from Kylene Lloyd and during their January meeting, they received a presentation from Tammy Payton on the services offered to students in the College Skills Center.

**Senate**
Chair Josh Gittel reported that during the December meeting, the various information technology policies and procedures presented previously for Senate review were tabled and broken out amongst small groups within Senate for further review and will be formally discussed at the January meeting. He added that the Faculty Professional Development policy 3.02.20 was reviewed and passed for a second reading.

**PRESIDENT’S REPORT**
Dr. MacLennan opened by reporting that the NIC Foundation’s capital campaign has reached the $4.7 million mark. He went on to acknowledge John Goedde’s work with him and the vice presidents on legislative issues and processes as they prepare for visits with the legislature later in January. He closed by discussing some of his recent community interactions.

**OLD BUSINESS**

**Collaborative Education Facility**
VP Chris Martin reported on work done on the shared used agreement since the December board meeting, and College Attorney Marc Lyons commented on changes agreed upon by representatives of Lewis-Clark State College and University of Idaho and he described specifics of shared use of the facility by the three institutions, including confirmation that the building is owned by North Idaho College. He added that the agreement has a framework for sharing space by way of a 10-year license with a 10-year renewal, and a licensee cannot sublease or sublicense any of the space available for them. He went on to say that language was included to clarify that if an institution isn’t using a space for a particular semester or educational term, that the space will then go before the planning committee and is available for the other institutions, and if the licensee institution develops a need for the space then they can come back and reclaim or redeem the space available for them.

Trustee Wood made a motion for the board to approve the Shared Use and License Agreement in substantially the form presented tonight and authorize the administration to make minor edits and present the agreement to University of Idaho and Lewis-Clark State College for formal approval. The motion, seconded by Trustee Murray, carried unanimously.

VP Martin reported that the estimated cost of shelling out a third floor is between $160 and $190 per square foot or $2.3 to $2.74 million. Following a request by Trustee Wood, Dick Colburn from H2A Architects responded that the estimated cost to finish off the third floor would be between $80 and $120 per square foot. Trustee Meyer expressed her support of the idea of a third floor for the facility, and she went on to express that the estimated cost is higher than she anticipated. Chair Howard commented that there may be other projects for which the board wishes to utilize capital funds and he requested interest in a motion from the board to authorize the addition of a third floor. Trustee Murray expressed his concern with the estimated cost and the board’s ability to spend those funds on other projects.

Trustee Meyer made a motion to authorize the administration to move ahead with including the shell for a third floor in the facility design at a cost of $130 per square foot. Trustee Wood seconded the motion. Dr. MacLennan commented on previous discussions about the use for a third floor, adding that a decision to include it would be made without a comprehensive plan to back it up. Trustee
Murray commented that the project was initially presented as a two-story building and he feels that the board should wait until a master plan is developed. Chair Howard commented that limiting designers to $130 per square foot may complicate and slow down the process. Following this discussion, the board voted and the motion failed.

**NEW BUSINESS**

*Revised Faculty Professional Development Policy #3.02.20*

Dr. Lita Burns presented revisions and the process to develop those revisions to the Faculty Professional Development Policy. She informed the board of her intent to request additional funds, during this year’s budgeting process, to support professional development. Chair Howard commented that the second paragraph of the revised policy may not be necessary and he recommended cleaning up the grammar. This was a first reading and no action was taken.

**BOARD CHAIR REPORT**

Chair Howard commented on the upcoming JFAC hearing and the board’s participation in legislative meetings in Boise. He next commented that the board will hold a retreat in February for the purpose of board self-evaluation, and he added that no workshop will be held in conjunction with this retreat.

**REMARKS FOR THE GOOD OF THE ORDER**

Trustee Meyer commented on the trustees’ participation in upcoming legislative meetings. Trustee Banducci reported on the most recent KTEC meeting, commenting on a state funded “near peer” position to help engage students with college, and he acknowledged Cal Dehaas’ efforts to expand the auto collision repair course at KTEC. Trustee Murray thanked Dr. MacLennan for the books he received previously. There was some comment from the board about the importance of continuing conversations with Gizmo.

At 7:45 p.m., Chair Howard adjourned the meeting.

____________________________________________________
Board of Trustees Chair_________________________Board of Trustees Secretary
SUBJECT  Policy 3.02.20 Faculty Professional Development

BACKGROUND
Over the past two years, the staff, faculty and administration of North Idaho College have engaged in the review of institutional policies. Policy 3.02.20 was initially brought forth by a Faculty Assembly ad hoc committee in spring 2016. The vice president for instruction and deans reviewed the policy and proposed revisions. During fall semester, a new Faculty Assembly ad hoc committee convened to complete the work begun the previous spring and a Senate sub-committee then completed the revisions. The policy has been endorsed by the College Senate and the President's Cabinet.

DISCUSSION
Wording has been added to the policy to reflect the purpose of professional development. Terminology has been revised from Professional Improvement Plan (PIP) to Professional Development Plan (PDP). Additional description was added to distinguish between Professional Development Plans and Professional Development Units (PDUs).

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
Request the board consider a motion approving revisions to Faculty Professional Development Policy 3.02.20.

Prepared by,
Lita Burns, Vice President for Instruction
It is the policy of the college to support and reward faculty professional development, which contributes to achieving the mission of the college, sharing knowledge and skills among colleagues, and enhancing effectiveness in teaching and student learning.

North Idaho College and its faculty are committed to professional growth and development. Faculty utilize a Professional Development Plan (PDP) to establish professional goals and activities. Professional Development Units (PDU) are awarded for approved professional development activities.
SUBJECT
Head Start Continuation Grant Application

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 for increased duration of services. Our program’s total funding level is $2,698,425.

DISCUSSION
The purpose of North Idaho College Head Start applying for the third year 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.

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

REQUESTED BOARD ACTION
In its capacity as the governing board, and to adhere to requirements outlined in The Improving Head Start for School Readiness Act of 2007, it is requested that the board consider a motion to approve the following Attachments.

Attachment A: PY17-18 Continuation Grant Application
Attachment B: Program Option Policy
Attachment C: Service Area Selection Policy
Attachment D: Selection of Target Area Policy
Attachment E: Allocation of Enrollment Slots Target Area
Attachment F: Organization Chart
Attachment G. Training/Technical Assistance Plan

Prepared by
Beth Ann Fuller
Director, North Idaho College Head Start
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Section I. Program Design and Approach to Service Delivery

A. Long Range Goals, Objectives and Program Impact

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, culminating in goals and objectives for each of our 5 years. Both Policy Council and the Board of Trustees approved our process for self-assessment which is conducted by members of all stakeholder groups, staff, parents, Policy Council and community stakeholders. Our 5-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 four broad content areas, including a focus on school readiness and family engagement. In this second year of our five year grant period, we have made progress and reassessed our strengths and needs. Our 5 year goals, including new objectives are encompassing the new Head Start Performance Standards (HSPPS) for our upcoming third year of the grant period.

Through a thorough community assessment, several priorities were identified. In our second year, we have updated our community assessment with additional data reflecting the issues facing our communities. Through the assessment of the following facts about vulnerable populations of children and families, our program services are reflective of the needs of families who can benefit the most from comprehensive Head Start services.

Health:

The health risk behaviors for our service area that remain high or increased over the years such as health and proper nutrition, food instability, and lack of oral health access, give opportunities for educational training, and formation of support networks to impact the health
of children and families. Using motivational interviewing, staff will inspire families to set life-
changing goals in health.

As of November 2016, Idaho has enrolled 20.25% increase of individual into Medicaid and Chip.
Percentages for births to mothers who smoke in 2015 has significantly decreased across all five
North Idaho counties. Increasing this trend, in 2015 low birth weight babies has decreased in
Benewah and Shoshone, Bonner has no change, Boundary has doubled, and Kootenai County
increased 4%.

There were increases in preterm births in 2011 in Bonner and Shoshone counties. Seeking
updated information would be helpful to determine the ongoing trends in this area. The
addition of specialized neonatal physicians at Kootenai Health and the development of a Level II
neonatal nursery will increase care for these infants and may even help reduce preterm births.

Information on Idaho oral health efforts and lead awareness and tracking are important for the
program to be aware of and implement. These represent an increased activity and broader
involvement in addressing these issues in the last five years.

**Nutrition:**

Information available by school district and elementary school gives valuable information on
free and reduced lunch counts in our areas for recruitment of Head Start eligible families,
possible locations of new centers and support needed for families living in that attendance
area. High percentages of free/reduced meal qualifiers include: Borah Elementary in Coeur
d’Alene at 77% (Kootenai County), Sunnyside Elementary in Kellogg at 76% (Shoshone County),
Lakeside Elementary in Plummer at 80% and Upriver Elementary-Jr High in Fernwood at 78%
(Benewah County) have the highest number of qualified students – all over 75%.
The number of Backpack Food Programs reported by Second Harvest Food Bank also suggest a high need for food for children and families in the entire area. Two of our centers are currently participating in backpack programs for all enrolled families. Possible parent programming related to planning healthy meals on a budget, buying and storing foods and preparing meals could be implemented through parent trainings and resources. As of December 2016, the percentage of population on benefits in our five counties is Benewah 11.9%, Bonner 10.30%, Boundary 10.80%, Kootenai 10.34%, and Shoshone 16.45%. This showed that food stability in Shoshone County was poor. The state wide trend is 11.03%. Food insecurity is above the state rate in Benewah and Shoshone Counties. Although there appears to be a large number of food banks in the counties served and a large amount of food is distributed, most food banks report that they cannot meet the current need and must limit the number of times people can access assistance each month.

Child Care:

IdahoSTARS is our state approved professional development and child care licensing system, with a number of providers participating, especially in Kootenai County. In Benewah, Boundary and Shoshone Counties, there are few licensed providers listed in IdahoSTARS. There is no way to tell the number of non-licensed providers or the extent of care provided by relatives. However, our yearly parent survey strongly suggests that full-day full-year child care centers is accessed by only a small percentage of our families (10%). Relative care or other forms of care percentages for current families is 38%, with a large percentage stating they do not require formal child care outside of the Head Start day (32%).

Education:
According to the Kids Count data center, table 9.1 summarizes the number of mothers per year who do not have a high school diploma. Data was available for 2007-2011 only but does illustrate a trend over time with the highest percentage in the most recent year in Shoshone, Benewah and Boundary counties, followed by Bonner and then Kootenai County.

Another set of older data (2003) shown is the Basic Prose Literacy Skills (table 9.2) of persons in the five counties reviewed. Percentages hovering at the 10-13% level mean that a possible 14,400 to 18,700 people need literacy skills to assist them in functioning in everyday life.

One unique and helpful tie with our grantee is access to ABE/GED services. Our grantee offers scholarships and free tutoring to our families for GEDs. Each year we have been able to offer this as a resource and at least 10 parents have received their GEDs each year.

Post-Secondary education opportunities are available in all counties that NICHS serves.

Disabilities:

Infant Toddler Program enrollment through identification with an Established Medical Condition has steadily increased since 2011 in both Bonner, where it has almost doubled, and Kootenai counties with a lesser increase in Shoshone County. The numbers in Benewah and Boundary counties have remained fairly constant. The number of children served in Kootenai County has increased by just over 100 children since 2011, an increase of 43%. ITP staff in all counties are monitoring development of more children through the Developmental Milestones Program in the last few years, however these numbers are small in comparison to the total child population in the counties.
Homelessness:

The 2,104 homeless men, women and children counted in 2014 in Idaho represents an 18% increase from 2013, although is still below homeless totals for 2010 and 2011.

Unsheltered homeless account for 30% of all homeless persons in 2014 which is a marked increase from 2013 when only 21% of all homeless persons counted were unsheltered.

The percentage of homeless veterans within the general homeless population continues to decline. While numbers of males and females were close to equal, men were more likely to be living in unsheltered situations (156/115) and women more likely to be in sheltered situations (142/90). Ages of children are not specified except “under 18”. The number of homeless families our program is able to serve fluctuates yearly between 15% and 19%. Approximately 50% of our homeless families find permanent housing by the end of our enrollment year. This is an area we focus on to be part of committees and coalitions to know of all available homeless services by region.

Violence:

The number of cases of Intimate Partner Violence (IPV), as reported through Idaho Incident Base Reporting System (IIBRS) 2008-2013, lists that 80% of violent crimes are known to the victim. Kootenai County is one of the three largest rate of IPV in the state at 5.23%. Currently 2 residential sites in Bonner County that provided homeless housing to victims are closing within the 2017 year. All counties except Benewah have women’s shelters and organizations which offer assistance. We recruit and serve families in these shelters regularly. The most common age of victims and offenders, 18-34, coincides with the common age group with children in Head Start. According to our program data, the self-reporting of family violence in the last 12
months or within their lifetime is 33% of all enrolled Head Start children’s household. Our Policy Council Selection Criteria Committee strongly supports giving priority points to those experiencing family violence in any form including child abuse and neglect.

Beginning July 2016, our program became one of the Idaho Programs for Victims of Violent Crimes. Through Idaho Domestic Violence and Victim Assistance (ICDVVA), our program received training and technical assistance to enhance our knowledge and ability to resource our families experiencing or have had experience with family violence that has negatively impacted their lives. According to the Annual Program Report for the 2015-2016 program year, our program provided resources and support to 26 families with family violence support and 36 families with child abuse and neglect intervention. According to the Monthly Program Report in January 2017, which is half-way through the school year, we have provided domestic/family violence support for 23 families and 21 families with child abuse and neglect intervention support. We anticipate by the end of the 2016-2017 school year we will have doubled our services/referrals in these areas.

Transportation:

In Bonner, Benewah and Kootenai; there is some public transportation available. Private taxi services are expensive and mostly located in the larger towns within the northern panhandle. Bus routes are limited, especially in our rural communities. Ridership does seem to be increasing and routes may be expanded. Friends of Head Start, a local non-profit 501(C)(3) organization, provides transportation assistance to our enrolled families through gas vouchers, prioritizing support at our most rural centers.
Unemployment:

Unemployment rates in all counties have decreased. As of December 2016, the state-wide unemployment rate is 3.7%. Idaho is below the national unemployment rate of 4.7%. The trend shows a strengthening job market over the last few years. However, statewide almost a quarter of children under age 18 still live in families where no parent has regular, full time employment (lacks secure employment). Idaho’s minimum wage is only $7.25 and families spend a higher percentage of their income on essentials compared to other states (43% compared to a national average of 37.5%) According to United Way of North Idaho, the primary financial barriers for workers who fall into the ALICE category (asset limited, income constrained, employed) are the cost of child care and housing in the area.

PIR Discussion:

For 2015-16, our Program Information Report included several noteworthy statistics. Children entering NIC Head Start for a second year is 18.6% and nationally returners make up 29.8% of Head Start enrollment figures. Our criteria for prioritizing 4 year olds over 3 year olds may be attributing to this. In health, the percentage of children with medical and dental homes is slightly higher than the national average. In disabilities services, 19% of our children were identified as having disabilities. One hundred percent of children in our program received disability services. This could be attributed to our strong collaborations with LEAs. In family services, over 99.4% of our families received at least one PIR service. For homelessness, fewer families acquired housing during the enrollment year 2015-2016, 42.4 vs. 44.4% during program year 2015-2016. Statistics to date for program year 2016-2017, indicate 29% of enrolled
families experiencing homelessness have acquired housing. Teacher qualifications meeting degree requirements (BA or higher) of the Head Start Act are over 75%.

**Five-Year Program Plan:**

The five-year program plan is additional attachment.

**Service Delivery**

Our service delivery models take best practice for working with young children and families, a thorough community assessment and data involving program services and results in models that meet the needs of each of our unique communities and sites. With our proposal to operate ten sites, each community is fully assessed for strengths, needs and capacity. Our proposal includes operating centers in all five northern counties of Idaho. Three of our sites are collaborative inclusion sites where we have partnered with high-performing innovative school districts, both School District #271 and School District #84, to pool resources and expertise to jointly serve children, including children with severe disabilities in a least restrictive environment. Five of our classrooms will provide duration services starting in 2017-2018 school year. These five classrooms are in Kootenai, Shoshone, and Benewah Counties. Our duration funding will allow us to provide 30% of our slots with extended dosage and duration of Head Start school readiness services.

According to our community assessment, demographics, especially numbers of families with children, is shrinking in four of five counties. Bonner County and Kootenai County are showing a rise in population, Kootenai reflects the most growth. Our proposal is to continue serving families in all 5 counties, and returning to a center-based model of delivery, with at least 3.5 hours, in all locations. We serve 293 children without ever falling below funded enrollment or
ever experiencing a 30-day vacancy in the history of our program services. This will address the
over 389 children on our waitlist after slots were filled and services began for enrolled families
for 2015-2016. We continue to recruit and serve well over 23% children with disabilities,
approximately 17% homeless and 8% foster children this year.

Our community assessment provides valuable information at the county level and for towns
within the counties. Because it is by town, recruitment efforts and service locations can be
tailored to areas of need. Census Bureau estimates of population growth are also helpful for
program planning in the future.

**Information to note for Benewah County:**

Projected population changes over the next four years include a slight increase in St. Maries but
decreases in other towns and the county as a whole.

Towns with the lowest median age are St. Maries and Plummer at 37.2 years and highest at
Tensed at 47.8 years. The county average is 45.3 years.

Educational attainment (high school graduate or higher) is highest in St Maries and Plummer
and corresponds to the county average at approximately 87%.

Median household income is lowest in Tensed at $23,214 and highest in the county as a whole.

While the population is overwhelmingly white in the whole county, there are a significant
number of individuals identifying as Native American and Latino in Plummer. This area is part
of the Coeur d’Alene Tribe Reservation.

There are 1,019 veterans in the county or 11% of the population.
Information to note for Bonner County:

Projected population changes over the next four years include growth in Kootenai, Ponderay, Oldtown, Dover and Hope/East Hope. Population decreases are projected for Priest River and for Bonner County in general.

Towns with the lowest median age are Sandpoint (36.5), Kootenai (31.1) and Ponderay (31.3) so might be locations where families would have Head Start eligible children.

Educational attainment (high school graduate of higher) is highest in Hope and Dover and lowest in Clark Fork and Oldtown.

Median household income is lowest in Ponderay, Clark Fork, Priest River and Oldtown and these towns also have the highest percentage of the population living below the poverty level.

While the population is overwhelmingly white, there are a number of people identifying as black in Sandpoint and Ponderay, some Asian in Sandpoint and Kootenai and a relatively high number of Hispanic or Latino individuals in all areas except Hope and Clark Fork.

There are 4,676 veterans in the county or 11% of the population.

Information to note for Boundary County:

Projected population changes over the next four years include growth in the towns of Bonners Ferry and Moyie Springs but a population decrease in the county as a whole. Information for smaller towns was not available. However, Boundary School District is reporting growth of over 100 students in 2015-2016, returning the district’s student counts back to levels from three years prior.

Educational attainment (high school graduate or higher) is approximately the same in the towns reported and in the county as a whole. Median household income is also the same in the
largest towns as the county as a whole. Percent of the population below poverty is slightly higher in Bonners Ferry at 18.8% than in the county as a whole. While the population is overwhelmingly white, there are a significant number of Native American, Latino and mixed race individuals. There are 1,263 veterans in the county or 12% of the population.

Information to note for Kootenai County:

Projections for growth in the next four years include increases, of varying amounts, in Hauser, Hayden/Hayden Lake, Coeur d’Alene, Post Falls and Rathdrum. Population decreases are expected in Spirit Lake, Athol, Huetter, Stateline and Dalton Gardens. Towns with the lowest median age are Coeur d’Alene, Post Falls, Rathdrum and Stateline so these might be locations where families would have Head Start eligible children. Median household income is lowest in Huetter and Stateline and percentage of population below the poverty level is also highest in Huetter, Stateline and Hauser, all in our service area.

Educational attainment (high school graduate of higher) is highest in Hayden Lake and Stateline and lowest in Huetter. While the population is overwhelmingly white, the number of people identifying as a minority are concentrated in Coeur d’Alene, Post Falls, Rathdrum and Hayden. There are 13,296 veterans in the county or 10% of the population.

Information to note for Shoshone County:

Projection for growth over the next four years is highest in Wallace. All other towns are projected to grow very slightly or decrease in population. Population decreases for Shoshone County as a whole are projected. Shoshone has a slightly higher number of older residents (median age 46.8) with the youngest median age identified in Wallace (39.2). This, of course, does not mean there are no younger families in Shoshone County, just fewer of them.
Educational attainment (high school graduate of higher) is lowest in Kellogg with 82.3% and other towns between that and 90.4%. Median household income is lowest in Smelterville at $19,637 and highest in Mullan at $40,536. The percentage of population below the poverty level is highest in Smelterville and Wallace. While the population is overwhelmingly white, there are a slightly higher number of Hispanic and mixed race individuals in this county as compared to the four other counties. There are 1,605 veterans in the county or 13% of the population.

**Comparison with totals for Idaho**

Idaho has a lower state-wide median age (34.9) than any of the NICHS served counties. (Benewah 45.3 yrs. Bonner 46 years, Boundary 42.8 years, Kootenai 39.2 years or Shoshone 46.8 years) High school completion is comparable, although Boundary and Shoshone are the lowest. Median income is higher than the state median ($46,767) in Kootenai County ($49,002) but lower in the other four counties. Shoshone (17.4%) and Boundary (16.5%) are above Bonner (15.2%), Kootenai (13.4%), Benewah (14.7%) and the Idaho state percentage (15.5%) in individuals below poverty level. The percentage of veterans is approximately the same in all counties but higher than the state average.

The rate of young children in poverty and extreme poverty is still higher than the total number of individuals below the poverty level but the total for both Kootenai and Idaho has decreased in 2013. (Data only available for Kootenai County and Idaho State) This may correlate with the current lower unemployment rate in the state.

Estimating the number of eligible children in each county: By using the number of children under 5 for each county and multiplying by the poverty rate, one can roughly estimate the
children below the poverty line in each county. If you assume that each age group (under 1 year, 1 to 2 years, 2 to 3 years, 3 to 4 years and 4 to 5 years) includes approximately 1/5 of the total children you can also estimate the approximate number of Head Start eligible three and four year olds in that county. Results are below:

Benewah County (602 x 14.7%/5 x 2) 35 children ages 3 and 4

Bonner County (2,142 x 15.2%/5 x 2) 130 children ages 3 and 4

Boundary County (687 x 16.5%/5 x 2) 45 children ages 3 and 4

Kootenai County (8,963 x 13.4%/5 x 2) 480 children ages 3 and 4

Shoshone County (620 x 17.4%/5 x 2) 43 children ages 3 and 4

Many of our local school districts are suffering shortfalls in revenue to operate. Our Boundary County school district operates on a 4 day week schedule, while our Shoshone County schools closed some schools to make ends meet.

For our 3 rural sites, St. Maries in Benewah County, Shoshone in Shoshone County, and Julien Bucher Center in Boundary County, our program is strongly committed to the resources to keep these three, one-classroom centers in operation in counties that have high levels of food insecurity, a lack of adequate health services per capita, and lack of licensed, quality child care.

Our grant proposal includes moving all three of these rural centers to center-based (currently combination model) with 17 children; this gives us the opportunity to help families get children to school, to ensure that we can adequately fill these classrooms with income and age eligible children, and meet the high needs for support through home visits by both teachers and family advocates.
For Post Falls and Lakeland centers in Kootenai County, and Sandpoint inclusion collaboration in Bonner County, center-based option will continue to meet the needs of families. Our Sandpoint Center includes 3 classrooms in an inclusive model with school district staff working on site.

In our yearly parent survey, we have had the northern Coeur d’Alene/ Hayden area on the list yearly of areas that would better serve the needs of some of the families that have to travel down to the southern-most area of the city to receive services. Our collaboration with SD#271 will afford us a location to serve 17 of our 77 Harding Head Start slots through SD#271 Atlas Elementary School. We are proposing a change to center-based model at the two Harding North and South locations. Children receive all developmental service during four class days, some with an additional day of class for speech and/or language related goals provided by the school district.

Although it is a top priority for Idaho Child Care Program (ICCP) to make more slots available to limited-income families in high quality child care programs, this goal has not yet been met.

Serving 15 children at the North Idaho College Children’s Center (NICCC) offers parent/guardians on our Head Start waitlist who are community college students top priority on a waitlist of over 200 student families trying to get their children in to the NAEYC accredited NICCC.

The following is a listing of models and staffing patterns proposed for each site and a chart illustrating both PY15-16 service delivery options and our proposed PY16-17 service delivery proposal, including the changes to locations:

- Site in the Hayden area in collaboration with the Coeur d’Alene School District in a center-based model with 1 classroom of 17 children, meeting 128 class days – four days-a-week for
3.5 hours per day and two home visits and two parent/teacher conferences by the classroom teacher and three home visits by the family advocate. This site would have 17 enrollment slots; one classroom of 17 slots with staffing of one classroom teacher, one part-time assistant teacher, and one part-time family advocate; school district paraprofessionals, a school nurse and a consulting special education teacher employed by SD#271. Food service to be provided by the school district in accordance with school lunch program.

- Continue with the collaboration between Head Start and Coeur d’Alene School District #271 at the Harding Center South in Coeur d’Alene, with a center-based model with 4 classes meeting 128 class days – four days-a-week for 3.5 hours per day and two home visits by the classroom teacher and two parent/teacher conferences, and three home visits by the family advocate. This center would have 60 enrollment slots; two classrooms of 20 slots each with staffing in each classroom of one classroom teacher, and one part-time assistant teacher, with one family advocate providing service to both classrooms; and two classroom of 10 slots with a teacher/family advocate in collaboration of 10 slots with the school district. Other staff includes a center supervisor, one center assistant, one center cook, one part time cook aide, one classroom aide, and one part-time facility technician.

- Change the program option at our one-classroom, rural centers – Julien Bucher Center, Shoshone Center, and St. Maries Center – from a combination-based model to a center-based model. Each center would have 128 class days – four days-per-week for 3.75 hours per day and two home visits by the classroom teacher and two parent/teacher conferences, and three home visits by the family advocate. There would be 17 enrollment slots and one classroom at each center, with staffing of one classroom teacher, one part-time assistant
teacher, and one supervisor with family advocate duties, a part-time cook, and a part-time facility technician.

- Continue to partner with the North Idaho College Children’s Center by increasing the enrollment slots from 14 to 15 in a center-based model meeting four days-a-week. These four days would be 6 hours in length, an increase of two hours from last year. There would be 128 class days and two home visits by the classroom teacher, two parent conferences with the classroom teacher, and three home visits with the part-time family advocate. Family services will be provided by Head Start staff and education services will be provided by NIC Children’s Center teachers, meeting all staff qualifications of the Head Start Act.

- Continue with a center-based model at Post Falls with three classes meeting four days-a-week for 3.75 hours per day with 60 enrollment slots. The model would have 128 class days and two home visits by the classroom teacher, two parent conferences with the classroom teacher, and three home visits with the family advocate. The staff model will have a supervisor, one center assistant, three classroom teachers, three part-time assistant teachers, two family advocates (one part-time), one center cook.

- Continue with a center-based model at Lakeland with two classes meeting four days-a-week for 3.75 hours per day with 40 enrollment slots. The model would have 128 class days and two home visits by the classroom teacher, two parent conferences with the classroom teacher, and three home visits with the family advocate. The staff model has an area supervisor, one part-time center assistant, one part-time receptionist, two classroom teachers, two part-time assistant teachers, one family advocate, one center cook.
• Continue with a center-based model at Sandpoint and collaboration with the LPO school district with two classrooms of 20, and one classroom with 10 slots and 10 slots for school district. All will meet 4 days-a-week for 3.5 hours per day to meet the needs of the collaboration with 50 enrollment slots. The model would have 128 class days and two home visits by the classroom teacher, two parent conferences with the classroom teacher, and three home visits with the family advocate. The staff model has a supervisor, one center assistant, two classroom teachers, two part-time assistant teachers, one family advocate, one teacher/family advocate, one lead cook, one cook aide and one part-time facility technician.

• Our health premium insurance costs provided through our grantee have increased 12%. The COLA will be used to offset this cost. In addition, the 2014 wage study and the preliminary results of the 2016 wage study indicate that our wages are in range with other entities. However, our fringe benefits fall behind by not offering holiday pay or vacation pay. The balance of the COLA funds will be used to add one paid holiday to start offering comparable fringe benefits.
### Allocation of Enrollment Slots
#### 2017–2018 Enrollment Slots

<table>
<thead>
<tr>
<th>County</th>
<th>Center and Model</th>
<th>Current PY 2016–2017</th>
<th>Proposed PY 2017–2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kootenai County</td>
<td></td>
<td>179 Total</td>
<td>191 Total</td>
</tr>
<tr>
<td><strong>Harding Head Start and Preschool Center – in Coeur d’Alene</strong></td>
<td>Collaboration with School District #271, Center-based</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td><strong>Harding North Head Start Center – in Hayden</strong></td>
<td>Collaboration with School District #271, Center-based</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Hayden Duration Site</strong></td>
<td>Center-based</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td><strong>NIC Children’s Center – on NIC Main Campus</strong></td>
<td>Collaboration with Grantee, Center-based</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Post Falls Center – in Post Falls</strong></td>
<td>Center-based</td>
<td>47 / 13*</td>
<td>60</td>
</tr>
<tr>
<td><strong>Lakeland Center – in Rathdrum</strong></td>
<td>Center-based</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td><strong>Bonner County</strong></td>
<td></td>
<td>50 Total</td>
<td>49 Total</td>
</tr>
<tr>
<td><strong>Sandpoint Center – in Sandpoint</strong></td>
<td>Collaboration w/School District #84, Center-based</td>
<td>50</td>
<td>37 / 12*</td>
</tr>
<tr>
<td><strong>Boundary County</strong></td>
<td></td>
<td>17 Total</td>
<td>17 Total</td>
</tr>
<tr>
<td><strong>Julien Bucher Early Learning Center – in Bonners Ferry</strong></td>
<td>Center-based</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><strong>Benewah County</strong></td>
<td></td>
<td>17 Total</td>
<td>17 Total</td>
</tr>
<tr>
<td><strong>St Maries Center – St. Maries</strong></td>
<td>Center-based</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><strong>Shoshone County</strong></td>
<td></td>
<td>17 Total</td>
<td>18 Total</td>
</tr>
<tr>
<td><strong>Shoshone Center – in Kellogg</strong></td>
<td>Center-based</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL HEAD START FUNDED SLOTS</strong></td>
<td></td>
<td>280</td>
<td>280</td>
</tr>
<tr>
<td><strong>TOTAL TANF FUNDED SLOTS IN Kootenai County</strong></td>
<td></td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL TANF FUNDED SLOTS IN Benewah County</strong></td>
<td></td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM ENROLLMENT SLOTS</strong></td>
<td></td>
<td>293</td>
<td>292</td>
</tr>
</tbody>
</table>
Head Start Centers in the Five Northern Idaho Counties

<table>
<thead>
<tr>
<th>PROGRAM YEAR 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center</td>
</tr>
<tr>
<td>Junes Bunker</td>
</tr>
<tr>
<td>Early Learning Center</td>
</tr>
<tr>
<td>8653 Chippewa Ferry Rd</td>
</tr>
<tr>
<td>Bonners Ferry, ID 83805</td>
</tr>
<tr>
<td>Harding-South Head Start Center</td>
</tr>
<tr>
<td>Harding Family Center</td>
</tr>
<tr>
<td>411 North 15th Street</td>
</tr>
<tr>
<td>Coeur d'Alene, ID 83814</td>
</tr>
<tr>
<td>Harding-North Head Start Center</td>
</tr>
<tr>
<td>3000 Honeysuckle Avenue</td>
</tr>
<tr>
<td>Hayden, ID 83835</td>
</tr>
<tr>
<td>Hayden Duration Site Head Start Center</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>Lakeland Head Start Center</td>
</tr>
<tr>
<td>14727 N Idaho Ct</td>
</tr>
<tr>
<td>Rathdrum, ID 83858</td>
</tr>
<tr>
<td>Post Falls Head Start Center</td>
</tr>
<tr>
<td>600 West Ninth Ave</td>
</tr>
<tr>
<td>Post Falls, ID 83854</td>
</tr>
<tr>
<td>Sandpoint Head Start Center</td>
</tr>
<tr>
<td>101 South 5th St</td>
</tr>
<tr>
<td>Sandpoint, ID 83864</td>
</tr>
<tr>
<td>Shoeshoea Head Start Center</td>
</tr>
<tr>
<td>123 West Mission</td>
</tr>
<tr>
<td>Kellogg, ID 83837</td>
</tr>
<tr>
<td>St Maries Head Start Center</td>
</tr>
<tr>
<td>1230 Main St</td>
</tr>
<tr>
<td>St Maries, ID 83805</td>
</tr>
<tr>
<td>NIC Children's Center</td>
</tr>
<tr>
<td>1000 W. Garden</td>
</tr>
<tr>
<td>Coeur d'Alene, ID 83814</td>
</tr>
</tbody>
</table>

PY 17-18
Health and Safety:

North Idaho College Head Start uses both a daily safety checklist for playgrounds and a weekly zoning chart for classrooms and playgrounds to ensure that child areas are safe at all times and properly supervised. Monthly health and safety checklists are performed at each site and any health or safety concerns are reported and remedied immediately. Yearly health and safety inspections are provided by the state safety inspector, fire, and health inspectors. The program follows a daily cleaning and sanitation schedule. Procedures are implemented to assure that no volunteer is ever left alone with children and that no child is left unattended. All staff and volunteers are trained yearly and regularly debrief on these safety measures.

Child, staff, and volunteer incident reports are monitored for all accidents and incidents of injury and origin, either behavioral or structural, and the subsequent triage procedure. Monthly fire safety drills are performed in all classroom locations as well as periodic evacuation and shelter-in-place drills. Emergency evacuation sites are established for every site and a yearly contract is entered into with these sites. Field trip safety inspections are performed ahead of all approved trips. The program abides by an emergency preparedness plan, site-specific emergency plan procedures and community-wide safety plans.

Licensing:

All North Idaho College Head Start centers are child care licensed either through the State of Idaho Child Care Licensing, or the City of Coeur d’Alene, Idaho licensing which usurps state licensing for our NICCC and South Harding Center location. No centers are in violation of child care licensing laws or regulations. NICHS meets and exceeds all child care laws and regulations.
Federal Interest:

There are no planned changes to centers that involve Federal Interest at this time.

Recruitment and Selection:

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.

Selection of Target Area:

The *Selection of Target Area* is reviewed annually by the Grant Planning Committee to determine the needs and process for recommending center/site locations and allocating enrollment slots in areas of greatest need. A community assessment will be conducted yearly for the entire service area (five North Idaho Counties—Kootenai, Shoshone, Bonner, Boundary, and Benewah).

Program Option:

North Idaho College Head Start will select the program option of delivery of services using the following criteria:

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.

4. *Best practices:* Head Start will select a program option that best supports methods validated by current research.

5. *Extended family:* All caregivers of the child will be considered. The program option selected will respond to the needs of all types of families.

6. *Delivery of social services:* Social services will be delivered to best meet the family’s needs.

7. *Parent Engagement:* Families will become engaged in all aspects of the program. The program option selected will give them the opportunity to further develop skills and capacities.

**B. Service Area Selection:**

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, especially Kootenai County, 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.

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

We develop Interagency Agreements with LEAs in our service area. Using the State of Idaho template including Part B and Part C program coordination for all areas, we develop detailed
plans for the timely and effective screening and assessment of children in our program and in
the community to meet the requirements of IDEA. Staff attends IEP meetings and
Infant/Toddler transition meetings upon request.

Child Health Services Delivery:

In collaboration with parents and health care providers, Head Start identifies each child’s health
and developmental needs. Every child receives a comprehensive health assessment by a
licensed physician as quickly as possible, but no later than 90 calendar days from the first day of
services. Each child receives a physical exam as soon as possible, but no later than 90 calendar
days following their enrollment date. Early identification and treatment helps reduce health
risks and improve well-being. Comprehensive follow-up ensures an ongoing source of
continuous, accessible health care for children and families. Head Start follows Idaho’s EPSDT
guidelines for a comprehensive well child exam. This process includes:

- Explore and identify barriers (i.e. transportation, child care, etc.) to completing the
  child’s physical exam. Help families’ problem-solve possible solutions.

- Emphasize to parents the importance and requirements of Head Start physicals and
  empower them to make sure their medical provider or family physician completes a
  physical examination.

- Remind parents with private insurance to take their insurance card and policy
  information to their child’s physical appointment.

- Complete all follow-up needs as soon as possible. Document follow-up activities in the
  program’s child data collection system.
- Complete a **Referral Form** and **Referral Summary** for all health related referrals. A copy of the referral must be sent to the Health Services Consultant.
- The Health Services Consultant is available as a resource to staff and families.
- Track all health activities in the program’s child data collection system. Print the Child Health Summary Report for parents at the end of the school year.

All standard tests and measurements are conducted within 45 days of child entry to the program to ensure all barriers to learning are addressed and proper treatment/follow-up occurs for optimum learning. Lead screening results are requested from the physician.

- **Growth Assessment.** Height, weight, and age should be entered into the program’s child data collection system at enrollment and again in six months. Staff will weigh and measure the children at entry and the six month checkpoint. This information, along with the height and weight measurement from the child's physical exam, assists the Health Consultant in assessing the child's growth pattern.
- **Vision Screening.** The program utilizes vision screening for near and far vision, depth perception and strabismus in conjunction with the developmental screening process.
- **Hearing Screening.** The program utilizes pure tone and/or impedance measurement in conjunction with the developmental screening process.
- **Blood Count.** Screening for anemia should be performed following the Idaho EPSDT guidelines. Families on the Women, Infants, and Children (WIC) feeding and nutrition program receive this screening on an annual basis.
- **Child Developmental Issues.** Children receive a developmental screening either prior to or within 45 days of entry into the program. The developmental screening, physical
exam results, social-emotional parent questionnaire, teachers' and mental health professionals' observations are all utilized to assist the Classroom Teacher to individualize each child's educational experience while at Head Start. Adaptations are made and special services arranged to accommodate children with disabilities and other special needs.

- **Immunizations.** Each child must have an immunization record, or a printout from the IRIS program to attend class, or have a conditional attendance waiver or exemption on file. Head Start tracks each child's immunization status and helps families with the necessary resources to ensure that their child receives current on immunizations throughout the school year.

- **Dental:** Each child receives a comprehensive dental exam as quickly as possible, but no later than 90 calendar days following their entry date. The dental exam includes: an initial exam and dental cleaning, instruction in self-care and proper oral hygiene procedures, services to relieve pain or infection, pulp therapy for primary and permanent teeth, restoration of decayed primary or permanent teeth, fluoride supplements as prescribed by the dentist, a detailed treatment plan for any needed follow-up treatment.

**Mental Health:**

North Idaho College Head Start embraces a vision of mental wellness for all children and families. NICHS strives to build collaborative relationships among children, families, staff, mental health professionals, and the larger community, in order to enhance awareness and understanding of mental wellness and the contribution that mental health information and services can make to the wellness of all children and families. NICHS works collaboratively with
parents for issues related to parenting and mental health and incorporates mental wellness activities throughout the program for children, families, staff, and the community. NICHS provides supportive social and emotional classroom environments that:

- encourage self-awareness and self-regulation skills
- provide an environment of acceptance through cultural awareness and diversity
- help develop positive self-concepts
- enhance individual strengths and encourage social relationships
- provide multiple opportunities for success through program activities
- invite individual and group participation, active and quiet periods, and opportunities for child-initiated and adult-initiated activities
- infuse a trauma-informed philosophy into our classrooms and program

NICHS has a Mental Health Consultant on staff that is active in the program beginning with the program orientation and continuing throughout the program year with classroom observations on a regular schedule. These observations are designed to implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children. The Mental Health Consultant:

- assists staff and parents in designing and developing practices responsive to identified behavioral and mental health concerns
- promotes children's mental wellness by providing education on mental health issues for staff and parents
- observes each classroom, debriefs and recommends strategies
- identifies and provides special help for children with atypical behavior or development
• encourages staff and parents to utilize other community mental health resources as needed

• provides group and individual staff and parent education on mental health topics

NICHS assists families in accessing services by helping families utilize resources available in the community (i.e. Medicaid, private insurance, Child and Adult Mental Health Services through Idaho Health and Welfare, and identifying family and community assistance and support), and seeking alternative funding sources when necessary. NICHS maintains an MOU with Health & Welfare Child Protection and Children’s Mental Health departments.

**Nutrition:**

Nutrition is important for a child’s growth and development. Head Start staff will complete a nutrition screening to review each child’s eating and growth patterns to identify any nutritional needs and look for possible risks. Head Start staff will review each child’s eating habits, feeding problems, food allergies or special diet needs, and medical conditions. Staff will also review height and weight measurements and lab results from the child’s healthcare provider. Head Start staff will discuss the nutritional screening results with the parent/guardian. If needed, staff may suggest a more detailed nutritional assessment performed by a nutrition professional (Registered Dietician).

**Transition Planning:**

NICHS maintains an MOU with our neighboring Early Head Start agency, Jannus EHS, to ensure that children and families transition smoothly to our program when they are age eligible, to coordinate transition services and to utilize family goals and resources needed.
The goal of NICHS transition plan is to promote the continued involvement of Head Start parent/guardians in the education development of their children upon transition to school. We use “Transitioning from Head Start-The Next Step” transition booklet on home visits, provide parent training on kindergarten transition, offer tours and field trips to local schools and participate in school district kindergarten roundups.

C. Approach to School Readiness

North Idaho College Head Start uses the Creative Curriculum which is in full alignment with Idaho’s Early Learning Guidelines (ELG) and the Head Start Early Learning Outcomes Framework. Creative Curriculum is embraced by our local schools and it is the preferred curriculum framework for our inclusive settings. It is a valid and reliable tool.

Our screening and assessment process involves a strong partnership with each Local Education Agency (LEA) in our area. We conduct a joint screening in each of our service areas, often hosting developmental screeners. We use either the Dial-4 or the Brigance III which are valid and reliable, developmentally appropriate tools for 3 year old and 4 year old children. These tools are also culturally relevant. We screen in the family’s preferred home language. Every assessment tool we maintain is cross walked to the ELGs for our state. Our approach to school readiness includes a thorough assessment of child outcomes at three checkpoint period and ending in a yearly analysis of growth for children in all domains. Utilizing Teaching Strategies Gold (TSG) online data system, teaching staff and parents are invited to provide work samples to demonstrate growth. Teachers use technology such as tablets to collect samples and load them into TSG. Our home teaching is aligned with child goals and current curriculum focus. It is designed in partnership with staff and parents and is verified by the teacher. This partnership
generates non-federal share as families learn that not only are they their child’s most important and influential teacher, but careful focus on a child’s needs in any developmental area helps them be ready for their ongoing school experience.

Our program has a strong commitment to quality teaching practices. We use the Classroom Assessment Scoring System (CLASS) observation tool. Our teachers are inter-rater reliable in scoring the TSG, and our CLASS scorers are reliable observers whom utilize dual-coding. Our program mentor/coaches join our Education and Disabilities Coordinator in scoring. We employ our school district partners, T/TA specialists and other Head Start administrators to get a strong sense that each classroom is a high quality environment.

We use our Fall-to-Spring comparison scores to identify needed supports. We are utilizing the Child Plus data system CLASS option to house and generate scores for monitoring progress.

Our most current focus based on child outcomes data is reflected in our school readiness plan. Our objective in Language includes using language to express thoughts and needs. Our Literacy goal is to identify and name letters. Our Cognitive goal area is demonstrating positive approaches to learning with specific focus on attending and engaging, persistence, and problem solving. Our Physical goal is focusing on the development of fine-motor strength and coordination, and demonstrating gross-motor manipulative skills. In the Social-Emotional arena, our goal is participating cooperatively and constructively in group situations, balancing the needs and rights of self and others. In General Knowledge, our focus based on growth data is mathematics, with using number concepts and operations, exploring and describing spatial relationships and shapes, comparing and measuring, and demonstrating knowledge of patterns. Our T/TA Plan reflects professional development for teaching staff in these areas.
- Pre-Service Fall 2016 included a half-day of CLASS overview for new education teaching staff.

- Fall 2016-17 scores included twelve new teaching staff; six new Classroom Teachers and six Assistant Teachers.

- Fall CLASS observations and debriefs include teaching teams setting goals which are reviewed as part of the spring CLASS debrief.
  - Spring observations are dual-coded to enhance accuracy and coders’ reliability.
• Social Emotional: Winter 2014 overall Social Emotional score of 78% increased to 82% for winter 2015.
  o NICHS had a focus on Tier 1 strategies of PBIS plan at pre-service
  o The Mental Health Consultant individually reviewed Tier 1 strategies following the fall observation using the Teaching Pyramid Observation Tool.
  o Teaching teams received direct classroom instruction and modeling on using the Incredible 5-Point Scale (Scales for Young Children version) to support children’s social understanding and self-regulation skills.
  o NOTE: Winter 16-17 data available March 1, 2017.

Parent, Family and Community Engagement (PFCE)

North Idaho College Head Start utilizes a *Strengths and Needs Assessment* that has been aligned with the seven family engagement outcomes in the PFCE framework. This tool is used with each family to provide a framework for not only meeting the needs of families in receiving timely, specific resources, but to also establish the strengths that each individual in the family offers in
a strengths-based approach to service delivery. Upon analyzing Individual Family Partnership Agreements, family service and education staff use the strengths and needs assessment to individualize the frequency and type of resources for each family. After a yearly parent survey and feedback from Policy Council and center parent committees, the program develops PFCE goals that improve our service delivery. Our current focus includes Outcome Teaching and Learning: Families are engaged as equal partners in their child’s learning and development. Our program ensures that information about individual child and family progress is shared and it is in the form and fashion in which the family prefers to have it delivered. We utilize the *Strengthening Families* model which includes the following protective factors: Concrete supports in time of need, Knowledge of parenting and child development, Social and emotional competence of children, Parental resilience, and Social connections. The five *Strengthening Families* protective factors also crosswalk to the seven outcomes in the PFCE framework.

The reflection we have received for three years on our parent survey is that families would like to feel more connected to their communities. Last year we were at (50%) and in the most recent parent survey (80%) report feeling more connected to their community. Our program goal of making more meaningful connections is supported through using these outcomes measures to connect our families and our staff to lasting and meaningful community activities and services. Another major focus in this area will be to analyze and remove barriers impacting child attendance.

Our program goal for strengthening our connections to community health networks and providers is an example. Our common practice of connecting our families to their lead education agencies is a primary transition strategy. Another focus developed after careful data
analysis is a focus on PFCE’s Family Well-being: Parents and families are safe, healthy and have increased family security. An analysis of our current family outcomes tracking, demonstrates families identifying Family Well-being as a primary area of needed support. Our program goals and T/TA plan include enhanced training in the areas of health, safety, and family violence. In accordance with our Five-Year Plan, the Integrating Strategies for Program Progress (ISPP) will be incorporated at each site to analyze and improve practices for engaging families in their school and their community.

Our community service assignments continue to strengthen our community and the services available to families we serve. This is a five-year focus area that we are committed to strengthening as we tailor our involvement with all stakeholders to be even more relevant and meaningful, and to raise parent engagement.

**Program Progress with Performance Indicators for Program Year 16-17**

**Enrollment**

Currently 27% of enrolled children are participating for their second year. We believe that our criteria for prioritization is helping us recruit and enroll families and children that can benefit the most from our program and to meet the priorities of The Office Of Head Start. In analyzing screening points, 33% of our families have indicated that they have experienced family violence. We have increased our efforts in providing training to staff and support to families to prevent child abuse and neglect and domestic violence. This resulted in an application for additional funding from Idaho Council on Domestic Violence and Victim’s Assistance to support staff and families which enhanced service delivery to families experiencing violence.
Family Services

This current year we are at 97% of our families having received at least one of the family services reported in the PIR.

During program year 2015-2016, many families set goals in adult education: three obtained their GED, eight completed an associate degree, six earned a Bachelors or advanced degree and nineteen completed a job training program, professional certificate or license so far this year.

Indicative of our efforts to provide services to families that can benefit the most from Head Start, 77 families have received emergency and crisis intervention resources.

Services to all children

We have already served over 18% of our children with disabilities and among these children, 100% are receiving special education services. Our collaborations with all area LEAs result in a majority of these services happening at Head Start.

With our collaboration with the local health district who provide fluoride varnish to children every six months, 86% of our children have currently received preventive dental care. Over 91% of our children received a professional dental exam. We see our numbers of children with a dental home grow by over 17% from beginning to mid-year, at 94% total.

Children with health insurance and medical home numbers are high (98%) although we continue to struggle with children coming to us without lead screening. Our increased collaborations with community health centers has increased our lead screenings from last year’s totals by 10%.
In our efforts to inform families about the importance of mental health, we have given 317 families mental health resources. Our Mental Health Consultant has increased visibility and connections with families which resulted in doubling our consultations to parents from an average of seven to fourteen consultations so far in Program Year 15-16.

E. Governance, Organizational and Management Structure, and Ongoing Oversight

North Idaho College, our grantee, has been a strong governance leader of the NICHS program for over 40 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 instructor, a retired police sergeant and a local business owner. 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. 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 serve on our Grant Planning Committee and special committees, and give monthly reports to each parent committee.

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

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

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

Policy Council Parent Representatives

- Each Head Start Center Parent Committee elects Policy Council Representatives by the first Friday in October. Center Policy Council Representatives are comprised exclusively of the parents of children currently enrolled at the center. This allows for their attendance and training at the October meeting.
- Their term of office will be October through October.
  - This allows for the October meeting to have experienced members from the previous program-year present to run the meeting.
  - Policy Council Representatives, elected during the year will be seated at the first possible meeting after their election at the Center Parent Committee with their term going through the following October meeting.
- No Grantee staff or members of their immediate families may serve on Policy Council.
Policy Council Community Representatives

- Representatives from the community may include individuals selected from the following community groups by the Policy Council: Community representation will be considered from all our communities when positions are available.
  - State service agencies
  - Private service agencies
  - Community organizations
  - Public and private school personnel
  - Parents of former Head Start children, including those holding an office with any of the following agencies: Idaho Head Start Association, Region X Head Start Association, or National Head Start Association
  - A representative from Grantee Board of Trustees
  - Health Care Professionals
  - Recommended interested community citizens.

- Prior to the October Policy Council meeting, permission is obtained from proposed representatives from the community to submit their names for nomination to the Policy Council. Policy Council members, Head Start staff, and Grantee Board may submit nominations to the Policy Council. Nominations for community representative will be submitted throughout the program-year as needed.

Center Parent Committees

Center parent committees consist of all parent/guardians of enrolled children. Parents are encouraged to be meaningfully involved in site and program based decision-making, including
program and center budgets, program and center strategic plans, curriculum and lesson
planning and volunteering in all areas of the program.

**Organizational Chart:**

The organizational chart is an additional attachment.

**Criminal Records Checks, Health Exams and TB Screening**

All employees, interns and regular volunteers are required to submit an application for
background check and disclose all information regarding any past criminal history or
investigations. This application gives consent for the Idaho State Department of Health and
Welfare to conduct a Federal-level background check including fingerprinting. No volunteer or
employee starts work before this background clearance is complete and confirmation is
received, and an assessment is completed on the relevancy of any arrests, convictions or
pending charges. Policy Council only approves hires after a full background clearance is on file.
No employee or regular volunteer works before these approvals are complete. All employees
and regular volunteers are tested for tuberculosis and submit a negative TB result or clearance
at hire, and every three years thereafter in accordance with Idaho state child care licensing
requirements and our health policy on TB testing. Every new employee must provide, within
the first month of hire, a signed statement from their health provider verifying that they are
free of communicable disease and are fit to work in an early childhood environment within the
unique duties of the job description. The employee is to take their job description and a letter
from our program asking a physician to determine that the employee is free from
communicable disease and able to perform the job duties.
Staff Qualifications:

**Director:**

The Director must possess the expertise and knowledge to lead the organization. Qualifications include strategic vision and knowledge of Head Start policies and procedures, and a thorough knowledge of all components of the Head Start program.

The Director must possess a Bachelor’s or higher in Early Childhood Education, Social Sciences, Business, or a related degree and experience. The NICHS Director has an AS in Child Development, a BS in Social Work, and an M Ed in Educational Leadership.

**Operations Manager:**

The Operations Manager must possess the expertise and knowledge to assist in the overall administration of the program. Qualifications include knowledge of Head Start policies and procedures, and a thorough knowledge of all components of the Head Start program.

The Operations Manager must possess a Bachelor’s or higher in Early Childhood Education, Social Sciences, Business, or a related degree and experience. The Operations Manager holds a BS in Family and Consumer Studies/ECE and has 25+ years working with preschoolers and their families in a Head Start setting.

**Classroom Teachers:**

Each Head Start classroom in our center-based models have a minimum of an Associate’s degree in Child Development or a related field with the equivalent of a major in Child Development/Early Childhood Education and experience working with preschool age children.

Our program prefers the Bachelor’s level or higher in Child Development/ECE, or equivalent with a major in ECE, well over the 50% minimum national requirement, of current teachers.
Our teachers demonstrate proficiency in planning for quality learning, establishing and maintaining safe learning environments, support growth in social emotional and all learning domains, and understand the importance of family engagement in school readiness.

**Mentor Teachers:**

Our Mentor Teachers provide on the job training and assistance to teaching staff, observe and assess teaching practices, and provide guidance for improvement. Mentor/coaches are carefully chosen by meeting the following criteria: a Bachelor’s or higher in ECE, at least five years experience in early childhood setting with at least three with Head Start, average to above average CLASS scores in all areas, and inter-rater reliability in child assessment. We currently have three mentors in this role.

**Assistant Teachers:**

All assistant teachers in both our center-based and combination models have at least a Child Development Associate Credential (CDA) and are enrolled in a program leading to an Associate’s in ECE, or they have an Associate’s degree in Child Development/ECE, or an Associate’s in a related field with a major in ECE with experience with preschoolers. The majority of our assistant teachers either have an AS and some possess a Bachelor’s in ECE.

**Family Service Workers:**

Family Advocates provide both in-home and referral services, needs assessments and goal setting to families of children participating in Head Start. Our Family Advocates are required to have at least an Associate’s in a Social Science, preferably Bachelor’s level, and preference for Social Work. With families in need of support, Family Advocates must possess the ability to support family engagement in their child’s learning and the ability to use a strengths-based
approach to help families reach their goals. The majority of our Family Advocates possess a Bachelor’s in Family and Consumer Studies/ECE or Bachelor’s or Master’s in Social Work. The maximum caseloads of full-time Family Advocates do not exceed 40 families and for part-time Family Advocates, caseloads are a maximum of 20 families.

Coordinators/Managers:

Education/Disabilities Coordinator

Our Education and Disabilities Coordinator offers assistance to education staff through mentor/coaching, including CLASS observation of Head Start classroom staff. We require at least a Bachelor’s in the field of Early Childhood Education and education and experience in Special Education. Our Ed Coordinator possesses a Bachelor’s with the equivalent of a major in ECE, a minor in Special Ed, and has 20 years of experience teaching preschoolers. She is also a certified CLASS observer.

Family Services Manager

The role of our Family Services Manager is to improve the quality and effectiveness of staff providing in-home and other services (strengths and needs assessment, development of family plans, family advocacy, and coordination of service delivery) to families of children participating in our Head Start program. Our Family Services Manager must possess at least a Bachelor’s in Social Sciences or ECE.

Health/Nutrition Manager

Our Health/Nutrition Manager must possess at least a Bachelor’s degree in healthcare or related field, be able to assist the program in monitoring program compliance requirements meeting the health and wellness needs of children.
Mental Health Consultant

The Mental Health Consultant (MHC) provides guidance and direction on the mental health and well-being of children, families and staff. The MHC provides classroom and individual child observations, resources and referral for mental health issues. Using observation tools, the MHC gives staff guidance in maximizing the mental health of the classroom environment. The MHC also provides training to all stakeholders. Our MHC has a license in Counseling, and endorsement in Infant and Child Mental Health.

Health Consultant

Our Health Consultant must possess at least an RN or Bachelor’s degree in Nursing or Public Health, be able to assist the program in meeting the health and wellness needs of children, and provide guidance for policies and procedures for health services. Our current Health Consultant contractor has a Master’s in Pediatric Nursing and Public Health. Any referral services requiring a Registered Dietician is referred to Kootenai Health through our Interagency Agreement for consultation of individual children and for menu review and meal compliance guidance.

Fiscal

Fiscal coordination is offered through our grantee, North Idaho College, from both the Fiscal Officer who is a Certified Public Accountant, the Vice President of Finance and Business Affairs who is also liaison to the Board, and the grants manager, who is an accountant.

Education Services Plan

Partnering with our families and communities, NICHS provides comprehensive services and integrated programming; NICHS is implementing the components of the Head Start Parent,
Family, and Community Engagement Framework (PFCEF) to achieve positive and goal orientated relationships necessary to building such high quality partnerships. NICHS embeds throughout our practices the four elements identified in the PFCEF as foundational to parent and family engagement:

- Program environment is respectful, welcoming and creates feelings of authentic value.
- Family partnerships are defined as staff and family jointly identifying and working together towards achieving child, family and program goals.
- Teaching and learning partnerships are equally weighted as families participate in their children’s learning and development with the support of capable and caring staff.
- Community partnerships are developed which support families’ needs and interests and invite families to be engaged in their children’s learning.
- NICHS uses a comprehensive educational approach to early childhood education which is culturally, linguistically, and developmentally appropriate. The educational approaches integrate the components of child development, health and safety, nutrition, mental health and family and community partnerships throughout the program. Our program’s systematic approach is anchored both in our Positive Behavior Interventions and Support (PBIS) plan and School Readiness Plan (SRP). The PBIS plan articulates the implementation of our educational approach through Tier 1- universal practices, Tier 2- secondary practices and Tier 3- focused individualized interactions. Following is an outline of the key elements within the curricula and monitoring protocols embedded in the PBIS Tier 1. These elements comprise the essence of the
Education Services Plan. Classrooms are inviting, safe, well equipped and with defined learning centers.

- Every classroom will post up-to-date curriculum planning forms in a designated space, thereby keeping families informed of current activities and creating an opportunity for families to offer suggestions and provide ideas for future activities.
  - This area includes: Weekly Lesson Plans, Classroom Individualizing for School-Readiness Goals form, the monthly menu, a copy of the monthly curriculum calendar for families, the Creative Curriculum Developmental Objectives, a Daily Program Schedule / Zoning form, and the Teaching Strategies Teacher Checklist.
  - Each document has a procedure found in the Operations and Monitoring System (OMS).

- Outdoor activities will be planned across all developmental domains and learning content areas, extending classroom learning opportunities and enhancing school-readiness.

- Teaching Practices
  - Lesson plans reflect daily activities which include both child and adult initiated activities across individual, small group and large group times.
  - Activity times will include: a circle/meeting time, story time, work/choice time, meals/snacks, small group lesson time, movement time (inside and outside).
  - Transitions will be planned; minimizing wait time and maximizing learning opportunities.
• Supplemental Curriculums

  o Second Step: Social-Emotional Skills for Early Learning provides activities and practices to help adults directly teach children skills to learn how to establish self-control, pay attention and strengthen their working memory. Feeling language, friendship skills and problem solving are primary skills vital to children’s school readiness.

  o Handwriting without Tears is a 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 incorporated into the weekly schedule and demonstrated on the lesson plan.

  o MyPlate is a health/nutrition curriculum teaching 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 a minimum of two times a month.

  o Cavity Free Kids is a dental health curriculum teaching children and families the importance of healthy teeth and how to prevent tooth decay. Dental health activities are planned and documented a minimum of two times a month. Letters are sent home during the year, sharing the current lesson and inviting families to learn and practice the strategy at home.

  o Learn Not to Burn is a fire safety curriculum. Lessons are planned and documented a minimum of one time a month and 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* is a resource 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.

- **Local Education Agency (LEA) Content Area Curriculums**
  - Each center 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. This would happen as a strategy to support school-readiness as children transition to kindergarten in the school district.

**Assessment Outcomes and Data Analysis**

Following each of the three assessment entries, the data gathered from the *Creative Curriculum Objectives for Development and Learning* is additionally analyze to inform planning and ongoing improvement at the classroom and program-level.

- Teaching teams and Area Supervisors analyze the class profile reports generated from the electronic assessment data program to determine teacher, classroom, center, and program needs.
  - The varied needs identified may include: personnel professional development; additional domain or content area 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.

Staff records their reflections on the Assessment Data Analysis form (PDM/143) and forward a copy to the Education Coordinator.

- The Education Coordinator reviews the center reports and also completes a program outcomes analysis following each checkpoint.

- The data may inform possible program trends, professional development needs and determine current progress on the NICHS-SRP and what supports or changes the data is suggesting.

- This data is reported out to the Office of Head Start, our program’s Governing Boards, and included in the Program Annual Report.

**Classroom Monitoring**

The Classroom Monitoring Schedule (PDM/136.a) outlines the timeline, observation tools to use, and the staff responsible to provide monitoring throughout the year.

- NICHS uses three observation tools to dually assess the strengths of our teaching practices and to identify needs for both individual staff and program-wide professional development. The protocols used include the *Creative Curriculum: The Fidelity Tool for Teachers (CC Implementation Checklist)*, the *Teaching Pyramid Observation Tool (TPOT)*, and the *Classroom Assessment Scoring System (CLASS)*.

- The *Teaching Strategies Teacher Checklist* provides a comprehensive programmatic overview and is used first by the teaching team as a self-reflective tool.
• Sections are completed monthly i.e.: September-Environments, October-Structure, Nov/Dec- Teacher-Child Interactions, January-Assessment, and February-Family Partnerships.

• Supervisors follow-up with physical observations of each section to provide feedback and support.
  o The TPOT provides a formal measure of a teacher's implementation of the Pyramid Model and in supporting children's social competence while preventing challenging behavior in young children.

• The Mental Health Consultant completes the observation within the first eight weeks of programming to proactively support the social-emotional environment of each classroom.

• Teachers identify skills and strategies from the TPOT as individual professional development goals and the observations are additionally analyzed to determine program-wide needed improvements.

• Follow-up observations are scheduled as requested or as needed.
  o The CLASS provides a common lens and language focused on the classroom interactions that boost student learning and school-readiness under the domains of Emotional Support, Classroom Organization and Instructional Support.

• The Education/Disability Coordinator completes two rounds of observations; the first, conducted between fall and winter, provides a baseline and informs how best to support individual staff and teaching teams. The second, conducted in
the spring, provides comparative data to measure improvements and identify program level professional development needs for the following fall.

- Teachers identify skills and strategies from the CLASS as individual professional development goals and the observations are additionally analyzed to determine program-wide needed improvements.

- Center and classroom environments are monitored for safety and American’s With Disability Act (ADA) compliance.
  - A state safety inspection is completed annually of all centers.
  - The ASTMI-CPSC Playground Safety Audit is completed prior to the start of the school year.
  - The ADA Checklist is completed twice a year: prior to class and in the spring.
  - The Monthly Safety and Hazard Inspection (PDM/150) is completed monthly with staff and at least one parent. Any findings are addressed immediately.
  - A daily playground checklist is completed by the Education Team daily.

**Program Monitoring and On-going Improvement**

NICHS conducts an annual Self-Assessment including staff, community partners and Policy Council members to monitor the quality of services across all program components, including the Education Plan. Areas that are identified as needing improvement are added to the program’s Program Improvement Plan. The program instituted a peer-mentor coaching system to partner mentor/coaches with new education staff (Assistant Teachers and Classroom Teachers) following the practice-based coaching model.
Management Systems

The Self-Assessment is to be conducted and approved by the Board and Policy Council each program year.

The *Monthly Program Information Report (MPIR – PDM/141)* summarizes the delivery of services and reports for all components for the month. Staff submit to supervisors and supervisors review and submit to component area coordinators. The component area coordinators present the MPIR at the monthly Policy Council and administrative meetings.

The Central Office responds to the MPIR on the *Administrative Response to the MPIR (PDM/146)*. An email of this form is sent back to the center. Area Supervisors reply to this response with the next month’s documentation.

Component Coordinators site visits are made to all centers. All monitoring and follow up activities are recorded in Child Plus using the Internal Monitoring Suite.

Administration provides input for any necessary updates or changes to any of these systems during the monthly Administrative Team Meetings.

**Outcome accountability:**

We identify, measure and report the who, what and how children and their families are affected by participating in NICHS. Child goals and the achievement of those goals is documented on the *Creative Curriculum Child Planning and Progress report*. Child progress is recorded using individualizing summaries, anecdotal records, and portfolios. Family goals and the achievement of those goals is documented on the *Family Strengths and Needs Assessment*. These participant focused outcomes are often small but critical steps necessary to see longer-term family and societal outcome
File Reviews:

Family Advocates, Classroom Teachers, Area Supervisors, Coordinators, and Director review family files. The purpose of this monitoring is two-fold: 1) documentation of monitoring and follow up by Family Advocates/Classroom Teachers, Supervisors, Coordinators and the Director and 2) to guide for the staffing process on families and children between the Area Supervisor and Family Advocates or Classroom Teacher.

Family Advocates and Classroom Teachers are required to monitor their area of each family file and to formally staff with their Area Supervisor on families and children three times per year.

- The first staffing review must be completed within the first 30 calendar days of the child’s entry date to determine completeness of family/child file and compliance with 45 day requirements. The second staffing review is completed 45 days after the first staffing review to determine completeness of family/child file and compliance with 90 day requirements. The third staffing review must be completed within the 75 days following the second review.

Staff Monitoring

Staff will use content area forms: Education Staff will use the Education (PDM/139-A) and Disabilities (PDM/139-B) when applicable.

Family Advocates will use Family and Community Partnership (PDM/139-C) and Health (PDM/139-D)
**Supervisors/Coordinators/Managers/Operations Manager/Director Monitoring**

Supervisors, Component Area Coordinators, Component Managers, Operations Manager, and Director will use the *Family/Child Monitoring Form* for their specific component area.

(PDM/139 E-F-G)

- Supervisors will review a minimum of 10% of all family files.
- Component Area Coordinators and Managers will review a minimum of 10% of all component area of family files.
- Operations Manager will review the ERSEA requirements.
- Focus Files: Children with disabilities, new enrollments, new staff, and staff receiving supplemental professional development support.
- The Coordinators/Director will review findings that require follow-up with the Supervisor and Staff utilizing the ChildPlus Internal Monitoring Suite.
- Completed forms will be added to the Family Advocate’s or the Classroom Teacher’s monitoring/staffing folder and used by staff to review indicated, necessary follow up.
- Director will conduct periodic monitoring reviews: i.e. Self-Assessment, ERSEA, health

**Recordkeeping/Reporting**

At North Idaho College Head Start, staff, child and family and fiscal information is held in strict confidence, following confidentiality and ethics guidelines revisited and signed yearly by staff in all positions. Records are kept according to a strict schedule and only released when appropriate with consent. All files are kept under lock and key and electronic records are password protected. The level of security access is established on a “need-to-know” basis.
These duties and responsibilities are listed in the job descriptions and work plans for every staff member.

Communication

The NICHS staff follow an established communication plan for all staff to understand the program processes.

Training and Technical Assistance Plans

The NICHS develop training plans for staff, Policy Council, and parents for ongoing monitoring and professional development to meet best practices. The T/TA Plans are part of the supporting documents. The T/TA Plan for 2016-2017 is illustrated in the following chart.
Program Option Policy

North Idaho College Head Start will select the program option of delivery of services using the following criteria:

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.

4. *Best practices:* Head Start will select a program option that best supports methods validated by current research.

5. *Extended family:* All caregivers of the child will be considered. The program option selected will respond to the needs of all types of families.

6. *Delivery of social services:* Social services will be delivered to best meet the family’s needs.

7. *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.

Policy Council Approval:____________________

Board of Trustees Approval:__________________
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.

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

Policy Council Approval: _______________________

Board of Trustees Approval: ___________________
Selection of Target Area Policy

The Selection of Target Area Policy is reviewed annually by the Grant Planning Committee to determine the needs and process for recommending center/site locations and allocating enrollment slots in areas of greatest need.

A Community Assessment is conducted and updated yearly for the entire service area (five North Idaho Counties—Kootenai, Shoshone, Bonner, Boundary, and Benewah).

A. Information will be gathered on:

1. Number of low income families—census
2. Number of TAFI families—Health and Welfare
3. Number of Food Stamp recipients
4. Availability of other child care services
5. Incidence of families with special needs (i.e. disabled child, disoriented home life, ethnic/racial, emotional disturbance, alcoholism, etc.)
6. Availability of transportation
7. Availability of facilities
8. Health services available
9. Other information deemed appropriate

B. The Director will present the above information to The Grant Planning Committee

C. The Grant Planning Committee will recommend the center/site locations and allocation of enrollment slots based on the following criteria:

1. Number of low income families
2. Incidence of families with special needs
3. Availability of other community resources
4. Wait list for centers
5. Economic Feasibility
6. Availability of facilities
7. Availability of transportation
8. Community Support

D. Policy Council will approve the final draft of the grant.

E. The Chair of the Board of Trustees will sign the grant to confirm Board approval.

Policy Council Approval: __________________________

Board of Trustees Approval: _______________________
## Allocation of Enrollment Slots in the Target Area

### 2017–2018 Enrollment Slots

<table>
<thead>
<tr>
<th>County</th>
<th>Center and Model</th>
<th>Current PY 2016–2017</th>
<th>Proposed PY 2017–2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kootenai County</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Harding Head Start and Preschool Center – in Coeur d'Alene</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration with School District #271, Center-</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td><strong>Harding North Head Start Center – in Hayden</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration with School District #271, Center-</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Hayden Duration Site</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Center-based</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td><strong>NIC Children's Center – on NIC Main Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration with Grantee, Center-based</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Post Falls Center – in Post Falls</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Center-based</td>
<td>47 / 13*</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Lakeland Center – in Rathdrum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Center-based</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Bonner County</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(*13 TANF funded enrollment slots not included in county total.)</td>
<td>50 Total</td>
<td>49 Total</td>
</tr>
<tr>
<td></td>
<td><strong>Sandpoint Center – in Sandpoint</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration w/School District #84, Center-based</td>
<td>50</td>
<td>37 / 12*</td>
</tr>
<tr>
<td></td>
<td><strong>Boundary County</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Julien Bucher Early Learning Center – in Bonners Ferry</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Center-based</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td><strong>Benewah County</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>St Maries Center – St. Maries</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Center-based</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td><strong>Shoshone County</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Shoshone Center – in Kellogg</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Center-based</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL HEAD START FUNDED SLOTS</strong></td>
<td>280</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL TANF FUNDED SLOTS IN KOOTENAI COUNTY</strong></td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL TANF FUNDED SLOTS IN BONNER COUNTY</strong></td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL PROGRAM ENROLLMENT SLOTS</strong></td>
<td>293</td>
<td>292</td>
</tr>
</tbody>
</table>

Policy Council Approval: ____________________________

Board of Trustees Approval: ____________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Allocated Time (in hours)</th>
<th>Content Area</th>
<th>T/TA Need, Topic</th>
<th>Strategy</th>
<th>Expected Outcomes for Participants</th>
<th>Participants</th>
<th>Resources</th>
<th>Financial Supports</th>
<th>Next Steps (to record follow-up after activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td></td>
<td>All Program Areas</td>
<td>Academic degree for staff qualification</td>
<td>College courses towards degree.</td>
<td>Staff will meet qualifications for position.</td>
<td>Degree-Seeking Staff</td>
<td>Tuition &amp; fees</td>
<td>$ 4,509.00</td>
<td></td>
</tr>
<tr>
<td>On-going</td>
<td>19</td>
<td>All Program Areas</td>
<td>Idaho Stars QRIS Steps to quality</td>
<td>Online learning modules</td>
<td>Staff will complete the learning modules in each of the QRIS areas to improve quality in the classroom and program.</td>
<td>Education Staff, Education &amp; Disabilities Coordinator, Supervisors, Family Advocates</td>
<td>Staff Time 19 hours x 35+ staff members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-going</td>
<td></td>
<td>All Program Areas</td>
<td>Develop training resources library</td>
<td>Utilize technology to record training sessions and incorporate variety into trainings to meet the needs of adult learners</td>
<td>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).</td>
<td>All Staff</td>
<td>Training materials</td>
<td>$ 150.00</td>
<td></td>
</tr>
<tr>
<td>On-going As Needed</td>
<td></td>
<td>Professional Development</td>
<td>North Idaho College online training sessions</td>
<td>Web-based active learning</td>
<td>Staff will train on topics that will enhance their position within the organization.</td>
<td>Center Assistants, Supervisors, Managers, Receptionists</td>
<td>Staff Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing all trainings &amp; staff meetings</td>
<td>0.25</td>
<td>Management Systems</td>
<td>Program mission, and 5 year goals and objectives</td>
<td>Incorporate Mission and goals awareness at all trainings and throughout program documentation</td>
<td>Understand and apply principles of program’s mission and goals. Strengthen representation of Head Start in the communities.</td>
<td>All Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing All Trainings &amp; Staff Meetings</td>
<td>0.25</td>
<td>Child Health &amp; Safety Mental Health</td>
<td>Staff wellness/ mental health</td>
<td>Integrate wellness, mental health, stress and time management activities</td>
<td>Increased awareness of wellness and mental health, including stress and time management techniques and skills.</td>
<td>All Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing</td>
<td>2</td>
<td>All Program Areas</td>
<td>Trauma-informed care</td>
<td>Incorporate trauma informed care into professional development opportunities.</td>
<td>Trauma-informed care will become a program wide philosophy for working with children and families.</td>
<td>All Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing All Management Team Meetings</td>
<td>1</td>
<td>All Program Areas</td>
<td>Performance Standard Alignment</td>
<td>Discussion and procedure review</td>
<td>Review Performance Standards and procedures to ensure alignment of policy and procedure with performance standard.</td>
<td>Management Team</td>
<td>Staff Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing All Management Team Meetings</td>
<td>2</td>
<td>Management Systems</td>
<td>Coaching and communication styles</td>
<td>Active learning, discussion and scenarios</td>
<td>Management Team will develop strategies for positive communication with staff. Management Team will develop strategies for individualizing communication for staff members.</td>
<td>Managers, Supervisors, Director, Coordinators</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Design and Management

Revised: 02/01/2017
## North Idaho College Head Start - PY16-17 Training/Technical Assistance Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Allocated Time (in hours)</th>
<th>Content Area</th>
<th>T/TA Need, Topic</th>
<th>Strategy</th>
<th>Expected Outcomes for Participants</th>
<th>Participants</th>
<th>Resources</th>
<th>Financial Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>16</td>
<td>Child Development &amp; Education</td>
<td>Mentor-coaching</td>
<td>One on one coaching, Demonstration, Active Learning, Work plans, data collection tools and program procedures.</td>
<td>New staff will be connected with a mentor to gain the procedural knowledge and skills for job expectations.</td>
<td>Classroom Teachers, Assistant Teachers (emphasis on new teachers)</td>
<td>Staff Stipends</td>
<td>$ 750.00</td>
</tr>
<tr>
<td>Ongoing</td>
<td>6</td>
<td>Child Development &amp; Education</td>
<td>Mentor-coaching: Teaching &amp; Learning Communities</td>
<td>Using CLASS, and Creative Curriculum, ECLKC, teachers are networked with peer mentors to reach short-term and long-term goals. Group Learning</td>
<td>Staff will utilize peer group learning on specific topics to increase knowledge and skills for job expectations</td>
<td>Classroom Teachers, Assistant Teachers (emphasis on new teachers)</td>
<td>Staff Stipends</td>
<td>$ 750.00</td>
</tr>
<tr>
<td>Annually</td>
<td>6</td>
<td>Professional Development</td>
<td>Green Dot- violence and stalking prevention</td>
<td>Active learning, lecture, discussion, demonstration</td>
<td>Staff will learn how a bystander can implement strategies to help someone experiencing violence or stalking. Staff will also learn to recognize the signs of dating violence and stalking.</td>
<td>All Staff</td>
<td>Staff Time,</td>
<td></td>
</tr>
<tr>
<td>Annually</td>
<td>2</td>
<td>All Program Areas</td>
<td>Program Mental Health rotational trainings: PBIS (Rotation: PBIS, Trauma Informed Care, Darkness to Light)</td>
<td>Center-based active learning, demonstration, Video Learning, Scheduled with Mental Health Consultant</td>
<td>Staff will understand PBIS (Positive Behavior Instructional Supports) as they apply to all areas of the program and to provide consistent quality services to children and families</td>
<td>All Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As Needed</td>
<td>1</td>
<td>Professional Development</td>
<td>Mandated Training: Title IV- Sexual Harassment Prevention and reporting</td>
<td>Lecture, discussion</td>
<td>Staff will understand the impacts of harassment. Be able to identify harassment. Be able to understand the reporting process.</td>
<td>All New Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>As Needed</td>
<td></td>
<td></td>
<td>Management Systems</td>
<td>New staff orientation</td>
<td>Direct learning using online tools, Operations and Monitoring System, Work Plans and discussion with Component Area Coordinators and Supervisors</td>
<td>New Staff, Supervisors, Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As Needed</td>
<td>6</td>
<td>Management Systems</td>
<td>New staff orientation</td>
<td>Direct learning using online tools, Operations and Monitoring System, Work Plans and discussion with Component Area Coordinators and Supervisors</td>
<td>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.</td>
<td>New Staff, Supervisors, Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>4</td>
<td>Child Development &amp; Education</td>
<td>Creative Curriculum and Head Start Child outcomes</td>
<td>Active learning</td>
<td>Staff will understand the program’s foundational curriculum and how to integrate additional curriculums to enhance the learning environment. Staff will understand how the program school readiness goals align with the Head Start education and learning outcome frameworks. Staff will understand how to use curricula with fidelity.</td>
<td>New Education Staff, Supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Allocated Time (in hours)</td>
<td>Content Area</td>
<td>T/TA Need, Topic</td>
<td>Expected Outcomes for Participants</td>
<td>Participants</td>
<td>Resources</td>
<td>Materials Supplies</td>
<td>Mileage</td>
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</tr>
<tr>
<td>Annually</td>
<td>1</td>
<td>Child Health &amp; Safety</td>
<td>Cleaning, sanitizing and disinfecting at centers Chemical Safety (HAZCOMM)</td>
<td>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.</td>
<td>All Staff</td>
<td>Materials</td>
<td>$80.00</td>
<td></td>
</tr>
<tr>
<td>As Needed</td>
<td>3</td>
<td>Child Health &amp; Safety</td>
<td>CPR and first aid certification</td>
<td>Staff certification in CPR and First Aid to support needs in their immediate work locations.</td>
<td>All Staff with expired/about to expire certifications</td>
<td>Fees</td>
<td></td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Ongoing</td>
<td>39</td>
<td>Management Systems</td>
<td>University of Idaho Non-Profit Leadership Classes</td>
<td>Administrative members will gain updated and research based leadership skills to utilize within the program.</td>
<td>Management Team</td>
<td>Registration Fees, 7 classes @ $15 each = $105 per person, Staff Time</td>
<td>$945.00</td>
<td></td>
</tr>
<tr>
<td>Bi-Annually</td>
<td>6</td>
<td>All Program Areas</td>
<td>Trainings provided through collaboration</td>
<td>Strengthen knowledge and understanding of other agencies, programs and needs. Better use resources across communities. Demonstrate collaboration with community agencies and programs.</td>
<td>All Staff</td>
<td>Staff Time, Materials, Presenter Fee</td>
<td></td>
<td>$300.00</td>
</tr>
<tr>
<td>Pre-Service</td>
<td>40</td>
<td>Child Development &amp; Education</td>
<td>Mentor-coaching</td>
<td>Mentor/Coaching staff will gain or increase knowledge and skills in mentoring and coaching peers in specific job expectations.</td>
<td>Mentor/Coach Classroom Teachers</td>
<td>Staff Stipends</td>
<td>$1,500.00</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>0.5</td>
<td>Professional Development</td>
<td>Safety in the workplace</td>
<td>Staff will understand and follow proper lifting procedures and develop an awareness of workplace safety.</td>
<td>All Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>0.5</td>
<td>Child Health &amp; Safety</td>
<td>Mandated training: Child abuse and neglect law and regulations</td>
<td>Staff will know and understand mandatory reporting as prescribed by Idaho Child Abuse and Neglect laws and regulations including specific program procedures.</td>
<td>All Staff</td>
<td>Materials</td>
<td>$200.00</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Professional Development</td>
<td>Mandated training: Civil rights</td>
<td>Staff will understand and respect the civil rights of all people.</td>
<td>All Staff</td>
<td>Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Child Health &amp; Safety</td>
<td>Mandated training: Universal safety precautions and blood-borne pathogens</td>
<td>Staff will be able to implement universal safety precautions regarding blood borne pathogens; staff will be competent utilizing center spill kits.</td>
<td>All Staff</td>
<td>Staff Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Allocated Time (in hours)</td>
<td>Content Area</td>
<td>T/TA Need, Topic</td>
<td>Strategy</td>
<td>Expected Outcomes for Participants</td>
<td>Participants</td>
<td>Resources</td>
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</tr>
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</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Child Development &amp; Education</td>
<td>Data Analysis Training</td>
<td>Active learning, lecture, discussion, demonstration</td>
<td>Staff will be able to accurately review child assessment data, make inferences on how the data impacts next steps for planning lessons, professional development and program expenditures.</td>
<td>Lead Teachers</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>3</td>
<td>Child Development &amp; Education Family &amp; Community Engagement</td>
<td>Enrollment &amp; home visits</td>
<td>Active learning, lecture</td>
<td>Staff will know and understand the various forms relating the home visits and enrollments.</td>
<td>Education Staff, Family Services Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Disabilities</td>
<td>Mandated training: Disabilities Service Plan</td>
<td>Active learning, lecture</td>
<td>Ensure staff understand the program’s Disability Service Plan and related Performance Standards and are aware of the process to identify children with disabilities.</td>
<td>Education Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>0.5</td>
<td>Child Development &amp; Education Family &amp; Community Engagement</td>
<td>Home visit safety</td>
<td>Active learning, lecture</td>
<td>Staff will become familiar with safety strategies while visiting homes of enrolled families.</td>
<td>Classroom Teachers, Family Services Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As Needed</td>
<td>6</td>
<td>Child Development &amp; Education Family &amp; Community Engagement</td>
<td>Motivational interviewing</td>
<td>Active learning, lecture, role-playing</td>
<td>Staff will help families with goal setting, health requirements, finance, child special service supports. To strengthen staffs’ skills for motivational interviewing and develop trusting relationships with families.</td>
<td>New Teachers and Family Advocates, presenter fee</td>
<td>Materials, presenter fee</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Family &amp; Community Engagement</td>
<td>Family Outcomes Tracking</td>
<td>Active learning</td>
<td>Staff will understand and support family goal setting, family outcomes, staffing protocols, home visits, and forms.</td>
<td>Family Advocates</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>0.5</td>
<td>Child Health &amp; Safety</td>
<td>Immunization requirements</td>
<td>Active learning</td>
<td>Staff will be able to access and utilize the IRIS system effectively.</td>
<td>Family Advocates</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Management Systems</td>
<td>Welcome by Director</td>
<td>Presentation, discussion</td>
<td>Staff introductions. Share mission, vision and values. Staff develop a sense of the organization as a whole.</td>
<td>All Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Management Systems</td>
<td>Head Start policies, procedures and job responsibilities</td>
<td>Active learning, lecture</td>
<td>Staff will understand expectations for the use of staff work time, including breaks, lunch, taking work home, time in/out, Personnel Activity Reports, web-time entry, individualizing and flexibility, including dress code and work plans.</td>
<td>All Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Date</td>
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<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Professional Development</td>
<td>Mandated Training: Ethics and confidentiality (self-disclosure and fatigue)</td>
<td>Active learning</td>
<td>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.</td>
<td>All Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>0.75</td>
<td>Management Systems</td>
<td>Program organization and philosophy</td>
<td>Active learning</td>
<td>Staff will be knowledgeable about program organizational structure and communication, philosophy (including strength-based, solution-focused, reflective practices). Staff will understand dual relationships and differences between supervisors, coordinators and mentors.</td>
<td>All Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>0.5</td>
<td>Child Health &amp; Safety</td>
<td>Health &amp; Welfare updates for child abuse &amp; neglect including trauma-informed care</td>
<td>Lecture, video, Online</td>
<td>Staff will understand the “mandatory reporters of child abuse and neglect” and be informed of any Health and Welfare updates in regards to reporting.</td>
<td>All Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>0.5</td>
<td>Family &amp; Community Engagement</td>
<td>Parent involvement in Policy Council</td>
<td>Active learning</td>
<td>Staff will understand and support parents in the voting process and parent involvement in Policy Council.</td>
<td>All Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>6</td>
<td>All Program Areas</td>
<td>Positive Behavior Instruction Supports (PBIS) Introducing Trust Based Relational Interventions</td>
<td>Active learning, Video</td>
<td>To build understanding of what the PBIS philosophy means and how it applies to all areas of the program. Staff will gain a basic understanding of TBRI and how the program will be implementing the procedures.</td>
<td>All Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>0.5</td>
<td>Fiscal Integrity</td>
<td>Fiscal processes</td>
<td>Center-based active learning, demonstration</td>
<td>Staff will understand and follow program fiscal procedures, which include: 1) center budgets developed and approved through parent committee 2) accessing petty cash 3) in-kind 4) purchase orders 5) inventory</td>
<td>Center Staff</td>
<td>Materials, Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Child Health &amp; Safety</td>
<td>Staff and participant safety</td>
<td>Center-based active learning, demonstration</td>
<td>Staff will be knowledgeable and aware of proper use of fire extinguishers procedures, and health &amp; safety inspections.</td>
<td>Center Staff</td>
<td>Materials, Staff Time</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Allocated Time (in hours)</td>
<td>Content Area</td>
<td>T/TA Need, Topic</td>
<td>Strategy</td>
<td>Expected Outcomes for Participants</td>
<td>Participants</td>
<td>Resources</td>
<td>Financial Supports</td>
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<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Child Health &amp; Safety</td>
<td>Health policies and procedures</td>
<td>Center-based active learning, handouts, posters</td>
<td>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 handwashing procedures 5) child accident procedures 6) tracking child absences procedure.</td>
<td>Center Staff</td>
<td>Materials, Staff Time</td>
<td>$100.00</td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Management Systems</td>
<td>Center operations</td>
<td>Center-based active learning</td>
<td>Staff will know and understand center operations, operating procedures, performance standards.</td>
<td>Center Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Family &amp; Community Engagement</td>
<td>Family engagement</td>
<td>Center-based active learning</td>
<td>Staff will understand ISPP – Building Parent Leadership.</td>
<td>Center Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>Pre-Service</td>
<td>0.5</td>
<td>Family &amp; Community Engagement</td>
<td>Community resources</td>
<td>Center-based active learning, handouts</td>
<td>Staff will understand the program’s impact and participation in the development of needed community resources, as well as the procedures for selecting community service assignments.</td>
<td>Center Staff</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>16</td>
<td>Child Education &amp; Development</td>
<td>Council for Exceptional Children</td>
<td>Active Learning, Discussion, Lecture</td>
<td>Gain updated research and strategies to support children with special needs in the program.</td>
<td>Director, Education/Disabilities Coordinator or designee</td>
<td>Staff Time, Travel Costs, Registration Fees</td>
<td>$1,150.00</td>
</tr>
<tr>
<td>September</td>
<td>48</td>
<td>All Program Areas</td>
<td>Trust Based Relational Intervention Train the Trainer</td>
<td>Active Learning, Role Playing</td>
<td>The Mental Health Coordinator and the Education and Disabilities Coordinator will thoroughly understand TBRI Methods and how to train staff in TBRI strategies.</td>
<td>Coordinator, Education &amp; Disabilities Coordinator Other staff as assigned</td>
<td>Registration, airfare, travel costs, per diem, Staff Time</td>
<td>$5,450.00</td>
</tr>
<tr>
<td>October</td>
<td>16</td>
<td>Child Education &amp; Development</td>
<td>National Association for the Education of Young Children Conference</td>
<td>Lecture, discussion, Active Learning</td>
<td>Staff will gain information on new ECE Research and gaining best practice strategies. Emergent learning for ECE professionals.</td>
<td>Education Staff as designated by Director</td>
<td>Registration Fees, Staff Time</td>
<td>$325.00</td>
</tr>
<tr>
<td>November</td>
<td>4</td>
<td>Child Education &amp; Development</td>
<td>Trust Based Relational Intervention</td>
<td>Active Learning, Role playing, Discussion</td>
<td>Staff will understand the basis of Trust Based Relational Intervention, the benefits to children and families and how to utilize TBRI strategies with all children.</td>
<td>Mental Health Coordinator Education &amp; Disabilities Coordinator Supervisors, Education Staff, Family Advocates</td>
<td>Materials Connected Child book(TBRI Pocket Guide Handbook), Staff Time</td>
<td>$200.00</td>
</tr>
<tr>
<td>Pre-Service</td>
<td>1</td>
<td>Child Health &amp; Safety</td>
<td>Emergency health &amp; safety procedures</td>
<td>Center-based active learning</td>
<td>Staff will be familiar with emergency preparedness plans and procedures. Staff will know what to do in case of missing child. Staff will know what is contained in classroom first aid kits and how to use first aid materials. Staff will be aware of allergies present in the center and what to do in case of an allergic reaction.</td>
<td>Center Staff</td>
<td>Materials, Staff Time</td>
<td>$80.00</td>
</tr>
<tr>
<td>Date</td>
<td>Allocated Time (in hours)</td>
<td>Content Area</td>
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<td>Expected Outcomes for Participants</td>
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<td>Annually</td>
<td>6</td>
<td>Governance</td>
<td>Shared governance meeting</td>
<td>Active learning, presentation, lecture, discussion</td>
<td>Participants’ understanding of program governance, including roles and responsibilities, will be strengthened. Participants will understand requirements relating to sharing and reporting program information and activities. Participants will know and understand the responsibilities related to decision-making and approval, as well as the governance responsibilities for the 5-year grant cycle.</td>
<td>Policy Council Representatives, NIC Board of Trustees Representatives, Area Supervisors, Management Team</td>
<td>Staff Time</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>16</td>
<td>Professional Development</td>
<td>IHSA January member meeting</td>
<td>Active learning, lecture, role-playing, discussion</td>
<td>Staff &amp; PC Reps will become familiar with IHSA; experience the awards and recognition of Head Start employees, volunteers, and parents from throughout the state; participate in learning opportunities offered at the conference.</td>
<td>Staff (as assigned by Director), Policy Council Representatives (as elected by policy Council)</td>
<td>Travel costs of staff and reps, Staff Time</td>
<td>$ 3,500.00</td>
</tr>
<tr>
<td>Pre-Service</td>
<td>6</td>
<td>Child Development &amp; Education</td>
<td>CLASS: Instructional support STEAM Teaching Practices</td>
<td>Active learning, lecture, discussion, demonstration</td>
<td>Education Staff will increase their skills in Instructional support in the classroom. Especially increasing Concept Development and Quality of Feedback in the classrooms.</td>
<td>Education Staff</td>
<td>Presenter Fees, Materials, Staff Time</td>
<td></td>
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<tr>
<td>Pre-Service</td>
<td>2</td>
<td>CACFP</td>
<td>Mandated Training: CACFP Annual Training</td>
<td>Active learning</td>
<td>Staff will know and understand processes for meal service and reimbursements. Staff will understand preparing food for children with allergies.</td>
<td>Cooks</td>
<td>Materials $ 420.00 $ 200.00</td>
<td></td>
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<tr>
<td>March</td>
<td>16</td>
<td>Child Development &amp; Education</td>
<td>Idaho Children’s Trust Fund Institute</td>
<td>Active learning, lecture, role-playing, discussion</td>
<td>Attending staff will participate in the Institute and participate in all research based training provided.</td>
<td>Staff (as assigned by Director)</td>
<td>Travel costs, Staff Time $ 1,200.00</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>16</td>
<td>Professional Development</td>
<td>Region X Leadership Conference</td>
<td>Active learning, lecture, role playing, discussion</td>
<td>Staff will have opportunity to network, to participate in learning opportunities offered at conference and to better understand the function of the regional office.</td>
<td>Admin Team, Coordinators</td>
<td>Travel costs, Staff Time $ 2,500.00</td>
<td></td>
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<tr>
<td>April</td>
<td>16</td>
<td>Professional Development</td>
<td>National Head Start Association Conference</td>
<td>Active learning, lecture, role-playing, discussion</td>
<td>Staff will have opportunity to network, participate in learning opportunities offered at conference, to participate in awards and recognition ceremony for program award recipients.</td>
<td>Staff (as assigned by Director)</td>
<td>Travel costs, Staff Time $ 3,000.00</td>
<td></td>
</tr>
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<td>May</td>
<td>4</td>
<td>Family &amp; Community Engagement</td>
<td>Mandated Training: ERSEA training</td>
<td>Active learning</td>
<td>Staff will know and understand policies and procedures around ERSEA; staff will be prepared to accept applications for enrollment.</td>
<td>Family Advocates, Center Assistants, Center Managers, Center Supervisors</td>
<td>Materials, Staff Time</td>
<td>$ 100.00</td>
</tr>
<tr>
<td>May</td>
<td>7.5</td>
<td>Professional Development</td>
<td>End of the year review</td>
<td>Active learning, discussion, lecture</td>
<td>Staff will understand the program’s accomplishments throughout the year and how the information connects to the planning for the next program year. Staff will celebrate and acknowledge the difference they have made during the year. Scholarship and Award recipients are acknowledged for their contributions to the program during the year.</td>
<td>All Staff</td>
<td>Staff Time</td>
<td>[</td>
</tr>
<tr>
<td>June</td>
<td>16</td>
<td>Family &amp; Community Engagement</td>
<td>2 Days in June Domestic Violence Conference</td>
<td>Active learning, discussion, lecture</td>
<td>Staff will participate in the conference and gain research based training on providing resources to those experiencing Domestic Violence</td>
<td>Director, Operations Manager, Family Services Manager, Family Advocates (as assigned by Director)</td>
<td>Travel Costs, Conference Fees, Staff Time</td>
<td>2700 VOCA Grant, 300 VOCA Grant</td>
</tr>
</tbody>
</table>

Total Allocated Resources: $REF! $REF! $REF! $REF!
Total Actual Expensed: $ - $ - $ - $ -
SUBJECT
Collaboration with Gizmo-CDA

BACKGROUND
In September 2015, a group, including Gizmo-CDA, was working to establish a Tech Market in the Riverstone Development in Coeur d’Alene and made a funding request to ignite cda. Gizmo-CDA had outgrown their current facility on Fourth Street and was seeking a larger space to offer programming. When the funding request was not approved, the group was encouraged to meet with NIC regarding potential space in the Hedlund Building after the opening of the CTE Facility in Rathdrum.

In meeting together, it became apparent that there was significant alignment with Gizmo-CDA in mission and approach to serving the community and providing access to educational programs.

Since the fall of 2015, there have been numerous meetings with Gizmo-CDA to look at alignment and collaboration and tour the Hedlund Building.

DISCUSSION
Currently there are numerous programs at the college that partner with Gizmo, including art and engineering. Strengthening the collaboration between NIC and Gizmo will enhance current NIC programs and enhance access to additional educational opportunities at Gizmo.

COMMITTEE ACTION
None.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
Recommend the board consider a motion to support an on-going collaboration with Gizmo-CDA, including authorizing the president to enter into a facility agreement with Gizmo-CDA for the use of 6,000 square feet in the Hedlund Building to offer educational programming.

Prepared by,
Chris Martin, VP for Finance and Business Affairs