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.

Executive Session - Idaho Code Section 74-206(1)*

6:00 p.m.

Convene Board Meeting/Call to Order

Pledge of Allegiance
Verification of Quorum/Introduction of Guests
Review Minutes
Public Comment**

Special Report

Tab 1: Economic Impact Report

Constituent Reports

ASNIC 5 minutes
Staff Assembly 5 minutes
Faculty Assembly 5 minutes
Senate 5 minutes

President’s Report

KTEC Report

Old Business

Tab 2: SECOND READING: Compensation Structure Policy 3.02.16

New Business

Tab 3: FIRST READING: Head Start Policy Council By-Laws

Information Items

Tab 4: Official Fall Enrollment Report

Board Chair Report

Ken Howard
**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.

<table>
<thead>
<tr>
<th>Upcoming Events</th>
<th>Date &amp; Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIC Board Meeting</td>
<td>Oct 25 – SUB</td>
</tr>
<tr>
<td>NIC Foundation Scholarship Celebration</td>
<td>Nov 9 5:30 p.m. – SUB Dining Room</td>
</tr>
<tr>
<td>NIC Board Meeting</td>
<td>Nov 15 – SUB</td>
</tr>
<tr>
<td>NIC Legislative Send Off</td>
<td>Dec 11 5:00 p.m. SUB</td>
</tr>
<tr>
<td>NIC CARD-nival and Auction</td>
<td>Dec 13 5:30 p.m. CDA Inn- Best Western</td>
</tr>
<tr>
<td>NIC Associate Degree Nursing Pinning Ceremony</td>
<td>Dec 14 4:30 p.m. – Schuler PAC</td>
</tr>
<tr>
<td>NIC Board Meeting</td>
<td>Dec 18 – SUB</td>
</tr>
<tr>
<td>NIC Board Meeting</td>
<td>Jan 17 – SUB</td>
</tr>
<tr>
<td>Tentative: JFAC &amp; Higher Education Week</td>
<td>Jan 22-26, 2018</td>
</tr>
<tr>
<td>NIC Board Meeting</td>
<td>Feb 28 – SUB</td>
</tr>
<tr>
<td>NIC Board Meeting</td>
<td>Mar 28 – SUB</td>
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<tr>
<td>NIC Board Meeting</td>
<td>Apr 25 – SUB</td>
</tr>
<tr>
<td>2018 Commencement Exercise</td>
<td>May 11 – Christianson Gym</td>
</tr>
<tr>
<td>NIC Board Meeting</td>
<td>May 23 – SUB</td>
</tr>
<tr>
<td>NIC Board Meeting</td>
<td>Jun 27 - SUB</td>
</tr>
</tbody>
</table>
CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Ken Howard called the meeting to order at 6:00 p.m. and he led attendees in the Pledge of Allegiance. Chair Howard next verified that a quorum was present and announced that Trustee Meyer was not present. Chair Howard next welcomed attendees to the meeting, and he asked Trustee Wood to recite the college’s mission statement.

ATTENDANCE
Trustees: Todd Banducci
         Ken Howard
         Brad Murray
         Christie Wood

Also present: Rick MacLennan, President
              Graydon Stanley, VP for Student Services
              Lita Burns, VP for Instruction
              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 August 23, 2017. There were no changes noted and the minutes were accepted, as presented.

PUBLIC COMMENT
There was no public comment.

CELEBRATING SUCCESS
English Instructor Nikole King reported on the annual Northwest Undergraduate Conference in the Humanities during which students present their papers on topics in the humanities and provide support in reviewing submitted works, serving on panels, promoting events and other tasks in support of the event. She announced this year’s event is scheduled for November 4.

CONSTITUENT REPORTS
**ASNIC**
ASNIC President Caleb Weeks reported that ASNIC had recently participated in a retreat where they experienced leadership training, personal development and growth, and team development. He reviewed upcoming projects including the pursuit of a Foundation grant to purchase calculators for the College Skills Center, a Point of Service payment system at Emery’s Restaurant, teacher evaluations for all instructors, block scheduling and guided pathways and work underway in the Student Fee Advisory Committee to determine exactly how student fees are used by the entities for which they’re collected.

**Staff Assembly**
Chair Suzie Deane reported that during their August meeting, Staff Assembly received presentations on the Student Wellness and Recreation Center, service animals, and a SharePoint site that was
created for Assembly members. She closed by reporting that she is working with college committee chairs to fill staff membership seats.

**Faculty Assembly**
Chair Geoff Carr reported that Thomas Scott, director of e-Learning attended and discussed the transition of the college’s educational software program from Blackboard to Canvas. Carr went on to report that during their meeting, Faculty also passed a resolution supporting the Senate-passed version of the compensation policy.

**Senate**
Chair Lisa Kellerman reported that during their meeting held on August 24, Senate formally voted to approve the name change for the NIC Bookstore. She went on to report that during the meeting they elected a recording secretary, reviewed the duties of a senator and the work with which they are tasked, and discussed how Senate fits into the overall process of shared governance.

**PRESIDENT’S REPORT**
Dr. MacLennan thanked the trustees and others who were able to attend the grand opening for the Veteran and Military Family Resource Center and he announced the upcoming activation of a veterans advisory committee. He next thanked Trustee Banducci for his attendance at the recent NIC Coaches Showcase and he briefly discussed the event. Dr. MacLennan then reviewed upcoming activities including an all campus visioning follow on exercise, visits by candidates for the open Dean of Enrollment position, and he mentioned that the job description for the planning position is still under development and should go out in the next several weeks. He continued by reporting on recent meetings with Gizmo-CDA, preliminary plans underway for a co-creation center in the Hedlund Building, and he provided an update on the Governor’s Taskforce on Higher Education and he mentioned the upcoming ACCT Conference that he and Trustees Banducci and Murray will attend.

A discussion took place about elements of the Taskforce recommendations.

Chair Howard asked for a status on the collaborative education facility and VP Chris Martin reported that design review with the Department of Public Works is underway and the ground breaking should occur in the spring.

**OLD BUSINESS**

*Compensation Structure Policy 3.02.16*
Chair Howard reported that since the first reading of the policy proposal in August, he and Trustee Wood had met with committee co-chairs Erin Davis and Josh Gittel to discuss different proposals for the policy. He went on to state that since the full board isn’t present for the meeting tonight, he would entertain a motion to table the second reading until the next meeting.

Trustee Wood made a motion to table the second reading of the compensation structure policy. Trustee Banducci seconded the motion. Trustee Wood commented that all board members had not had the opportunity to review the different proposals. Trustee Murray requested a workshop to further review and discuss the term financial emergency and to specifically lay out the critical elements that would put the college in that type of situation. The motion to table carried unanimously.

*Study Abroad Fee for FLAN 207 Course*
VP Martin presented the proposal to add this course fee, explaining that is was not included in the spring budget proposal because the instructor just finished development of the course. He explained the nature of the course, and in response to a question from Chair Howard he explained that the fee
covers the travel costs for both the student and the accompanying faculty members, adding that currently the course has a waitlist.

Trustee Wood moved to approve the course fee. The motion, seconded by Trustee Banducci, carried unanimously.

NEW BUSINESS

Board Resolution On Human Rights
Trustee Wood commented on the resolution adopted by Faculty Assembly earlier in the academic year, adding that the resolution is not partisan, but focuses on human and civil rights, both for which the college is well known. She read the resolution aloud, and made a motion for the board to adopt the same resolution. Trustee Murray seconded the motion. Trustee Banducci expressed concern about the board making any position statement and further expressed that the college’s mission statement is enough. Trustee Wood expressed that leaders should make these types of statements and she reiterated her support. Trustee Murray commented that he feels that this not an inflammatory statement that could put the board in a defensive position, but that it is a statement of truth and one that could be supported. Chair Howard commented that he understands Trustee Banducci’s position, and if this were a controversial issue, he would agree. He then expressed his feelings that a college can take a position on a noncontroversial issue that means we have the proper respect for human rights for all. The motion carried with three in favor and one abstention.

BOARD CHAIR REPORT
Chair Howard summarized elements from the recent meeting of the Idaho Community College Consortium and acknowledged trustees attending the upcoming ACCT conference.

Dr. MacLennan took this opportunity to report on a recent data summit he attended that was hosted by School District 271, adding that the college will hold a similar activity in relation to the planning process and enrollment management. He went on to comment about building relations with members of the school district administration, and he commented on the commitment from Interim Superintendent Stan Olson to work with the college on mutual challenges and opportunities to set the stage for the future as a new superintendent is hired.

REMARKS FOR THE GOOD OF THE ORDER
Trustee Banducci acknowledged Jim Tippett’s contributions and support of KTEC. He expressed his thanks to the board for listening to his position on the human rights resolution, and he wished birthday greetings for Dean Kassie Silvas.

VP Lita Burns made the board aware that Senate Chair Lisa Kellerman had recently received the Sterling Silver Award as the September Employee of the Month.

At 7:25 p.m., Chair Howard adjourned the meeting.
CALL TO ORDER
Chair Ken Howard opened the workshop and explained the format for the meeting and described the three draft versions of the compensation policy currently under review. He asked the board for comments on the drafts.

Trustee Murray expressed his feelings that guiding principles are needed that outline the necessity for calling a financial emergency, and to ensure there is a clear understanding amongst the board members and the administration.

Trustee Banducci expressed concerns with defining, too narrowly, what would necessitate a financial emergency, and that it is the job of the board, as elected officials, to act as fiduciaries and to determine how to allocate funding.

Trustee Wood commented that during the last budgeting cycle, the step increase equated to $151,000 in a $47 million budget, and she expressed that the role of the board is to pay for and support the expenses of the college’s operation and this is a very minor expense in the overall budget.

Chair Howard expressed concern with the policy language proposed by faculty and staff related to not utilizing the periodic reviews in determining pay increases, adding that the board should be able to use survey information in whatever way it feels is appropriate, and not be restricted in doing so. He went on to express concern with language related to withholding step advancements in the event of a financial emergency, stating that there may be other reasons, aside from a financial emergency, that would cause the board not to grant an increase, such as programming or structural changes. He continued to state that according to statute, the board is responsible for setting the budget, and this language restricts what the board can consider or how they consider it and he’s not willing to give up that responsibility. Howard finished his comments by stating that he is not in favor of step and column structures, adding that he is not interested in doing away with this structure, but wants a policy that the board can live up to.

Trustee Banducci commented on the distinction between shared governance and participatory governance and he asked for clarification of the proposed language related to steps following initial placement on the structure.
Trustee Wood described the process that was established for staff and faculty to develop the draft proposal. She went on to comment that the board may find, through periodic reviews, that the salary and wage structures are above market and the board may then adjust the entire base. She then described an employee’s compensation lifecycle according to the existing salary and wage structures and what an employee should be able to expect working at the college. She continued to point out events that would necessitate a reason for the board not to honor increases such as natural catastrophe, or the state pulling back funding. She finished by commenting that compensation pays for intellect and leadership in the classroom that the board should plan for and be proud to offer employees.

Trustee Banducci commented that the board demonstrates its commitment to stability to employees in the high percentage of full time faculty.

Chair Howard commented that this discussion isn’t about numbers or quality, it is about being honest within the policy and how much the board is willing to be restricted in setting the budget. He then opened the floor to members of the assembled audience to comment.

Michelle Lippert commented on her experience as a member of the Post Falls School Board. Bill Richards provided some history of the board’s withholding of increases. Erin Davis provided clarification in how the drafts passed by senate and the compensation committee were developed, and she commented on their intent in the proposed language. Gerard Mathes commented that over time the board has made the decision not to honor step increases, adding that the proposed language makes the statement, that first and foremost, the steps should be funded, otherwise the decision could be made just as many times not to fund them. Karen Ruppel commented that she believes the board members’ hearts are in the right place, but that future boards may not be dedicated in giving increases. Betsy Conery commented that prospective employees and existing employees should be able to rely on the salary structures and when the board doesn’t honor increases they’re taking something away from employees.

Chair Howard commented that there is no rush to judgement and if needed, the proposal will be worked on further.

Dr. MacLennan commented that the existing policy has principles implied, but not included, and the revision needs to include values and principles that speak to the college’s ability to attract and retain the best possible workforce, and that can be addressed by future boards and administrations.

Trustee Meyer expressed concern with the use of the word anticipated as related to fiscal needs for withholding a step advancement.

There was some discussion about a collaborative process with participation of all parties at times when withholding an increase is being considered versus a process in which board would receive input from interested parties when a decision to withhold is being considered. Following this discussion, Chair Howard stated that the board will further review and discuss the draft proposals at the October board meeting, at which time, the board may adopt a version, table it for more discussion, or send it back to senate for further work.

At 4:25 p.m., Chair Howard adjourned the meeting.

Board of Trustees Chair
Board of Trustees Secretary
North Idaho College (NIC) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits received by each of these groups. Results of the analysis reflect fiscal year (FY) 2015-16.

### IMPACTS CREATED BY NIC IN FY 2015-16

<table>
<thead>
<tr>
<th></th>
<th>Added Income</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operations spending impact</strong></td>
<td>$43.1 million</td>
<td>1,125</td>
</tr>
<tr>
<td><strong>Construction spending impact</strong></td>
<td>$4 million</td>
<td>85</td>
</tr>
<tr>
<td><strong>Student spending impact</strong></td>
<td>$8.5 million</td>
<td>262</td>
</tr>
<tr>
<td><strong>Alumni impact</strong></td>
<td>$126 million</td>
<td>2,422</td>
</tr>
<tr>
<td><strong>Total impact</strong></td>
<td>$181.7 million</td>
<td>3,894</td>
</tr>
</tbody>
</table>

### IMPACT ON BUSINESS COMMUNITY

During the analysis year, NIC and its students added **$181.7 million** in income to the economy of the 5 Northern Counties of Idaho, approximately equal to **2.3%** of the region’s total gross regional product (GRP). By comparison, this impact from the college is nearly as large as the entire Agriculture, Forestry, Fishing & Hunting industry. The economic impacts of NIC break down as follows:

**Operations spending impact**
- NIC employed 1,021 full-time and part-time employees in FY 2015-16. Payroll amounted to **$38 million**, much of which was spent in the 5 Northern Counties of Idaho to purchase groceries, clothing, and other household goods and services. The college spent another **$21.5 million** to support its day-to-day operations.
- The net impact of college payroll and expenses in the 5 Northern Counties of Idaho during the analysis year was approximately **$43.1 million** in income.

**Construction spending impact**
- NIC commissioned contractors to build or renovate its facilities during the analysis year, generating a short-term infusion of spending and jobs in the regional economy.
- The net impact of NIC’s construction spending in FY 2015-16 was **$4 million** in added income for the 5 Northern Counties of Idaho.

**Student spending impact**
- Around **20%** of students attending NIC originated from outside the region. Some of these students relocated to the 5 Northern Counties of Idaho. In addition, a number of students would have left the region if not for NIC. These relocated and retained students spent money on groceries, transportation, rent, and so on at regional businesses.
- The expenditures of relocated and retained students during the analysis year...
added approximately $8.5 million in income to the economy of the 5 Northern Counties of Idaho.

Alumni impact
- Over the years, students have studied at NIC and entered or re-entered the workforce with newly-acquired skills. Today, thousands of these former students are employed in the 5 Northern Counties of Idaho.
- The accumulated contribution of former students currently employed in the regional workforce amounted to $126 million in added income during the analysis year.

RETURN ON INVESTMENT TO STUDENTS, TAXPAYERS, AND SOCIETY

Student perspective
- NIC’s FY 2015-16 students paid a total present value of $14.5 million to cover the cost of tuition, fees, supplies, and interest on student loans. They also forwent $58.5 million in money that they would have earned had they been working instead of learning.
- In return for the monies invested in the college, students will receive a present value of $210.6 million in increased earnings over their working lives. This translates to a return of $2.90 in higher future earnings for every $1 that students invest in their education. The average annual return for students is 12.7%.

Taxpayer perspective
- In FY 2015-16, state and local taxpayers in Idaho paid $32.4 million to support the operations of NIC. The net present value of the added tax revenue stemming from the students’ higher lifetime earnings and the increased output of businesses amounts to $61.1 million in benefits to taxpayers. Savings to the public sector add another $6.2 million in benefits due to a reduced demand for government-funded services in Idaho.
- Dividing benefits to taxpayers by the associated costs yields a 2.1 benefit-cost ratio, i.e., every $1 in costs returns $2.10 in benefits. The average annual return on investment for taxpayers is 5.7%.

Social perspective
- The economic base in Idaho will grow by $683.8 million over the course of the students' working lives. Society will also benefit from $21.3 million in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.
- For every dollar that society spent on NIC FY 2015-16 educations, society will receive a cumulative value of $5.10 in benefits, for as long as the FY 2015-16 student population at NIC remains active in the state workforce.

### STUDENT RATE OF RETURN

<table>
<thead>
<tr>
<th>Average Annual Return for NIC Students</th>
<th>Stock Market 30-year Average Annual Return*</th>
<th>Interest Earned on Savings Account (National Rate Cap)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.7%</td>
<td>10.1%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

** FDIC.gov, 7-2017
Analysis of the Economic Impact and Return on Investment of Education

THE ECONOMIC VALUE OF NORTH IDAHO COLLEGE

October 2017
Executive summary

North Idaho College (NIC) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. It provides students with the skills they need to have fulfilling and prosperous careers. Further, it supplies an environment for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

The value of NIC influences both the lives of students and the regional economy. The college serves a range of industries in the 5 Northern Counties of Idaho, supports local businesses, and benefits society as a whole in Idaho from an expanded economy and improved quality of life. The benefits created by NIC even extend to the state and local government through increased tax revenues and public sector savings.

This study investigates the economic impacts created by NIC on the business community and the benefits that the college generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The region the college serves is defined as the 5 Northern Counties of Idaho and consists of Benewah, Boundary, Bonner, Kootenai, and Shoshone counties. The following two analyses are presented:

- Economic impact analysis
- Investment analysis

All results reflect student and financial data for fiscal year (FY) 2015-16. Impacts on the regional business community are reported under the economic impact analysis. Results are measured in terms of added income. The returns on investment to students, taxpayers, and society are reported under the investment analysis. Both analyses are described more fully in the following sections.
Economic impact analysis

NIC promotes economic growth in the 5 Northern Counties of Idaho in a variety of ways. The college is an employer and buyer of goods and services, and the living expenses of students benefit local businesses. In addition, NIC is a primary source of education to residents of the 5 Northern Counties of Idaho and a supplier of trained workers to regional industries.

OPERATIONS SPENDING IMPACT

NIC is an important employer in the 5 Northern Counties of Idaho. In FY 2015-16, the college employed 1,021 full-time and part-time faculty and staff. Of these, 89% lived in the 5 Northern Counties of Idaho. Total payroll at NIC was $38 million, much of which was spent in the region for groceries, rent, dining out, clothing, and other household expenses.

NIC is itself a large-scale buyer of goods and services. In FY 2015-16, the college spent $21.5 million to cover its expenses for facilities, professional services, and supplies.

NIC added $43.1 million in income to the region during the analysis year as a result of its day-to-day operations. This figure represents the college’s payroll, the multiplier effects generated by the spending of the college and its employees, and a downward adjustment to account for funding that the college received from state and local sources. The $43.1 million in added income is equivalent to supporting 1,125 jobs.

CONSTRUCTION SPENDING IMPACT

NIC commissioned contractors to build or renovate a number of facilities during the analysis year. The quick infusion of income and jobs that occurred in the regional economy as a result of this construction spending is only considered short-term due to the one-time nature of construction projects. Nonetheless, the construction spending had a substantial impact on the regional economy in FY 2015-16, equal to $4 million in added income for the 5 Northern Counties of Idaho, which is equivalent to supporting 85 jobs.

STUDENT SPENDING IMPACT

Around 20% of students attending NIC originated from outside the region in FY 2015-16, and some of these students relocated to the 5 Northern Counties of Idaho. The student spending had a significant impact on the region, adding $126 million in income to the area, which is equivalent to supporting 2,422 jobs.

### TABLE 1: Impacts created by NIC in FY 2015-16

<table>
<thead>
<tr>
<th>Impact</th>
<th>Added Income</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations spending impact</td>
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<td>3,894</td>
</tr>
<tr>
<td>Total impact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Idaho to attend NIC. These students would not have come to the region if the college did not exist. In addition, a number of in-region students would have left the area for other educational opportunities if not for the existence of NIC. While attending the college, these relocated and retained students spent $16.9 million to purchase groceries, rent accommodation, pay for transportation, and so on. A significant portion of these expenditures occurred in the region, generating $8.5 million in added income in the regional economy during the analysis year, which is equivalent to supporting 262 jobs.

ALUMNI IMPACT

The education and training NIC provides for regional residents results in the greatest impact. Since the college was established, students have studied at NIC and entered the regional workforce with new skills. Today, thousands of former students are employed in the 5 Northern Counties of Idaho.

During the analysis year, past and present students of NIC generated $126 million in added income for the region. This figure represents the higher earnings that students earned during the year, the increased output of the businesses that employed the students, and the multiplier effects that occurred as students and their employers spent money at other businesses. This $126 million in added income is equivalent to supporting 2,422 jobs.

TOTAL IMPACT

The overall impact of NIC on the local business community during the analysis year amounted to $181.7 million in added income, equal to the sum of the operations spending impact, the construction spending impact, the student spending impact, and the alumni impact. The $181.7 million in added income was equal to approximately 2.3% of the GRP of the 5 Northern Counties of Idaho. By comparison, this contribution that the college provides on its own is nearly as large as the entire Agriculture, Forestry, Fishing & Hunting industry.

The total impact is also expressed in terms of the jobs supported by the added income; they are calculated by jobs-to-sales ratios specific to each industry. Overall, the $181.7 million impact supports 3,894 jobs.

A portion of the total $181.7 million is broken out into an industry-by-industry impact ordered by added income. Table 2 outlines the top industries impacted by NIC. Because industries have different jobs-to-sales ratios, the associated jobs supported by NIC differ by impact. Nonetheless, these are impacts that would not have been generated without the college’s presence.

<table>
<thead>
<tr>
<th>TOTAL INCOME (MILLIONS)</th>
<th>JOBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>$21.4</td>
<td>277</td>
</tr>
<tr>
<td>Manufacturing</td>
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<tr>
<td>$20.5</td>
<td>282</td>
</tr>
<tr>
<td>Government, Non-Education</td>
<td></td>
</tr>
<tr>
<td>$13.3</td>
<td>262</td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>$10.6</td>
<td>254</td>
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<tr>
<td>Health Care &amp; Social Assistance</td>
<td></td>
</tr>
<tr>
<td>$10.0</td>
<td>315</td>
</tr>
<tr>
<td>Accommodation &amp; Food Services</td>
<td></td>
</tr>
<tr>
<td>$105.9</td>
<td>2,503</td>
</tr>
<tr>
<td>All other industries</td>
<td></td>
</tr>
<tr>
<td>$181.7</td>
<td>3,894</td>
</tr>
</tbody>
</table>

* Numbers may not sum due to rounding.
Investment analysis

Investment analysis is the process of evaluating total costs and measuring these against total benefits to determine whether or not a proposed venture will be profitable. If benefits outweigh costs, then the investment is worthwhile. If costs outweigh benefits, then the investment will lose money and is considered unprofitable. This study considers NIC as an investment from the perspectives of students, taxpayers, and society. The backdrop for the analysis is the entire Idaho economy.

STUDENT PERSPECTIVE

In FY 2015-16, NIC served 7,103 credit students and 5,523 non-credit students. In order to attend college, students paid for tuition, fees, books, and supplies. They also took out loans and will incur interest on those loans. Additionally, students gave up money that they would have otherwise earned had they been working instead of attending college. The total investment made by NIC’s students for FY 2015-16 amounted to a present value of $73 million, equal to $14.5 million in out-of-pocket expenses (including future principal and interest paid on student loans) plus $58.5 million in forgone time and money.

In return for their investment, NIC’s students will receive a stream of higher future earnings that will continue to grow through their working lives. As shown in Figure 1, mean earnings levels at the midpoint of the average-aged worker’s career increase as people achieve higher levels of education. For example, the average associate degree completer from NIC will see an increase in earnings of $7,400 each year compared to someone with a high school diploma or equivalent working in Idaho. Over a working lifetime, this increase in earnings amounts to an undiscounted value of approximately $251,600 in higher earnings.

The present value of the higher future earnings that NIC’s students will receive over their working careers is $210.6 million. Dividing this value by the $73 million in present value student costs yields a benefit-cost ratio of 2.9. In other words, for every $1 students invest in NIC in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of $2.90 in higher future earnings. The average annual rate of return for students is 12.7%. This is an impressive return, especially when compared to the 30-year average 10.1% return to the U.S. stock market (Figure 2).
TAXPAYER PERSPECTIVE

NIC generates more in tax revenue than it takes. These benefits to taxpayers consist primarily of taxes that the state and local government will collect from the added revenue created in the state. As NIC students earn more, they will make higher tax payments. Employers will also make higher tax payments as they increase their output and purchase more supplies and services. By the end of the FY 2015-16 students’ working careers, the state and local government will have collected a present value of $61.1 million in added taxes.

Benefits to taxpayers consist of the savings generated by the improved lifestyles of students and the proportionally reduced government expenditures. Education is statistically correlated with a variety of lifestyle changes that generate taxpayer savings across three main categories: 1) health, 2) crime, and 3) unemployment. Improved health habits lower the students’ demand for national health care services. Students are also less likely to commit crimes, so the demand for law enforcement and criminal justice services is reduced (study references are available in the main report). Students are also more employable, so the demand for welfare and unemployment benefits, such as earnings assistance and welfare benefits, is reduced. For a list of study references to these statistical benefits, please contact the college for a copy of the main report. All of these benefits will generate a present value of $6.2 million in savings to state and local taxpayers.

Total benefits to taxpayers equal $67.3 million, equal to the sum of the added taxes and public sector savings. Comparing this to the taxpayer costs of $32.4 million—equal to the funding that NIC received from the state and local government during the analysis year—yields a benefit-cost ratio of 2.1. This means that for every $1 of public money invested in NIC, taxpayers receive a cumulative value of $2.10 over the course of the students’ working lives. The average annual rate of return is 5.7%, a solid investment that compares favorably with other long-term investments in both the private and public sectors.

SOCIAL PERSPECTIVE

Society as a whole within Idaho benefits from the presence of NIC in two major ways. The first and largest benefit that society receives is an increased state economic base. As discussed in the previous section, the higher student earnings and increased business output occurs across the state. This raises prosperity in Idaho and expands the economic base for society as a whole.

Benefits to society also consist of the savings generated by the improved lifestyles of students. Similar to the taxpayer section above, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers, and are distinct from the costs avoided by taxpayers outlined above. Health savings include avoided medical costs associated with smoking, alcoholism, obesity, drug abuse, and mental disorders. Crime savings include reduced security expenditures and insurance administration, lower victim...
costs, and reduced criminal justice system expenditures. Unemployment savings include the reduced employer contributions towards unemployment claims. For a list of study references to these statistical benefits, please contact the college for a copy of the main report.

Figure 3 shows the present value of the higher earnings and social savings that will occur in Idaho over the working lifetime of the FY 2015-16 student population at NIC. Higher earnings amount to a present value of $683.8 million due to the increased lifetime earnings of students and associated increases in business output. Social savings amount to $21.3 million, the sum of health, crime, and unemployment savings in Idaho. Altogether, total benefits to society equal $705.1 million (in present value terms).

Society invested a present value of $136.9 million for FY 2015-16 NIC educations. This includes all expenditures by NIC, all student expenditures, and all student opportunity costs. For every dollar of this investment, society as a whole in Idaho will receive a cumulative value of $5.10 in benefits, equal to the $705.1 million in benefits divided by the $136.9 million in costs. These benefits will occur for as long as NIC’s FY 2015-16 students remain employed in the state workforce.

**SUMMARY OF INVESTMENT ANALYSIS RESULTS**

Table 3 presents the results of the investment analysis for all three of NIC’s major stakeholder groups—students, taxpayers, and society. As shown, students receive great value for their educational investment. At the same time, the investment made by state and local taxpayers to the college creates a wide range of benefits to society and returns more to government budgets than it costs.

**TABLE 3: Summary of investment analysis results**

<table>
<thead>
<tr>
<th></th>
<th>STUDENT PERSPECTIVE</th>
<th>TAXPAYER PERSPECTIVE</th>
<th>SOCIAL PERSPECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present value benefits (thousands)</td>
<td>$210,598</td>
<td>$67,291</td>
<td>$705,096</td>
</tr>
<tr>
<td>Costs (thousands)</td>
<td>$73,037</td>
<td>$32,352</td>
<td>$136,916</td>
</tr>
<tr>
<td>Net present value (thousands)</td>
<td>$137,561</td>
<td>$34,939</td>
<td>$568,180</td>
</tr>
<tr>
<td>Benefit-cost ratio</td>
<td>2.9</td>
<td>2.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Rate of return</td>
<td>12.7%</td>
<td>5.7%</td>
<td>N/A*</td>
</tr>
</tbody>
</table>

* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.
Conclusion

The results of this study demonstrate that NIC creates value from multiple perspectives. The college benefits local businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers into the workforce. It enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. It benefits state and local taxpayers through increased tax receipts across the state and a reduced demand for government-supported social services. Finally, it benefits society as a whole in Idaho by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.

ABOUT THE STUDY

Data and assumptions used in the study are based on several sources, including the FY 2015-16 academic and financial reports from NIC, industry and employment data from the U.S. Bureau of Labor Statistics and U.S. Census Bureau, outputs of Emsi’s Multi-Regional Social Accounting Matrix model, and a variety of studies and surveys relating education to social behavior. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of investment effectiveness and economic impact. For a full description of the data and approach used in the study, please contact the college for a copy of the main report.

Emsi

Emsi, a CareerBuilder company, is a leading provider of economic impact studies and labor market data to educational institutions, workforce planners, and regional developers in the U.S. and internationally. Since 2000, Emsi has completed over 1,700 economic impact studies for educational institutions in four countries. Visit www.economicmodeling.com for more information about Emsi’s products and services.
SUBJECT
Policy 3.02.16 Compensation Structure Policy

BACKGROUND
Policy 3.02.16, currently named Salary Schedules policy, has become an outdated policy in need of revision. The policy was originally focused toward faculty employees and included many items that should have been considered procedural.

At the August 2016 Board meeting, NIC was tasked to review the Salary Schedules policy. Shortly after, NIC administration assembled a committee which included three faculty members, three staff members, a meet and confer representative, and two representatives from human resources.

The committee was charged with developing a comprehensive compensation policy and providing the following:

- a philosophy of how NIC’s salary structure can best accommodate the institution’s need to attract, retain, and fairly compensate a qualified workforce
- principles relative to the granting of step increases
- how faculty and staff are initially placed on the structure and how they can progress

Throughout the year, the committee researched and deliberated best practices for higher education compensation, established rationale for what belongs in policy vs. procedure, and collaborated with the faculty and staff assemblies.

DISCUSSION
The committee process has reaffirmed the current salary structure process including step advancements each year. The updates to policy 3.02.16 provide a concise rationale for the currently approved pay structures. The process also created two procedures to administer the details for the faculty structure and the staff structure.

COMMITTEE ACTION
The compensation structure committee met regularly throughout the year and obtained regular feedback from faculty assembly, staff assembly, human resources, and the administration. The policy was presented to the College Senate, was approved in April, and is now presented for board approval.

FINANCIAL IMPACT
There is no change to the currently approved pay structures. The policy will uphold the current structures by providing annual step increases for eligible faculty and staff.

REQUESTED BOARD ACTION
Request the board consider a motion to adopt revised policy 3.02.16.

Prepared by,
Josh Gittel and Erin Davis
Salary Structure Committee Co-chairs
North Idaho College recognizes that an established compensation structure system is one of the most effective ways to attract, retain, motivate, and reward employees, who are critical to the success of the college’s mission. When the organization consists of skilled and motivated employees, the college thrives. Furthermore, step-based compensation structures provide a framework for fair and consistent pay policies and help monitor and control the implemented pay practices. Finally, they serve to demonstrate possible pay opportunities to prospective and current employees. Effective and transparent compensation structures are critical for the college to maintain a shared sense of internal equity and fairness.

**COMPENSATION STRUCTURE**

All benefit-eligible North Idaho College employees are compensated per a structure approved by the Board of Trustees.

**Compensation Structure Placement and Advancement**

Initial placement on the compensation structure is determined by the Human Resources Office according to the employee’s documented and position-related education and experience.

After initial placement, employees will advance one step for each year of benefitted employment. Staff will receive step advancement according to the staff compensation.
structure procedure. Faculty will receive step advancement as well as education and professional development advancement according to the faculty compensation structure procedure.

Placement and advancement for positions not funded by the college may adhere to a separate compensation structure and procedure.
SUBJECT
Head Start Policy Council By-laws
Head Start Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
Head Start Criteria for Prioritization and Selection Policy

BACKGROUND
The Head Start Act and/or the Head Start Program Performance Standards requires the Governing Board, which consists of the NIC Board of Trustees and Head Start Policy Council, to annually review and approve the Policy Council By-laws and ERSEA policies.

DISCUSSION
By-Laws: The By-laws were reviewed by a Policy Council sub-committee. These recommended additions, changes or deletions were presented and approved by Head Start Policy Council.

The Recruitment and Enrollment Policy and the Criteria for Prioritization and Selection Policy: The policies were reviewed by a Policy Council sub-committee. These recommended additions, changes or deletions were presented and approved by Head Start Policy Council.

COMMITTEE ACTION
Board Review and Approval

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

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

Attachment A: Head Start Policy Council By-laws
Attachment B: Head Start Eligibility, Recruitment, Selection, Enrollment and Attendance
Attachment C: Head Start Criteria for Prioritization and Selection Policy

Prepared by
Beth Ann Fuller
Director, Head Start
Policy Council Bylaws

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

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

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

Section II Functions
The functions of the Policy Council:
1. Develop and approve the goals and objectives for Head Start within the agency, and establish ways to meet them within the Administration for Children and Families (ACF) guidelines.
2. Review the Community Assessment, approve the Target Service Areas, and assure that these meet the required standards.
3. Develop a plan for recruitment and selection of eligible children using the current ACF guidelines.
4. Establish the composition of Policy Council and determine committees for dealing with individual program procedures.
5. Serve as a link to the Center Parent Committees, Center Staff, North Idaho College Board Liaison as designated by the Board of Trustees, North Idaho College Board of Trustees, public and private organizations, and the communities they serve.
6. Assist and develop a plan to help Center Parent Committees in communicating with parents enrolled in all program options to insure that they understand their rights, responsibilities, and opportunities in Head Start, and to encourage their participation in the program.
7. Assist and develop a plan to help Center Parent Committees in planning, coordinating, and organizing program activities for parents with the assistance of staff, and insuring that funds set aside from program budgets are used to support parent activities.
8. Establish and maintain procedures for hearing and resolving complaints about the program.
9. Collaboratively develop Personnel Policies with the Staff Development Committee and the Director. Approve Personnel Policies.
10. With the Director, establish criteria, procedure, and approval for the selection and release of all staff personnel.
   a. All recommendations for hire will be presented at the next regularly scheduled Policy Council meeting.
      i. In the event waiting to vote at the next meeting impedes center operations, for all benefit-eligible positions as well as part-time assistant teacher and part-time family advocate positions, the Policy Council Chair may direct a phone vote take place.
      ii. Other part-time positions may be filled with the recommendations of the committee, as long as a Policy Council Representative is on the committee, with a personnel report presented at the next regularly scheduled meeting.

10.1 In the event a Policy Council Representative is not on the committee, the part-time position recommendation must be presented at the next regularly scheduled meeting or by a Phone vote at the discretion of the Policy Council Chair.

11. Approve or disapprove request for funds and proposed work programs, based upon the recommendations of the Director.

12. Approve or disapprove major changes in the operating budget and operations and monitoring system while the program is in operation.

13. Participate with program staff to identify needs to provide assistance for recruitment for volunteers and community resources. Participate in a yearly self-evaluation of the program.

14. Be a link between the community resources and Head Start parents.

15. To follow Impasse Procedures, Article VIII.

ARTICLE III Membership and Meetings

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

<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>

Section II Selection Policy Council Parent Representatives
1. Each Head Start Center Parent Committee elects Policy Council Representatives by the first Friday in October. This allows for their attendance and training at the October meeting. Center Policy Council Representatives are comprised exclusively of the parents of children currently enrolled at the center. This allows for their attendance and training at the October meeting.

2. Their term of office will be October through October.
   a. This allows for the October meeting to have experienced members from the previous program year present to run the meeting.
b. Policy Council Representatives, elected during the year will be seated at the first possible meeting after their election at the Center Parent Committee with their term going through the following October meeting.

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

Section III Selection Policy Council Community Representatives

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

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

Section IV Term of Office

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

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

Section V Meetings

1. Regular meetings of this Policy Council will be held monthly, usually the third Friday of the month. Meeting dates are subject to change as decided by the Policy Council.

2. The Chair may call special meetings of the Policy Council as needed. Advance notice of at least forty-eight (48) hours must be given.

3. The North Idaho College Head Start Staff Recorder will maintain Policy Council minutes for all regular and special meetings. The Staff Recorder shall see that a record of minutes is kept on file at the Head Start Central Office and sends out copies of minutes to each member, the North Idaho College Board Liaison as designated by the Board of Trustees, and the North Idaho College Board of Trustees Chair. The staff recorder has no membership privileges.

4. Notice of regular meeting - written notices are mailed or emailed to each Policy Council representative at least five (5) days prior to the date of each regular meeting. An agenda for forthcoming meeting is enclosed. Minutes of the past meeting are mailed or e-mailed within two weeks of the meeting. Notice of special meetings shall be by personal or electronic contact.
5. **Quorum** - 1/3 of the seated representatives of Policy Council must be present to constitute a quorum for regular meetings or special meetings to transact business, no less than 51% must be parents.
   
a. **Quorum for Phone Voting** - 1/2 of the seated representatives of Policy Council must respond to constitute a quorum, no less than 51% of the responses must be parent representatives.
   
b. The Chair counts as part of the quorum.


7. **Voting Rights** - Each Policy Council representative shall have one (1) vote, except the Chair who votes in the event of a tie.

8. Policy Council parent members, in order to participate fully, may receive, when necessary, reimbursement/payment for reasonable expenses incurred by the members.

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**Section VI Duties of Representatives**

1. Due to the progressive nature of the work and responsibilities of Policy Council and to support informed decision-making, representatives shall maintain good standing. Representatives in good standing attend and arrive on time for all regularly scheduled monthly meetings.

2. Representatives attend selected and/or required committee meetings.

3. Notify Policy Council Vice-Chair, or Policy Council Advisor when unable to attend. In the case of an emergency, contact your respective center.

4. Actively participate in meetings by reading the previous meeting minutes and agenda for the upcoming meeting prior to the meeting and discussing matters to be considered with the group he/she represents.

5. Notify the Policy Council Advisor if they can no longer serve as a Policy Council Representative.
   
a. The Policy Council Advisor notifies the Supervisor when a vacancy occurs.


7. Community representatives shall provide verbal reports to Policy Council at each Policy Council meeting.

8. Parent representatives shall meet with Supervisor or Center Assistant and prepare a center report for Policy Council prior to each Policy Council meeting.

9. Parent representatives report back to their Center Parent Committees any actions taken by the Policy Council that have not been declared confidential.

10. Submit agenda items to the chairperson at least eleven (11) days prior to the forthcoming meeting.

11. Serve on committees as established by Policy Council.

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**Section VII Attendance**

1. Roll is taken at each meeting anyone not in attendance is marked absent.
   
a. Late arrivals will be indicated on the meeting attendance.
      
i. Voting privileges may be suspended. Special circumstances will be considered by the Policy Council Chair.

2. Representatives should be present at all regular monthly meetings and assigned sub-committee meetings.

3. Policy Council minutes will reflect all absences.

4. A representative in good standing will miss no more than three (3) meetings.
   
a. When one of the representatives has three (3) absences, Policy Council will determine by a 2/3 vote of members in attendance at the Policy Council meeting whether or not the representative should be retained.
b. The Policy Council retains the right to consider extenuating circumstances.
c. The Policy Council Advisor notifies the respective Supervisor of Policy Council’s action to unseat a representative from a position.
i. If it is the decision of the Policy Council to replace the non-participating representative, a new representative will be elected through the respective Center Parent Committee.

ARTICLE IV Officers and Delegates

Section I Officers
1. Chair
2. Vice-Chair
3. Secretary
4. Treasurer

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

Section III Duties of Officers
1. Chair
   a. Presides at all regular and special Policy Council meetings.
   b. Demonstrates a clear understanding of the Policy Council By-Laws.
   c. Explains each motion before it is voted upon.
   d. Calls the meeting to order and formally closes it.
   e. Calls special meetings when necessary.
   f. Appoints committee chairperson and supervises committee appointments if needed.
   g. Reviews and approves the agenda for each regular meeting and sees that it is distributed to representatives.
   h. Receives Staff Development Committee report for general business and serves on the Scholarship and Award Committee.
   i. Receives and handles all mail addressed to the Policy Council and is responsible for all official correspondence.
   j. May delegate duties as needed to Vice Chair.
   k. Communicates with the North Idaho College Board Liaison as designated by the Board of Trustees for any issues that require Board of Trustees attention.
   l. Votes only in the case of a tie vote of the Policy Council representatives.
   m. A Chair who fails to perform his/her duties may be removed from office by a 2/3 vote of members in attendance at the Policy Council meeting.

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

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

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

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

ARTICLE V Committees
Representatives select committees to serve on at the Committee Meeting Session prior to the October Policy Council meeting. When representatives/officers change, the committee roster is updated by the Staff Recorder.

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

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

Section III Program Self Assessment Committee
1. Committee consists of at least two (2) Policy Council Representatives.
2. Members will attend Self-Assessment training prior to conducting the program self-assessment.

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

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

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

Section VII Policy Council Budget Committee
1. Consists of Policy Council Treasurer as chair, two current parent representatives, and the Head Start Director.
2. Complete an inclusive Policy Council budget with categories covering all areas of expenditures and present to the Council.
3. Meet to update budget at the beginning of each fiscal year.
4. Review center strategic planning and make recommendations to allocate resources as needed and available.
4.5   Review and update, as needed, the Policy Council Childcare and Transportation Policy.

Section VI Nutrition Committee
1. Consist of at least three (3) Policy Council representatives.
2. This committee meets semi-annually to review standardized menus and CACFP requirements, changes and make recommendations for the following year.

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

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

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

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

Procedures:
Full disclosure, by notice in writing, shall be made by the interested parties to the full Policy Council in all conflicts of interest, including but not limited to the following:
   a. A Policy Council Representative is related to a staff member by blood, marriage or domestic partnership.
   b. A Policy Council Representative stands to benefit from an NICHS transaction receives payment from NICHS for any subcontract, goods, or services other than reimbursement for reasonable expenses incurred as provided in the bylaws and NICHS policy.
   c. A Policy Council Representative who is formally considering employment with NICHS must notify the Policy Council Chair (or Vice-chair if it is the Chair) and will not participate on the hiring committee nor as a voting member during the specific Policy Council meeting when hiring for said position. If hired this will terminate their membership as a Policy Council Representative.

Following full disclosure of a possible conflict of interest or any condition listed above, the Policy Council shall determine whether a conflict of interest exists and, if so the Policy Council shall vote to authorize or reject the transaction or take any other action deemed necessary to address the conflict and protect NICHS’s best interests.
This *Conflict of Interest* policy, as part of the Policy Council By-laws, is given to all Policy Council Representatives, through the Policy Council notebooks. The Policy Council By-laws are also available through the Program’s Policies and Procedures located on the NIC Head Start SharePoint site Operation and Monitoring System (OMS).

**ARTICLE VII  Grievance Procedure**

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

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

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

**ARTICLE VIII  Impasse Procedures**

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

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

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

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

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

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

**ARTICLE IX  Amendments**
These By-laws will be reviewed annually by the By-laws Committee and presented to Policy Council and the Grantee Board of Trustees for approval.

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

<table>
<thead>
<tr>
<th>Policy Council Approval</th>
<th>September 15, 2017</th>
</tr>
</thead>
</table>

North Idaho College Board of Trustees Approval
Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Policy

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

- **Recruitment and Eligibility:**
  - recruits and enrolls eligible children and families that can benefit most from our program services including specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

- **Prioritization and Selection:**
  - establishes a criteria point system that provides a method of prioritizing a child’s selection into the program based upon highest need
  - provides a method of determining eligibility based on: family income or categorical eligibility, formal referral, child’s age, and/or disabilities and other family stressors
  - serves families who have the greatest opportunity to benefit the most from our services

- **Enrollment:**
  - maintains funded enrollment level and fills any vacancy as soon as possible not to exceed 30 days

- **Attendance:**
  - supports families to ensure consistent attendance and participation to enable the family to experience the maximum benefit from the program.

Policy Council Approval _______ April 21, 2017 _________

Board of Trustees Approval ________________
Attendance Policy

North Idaho College Head Start supports families to ensure consistent attendance and participation to enable the family to experience the maximum benefit from the program.

Policy Council Approval______________________

Board of Trustees Approval __________
Prioritization / Selection Policy

Criteria for Prioritization of Families policy: North Idaho College Head Start serves 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.

Policy Council Approval____________________

Board of Trustees Approval _____________
Criteria for Prioritization – Selection of Children for Enrollment

Criteria for Prioritization of Families Policy: North Idaho College Head Start serves 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.

<table>
<thead>
<tr>
<th>Criteria for Prioritization</th>
<th>Points Allowable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verified Income (Percent below Federal Poverty Guidelines**)</td>
<td>0, 21, 28</td>
</tr>
<tr>
<td>2. Age* (Four years old on or before September 1st of program year)</td>
<td>20</td>
</tr>
<tr>
<td>3. Diagnosed Disability</td>
<td>20</td>
</tr>
<tr>
<td>4. Suspected Disability</td>
<td>15</td>
</tr>
<tr>
<td>5. Formal Referral from Agency/Professional (including Early Head Start/Head Start) * (Written documentation is required)</td>
<td>10</td>
</tr>
<tr>
<td>6. Previously enrolled in Early Head Start / Head Start program</td>
<td>10</td>
</tr>
<tr>
<td>7. Foster Child (meets definition for State placement) or Child in Custody/Care of someone other than the Biological Parent(s)</td>
<td>10</td>
</tr>
<tr>
<td>8. Homelessness (as determined by the McKinney-Vento Homeless Assistance Act of 1987)</td>
<td>10</td>
</tr>
<tr>
<td>9. Family Violence (includes physical, verbal or emotional abuse/violence, child abuse, neglect, or abandonment)</td>
<td>10</td>
</tr>
<tr>
<td>Check applicable: current, past 12 months, or previously experienced</td>
<td></td>
</tr>
<tr>
<td>11. Parent Working Multiple Jobs or Working and Going to School</td>
<td>10</td>
</tr>
<tr>
<td>12. Substance Abuse or other addictions</td>
<td>10</td>
</tr>
<tr>
<td>14. Parent/Guardian in Incarceration and/or Returning from Incarceration</td>
<td>5</td>
</tr>
<tr>
<td>15. Parent/Guardian Active Military Service, Returning from Military Service, or Veteran</td>
<td>5</td>
</tr>
<tr>
<td>16. Mental Health ConcernIssue – Child and/or Family</td>
<td>5</td>
</tr>
<tr>
<td>17. Additional Household Stressors: check all that apply:</td>
<td></td>
</tr>
<tr>
<td>(one or two = 5 points; three to five = 10 points; six or more = 15 points)</td>
<td></td>
</tr>
<tr>
<td>Adoption</td>
<td>5,</td>
</tr>
<tr>
<td>Chronic Health Issue and/or Disability within the Family</td>
<td></td>
</tr>
<tr>
<td>Death of a Family Member in the Household(s)</td>
<td>10,</td>
</tr>
<tr>
<td>Families in Crisis (emergency relocation, natural and/or family disaster)</td>
<td></td>
</tr>
<tr>
<td>Family Legal Issues</td>
<td>or</td>
</tr>
<tr>
<td>Lack of Affordable Housing</td>
<td></td>
</tr>
<tr>
<td>Limited Opportunities for Socialization (child/family)</td>
<td>15</td>
</tr>
<tr>
<td>Parent Working Out of the Area</td>
<td></td>
</tr>
<tr>
<td>Parent Working Multiple Jobs or Working and Going to School</td>
<td></td>
</tr>
<tr>
<td>Pregnancy/New Sibling in Household</td>
<td></td>
</tr>
</tbody>
</table>
Points are determined through the application process. Children whose families have completed the application process prior to an enrollment selection are placed on the Wait List.

Supervisors select the children/families from the prioritization list generated by the program’s child data collection system. Supervisors then fill enrollment slots to correspond with the Enrollment Policy (FCP/201).

When an opening occurs, the family selected from the prioritization list is immediately notified and an enrollment appointment is scheduled. Notification can be by phone. (If no phone is available, notification can be by mail.) At time of notification, a family is considered selected and removed from the Wait List. After the enrollment appointment, the child’s status changes to “accepted”. North Idaho College Head Start strives to have all enrollment vacancies filled within three working days.

All efforts are made to provide continuous enrollment when:

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

The family’s acceptance for continued enrollment is based upon their desire to remain enrolled in the program and the receiving Center having a concurrent open enrollment slot. If the receiving Center does not have an open enrollment slot, the family is put on the Center’s Wait List.

*For duration classrooms, re-enrolling children are given priority for slots in the duration classrooms.*

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

*Child must be three-years old according to NICHS criteria*

**Percent of Poverty Guideline is:**

<table>
<thead>
<tr>
<th>Percent Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 0% and 50%</td>
<td>28</td>
</tr>
<tr>
<td>Between 51% and 100%</td>
<td>21</td>
</tr>
<tr>
<td>Over-income</td>
<td>0</td>
</tr>
</tbody>
</table>

*If needed to maintain full enrollment, the income ratio between 101% and 130% may be considered. This income status would not count towards the allotted 10% over-income standard.*
SUBJECT
Fall 17 2017 Enrollment Report

BACKGROUND
The Idaho State Board of Education requires that public colleges and universities record their fall enrollment numbers as of October 15. At North Idaho College, headcount is up 0.84%, and the FTE is down 2.78%. The growth in headcount is due to the tremendous growth in dual enrollment. A comprehensive report detailing all areas of our enrollment will be presented at the board meeting.

COMMITTEE ACTION
None.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
This is an information report and no action is requested.

Prepared by,
Kylene Lloyd
Student Services Data & Information Analyst