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**
Celebrating Success: Tree Campus USA

CONSTITUENT REPORTS
ASNIC 5 minutes
Staff Assembly 5 minutes
Faculty Assembly 5 minutes
Senate 5 minutes

PRESIDENT'S REPORT

OLD BUSINESS
Tab 1: SECOND READING: Head Start Privacy of Child Records Procedure
Tab 2: SECOND READING: Information Technology Policy 3.08.03
Tab 3: SECOND READING: Information Technology Policy 3.08.04
Tab 4: SECOND READING: Information Technology Policy 3.08.05

NEW BUSINESS
Tab 5: FIRST READING: Information Technology Policy 3.08.06
Tab 6: FIRST READING: Information Technology Policy 3.08.07
Tab 7: FIRST READING: Information Technology Policy 3.08.08
Tab 8: FIRST READING: NIC Head Start Continuation Grant
Tab 9: Approve Agreement with City of Coeur d'Alene
Reschedule April Board Meeting
INFORMATION ITEMS
Tab 10:  Spring 2018 Enrollment Report  Graydon Stanley
Tab 11:  Emeritus Designation  Rick MacLennan

BOARD CHAIR REPORT  Christie Wood

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  Mar 28 – SUB
Human Rights Banquet  Apr 20 5 p.m. Best Western Coeur d’Alene Inn
GED Graduation Ceremony  Apr 25 – SUB
NIC Athletics Hall of Fame & Annual Banquet  May 3 7 p.m. Schuler PAC
Radiography Technology Program Pinning Ceremony  May 5 5:30 p.m. - SUB
2018 Commencement Exercise  May 10 6 p.m. Meyer Health Sciences Bldg Room 106
NIC Foundation Bon Appetit Fundraiser  May 11 – Christianson Gym
NIC Board Meeting  May 18 5:30 p.m. Hayden Lake CC
NIC Board Meeting  May 23 – SUB
NIC Board Meeting  Jun 27 - SUB
CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Christie Wood called the meeting to order at 6:00 p.m. She then led attendees in the Pledge of Allegiance. Chair Wood next verified that a quorum was present and welcomed attendees to the meeting.

ATTENDANCE
Trustees: Todd Banducci
        Ken Howard
        Brad Murray
        Judy Meyer
        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 Wood called for any changes to the minutes from the meeting held on December 18, 2017 and the special meeting held on January 4, 2018. There were no changes noted and the minutes were accepted, as presented.

PUBLIC COMMENT
None.

CELEBRATING SUCCESS
NIC Library Director George McAlister provided the board with an overview of the catalog of services that Molstead Library provides for students, employees and the community. Some of the services include the development of online resources to help support instruction and college service departments, and collaboration with others to create opportunities for students such as mid-term and finals study nights and developing ways to encourage students to use and explore the library.

SPECIAL BUSINESS
Appoint trustee to NIC Trustee Zone 4
At this time Chair Wood invited Trustee Meyer to make some comments. Trustee Meyer commented on the work underway with the Idaho Business for Education organization, the Governor’s Office and the Task Force on Higher Education, related to the development of a Chief Education Officer position to coordinate the back office functions of the universities. She closed her comments by expressing her thanks and appreciation to the college and community and she left the meeting.
Chair Wood briefly reviewed the process the board undertook to identify an appointee to fill the seat vacated by Judy Meyer. She thanked the citizens that came forward to apply for the position and then asked Clerk of the Election Chris Martin to issue the Oath of Office to Joe Dunlap who was the selected appointee. Following the oath, Trustee Dunlap took his seat at the dais.

At this time, Trustee Howard made a motion to amend the agenda to add an item for the board to elect an officer position. The motion to amend was seconded by Trustee Murray and carried unanimously.

Chair Wood commented that the position open for election was the secretary/treasurer, which was most recently held by Judy Meyer. Trustee Banducci made a motion to elect Joe Dunlap to fill the position of secretary/treasurer. The motion, seconded by Trustee Murray, carried unanimously.

Chair Wood asked Trustee Dunlap to read, aloud, the college’s mission statement.

CONSTITUENT REPORTS

ASNIC
ASNIC President Caleb Weeks reported that the ASNIC board still has one open position. He commented that they have six students interested in the position and should have it filled soon. He closed by briefly discussing a carpooling project on which one of the senators is working.

Staff Assembly
Chair Suzie Deane reported that the January Staff Assembly meeting was made available online and recorded for ongoing viewing by members unable to attend in person. She went on to report that Dr. MacLennan was the featured guest speaker and he brought the group up to date on college and state-level matters.

Faculty Assembly
Chair Geoff Carr reported that during their January meeting, faculty received a presentation from the Cardinal Reads Committee about the book they’ll be reading and promoting next year.

Senate
Chair Lisa Kellerman reported that they had not yet met for the month of January. She mentioned that they are expecting a new student senator to join them for that meeting.

PRESIDENT’S REPORT
Dr. MacLennan asked VP Graydon Stanley to introduce NIC Student Amelia Dubrovsky to report on a project she undertook to collect text books and literature to donate to individuals incarcerated in the Idaho system of corrections.

Dr. MacLennan next asked Art Instructor Michael Horswill to present a memoriam honoring long time community member and local artist Harold Balazs who recently passed away.

Dr. MacLennan then asked Laura Rumpler, chief communications and government relations officer to review the newly published Annual Report to the Community and the schedule of events and other materials developed for the upcoming higher education week with the legislature in Boise. Dr. MacLennan explained the process the institutions have been asked to
follow during the JFAC hearings and the talking points that he will utilize regarding NIC’s priorities and focus.

Dr. MacLennan ended his report by informing the board that the college is preparing an Ad Hoc Report in response to a recommendation from the 2013 Year 7 Accreditation Evaluation by the Northwest Commission on Colleges and Universities, the college’s accrediting body.

KTEC Report
Trustee Banducci reported on several items from the KTEC Board meeting held on January 10. Currently approximately 380 students are attending KTEC; the annual Hard Hats Hammers and Hotdogs event is scheduled for April 20, and a CNA program instructor had to resign recently and a candidate from NIC will be filling that position. He informed the board that School District 271 Interim Superintendent Stan Olson had expressed his appreciation for NIC’s participation in their recent data summits.

OLD BUSINESS
Dual Naming of North Idaho College Facilities
VP Stanley opened by discussing the upcoming 20th anniversary of the 9-Point Agreement between the college and the Coeur d’Alene Tribe. He presented a list of campus facilities being given a dual name in the Coeur d’Alene language, pointing out a revision, since first reading, for the name given to Meyer Health and Sciences Building.

Trustee Howard made a motion to approve the dual named facilities, as presented. The motion was seconded by Trustee Murray. Trustee Banducci asked about the costs associated with signage and other related expenses. VP Chris Martin responded that the college is costing out the names per letter and those costs, estimated to be in the low thousands of dollars, will be included in the FY19 budget proposal. Trustee Dunlap asked why the CTE facility was not on the list and VP Stanley responded that the 9-Point Agreement speaks to buildings on the main campus. The motion carried unanimously.

NEW BUSINESS
Head Start Privacy of Child Records Procedure
NIC Head Start Director Beth Ann Fuller presented and reviewed the elements of a procedure related to protecting the confidentiality of personally identifiable information in child records. Trustee Howard asked how the procedure was generated and Fuller responded that it was developed in accordance with Head Start program performance standards and with input from parents. Trustee Howard expressed concern about the procedure’s compliance with statute and federal requirements. College Attorney Marc Lyons recommended the procedure be reviewed for compliance with federal law and the board requested Mr. Lyons conduct the review. This was a first reading and no action was taken.

Information Technology Policies
VP Martin, in place of Chief Information Officer Ken Wardinsky, reviewed and explained elements of three Information Technology policies related to data stewardship, security and protection; information technology security incident response; and information technology user authentication. Trustee Howard asked if the college had a policy related to controlling social media content. VP Martin responded that the users of college technology are required to adhere to the college’s acceptable use policy, which relates to users’ access of the internet. He added that from the stand point of social media, the only group currently monitored, is student athletes. This was a first reading for the three policies and no action was taken.
BOARD CHAIR REPORT
Chair Wood asked the board to consider the prospect of bestowing emeritus status for Judy Meyer and for long standing trustees going above and beyond in their service to the college and she asked the administration to look in to the creation of a framework for this. A brief discussion ensued and Trustee Howard commented that this status needs to be well defined. The board requested that the administration ensure she and future departing trustees receive lifetime parking and events passes.

Chair Wood then asked the board to consider dates in early March for a workshop to receive an update on the college’s integrated planning work and she asked the administration to find a date the second week of March on which to schedule it. Dr. MacLennan described the proposed concept for the workshop.

REMARKS FOR THE GOOD OF THE ORDER
Chair Wood commented on recent meetings with members of the NIC Foundation and she expressed her excitement to be involved as NIC Board Liaison. She then announced the upcoming benefit for the college at Anthony’s at Riverstone on February 27.

At 8:20 p.m., the board recessed. At 8:30 p.m. a motion was made to go into Executive Session under Idaho Code § 74-206(1)(a) & (b) to consider personnel matters and Idaho Code § 74-206(1)(c) to deliberate regarding an acquisition of an interest in real property. The motion carried unanimously. At 8:45 p.m. a motion was made to return to open session. The motion carried unanimously and Chair Wood adjourned the meeting.

________________________________________
Board of Trustees Chair                       Board of Trustees Secretary
Chair Christie Wood called the workshop to order and asked the board to allow the committee members to present the information and hold questions to the end.

Dr. MacLennan opened by remarking that this workshop was an opportunity for the committee to provide the board with an update on the activities that had taken place over the course of the last several months, share the data and information that had been collected through those activities and receive feedback and input from the board. He reviewed the guiding principles the committee had employed in these efforts, including the principle of ensuring the many planning efforts done prior to this would be preserved, and the principle of ensuring the entire college community was engaged in this work.

Committee Chair Sarah Garcia described the format for the workshop and she briefly reviewed the elements of the work that will be presented.

Christy Doyle and Karen Ruppel, co-chairs of the SWOT Subcommittee (strengths, weaknesses, opportunities and threats), presented highlights of the results from the SWOT analysis. The results were expressed in themes that arose from the college wide exercises that occurred last fall. Strengths themes include location, facilities and infrastructure, and quality employees. Weaknesses include the college’s resistance to change, and barriers to student success. Opportunities include expansion of educational offerings, and funding, and human and fiscal resources. Threats themes include the political climate, and perceptions and value of higher education.

Laura Rumpler and Ann Lewis, co-chairs of the Environmental Scan Subcommittee, reviewed the process they employed to conduct external research and identify data that will impact the institution. The data was collected and presented in the information areas of social and demographic, technology, economy and industry, and political and regulatory. Laura briefly discussed the upcoming community conversations, which will provide an opportunity for the college to engage members of the community and gather their perspectives on the college’s role and service in North Idaho.

Lita Burns, vice president for Instruction and chair of the Academic Master Planning Committee, explained that the group formed to develop the academic master plan was broken into three work groups that are focused individually on educational excellence, community engagement and student success. Each of the work groups developed goals and objectives and strategies to accomplish both. She reviewed the timeline and stated that the draft plan document will be shared with the constituent groups and President’s Cabinet then finalized in early May.

Chris Martin, vice president for finance and business affairs and chair of the Facility Master Planning Committee, described the work that has been incorporated into the committee’s discussions as they develop the plan, such as the recent campus security assessment done for the college by the Department of Homeland Security, and campus planning and campus history provided by Jon Mueller of Architects West. He explained committee tasks such as needs
surveys of departmental units, an analysis of utilization and space inventory, a facility condition assessment, and an in-depth analysis of deferred maintenance from which they were able to develop a fully capitalized deferred maintenance plan. He went on to review facility planning priorities including the expansion of Meyer Health and Sciences Building, athletic facilities, a tribal heritage center, student services and learning building, development of a parking garage, and other projects such as a pedestrian core/connectivity project and the development of a plan for the Rathdrum campus.

Ken Wardinsky, chief information officer and chair of the Information Technology Master Planning Committee began by explaining that technology should be adaptable to user needs. He described changes occurring now that include the increased use of personal devices, increases in Cloud services, and user expectations for increased security and real time information. He went on to describe ways to appropriately manage change and he reviewed issues and trends the college is facing that will impact our technology response. Ken continued by reviewing the elements comprising the IT Master Plan, including the principles and aspirations, funding, integration, and lifecycle review for equipment, and improved collaboration with instruction for the support of instructional technology.

Trustee Murray commented that the information provided leaves him with a great deal of confidence that the board understands the direction of the college and he expressed his appreciation for the integration of the work.

Trustee Howard expressed his appreciation for the committee sharing the information before it is complete and for presenting it in such a way that the board can better understand and use the information.

Dr. MacLennan thanked the board for taking the time to engage with the committee at this point in the process and added that there will likely be one more of these type workshops before the work is completely tied together. He thanked Sarah Garcia for her leadership and asked her to make some closing comments.

Sarah commented that she feels that college is now seeing the planning work coming together and she provided a brief outline of the next steps based on the completion of the individual master plans and review of the existing strategic plan.
SUBJECT
Head Start Privacy of Child Records Procedure

BACKGROUND
Head Start programs must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.

DISCUSSION
North Idaho College Head Start and its employees will honor the privacy and respect the confidentiality of all families currently or previously enrolled in the program as stated in the standards of conduct and confidentiality guidelines, and will disclose personal identifiable information (PII), only as necessary, with or without permission, as required by law.

COMMITTEE ACTION
Board Review and approval.

FINANCIAL IMPACT
There is no financial impact on North Idaho College.

REQUESTED BOARD ACTION
In its capacity as the governing board and to adhere to requirements outlined in the Head Start Performance Standards, it is requested that the board consider a motion to approve Attachment A.

Attachment A: Head Start Privacy of Child Records Procedure

Prepared by
Beth Ann Fuller
Director, Head Start
Privacy of Child Records Procedure

**Purpose:** To outline the procedure North Idaho College Head Start (NICHS) will follow in protecting the confidentiality of personally identifiable information in child records according to Head Start Program Performance Standard: 1303.20-24 – *Protections for the Privacy of Child Records.*

NICHS and its employees will honor the privacy and respect the confidentiality of all families currently or previously enrolled in the program as stated in the standards of conduct and confidentiality guidelines, and will disclose personal identifiable information (PII), only as necessary, with or without permission, as required by law.

**Definitions:**
- **Child Records** means records that (1) Are directly related to the child; (2) Are maintained by the program, or by a party acting for the program; and (3) Include information recorded in any way, such as print, electronic, or digital means, including media, video, image, or audio format.
- **Confidential** means to be kept private with certain specific protections.
- **Consent** means written approval or authorization that is signed and dated. It may include a record and signature in electronic form that (1) identifies and authenticates a particular person as the source of the electronic Consent; and, (2) indicates the same person’s approval of the information. Consent can be revoked going forward.
- **Disclosure** means to permit access to or the release, transfer, or other communication of PII contained in child records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.
- **Parent** means a Head Start child’s mother or father, other family member who is a primary caregiver, foster parent or authorized caregiver, guardian or the person with whom the child has been placed for purposes of adoption pending a final adoption decree.
- **Party** means an entity or individual.
- **Personally Identifiable Information (PII)** means any information that could identify a specific individual, including but not limited to a child’s name, name of a child’s family member, street address of the child, social security number, or other information that is linked or linkable to the child.

**Disclosure with parental consent:**
- Disclosure of participant records with parental consent:
  - NICHS will obtain parental written consent to disclose information related to PII.
  - Parental written consent will specify what child records may be disclosed, explains why records are being disclosed and identifies the party or class of parties to whom the records may be disclosed.
o Parental written consent is signed and dated. This may also be done electronically.
o Parental consent is voluntary on the part of the parent, and may be revoked at any time; revocation of consent is not retroactive and will only apply to future requests for information.

**Disclosure without parental consent but with parental notice and opportunity to refuse:**
- Information can be shared without parental consent in circumstances which include transition to a program, school, or school district the participant seeks or intends to enroll, or where the child is already enrolled, as long as the disclosure is related to the child’s enrollment or transfer if:
  - NICHS notifies the parent about the disclosure by the parent’s preferred method of contact
  - Provides the parent, upon the parent’s request, a copy of the information to be disclosed, in advance, and
  - Gives the parent five working days from the notification an opportunity to challenge and refuse disclosure of the information before NICHS forwards the records

**Disclosure without parental consent:**
- Participant information may be shared without prior permission of the parent. Such circumstances include sharing information with:
  - NICHS staff, or professionals contracted by NICHS, on a need to know basis for the benefit of the enrolled child or family
  - State and/or federal officials for the purpose of program audits, monitoring, studies to improve child and family outcomes including improving the quality of programs
  - Appropriate parties in response to a disaster, health or safety emergency or serious health and safety risk if NICHS determines the disclosure is necessary to protect the health or safety of children or other persons
  - USDA/CACFP authorized representatives
  - To comply with a judicial order or lawfully issued subpoena with reasonable effort to notify the parent in advance of the disclosure unless conditions specified in HSPPS 1303.22(c)(5)(i-iv) apply
  - Child welfare agency caseworker or other representative who has the right to access a case plan for a child and is legally responsible for the child’s care and protection
  - Child protection services in reporting suspected or known child abuse and neglect

**Written agreements:**
- NICHS has established written agreements with third party agencies that are reviewed annually to ensure PII is protected. If third party agencies are found to be in violation of using PII inappropriately, the third party will have the opportunity to make the corrections necessary or access to records will be denied for a period of time set by NICHS Governing Board Liaison and Policy Council.
Annual notice:
- Annual Notice Regarding PII and Parental Rights form is provided to parents at enrollment to ensure participants understand their rights and the types of PII that may be disclosed, to whom it may be disclosed, and what may constitute a necessary reason for disclosure without parental consent.

Parental rights:
- A parent has the right to inspect their child’s records.
  - A parent may have access to their child’s information as soon as possible, and no longer than 45 days of request, by contacting the Supervisor of the center where the child is enrolled
  - NICHS will not destroy a record for a participant that has an open request to inspect
  - If a record contains information on more than one child, NICHS will ensure the parent only inspects information that pertains to their child
- If the family indicates a need for making corrections to the record due to privacy or incorrect information, NICHS staff and the family will work together to ensure corrections are considered, and if denied, the family will be informed in writing of the right to a hearing.
- Parents have the right to request a hearing to challenge information in the child’s record.
  - NICHS will schedule a hearing within a reasonable period of time, notify the family, in advance, of the hearing, and ensure there is no conflict of interest on the part of the person conducting the hearing
  - NICHS will ensure that families have the opportunity to present evidence on the issues related to the information in the participant record
  - NICHS will make corrections to the participant records in accordance with the outcome of the hearing and will notify the family in writing
  - If the outcome of the hearing indicates there are no amendments to the record, NICHS will notify the family of their right to submit a statement indicating their comments or disagreement with the decision, that will be placed in the child’s record. This statement will remain in the record for as long as NICHS maintains the record and will be disclosed whenever the portion of the child record to which it relates is disclosed
- Parents have the right to request, free of charge, an initial copy of child records disclosed to third parties (unless the disclosure was for a court that ordered neither the subpoena, its contents, nor the information furnished in response be disclosed).
- Parents have the right to inspect any written agreement with third parties.

Maintaining records:
- NICHS uses web-based data systems (ChildPlus.net and COR Advantage) for our child and family files for the purpose of data collection, monitoring services and compliance with Head Start program requirements. Information is password protected and accessed on a need to know basis.
• NICHS also maintains a hard copy child/family file which is stored in a locked file cabinet at the Head Start center where the child is enrolled. A printed copy of child emergency information is also kept in the respective classroom emergency bag.

• At the end of each program year, files for children who have exited the program are archived at NICHS Central Office. Records are retained for a period of three (3) years three (3) months or five (5) years for files containing special education records. Information related to the disclosure of PII (with the exception of disclosure to program officials and parents) is included in the respective file for the length of time the record is retained.

• Following the retention period, electronic files are purged using the data utility provided by the web-based data systems and the corresponding hard copy files are shredded using a data destruction company.

Policy Council Approval: ______________________

Board of Trustees Approval: ____________________
SUBJECT
Policy 3.08.03 Data Stewardship, Security, and Protection

BACKGROUND
The most important Information Technology asset that NIC has is its data. Data Stewardship addresses a formal approach to identifying who has responsibility over certain types of data and who can allow access to these different types of data. Identifying a formal policy for data stewardship shows that NIC takes data seriously as an asset, and can make smart moves to protect and expand its value. This policy also includes classification of data based on risk. This will help ensure that data is protected adequately.

DISCUSSION
This policy is based on four basic principles:
- NIC is the owner of all college data;
- the greatest benefit of data is gained through its shared and thoughtful use but is diminished by misuse or lack of appropriate protection;
- access to non-public data is managed based on the sensitivity, value, and criticality of the college and;
- The policy is in place along with other related policies to achieve an appropriate mix of three core elements of information security—confidentiality, integrity and availability.

COMMITTEE ACTION
In August 2015, the CIO began a comprehensive review of existing and needed IT policies at NIC. Throughout this process, the policies have been revised and rewritten several times. This policy was originally written by the CIO and then modified with input from the Information Technology Policy and Planning Council (ITPPC). The policy was then submitted to the Senate for approval. Upon review in the Senate, a joint subcommittee was formed between the Senate and ITPPC to revise the policy again. This revision was then sent to the Senate for final approval of a second reading in December 2017.

FINANCIAL IMPACT
No direct cost.

REQUESTED BOARD ACTION
Request the board consider a motion to approve policy 3.08.03.

Prepared by,
Ken Wardinsky, Chief Information Officer
Policy Narrative

1. POLICY

It is the policy of North Idaho College (NIC) to protect its institutional data and allow the use, access, and disclosure of such information in accordance with NIC interests and applicable laws and regulations. NIC owns all institutional data and throughout its lifecycle, the data shall be classified and protected in a reasonable and appropriate manner based on its level of sensitivity, value, and criticality to NIC. All NIC faculty, staff, students, and affiliates who provide services or work with NIC institutional data are responsible for protecting it from unauthorized access, modification, destruction, or disclosure.

Authorization for access and the maintenance of security of all institutional data, particularly highly sensitive data, is delegated to specific individuals within their defined roles (data steward, data custodian, data user, or system administrator) and in relation to the data being used. Data security measures are commensurate with the value, sensitivity, and risk involved with particular data.
II. COMPLIANCE

A. NIC prohibits the disclosure of restricted and sensitive data in any medium except as approved by the appropriate data steward or data custodian. The use of any data for one's own personal gain or profit, for the personal gain or profit of others, or to satisfy personal curiosity is strictly prohibited.

B. NIC prohibits the storage of restricted data on any storage device or media not approved for use by the NIC IT department. If an individual is required to store data on such media, that individual must obtain written approval from both the data steward and CIO.

C. All individuals accessing NIC institutional data are required to comply with federal and state laws and NIC policies and procedures regarding data security. Any NIC employee, student, or affiliate with access to NIC data who engages in unauthorized use, disclosure, alteration, or destruction of data is in violation of this policy and will be subject to appropriate disciplinary action.

III. DATA CLASSIFICATIONS

To implement security at the appropriate level, to establish guidelines for legal/regulatory compliance, and to reduce or eliminate conflicting standards and controls, data is classified by the appropriate data steward or data custodian into one of the following categories:

A. Restricted: Any NIC institutional data that, if disclosed to unauthorized persons, would be a violation of federal or state laws, NIC policy, or NIC contractual obligations. Any file or data that contains personally identifiable information may also qualify as restricted data. The highest level of security is applied to this data classification.

B. Sensitive: Any NIC institutional data that must be guarded due to proprietary, ethical, or privacy considerations and must be protected from unauthorized access, use, modification, transmission, or storage. A reasonable level of security is applied to this data classification.

C. Public: Any NIC institutional data to which the public is granted access, in accordance with NIC policy or standards. A level of control is applied to this data classification to ensure appropriate use.

IV. DATA STEWARDSHIP ROLES

A. Data steward refers to executive level NIC officials responsible for managing a major area of NIC institutional data, and who oversee the lifecycle of one or more sets of institutional data.
B. Data custodian refers to NIC officials and their staff who have operational-level responsibility for the capture, maintenance, and dissemination of data for specific areas.

C. Data user refers to individuals that have been granted access to institutional data in order to conduct NIC business.

D. System administrator refers to individuals with administrative access to an information system at NIC.

V. DEFINITIONS

A. "Affiliate" refers to any authorized individual, business, or organization that acts on behalf of NIC, or is authorized to conduct work for NIC.

B. "Institutional data" refers to any type of information that is processed, created, collected, transferred, recorded, or stored by NIC to conduct NIC business.

C. "Information Technology (IT) resources" refers to any resources related to the access and use of digitized information, including but not limited to hardware, software, devices, appliances, and network bandwidth.

D. "Security controls" are safeguards or countermeasures to avoid, detect, counteract, or minimize security risks to physical property, information, computer systems, or other assets.
SUBJECT
Policy 3.08.04 Information Technology Security Incident Response

BACKGROUND
In order to protect NIC data, users must report suspected misuse, loss, theft, exposure, or other activity that may harm or threaten information technology assets or data. Security incidents must further follow an appropriate response including identifying the cause of the incident, classifying the severity of the risk, providing mediation and mitigation, and finally documentation.

DISCUSSION
This policy is based on the following basic principles:
- NIC users must report actual or suspected information technology security incidents as soon as possible;
- Incidents will be handled based on the criticality of the event;
- Any incident involving restricted data must involve the executive level of the college;
- All incidents shall be treated as confidential.

COMMITTEE ACTION
In August 2015, the CIO began a comprehensive review of existing and needed IT policies at NIC. Throughout this process, the policies have been revised and rewritten several times. This policy was originally written by the CIO and then modified with input from the Information Technology Policy and Planning Council (ITPPC). The policy was then submitted to the Senate for approval. Upon review in the Senate, a joint subcommittee was formed between the Senate and ITPPC to revise the policy again. This revision was then sent to the Senate for final approval of a second reading in December 2017.

FINANCIAL IMPACT
No direct cost.

REQUESTED BOARD ACTION
Request the board consider a motion to approve Policy 3.08.04.

Prepared by,
Ken Wardinsky, Chief Information Officer
Policy

Policy # 3.08.04

Effective Date: __________

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<th>(Impact Area - Dept Name)</th>
<th>(General Subject Area)</th>
<th>(Specific Subject Area)</th>
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<td>Employees/Students/Affiliates</td>
<td>Information Technology</td>
<td>Information Technology Security Incident Response</td>
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**Author:**
Chief Information Officer

**Supersedes Policy #**

**Relates to Procedure #** 3.08.04

**Impact:**

**Legal Citation (if any):**

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*North Idaho College*

Policy Narrative

All North Idaho College (NIC) users of Information Technology (IT) resources must report “IT Security Incidents” to the IT Helpdesk, chief information officer, or an IT director as soon as they are aware of such activity.

IT security incidents will be handled based on the type and severity of the incident. An Incident Response Management Team will oversee the handling of all IT security incidents involving restricted data.

All individuals involved in investigating a computer security incident will maintain confidentiality.

**Definitions**

"Affiliate" refers to any authorized individual, business, or organization connected to NIC, authorized to act on behalf of NIC, or authorized to conduct work related to NIC needs.

"Information Technology" or “IT” refers to any resource related to the access and use of digitized information, including but not limited to hardware, software, devices, appliances, network bandwidth, and resources.

An *Information Technology (IT) Security Incident* ("Incident") refers to theft, loss, misuse, exposure, or other activity that harms or threatens the whole or part of NIC’s computers, information systems, data, telephone, and network-based resources.
SUBJECT
Policy 3.08.05 User Authentication

BACKGROUND
In order to protect NIC data, users must use appropriate authentication to gain access to resources. This includes a unique identifier and user credentials (normally a username and password). Authorization to NIC assets are based on an individual’s relationship with NIC.

DISCUSSION
This policy is based on the following basic principles:

- The NIC IT Department is solely responsible for providing credentials to access technology resources.
- Credentials will be unique for each user.
- Authorization to resources will depend on a user’s relationship with NIC.

COMMITTEE ACTION
In August 2015, the CIO began a comprehensive review of existing and needed IT policies at NIC. Throughout this process, the policies have been revised and rewritten several times. This policy was originally written by the CIO and then modified with input from the Information Technology Policy and Planning Council (ITPPC). The policy was then submitted to the Senate for approval. Upon review in the Senate, a joint subcommittee was formed between the Senate and ITPPC to revise the policy again. This revision was then sent to the Senate for final approval of a second reading in December 2017.

FINANCIAL IMPACT
No direct cost.

REQUESTED BOARD ACTION
Request the board consider a motion to approve policy 3.08.05.

Prepared by,
Ken Wardinsky, Chief Information Officer
Identification, Authentication, and Authorization are controls that facilitate access to and protect North Idaho College (NIC) information technology (IT) resources.

NIC’s Information Technology (IT) department assigns a unique identifier and user credentials for identification and authentication purposes to individuals who have a business or educational need to access non-public NIC IT resources.

Authorization for NIC resources will depend on the individual’s relationship, or relationships, to NIC and the requirements associated with that relationship.

**Definitions**

“**Affiliate:**” refers to any authorized individual, business, or organization connected to NIC, authorized to act on behalf of NIC, or authorized to conduct work related to NIC needs.

“**Authentication:**” The process through which a user proves his or her identity by providing sufficient user credentials.

“**Authorization:**” The process of determining which services, privileges, and resources a user is entitled to access. “**Information Technology**” or “IT” resources refers to any resource related to the access and use of digitized information, including but not limited to hardware, software, devices, appliances, and network bandwidth.
“Identification: ”The process of establishing user credentials in order to access and use NIC resources.

“Institutional Data:” refers to any type of information that is processed, created, collected, transferred, recorded, or stored by NIC to conduct NIC business.

“User Credential: “Information used to access NIC IT resources.
SUBJECT
Policy 3.08.06 Media Sanitation and Disposal

BACKGROUND
NIC institutional data is normally found in a digital format that sits on different media within copiers, computers, tablets, etc. In order to ensure that data is rendered unusable and unrecoverable when NIC disposes of its assets that may contain data, proper sanitation and disposal methods are required.

DISCUSSION
The media sanitation and disposal policy re-enforces current NIC practices of rendering data unreadable or unrecoverable when disposing of it. In order to ensure that media is rendered unreadable and unrecoverable, assets containing data must be processed through the IT department to ensure that the correct methods and tools are used to perform these actions. By putting this practice into policy, NIC can ensure that media is disposed of properly without compromising loss of institutional data.

COMMITTEE ACTION
The North Idaho College Chief Information Officer (CIO) originally re-wrote this policy in a draft format. That policy was then sent to the Information Technology Planning and Policy Council (ITPPC), which is a NIC Senate recognized committee. That committee then reviewed the policy and approved the first draft. This policy was then sent to the President’s Cabinet and approved for Senate review. Under review of the Senate, it was found that a lot of policy, procedure, and guideline language was being used and some of the language was confusing. With Senate’s approval, the CIO then formed a joint subcommittee comprised of members of the ITPPC and Senate (including faculty, staff, and student body representatives). The policy was revised and updated and then sent back to Senate for approval and is now presented to the board in its current form.

FINANCIAL IMPACT
There is zero financial impact to implement this policy.

REQUESTED BOARD ACTION
This is a first reading and no action is requested at this time.

Prepared by,
Ken Wardinsky, Chief Information Officer
Policy Narrative

To prevent unauthorized disclosure of North Idaho College (NIC) data, media containing institutional data leaving the control of the responsible department/division and destined for reuse or disposal must have all NIC data purged in a manner that renders the data unusable or unrecoverable.

Definitions

"Institutional Data" refers to any type of information that is processed, created, collected, transferred, recorded, or stored by NIC to conduct NIC business.

"Media" defines any physical or virtual medium that stores data in either a physical or digital manner.

"Media Sanitation" is the process in which data is rendered unusable or unrecoverable on different types of media.
SUBJECT
Policy 3.08.07 Cloud Computing and Data Storage Services

BACKGROUND
More and more technology services are being accessed via the internet. Any service that runs on computers not physically controlled by NIC are called “cloud services.” Many of these cloud service providers offer both personal (often free services) and enterprise based licensing. Personal services do not often offer the protection, privacy, and security of data that is offered under their enterprise offerings. To protect NIC data, cloud services must be reviewed by Information Technology to review the security, compliance, and protection of our data.

DISCUSSION
The use of cloud services has increased and matured over the past several years. There is no evidence that these services will go away. More and more of our services are actually being moved to the cloud. NIC must be good stewards of its resources and data and review any service that is used to store, process, or transmit institutional data.

COMMITTEE ACTION
The North Idaho College Chief Information Officer (CIO) originally re-wrote this policy in a draft format. That policy was then sent to the Information Technology Planning and Policy Council (ITPPC), which is a NIC Senate recognized committee. That committee then reviewed the policy and approved the first draft. This policy was then sent to the President’s Cabinet and approved Senate review. Under Senate review it was found that a lot of policy, procedure, and guideline language was being used and some of the language was confusing. With Senate’s approval, the CIO then formed a joint subcommittee comprised of members of the ITPPC and Senate (including faculty, staff, and student body representatives). The policy was revised and updated and then sent back to Senate for approval and is now presented to the board in its current form.

FINANCIAL IMPACT
There is zero financial impact to implement this policy.

REQUESTED BOARD ACTION
This is a first reading and no action is requested at this time.

Prepared by,
Ken Wardinsky, Chief Information Officer
Any employee, program, department, division, business unit, or affiliate of North Idaho College (NIC) that needs to acquire or use a cloud service that will store, process, or share institutional data must work with the Information Technology (IT) Department, the Office of Finance and Business, and NIC’s Legal Counsel to properly evaluate and manage the associated risks and service agreement language.

The use of cloud services to manage institutional data does not absolve an employee or unit from the responsibility of ensuring that the data is secure and managed in accordance with applicable policies and laws.

**Definitions**

"Affiliate" refers to any authorized individual, business, or organization connected to NIC, authorized to act on behalf of NIC, or is authorized to conduct work related to NIC needs.

"Cloud Service" is any service provided remotely via the internet from a provider’s local servers as opposed to being provided from NIC’s on-premises server(s).

"Institutional Data" refers to any type of information that is processed, created, collected, transferred, recorded, or stored by NIC to conduct NIC business.
SUBJECT
Policy 3.08.08 Security Awareness Training

BACKGROUND
Despite investments in IT security hardware and software, none of these systems are completely fool-proof. Poorly trained or untrained employees can unknowingly create security vulnerabilities. By providing a broad awareness training program that is mandatory for all employees, NIC is committing itself to the importance of data security and education for all of its employees.

DISCUSSION
Almost all security literature defines users as the weakest link in security. This policy would ensure that a security awareness training program is offered to all employees and make that training mandatory every year. This would allow employees to not only work safer at NIC but also in their personal lives.

COMMITTEE ACTION
The North Idaho College Chief Information Officer (CIO) originally re-wrote this policy in a draft format. That policy was then sent to the Information Technology Planning and Policy Council (ITPPC), which is a NIC Senate recognized committee. That committee then reviewed the policy and approved the first draft. This policy was then sent to the President’s Cabinet and approved for Senate review. Under review of the Senate, it was found that a lot of policy, procedure, and guideline language was being used and some of the language was confusing. With Senate’s approval, the CIO then formed a joint subcommittee comprised of members of the ITPPC and Senate (including faculty, staff, and student body representatives). The policy was revised and updated and then sent back to Senate for approval and is now presented to the Board in its current form.

FINANCIAL IMPACT
Approximately $5,600 every two years ($4.35 per employee paid every two years).

REQUESTED BOARD ACTION
This is a first reading and no action is requested at this time.

Prepared by,
Ken Wardinsky, Chief Information Officer
Policy

Policy # 3.08.08

Effective Date: __________

<table>
<thead>
<tr>
<th>(Impact Area - Dept Name)</th>
<th>(General Subject Area)</th>
<th>(Specific Subject Area)</th>
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<tbody>
<tr>
<td>Employees and Affiliates</td>
<td>Information Technology</td>
<td>Security Awareness Training</td>
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**Author:**
Chief Information Officer

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<th>Supersedes Policy #</th>
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<th>Relates to Procedure #</th>
<th>Impact:</th>
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<tr>
<td>3.08.08</td>
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**Legal Citation (if any):**

North Idaho College

Policy Narrative

Employees and affiliates who have access to North Idaho College (NIC) institutional data are responsible for protecting the confidentiality, integrity, and availability of these resources.

NIC will provide a mandatory annual Information Technology security awareness training program for its employees and affiliates.

**Definitions**

“**Institutional Data**” refers to any type of information that is processed, created, collected, transferred, recorded, or stored by NIC to conduct NIC business.

“**Security Awareness**” is the knowledge and commitment of the NIC community regarding the necessity to protect institutional data.
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 flat funding. Our program’s total funding level is $2,722,415.

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

COMMITTEE ACTION
Board approval of North Idaho College Head Start funding application.

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

REQUESTED BOARD ACTION
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: PY18-19 Continuation Grant Application
Attachment B: Head Start Organization Chart
Attachment C: PY18-19 Program Budget
Attachment D: Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Policy including the Criteria Point System for Prioritization and Selection
Attachment E: Program Option Policy
Attachment F: Service Area Selection Policy
Attachment G: Selection of Target Area Policy
Attachment H: Allocation of Enrollment Slots Target Area

Prepared by
Beth Ann Fuller
Director, North Idaho College Head Start
North Idaho College Head Start
Continuation Application – PY18-19, Year Four

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Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

Program Goals:

North Idaho College Head Start (NICHS) set long-range goals and objectives through a process of self-assessment, program improvement goal setting, and forecasting for our five-year grant period, resulting in goals and objectives for each of our five 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 Five-Year Program Goals were developed through a process of data sharing, risk assessment, forecasting and goal setting that culminated in a comprehensive plan with inspiring and innovative goals in four broad content areas, including a focus on school readiness and family engagement. In this third year of our five-year grant period, we have made progress and reassessed our strengths and needs. Our five-year goals, including new strategies are encompassing the new Head Start Performance Standards (HSPPS) for our upcoming fourth year of the grant period.

Through an update to our comprehensive community assessment that was conducted in June of 2016, our priorities were validated. In our third year, we have updated our community assessment with additional data reflecting the issues facing our communities. Although there have not been major changes, 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.
We have not made any deletions to our goals since last year. We have not made any changes to the four primary goals. The additions we are making to our goals include a new strategy under goal #1 which includes incorporating Teacher Learning Communities (TLCs) as a new professional development strategy to ensure that education staff receive additional training and mentoring in to improve quality classroom teaching and environments. Under goal #4, we have added a new strategy to ensure that we are joining our communities in providing trauma informed care to children and families through Trust Based Relational Interventions (TBRI), culminating in a comprehensive implementation plan.

School Readiness Goals:

Our school readiness goals were identified through analysis of outcomes data from school year 2016-2017, specifically the final data of the spring checkpoints. Comparing the data from spring 2015-2016 to spring 2016-2017, the children showed gains in all domain areas, including an area of primary focus: mathematics. In 2015-2016, 84% of our enrolled children met specific learning goals based on their age in mathematics. In 2016-2017, 88% of children met or exceed the widely-held age expectations for their mathematics learning goals. Increasing school readiness outcomes in the area of mathematics was a program improvement goal. These gains may be attributed to our interventions of professional development for teaching staff and our implementation of curriculum enhancements.

One adjustment in the language of our school readiness goals for 2017-2018 is due to the fact that our program chose to shift from Creative Curriculum and the assessment tool of Teaching Strategies Gold, to High Scope curriculum and the assessment tool of COR Advantage. Our 2017-2018 school readiness goals include twelve items within five categories of the COR
Advantage tool. The 2017-2018 winter period data demonstrates that our children transitioning to kindergarten have met school readiness levels for six of the 12 items.

The items that children are meeting the school readiness measure of 4.0 or higher are:

B. Problem Solving with materials- 4.06; F. Building relationships with other children- 4.38; I. Gross-motor skills- 4.03; J. Fine-motor skills-4.80; K. Personal care and healthy behavior- 4.51; S. Number and counting- 4.0. Of the remaining six items (E. Building relationships with adults; L. Speaking; N. Phonological awareness; O. Alphabetic knowledge; P. Reading and T. Geometry), the discrepancies to meeting school readiness measurements is from .11 to .65 of a point. We have a final assessment period in the spring and are confident that our four year olds will meet the school readiness levels of the remaining six items and be prepared for the transition to kindergarten.

**Sub-Section B: Service Delivery**

Service and Recruitment Area:

We are proposing no changes to service and recruitment areas. Through community assessment data it is apparent that the populations, associated demographics and needs in the areas that we serve have remained relatively steady. The families that can benefit the most from Head Start services are encompassed in these service areas.

Needs of Children and Families:

According to our community assessment update, the needs of families in Kootenai County have slightly shifted with the influx of new jobs and lower unemployment rates, which has resulted in a higher average wage for this county. We have seen this reflected in our Head Start waitlists
for Kootenai County. Although we still have healthy waitlists and no threat of under-enrollment in any of our 191 slots in the county, we are experiencing a higher percentage of families that are applying for Head Start that are over income.

Bonner, Boundary and Kootenai counties are predicted to continue growing in population, with Kootenai County ranking highest with 11% projected growth. With 65% of our slots in Kootenai County, although we are still underserving the most eligible group of children 0-5 for all five counties, we are meeting the needs of our families through several locations and program options. Benewah and Shoshone counties continue to show slightly declining populations. Although we currently have no risk of under enrollment, this is a trend to consider for the future. In relation to race and language, white continues to be the predominant race in all counties with Bonner County being the highest at 96%.

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

We are not proposing any significant changes from 2017-2018 to 2018-2019 for program options. The only proposed change in program options from year to year is the proposed change from 170 total class days for the North Idaho College Children’s Center (NICCC) to 162 days. This change adjusts the total number of days by 8 total, and total hours from 1020 to 972. This change is being proposed due to the fact that the NICCC operates a schedule that follows the academic calendar of the campus and meets the needs of students and staff that utilize the program six hours per day, five days per week in the available 15 Head Start slots. In meeting the 170 day duration option, the center is operating after classes have ceased for the campus and results in students transporting their children to the center for eight additional days past the close of the spring semester. We are making no suggestions for changes to our
funded enrollment slots. Our current enrollment slots meet the needs of each of our communities.

Centers and Facilities:

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

Eligibility, Recruitment, Selection, Enrollment, and Attendance:

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

The established point system provides a method of prioritizing a child’s selection into the program based upon highest need.

<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></td>
<td>Description</td>
</tr>
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<td>---</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>7</td>
<td>Foster Child (meets definition for State placement) or Child in Custody/Care of someone other than the Biological Parent(s)</td>
</tr>
<tr>
<td>8</td>
<td>Homelessness (as determined by the McKinney-Vento Homeless Assistance Act of 1987)</td>
</tr>
<tr>
<td>9</td>
<td>Family Violence (includes physical, verbal or emotional abuse/violence, child abuse, neglect, or abandonment)</td>
</tr>
<tr>
<td></td>
<td>Check applicable: ☐ current, ☐ past 12 months, or ☐ previously experienced</td>
</tr>
<tr>
<td>10</td>
<td>Parent/Guardian Working Towards Obtaining High School Diploma/G.E.D., Certifications, or Higher Education</td>
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<tr>
<td>11</td>
<td>Parent Working Multiple Jobs or Working and Going to School</td>
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<tr>
<td>12</td>
<td>Substance Abuse or other addictions</td>
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<tr>
<td>13</td>
<td>Single Parent/Guardian Household</td>
</tr>
<tr>
<td>14</td>
<td>Parent/Guardian in Incarceration and/or Returning from Incarceration</td>
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<tr>
<td>15</td>
<td>Parent/Guardian Active Military Service, Returning from Military Service, or Veteran</td>
</tr>
<tr>
<td>16</td>
<td>Mental Health Concern – Child and/or Family</td>
</tr>
<tr>
<td>17</td>
<td>Additional Household Stressors: check all that apply: (one or two = 5 points; three to five = 10 points; six to eight = 15 points; or nine or more = 20 points)</td>
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<tr>
<td></td>
<td>Adoption</td>
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<td></td>
<td>Chronic Health Issue and/or Disability within the Family</td>
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<tr>
<td></td>
<td>Co-Parenting/Custody/Dual Households</td>
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<td></td>
<td>Death of a Family Member in the Household(s)</td>
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<td></td>
<td>Families in Crisis (emergency relocation, natural and/or family disaster)</td>
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<td></td>
<td>Family Legal Issues</td>
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<tr>
<td></td>
<td>Lack of Affordable Housing</td>
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<tr>
<td></td>
<td>Limited Opportunities for Socialization (child/family)</td>
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<td></td>
<td>Parent Working Out of the Area</td>
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<td></td>
<td>Pregnancy/New Sibling in Household</td>
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<td>Teen Parent</td>
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<td></td>
<td>Unemployment</td>
</tr>
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<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

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

During the 2017 Point-In-Time (PIT) count for Region 1, homelessness is decreasing. However, this does not include a count of the precariously housed, which is the majority of the 19% of our currently enrolled families. Recently, the grant funding for transitional housing switched focus to a permanent, supportive housing model. In Region 1, a coordinated entry process is conducted by St. Vincent DePaul Help Center through which the most vulnerable are served first, in available shelter/housing programs. We have a strong collaboration with St. Vincent DePaul and all area grant-funded domestic violence programs that provide shelter. We attend joint training, serve on homeless coalitions and on shelter boards throughout our area which results in frequent referrals from these agencies and from school district homeless liaisons.

At a February 2018 Head Start/Early Head Start Interagency meeting with Region 1 Mental Health, IDHW child protection case workers discussed how the reduction of CFS case workers, high caseloads and lack of adequate substance abuse treatment affects the ability of parents to meet the requirements of their case-plan to re-unite with their children. They also surmised this would create a greater need for foster care providers, however, few people are coming forward to be foster parents in our region. We are participating in a region-wide effort to be
trauma-informed in our recruitment efforts and program services in relation to the unique needs of children and families who have experienced trauma. Particularly, we have garnered resources to become a Trust-Based Relational Intervention (TBRI) program. Both our Education/Disabilities Coordinator and Mental Health Consultant are certified practitioners of TBRI. Region 1 Health and Welfare, Coeur d’Alene School District, Lake Pend Orielle School District and local foster placement support agencies are involved in this community-wide implementation of trauma-informed practice.

Attendance and its’ direct and impactful influence on school readiness is a major focus in our efforts beginning with enrollment and continuing throughout the school-year. Our focus on attendance as a key factor in meeting child education goals includes analysis of reasons for absence, both sporadic and chronic, as well as barriers impacting child attendance. Community resources and educational materials are garnered in support of attendance. Gas vouchers, transportation resources and family action plans are utilized and research-based, non-judgmental facts about the correlation between good attendance and outcomes are shared at home visits, parent teacher conferences, parent meetings, through newsletters and other helpful written resources. As of the end of February, 2018, our program-wide cumulative attendance figure for the school year is 86.83%.

**Education and Child Development:**

At the end of program year 2016-2017, our program determined to transition from *Creative Curriculum for Preschool* to the *HighScope Preschool Curriculum* as our foundational curriculum. We continue to use the *Second Step for Social Emotional Learning Curriculum* to enhance teaching practices for children’s social emotional school-readiness skills.
HighScope™ Curriculum has been carefully designed to promote independent and creative thinking, decision-making, and problem solving in children from birth through kindergarten. It focuses on creating engaging classrooms and routines that encourage adult-child interactions and support children’s play with a variety of learning opportunities. HighScope’s active learning model provides inclusive experiences for children with and without disabilities. All children benefit when they participate actively in their own learning process and engage in authentic relationships with supportive adults who provide developmentally appropriate learning opportunities. HighScope’s Preschool Curriculum provides children with the opportunity for access, participation, and support — the defining features of inclusion identified by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children.

Additionally, the High Scope™ Perry Preschool research study on 123 three and four year old children living in poverty and at risk for failure in school demonstrates the curriculum’s appropriateness for the children we serve. The study, initially conducted from 1962-1967 was followed up in 2005 (HighScope™ Perry Preschool Study through Age 40). The longitudinal study found that those adults who had experienced the HighScope™ Perry Preschool had higher earnings, committed fewer crimes, were more likely to have graduated from high school and to be employed.

HighScope™ Curriculum’s scope and sequence is demonstrated within its’ comprehensive design that addresses all areas of development through eight content areas and 58 key developmental indicators (KDIs) — the skills and behaviors at each stage of development that pave the way for school and adult success. Each KDI is connected to and reinforced by
scaffolding strategies to support and guide children’s learning. The document *Alignment of the 2015 Head Start Early Learning Outcomes Framework Ages Birth to Five With HighScope’s Key Developmental Indicators* demonstrates how the KDIs of HighScope™ Preschool Curriculum correspond to the goals within the HSELOF.

Fidelity to the curriculum is ensured by our three coaching staff who have reliability with the HighScope™ Program Quality Assessment. All classrooms were assessed, given feedback and program-wide professional development goals were identified. Fidelity to the assessment of child outcomes is supported as all the education staff received a one-day HighScope™ COR Advantage 1.5 preservice training, followed by four weeks of on-line practice and then a test for reliability in assessment.

The *Second Step Early Learning* program teaches preschool-age children key school-readiness social emotional skills and concepts across the scope of units: skills for learning, empathy, emotional management, friendship skills and problem-solving and transitioning to kindergarten. Each unit follows a logical sequence of weekly lessons building upon each other and is outlined in detail in the teacher’s manual. Teachers document the Second Step lessons on the calendar they provide to families and also on their weekly curriculum plans. These documents are monitored to ensure fidelity to the curriculum. Additionally, Education staff are provided with a review of the curriculum scope and sequence annually at pre-service.

The article *Second Step Early Learning Program* and *Head Start Outcomes Framework* (page 6), published by the Committee for Children in 2017, documents how the *Second Step Early Learning* program addresses multiple indicators in the HSELOF domains of Approaches to Learning and Social and Emotional Development.
Brigance Early Childhood Screen III (Brigance III) and Developmental Indicators for the
Assessment of Learning™, Fourth Edition (DIAL™-4) are the developmental screening tools
currently used by our program to determine if a child needs further evaluation to determine if
the child would qualify for special services due to an identified disability. The developmental
screening tool used at each center is determined by the Local Education Agency (LEA) as agreed
upon during annual Interagency Agreement meetings. It is the screening tool used during
jointly supported developmental screening activities or Child Finds. NICHS sometimes uses the
Speed DIAL™ 4 to meet the Head Start Program Performance Standard screening deadline of 45
days, unless the LEA has requested only the full DIAL™ 4 be used. The DIAL™ 4 does offer a
protocol in Spanish. The LEA takes the lead in screening children who are dual language
learners, but NICHS can support in obtaining a translator as per our Interagency Agreements
document.

Both the DIAL™ 4 and the Brigance III utilize a Social-Emotional and Self-Help Parent
Questionnaire to support a comprehensive screening of the child’s overall development. If
there is need for additional input both screening tools also include a Teacher Questionnaire.
These should only be used after the teacher has had the opportunity to observe the child in the
classroom for an extended period as outlined in the manuals.

The on-going assessment tool based on the HighScope™ Key Developmental Indicators is the
Child Observation Record (COR). We use the COR Advantage 1.5 -- HighScope’s birth-to-
kindergarten on-line child assessment tool. It evaluates children’s learning in nine content
areas with 34 objectives organized into eight categories of development and learning. The two
objectives in the ninth area, English Language Learning, help teachers follow a child’s progress
in acquiring receptive and expressive skills in English. Teachers assess children three times a year and share their progress with families.

Parents and families, as the child’s first and most important teacher, are systematically invited to participate in the program and their child’s educational experience. At enrollment, parents are informed of and asked for permission of all health, social emotional, sensory and developmental screenings. At the teacher’s and families’ first meeting, the family is provided with documents and an overview of the curriculum. Then together, the family and teacher create a Child Development Plan as they identify the child’s strengths and goals in the categories of Approaches to Learning, Social and Emotional Development, Physical Development and Health, Language, Literacy, and Mathematics. Families are invited to share classroom ideas for activities at monthly curriculum planning meetings, at center meetings, to give ideas to support male involvement and to volunteer and lead activities in classrooms. The parents in leadership roles on the Policy Council are charged with approving the program’s Education Service Plan.
# 2017-18 NICHS School Readiness Goals within the HighScope COR Advantage

## Age Levels

<table>
<thead>
<tr>
<th>Infant/Toddler</th>
<th>PreK 4</th>
<th>Kindergarten</th>
</tr>
</thead>
</table>

## Approaches to Learning

<table>
<thead>
<tr>
<th>B. Problem solving with materials</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child moves eyes, hands, head toward object</td>
<td></td>
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<tr>
<td>Child repeats action, even if ineffective, to problem solve</td>
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<tr>
<td>Child asks for help in solving a problem with materials</td>
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<tr>
<td>Child verbally identifies a problem with materials</td>
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<tr>
<td>Child persists with one idea or tries more until successful in problem solving with materials</td>
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<tr>
<td>Child stays with plan for substantial part of work time (20 mins)</td>
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<tr>
<td>Child anticipates problems with materials and identifies solutions</td>
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<tr>
<td>Child coordinates multiple resources (materials/people) to solve a complex problem with materials</td>
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</tbody>
</table>

## Social and Emotional Development

<table>
<thead>
<tr>
<th>E. Building relationship- ships with adults</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child looks at, smiles at, vocalizes to or makes faces at primary adult</td>
<td></td>
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<tr>
<td>Child uses a familiar adult as a secure base from which to explore, returning periodically</td>
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<tr>
<td>Child seeks out familiar adult to share simple need or desire, using at least one word</td>
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<tr>
<td>Child asks adult to play or share in an activity</td>
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<tr>
<td>Child engages in a conversation with an adult and takes two or more turns</td>
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<tr>
<td>Child involves adult in activity for extended time by giving role, working towards a goal, or leading complex play</td>
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<tr>
<td>Child asks adult a question about the adult’s knowledge or experience</td>
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<tr>
<td>Child follows up a conversation with an adult to learn or share more information</td>
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<tr>
<td>Child follows up on something personal a friend has previously shared</td>
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</tbody>
</table>

## Physical Development and Health

<table>
<thead>
<tr>
<th>F. Building relationship- ships with children</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child watches another child</td>
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<tr>
<td>Child brings an object or shows affection to another child</td>
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<tr>
<td>Child plays and works alongside another child</td>
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<tr>
<td>Child makes comment directly to another child</td>
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<tr>
<td>Child show a preference for one or more friends</td>
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<tr>
<td>Child plays collaboratively with two or more, sharing ideas</td>
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<tr>
<td>Child involves adult in activity for extended time by giving role, working towards a goal, or leading complex play</td>
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</table>

## Physical Development and Health

<table>
<thead>
<tr>
<th>I. Gross-motor skills</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child moves the whole body</td>
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<tr>
<td>Child walks</td>
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<tr>
<td>Child goes up/down ladder, runs or marches while navigating around people and objects</td>
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<tr>
<td>Child walks up or down stairs w/ alternating feet, jumps w/both feet off the ground or gaitops</td>
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<tr>
<td>Child strikes a large moving object with hand or foot</td>
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<tr>
<td>Child skips for eight or more repetitions</td>
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<tr>
<td>Child strikes a small moving ball with a paddle, racket or bat</td>
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<tr>
<td>Child combines a series of movements in a smooth, sequenced action</td>
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</table>

## Fine-motor skills

<table>
<thead>
<tr>
<th>J. Fine-motor skills</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Child opens and closes hand</td>
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<tr>
<td>Child uses small muscles to handle or pick up objects</td>
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<tr>
<td>Child fits materials together or pulls them apart</td>
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<tr>
<td>Child uses small muscles with moderate control.</td>
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<tr>
<td>Child manipulates small objects w/dexterity and precision</td>
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<tr>
<td>Child uses a tripod grasp to write or draw closed shapes</td>
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<tr>
<td>Child performs precise actions w/opposing hand movements</td>
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<tr>
<td>Child uses finger dexterity and strength to do multistep tasks</td>
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</table>

## Personal care and healthy behavior

<table>
<thead>
<tr>
<th>K. Personal care and healthy behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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</thead>
<tbody>
<tr>
<td>Child expresses basic physical needs</td>
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<tr>
<td>Child feeds self, finger foods</td>
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<tr>
<td>Child names basic body parts</td>
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<tr>
<td>Child performs personal care task with help</td>
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<tr>
<td>Child performs personal care task independently</td>
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<tr>
<td>Child makes a healthy choice and explains why it is healthy</td>
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<tr>
<td>Child explains the reason behind a safety rule</td>
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<tr>
<td>Child explains how and why people have to take care of their bodies</td>
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### Language

<table>
<thead>
<tr>
<th>Level</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Child makes verbal sounds such as cooing and babbling</td>
</tr>
<tr>
<td>1</td>
<td>Child says a single word to refer to a person, animal, object or action</td>
</tr>
<tr>
<td>2</td>
<td>Child talks about real people or objects that are not present</td>
</tr>
<tr>
<td>3</td>
<td>Child uses the pronouns he, she, him, her his and hers correctly</td>
</tr>
<tr>
<td>4</td>
<td>Child uses a clause that starts with when, if or since in a complex sentence</td>
</tr>
<tr>
<td>5</td>
<td>Child uses ‘what if’ or ‘suppose’ talk to spark a conversation</td>
</tr>
<tr>
<td>6</td>
<td>Child joins in a discussion with another child about school-related topic</td>
</tr>
</tbody>
</table>

### N. Phonological awareness

<table>
<thead>
<tr>
<th>Level</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Child responds (turns, looks, startles, quietly) to a sound in the environment</td>
</tr>
<tr>
<td>1</td>
<td>Child makes a sound of an animal, vehicle or other familiar object</td>
</tr>
<tr>
<td>2</td>
<td>Child repeats or joins in saying parts of simple rhymes</td>
</tr>
<tr>
<td>3</td>
<td>Child spontaneously says real or made-up rhyming words</td>
</tr>
<tr>
<td>4</td>
<td>Child points out that two words do not rhyme</td>
</tr>
<tr>
<td>5</td>
<td>Child points out that two words start with the same sound</td>
</tr>
<tr>
<td>6</td>
<td>Child identifies the beginning and ending phonemes in a word</td>
</tr>
<tr>
<td>7</td>
<td>Child segments or blends a word composed of three or more phonemes</td>
</tr>
</tbody>
</table>

### Literacy

<table>
<thead>
<tr>
<th>Level</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Child attends to visual images</td>
</tr>
<tr>
<td>1</td>
<td>Child plays with three-dimensional materials that have the characteristics of letters</td>
</tr>
<tr>
<td>2</td>
<td>Child says or sings a letter</td>
</tr>
<tr>
<td>3</td>
<td>Child identifies a letter</td>
</tr>
<tr>
<td>4</td>
<td>Child identifies 10 or more letters</td>
</tr>
<tr>
<td>5</td>
<td>Child uses inventive spelling to sound out new words without adult prompting</td>
</tr>
<tr>
<td>6</td>
<td>Child identifies all letters</td>
</tr>
<tr>
<td>7</td>
<td>Child identifies at least two consonant blends and two vowel sounds</td>
</tr>
</tbody>
</table>

### P. Reading

<table>
<thead>
<tr>
<th>Level</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Child gazes at a picture in a book</td>
</tr>
<tr>
<td>1</td>
<td>Child points to familiar objects in pictures and photos</td>
</tr>
<tr>
<td>2</td>
<td>Child “reads” a picture by labeling what he sees</td>
</tr>
<tr>
<td>3</td>
<td>Child identifies what a common symbol represents</td>
</tr>
<tr>
<td>4</td>
<td>Child reads two or more words</td>
</tr>
<tr>
<td>5</td>
<td>Child reads three or more words in print (other than names of self, family members or friends)</td>
</tr>
<tr>
<td>6</td>
<td>Child reads distinct words while following text, reading new words by using letter sounds, picture cues, patterns of language and/or vocabulary</td>
</tr>
<tr>
<td>7</td>
<td>Child decodes a two syllable word by breaking the word into syllables</td>
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</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Level</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Child looks at, touches, or handles a single object</td>
</tr>
<tr>
<td>1</td>
<td>Child uses a word, sign or phrase to task for “more”</td>
</tr>
<tr>
<td>2</td>
<td>Child uses a number word or rote counts</td>
</tr>
<tr>
<td>3</td>
<td>Child consistently counts up to 10 objects</td>
</tr>
<tr>
<td>4</td>
<td>Child identifies four or more single-digit numerals</td>
</tr>
<tr>
<td>5</td>
<td>Child counts more than 10 objects and says the last number counted tells how many</td>
</tr>
<tr>
<td>6</td>
<td>Child says how many more or fewer are in one set than in another set</td>
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<tr>
<td>7</td>
<td>Child composes and/or decomposes a number in two or more ways</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Child tracks a moving object</td>
</tr>
<tr>
<td>1</td>
<td>Child fits an object into an opening that is the correct size</td>
</tr>
<tr>
<td>2</td>
<td>Child moves self, or objects in response to a simple position of direction word</td>
</tr>
<tr>
<td>3</td>
<td>Child recognizes and names low-dimensional shapes (circle, triangles, square, rectangle)</td>
</tr>
<tr>
<td>4</td>
<td>Child transforms (composes or decomposes) shapes and identifies the resulting shapes</td>
</tr>
<tr>
<td>5</td>
<td>Child describes what makes a shape a shape (identifies shape attributes)</td>
</tr>
<tr>
<td>6</td>
<td>Child names a three-dimensional shape (cube, cylinder, pyramid)</td>
</tr>
<tr>
<td>7</td>
<td>Child describes three-dimensional shapes to compare their similarities and differences</td>
</tr>
</tbody>
</table>
North Idaho College Head Start
5630 - Pre-K CLASS® Average Score Charts
Observations occurring: 10/31/2017 - 3/19/2018

2017-2018 Program Year

<table>
<thead>
<tr>
<th>Category</th>
<th>10/31/17 - 3/19/18</th>
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<tbody>
<tr>
<td>Positive Climate</td>
<td>6.56</td>
</tr>
<tr>
<td>Negative Climate</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>5.85</td>
</tr>
<tr>
<td>Regard for Student Perspectives</td>
<td>5.63</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>5.91</td>
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<tr>
<td>Productivity</td>
<td>5.63</td>
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<tr>
<td>Instructional Learning Formats</td>
<td>5.68</td>
</tr>
<tr>
<td>Concept Development</td>
<td>5.57</td>
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<tr>
<td>Quality of Feedback</td>
<td>3.44</td>
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<td>Language Modeling</td>
<td>3.86</td>
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<tr>
<td>Emotional Support</td>
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<tr>
<td>Classroom Organization</td>
<td>6.31</td>
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<tr>
<td>Instructional Support</td>
<td>5.63</td>
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</tbody>
</table>

Generated with data collected via Classroom Assessment Scoring System® (CLASS®), Pianta et al. © 2008
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Data Details to Support Graph Interpretations

- This graph has been truncated, beginning at the 82nd percentile.
- Of the 344 children served in program year 2016-17, only 274 children are included in this report - having completed the fall, winter and spring checkpoints.
- The 274 total reflects a mix of the preschool age groups: 63% are four year olds transitioning to kindergarten and 37% were enrolled as three year olds.
- Of the 344 children 20% have an Individual Education Plan (IEP). This report including only 274 children reflects data on only 13% with an IEP.

Findings and Next Steps

- The Mathematics domain is the only area below the 90th percentile:
  - Of the seven objectives within the Mathematics domain, the lowest objective is 20c – Connects numerals with their quantities — at 83% meeting widely held expectations. This result supports the rational to continue this objective as one of our program’s School Readiness Math goals.
  - Mathematics teaching practices continues to be focus for our program- with additional resources being presented by our T/TA at pre-service to support instructional support strategies.

- The Social-Emotional domain, reaching the 93 percentile, is the second lowest domain:
  - Of the nine objectives within the Social-Emotional domain, the lowest objective is 2a – Forms relationships with adults- at 85% meeting widely held expectations. This result supports the rational to continue this objective as one of our program’s School Readiness Social-Emotional Goals.
  - Our program is pursuing resources to support two Administrators (the Mental Health Consultant and the Education/Disability Coordinator) in receiving certification as trainers in Trust Based Relationship Interventions within the upcoming program year. The intention is to incorporate proactive practices across the program to address the emotional and cognitive needs of children and their families resulting from trauma.
Group statistics
- 211 children who are in the 4 year old group
- 17 Classrooms
- Males 46%, Females 54%
- Dual-language speaking- one child

Items: For children transitioning into kindergarten in the fall, school readiness is measured by achieving and Item score of 4 or higher.

Items that demonstrating school readiness: B, F, I, J, K, and S.

Items to focus on for the spring period assessment: E, I, N, O, R and T.
**Group statistics**
- 211 children who are in the 4 year old group
- 17 Classrooms
- Males 46%, Females 54%
- Dual-language speaking- one child

**Categories:** For children transitioning into kindergarten in the fall, school readiness is measured by an average score of 3.75 in each category and an overall average of 4.0 or higher.

**This is our first year using the COR Advantage.**
Children Meeting Program-Defined Goals

- Teaching Strategies Gold- Blue band represents those four year olds who are transitioning to kindergarten.
  - The levels selected for Widely-Held Expectations Blue band are just below the start of the Kindergarten Level Purple band.
- The total number of children in this data pool is 173.

Findings and Next Steps
- Social-Emotional goals = 80% plus
  - Continue with goals, working towards 90% as TBRI practices are embedded into procedures
- Physical goals = 90% plus
  - Continue with goals, use GM strength to enhance SE regulatory skills.
- Language Goal almost 100%
  - Consider changing 9a Uses Expanding Vocabulary → 10a Engages in conversations (*)
- Cognitive goals = 90% plus
  - Consider changing 11e Shows Flexibility → 11c Solves Problems
- Literacy goals = 60%-90% (16b Uses letter-sound knowledge is measured at level 2)
  - Continue with goals; consider removing 16b to focus on 15a, 16a and 19b or add a different literacy goal (* Review KG Common Core State Standards)
- Math goals = 65% - 85%
  - Continue with goals working towards 90%
Health:

Updated Community Assessments

The annually updated Community Assessment Program-Year 2017-2018 noted significant changes as follows;

Community Strengths Note:

Formal community collaborations have resulted in funding opportunities and securing grants to bring quality initiatives and programs to our counties and State Region 1. HS and EHS collaborations with IDHW, Lake Pend Oreille School District and non-traditional partners such as Kaniksu Land Trust have provided our staff with staff development opportunities in the areas of trauma and relationship-based interventions. The community benefits from these services in the form of Trust-Based Relational Intervention (TBRI) and Circle of Security DVD Parenting classes. Head Start staff will continue to embed TBRI practices throughout daily operations to support children and families who have experienced trauma and experiencing possible health issues resulting from trauma.

Panhandle Health District #1, representing the five northern counties of Idaho, conducted a five county Community Health Assessment (CHA) with involvement of agencies throughout north Idaho.

NICHS staff work in our communities with a network of funded agencies all receiving grants from Victims of Crime Assistance (VOCA) to provide comprehensive community services to people suffering the effects of crime.
Community Challenges Note:

Panhandle Health District #1, representing the five northern counties of Idaho, identified our community’s top three health priorities as: health care access/navigation, mental health, and substance abuse.

Head Start staff will participate in ongoing subcommittees to develop community improvement plans as a coordinated effort that will benefit all communities as well as Head Start families. Head Start will also analyze data and services with increased awareness to support families with these identified needs.

Changes, cuts, and expirations to programs that help those in poverty and the ALICE population create a climate of national and local uncertainty. The proposed restructuring of the Affordable Care ACT and changes to Medicare will likely increase costs and decrease availability of health care.

NICHS will continue to work closely with local healthcare providers to meet families ongoing healthcare needs.

On October 1, 2017, the Supplemental Nutrition Assistance Program (SNAP) received a cut on the food stamp benefit which has created additional financial stress food insecurity for low income families and those on fixed incomes. Food banks have reported increased usage.

Community Health Center (CHC) Finding has reached the fiscal cliff. No reauthorization as yet. Many Head Start parents rely on CHS’s for their health care.

The State of Idaho has not committed to a health care plan to address those who will not be covered or to raise the Medicaid ceiling.
Temporary Assistance to Needy Families (TANF) work waiver was rescinded, reducing access to those with special circumstances.

There are high suicide rates in the five northern counties.

Many victims of domestic violence do not meet the criteria to get shelter due to availability of resources, especially in rural areas.

Funding for Community Action agencies has decreased. The Idaho Telephone Service Assistance Program (IT SAP) is no longer available.

**Ongoing Oversight:**

**Five Year Program goal #2** - Focus on Health and Collaboration. Progress has been made on all objectives but Objective 2.3 - To improve health services for Head Start families, memorandums of understanding (MOU) will be established and maintained with each county-specific community health organizations and county-level emergency preparedness planning agencies (due 2020). Initiating this objective will be a priority in this upcoming program year.

**Self-Assessment** - A large focus was placed on safety checklists used at individual centers, looking at the consistency of use and content within the checklists. A recommendation was made to update some of the items within the program checklists to align with best practice tools/checklists. This was completed and systems for second and third level monitoring are currently in the process of being revised.

**Family and Community Engagement:**

Service delivery is enhanced with all family advocates having a minimum of a Bachelor’s Degree in social work and/or other related fields. We have Motivational Interviewing professional development for all of the home visiting staff, teachers and family advocates. We recently had a
professional development specific to father involvement. We invite father figures into the classrooms, parent events, and other socializations multiple times throughout the school year. Each of our centers participate in an annual Strengthening Families Community Event where we are able to provide hands-on opportunities for families to meet and interact with community agencies. This event provides hands-on family fun activities, food, and resources specific to the community. All of our centers collaborate with the local library to bring literacy to the classroom and families. Many of our centers have the Book in the Bag Program where families can check out books and activities to utilize at home.

After reviewing several parenting curriculums, NICHS chose to go with the researched-based Nurturing Parenting-Community version. The Nurturing Parenting Curriculum is a family-centered trauma-informed initiative designed to build nurturing parenting skills as an alternative to abusive and neglecting parenting and child-rearing practices. The long-term goals are to prevent recidivism in families receiving social services, lower the rate of multi-parent teenage pregnancies, reduce the rate of juvenile delinquency and alcohol abuse, and stop the intergenerational cycle of child abuse by teaching positive parenting behaviors.

All of the family advocates have been trained in this parenting curriculum and deliver it to our families. Currently, each of our locations have individualized the delivery of the parenting curriculum. Some of those ways are by group classes that go for 8-10 weeks, monthly delivery at parent meetings, and on individual basis on additional one-on-one meetings or at home visits. We are working on ways to systematically deliver the parenting curriculum while still meet the needs of the individual centers as well as the needs and interests of the enrolled families we are working with. Another specific area that has been identified for improvement is
a systematic way to measure the attendance and effectiveness of the delivery of the curriculum as well as the curriculum as a whole. Currently we measure the attendance by sign-in sheets and measure the effectiveness by soliciting feedback from the participants after the curriculum is delivered and the changes in the Strengths and Needs Assessment. To improve tracking on the involvement of the parenting curriculum, we are beginning to track it in our data collection system, Child Plus, in the Family Service Event tab under the Nurturing Parenting events. This captures information about who attends and how effective the classes are. Program-year 2016-2017, 306 families participated in parenting education; to-date in program-year 2017-2018, 266 families have participated.

The Strengths and Needs form that is used identifies each of the seven Parent, Family, and Community Engagement Framework Outcomes. Families are familiarized with the Framework Outcomes during the enrollment process by reviewing the outcomes with the parents so they have an understanding of what they are. Parents then review the Strengths and Needs form to identify areas they are interested in learning more about throughout the school-year. This information is used to put together the parent education plan. Family advocates complete the Strengths and Needs form with the parents/guardians three times throughout the school-year at each home visit. This information is used to set goals, identify needs and strengths, and provide individualized resources to the families. The outcomes tracking is calculated in our data collection system to measure the success of the families. This information is also used to identify areas where services are lacking so those community resources can be built up.

The Individual Family Partnership Plan tracks the goals that the families have created. Each goal that is set is tied in to one of the seven FCE Outcomes. The family advocate enters the goals and
progress made into the Family Service areas. Through this process we have identified that 257 families had set family goals in the 2016-2017 program-year. Out of these 257, the majority of these families have made progress towards the goals that they set with 125 families having completed at least one goal.

According to the parent survey, 99% of the parents felt the teachers and family advocates coordinate valuable home visits. This helps validate our current model and staffing configurations.

We have developed relationships with the family Violence agencies within the areas we serve. Program Year 16-17 we were able to send staff to the 2 Days in June Family Violence conference. We have also in online Victim Assistance Training-Online to build the staffs’ knowledge in the areas of family violence. In the 16-17 school year, we were able to identify 175 children affected by family violence, 17-18 to-date we have identified 150 families that have been affected by family violence. Through training and collaborating with area agencies, we are able to provide families with optimal resources and supports.

In the past two program years, we have had a consistent 19% families experiencing homelessness as defined by the McKinny-Vento Act. Panhandle Health District #1, representing the five northern counties of Idaho, identified our community’s top stressors affecting health, number four on that list was Housing. Community agency representatives claimed - affordable and availability as the main barriers. Building a collaboration with our local school districts Homelessness Liaison we are able to provide families support as they transition into kindergarten. For families that have older children in the school district, we are able to help families make those connections for continued supports/resources.
Services for Children with Disabilities:

Numbers of children served under Part B through school districts has been steady. Both Coeur d’Alene and Post Falls have seen the largest increases. State-wide amongst 3-5 year olds, 51% have developmental delay, 38% have speech and language concerns, and autism is at 5% for qualifying disabilities. For Infant Toddler Program (ITP), Part C, numbers have increased for Region 1, with Kootenai County increasing the most and the other counties maintaining with slight increases or decreases each year. Types of services most often provided include speech, occupational therapy and physical therapy for the children along with family education. Our program is consistently trending with 19% children with disabilities. We have interagency agreements with seven school districts in our service area, which is all the major school districts operating in our service area.

Transition:

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

To help the families prepare for the transition to kindergarten the family advocates work closely with the parents/guardians. There are parent education events that bring in the local school district personnel including the homeless liaison to connect the parents to their local school and how to register their child for kindergarten. To support families, family advocates help support families gathering all of the required documents especially the birth certificate, if the family does not currently have one.
To support families that are in between transition to kindergarten, there are parent education events that connect families to the local community resources. Community agencies are invited to these events to inform families what resources they have available throughout the summer months.

**Services to Enrolled Pregnant Women:**

To help support pregnant women that have children enrolled in the Head Start program, we offer resources to Early Head Start and other community agencies that offer support. With the partnership with Early Head Start pregnant women are able to have advocacy and support throughout the application process.

**Transportation:**

While we do not provide physical transportation for the children and families that are enrolled in our Head Start program, we do provide support. We help connect families that have expressed financial hardship in providing the transportation to and from school with agencies that provide fuel assistance. Through the same supports we also connect families that are experience vehicle repairs with financial assistance. We also educate children and families about pedestrian safety and car seat safety to ensure that they are traveling in a safe manner.

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

**Governance Structure**

North Idaho College, our grantee, has been a strong governance leader of the NICHS program for more than 44 years. The North Idaho College Board of Trustees, our governing board, is an elected board. Currently our Board includes an attorney, an economist, a retired college
president, a retired police sergeant and a retired school superintendent. The Board, as part of a larger educational organization, also has access to experts in the areas of finance, administration and the appointed college attorney. Experts in child development and education provide guidance to our program on behalf of the Board. Our Policy Council is highly active in the administration of our program. Policy Council meets monthly and along with the Board reviews our finances, budget, program services and approves all policies and important actions. They review all documentation on a regular basis in accordance with the Head Start Act. Policy Council members attend special committees, and give monthly reports to each parent committee. The Policy Council shall be composed of no less than 51% parents currently enrolled in Head Start and no more than 49% representatives from the community. Currently we have three community representatives. One community representative represents Early Head Start, one represents an early childhood training and assistance entity and one represents WIC. When fully seated, we have 16 parent representatives.

Processes

*Parent Committees*

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

There are no significant changes to Human Resource Management systems. Recruitment of qualified education staff continues to be challenging in the most rural counties. Our program encourages Assistant Teachers and Classroom Aides to continue with education to meet the lead teacher education qualifications. Our T/TA plan includes funds set aside for education, with teacher qualifications at top priority for funding requests. We actively recruit through job fairs, with program participants and directly with enrolled child development students through North Idaho College, Lewis Clark State College and University of Idaho at their Coeur d’Alene joint campus.

Program Management and Quality Improvement:

Parent Survey 2017-2018: Our 2017-2018 parent survey was conducted January, 2018. There were 281 enrolled families at the time of the survey. Surveys were collected anonymously and results were tallied by center and overall program. Approximately 50% of our families responded to the survey. Our parent survey was overwhelmingly positive in relation to satisfaction with program services. The following are some specific trends that will affect decisions about services for our grant proposal:

- Seventy-nine percent of the respondents feel that they are more comfortable being more actively involved in their communities through the supports offered by Head Start staff. Strengthening Families™ events will continue to be a focus as an avenue to connect families their community resources.

- Revisiting our professional development of staff on male/father involvement needs to be a continued professional development focus.
• Of respondents, 97% were positive about child growth and classroom experiences. Many parents made comments that felt there was individualizing for their child’s needs. Our curriculum seems to be meeting education attainment goals for the majority of respondents.

• Only fourteen, or 10% of respondent’s report using childcare centers outside of Head Start, 48% of respondent’s report needing only Head Start services, and 35% use relative care. 10% use friends or others. This long-standing trend indicates there is not a high percentage of enrolled families needing childcare other than friends and relatives outside of the hours we are providing Head Start.

• Ninety-nine percent of parents felt teachers and family advocates coordinated valuable home visiting services. This helps validate our current model and staffing configurations.

• Parents prefer in-person, text, and then phone calls as their top methods of general communication. Social media and email were listed as the least effective.

Section II. Budget and Budget Justification Narrative

Personnel and Fringe:

With flat funding, there is no proposed changes to our wage scale. With our current wage study, conducted March 2018, there are no significant discrepancies in level of pay for any job descriptions in relation to other similar jobs in our area. North Idaho College has negotiated an insurance benefit package that includes a small increase in costs to the employer of 1.5%. This increase to fringe as well as a slight increase to unemployment insurance rates resulted in an increase of the cost of fringe benefits that has been incorporated in our proposal. In personnel
costs, we are anticipating an increase in only three positions due to educational attainments.

Educational attainment is the only mechanism other than COLA that changes the wages of employees. We do not currently have a system for honoring longevity.

Contractual:

Our proposal incorporates a decrease to contractual for health consultation. With our current Health Services Manager, we are able to expand this role to bring this in-house. We also have been given new access to free assistance through the Childcare Health Consultant through our State childcare licensing, both for training and technical assistance with health related topics.

Financial and Property Management System:

We have no significant changes financial and property management systems.

Non-Federal Match:

We continue to benefit from the non-federal match generated from our collaborations with school districts providing direct service to our children with disabilities. We also have a unique nonprofit that supports our program, Friends of Head Start (FOHS). FOHS provided our program more than $6,000 in funding to provide transportation assistance in the form of gas vouchers to families needing them for transporting children to and from Head Start centers and to or from medical appointments. They also provided $4,000 to family support in the form of GED vouchers, car repairs, housing and utility assistance and college tuition and books. FOHS also provides $1,000 toward strategic planning expenditures for the four Head Start locations that they lease to our program. Neither have we ever needed to request a waiver, nor do we anticipate needing to waive any of our non-federal match for the upcoming grant year.
# North Idaho College Head Start
## Program Year 2018-2019 Program Budget

### Funding Description

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### Category Description

#### A. Personnel
- Personnel Salaries: $1,613,488 → $1,633,488 ($20,000)

#### B. Fringe Benefits
- Medical/Dental Insurance, LTD & EAP: $355,265 → $360,594 ($5,329)
- Retirement - PERSI: $169,243 → $169,243 (0)
- FICA: $95,344 → $95,344 (0)
- Unemployment: $3,500 → $3,500 (0)
- Worker’s Comp: $10,067 → $10,067 (0)

#### C. Travel
- Out of Area Travel - T&TA: $10,000 → $10,000 (0)
- Out of Area Travel - CO: $5,000 → $5,000 (0)

#### D. Equipment/Furniture/Maintenance
- Durable purchases: $10,000 → $5,000 ($5,000)

#### E. Supplies
- Classroom: $35,265 → $35,265 (0)
- Admin Supplies: $5,000 → $5,000 (0)
- Office Supplies: $15,000 → $14,631 ($369)
- Education Supplies - (HighScope & Child Plus): $20,000 → $20,000 (0)
- Maintenance Supplies: $5,000 → $5,000 (0)
- Computer Supplies/Equipment/Repairs: $15,000 → $15,000 (0)
- Staff Development/Training - PA 20: $3,500 → $3,500 (0)
- Other Supplies - Custodial/Cleaning: $16,000 → $16,000 (0)
- Other Supplies - Children’s Meal Service - Sundries (USDA): $1,330 → $1,330 (0)
- Other Supplies - Children’s Meal Service - Food (USDA): $106,185 → $106,185 (0)
- Other Supplies - Children’s Meal Service - Supplies (USDA): $7,540 → $7,540 (0)
- Other Supplies - Children’s Meal Service - Consumable (USDA): $6,775 → $6,775 (0)
- Other Supplies - Postage: $2,500 → $2,500 (0)
- Other Supplies - Copier Fees/Maintenance - Rent: $9,000 → $9,000 (0)
- Other Supplies - Copier Fees/Maintenance: $6,000 → $6,000 (0)

#### F. Contractual
- Information Technology Service Contract: $6,000 → $6,000 (0)
- NIC Email Services: $2,500 → $2,500 (0)
- Health and Nutrition Services: $15,000 → $5,000 ($10,000)
- Maintenance Services: $25,000 → $25,000 (0)
- Fiscal Audit: $7,000 → $7,000 (0)

#### G. CONSTRUCTION
North Idaho College Head Start  
Program Year 2018-2019 Program Budget

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<thead>
<tr>
<th>Category</th>
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</tr>
<tr>
<td>Personnel/Volunteer - Background Checks/Licensing (Other)</td>
<td>$ 3,500</td>
<td>$ 3,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memberships (Other)</td>
<td>$ 9,000</td>
<td>$ 9,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff Development/Training - PA 20</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Coaching Fees</td>
<td>$ 3,500</td>
<td>$ 3,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Fees, Presenter Fees</td>
<td>$ 4,989</td>
<td>$ 4,989</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Tuition/Fees</td>
<td>$ 4,000</td>
<td>$ 4,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL funding allocation</strong></td>
<td>$ 3,036,623</td>
<td>$ 3,044,583</td>
<td>8,960</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL Federal Match Requirement of 25% of Federal Funding: $680,604 $680,604 $680,604 $
Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Policy

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

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

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

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

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

Policy Council Approval: 03/16/2018

Board of Trustees Approval: ________________
Criteria for Prioritization – Selection of Children for Enrollment

The established point system provides a method of prioritizing a child’s selection into the program based upon highest need.

<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) Check applicable: ☐ current, ☐ past 12 months, or ☐ previously experienced</td>
<td>10</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 Concern – Child and/or Family</td>
<td>5</td>
</tr>
<tr>
<td>17. Additional Household Stressors: check all that apply: (one or two = 5 points; three to five = 10 points; six to eight = 15 points; or nine or more = 20 45 points)</td>
<td>5, 10, 15, 20</td>
</tr>
<tr>
<td>Adoption</td>
<td></td>
</tr>
<tr>
<td>Chronic Health Issue and/or Disability within the Family</td>
<td></td>
</tr>
<tr>
<td>Co-Parenting/Custody/Dual Households</td>
<td></td>
</tr>
<tr>
<td>Death of a Family Member in the Household(s)</td>
<td></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></td>
</tr>
<tr>
<td>Lack of Affordable Housing</td>
<td></td>
</tr>
<tr>
<td>Limited Opportunities for Socialization (child/family)</td>
<td></td>
</tr>
<tr>
<td>Parent Working Out of the Area</td>
<td></td>
</tr>
<tr>
<td>Pregnancy/New Sibling in Household</td>
<td></td>
</tr>
<tr>
<td>Teen Parent</td>
<td></td>
</tr>
<tr>
<td>Unemployment</td>
<td></td>
</tr>
<tr>
<td>Other: _________________________________________________________________________________</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 Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Policy. Enrollment Policy (FCE/201).

When an opening occurs, the family selected from the prioritization list is immediately notified and an enrollment appointment is scheduled. Notification is made by parent’s preferred method of contact indicated at the time of application. 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 Full-Day classroom slots, re-enrolling children are given priority based on prioritization criteria used for initial selection. 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

<table>
<thead>
<tr>
<th><strong>Percent of Poverty Guideline is:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 0% and 50% = 28 points</td>
<td></td>
</tr>
<tr>
<td>Between 51% and 100% = 21 points</td>
<td></td>
</tr>
<tr>
<td>Over-income = 0 points</td>
<td></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.*
Program Option Policy

(no recommended changes)

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: 03/16/2018

Board of Trustees Approval:____________________
Service Area Selection Policy

(no recommended changes)

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 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>Community Early Learning Center in north Coeur d’Alene area Hayden</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: 03/16/2018

Board of Trustees Approval: ________________________
Selection of Target Area Policy

The Selection of Target Area Policy is reviewed annually by the Policy Council 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 and the North Idaho College Board of Trustees will approve the final draft of the grant application.

E. The Policy Council Chair and the Board of Trustees Chair will sign letters to confirm the grant application to confirm Board approval of the grant application.

Policy Council Approval: 03/16/2018

Board of Trustees Approval: _________________
## Allocation of Enrollment Slots in the Target Area (no recommended changes)

### 2018–2019 Enrollment Slots

<table>
<thead>
<tr>
<th>County Center and Model</th>
<th>Current PY 2017–2018</th>
<th>Proposed PY 2018–2019</th>
<th><strong>Full-Day Slots</strong> PY 2018–2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kootenai County</strong></td>
<td>191 Total</td>
<td>191 Total</td>
<td>51 Total**</td>
</tr>
<tr>
<td><strong>Harding Head Start and Preschool Center – in Coeur d’Alene</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration with School District #271, Center-based, one Full-Day class</td>
<td>78</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td><strong>Full-Day Classroom Slots</strong></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Community Early Learning Center</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center-based, Full-Day class</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td><strong>Full-Day Classroom Slots</strong></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>NIC Children’s Center – on NIC Main Campus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration with Grantee, Center-based, one Full-Day class</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Full-Day Classroom Slots</strong></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Post Falls Center – in Post Falls</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center-based</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td><strong>Lakeland Center – in Rathdrum</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center-based</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Bonner County</strong></td>
<td>37 Total</td>
<td>37 Total</td>
<td>0 Total</td>
</tr>
<tr>
<td>(*13 TANF funded enrollment slots not included in county total.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sandpoint Center – in Sandpoint</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration w/School District #84, Center-based</td>
<td>37 / 13*</td>
<td>37 / 13*</td>
<td></td>
</tr>
<tr>
<td><strong>Boundary County</strong></td>
<td>17 Total</td>
<td>17 Total</td>
<td>0 Total</td>
</tr>
<tr>
<td><strong>Julien Bucher Early Learning Center – in Bonners Ferry</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center-based</td>
<td>17</td>
<td>17</td>
<td>17 Total**</td>
</tr>
<tr>
<td><strong>Benewah County</strong></td>
<td>17 Total</td>
<td>17 Total</td>
<td>17 Total**</td>
</tr>
<tr>
<td><strong>St Maries Center – St. Maries</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center-based, Full-Day class</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><strong>Full-Day Classroom Slots</strong></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td><strong>Shoshone County</strong></td>
<td>18 Total</td>
<td>18 Total</td>
<td>18 Total**</td>
</tr>
<tr>
<td><strong>Shoshone Center – in Kellogg</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center-based, Full-Day class</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td><strong>Full-Day Classroom Slots</strong></td>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**TOTAL HEAD START FUNDED SLOTS** | 280                  | 280                   | 86                              |

**TOTAL TANF FUNDED SLOTS IN BONNER COUNTY** | 13                  | 13                   |                                 |

**TOTAL PROGRAM ENROLLMENT SLOTS** | 293                  | 293                   | 86 Full-Day                     |

Policy Council Approval: 03/16/2018

Board of Trustees Approval:___________
SUBJECT
Agreement with City of Coeur d’Alene for cooperative control and development of BLM Corridor and Memorial Field Upgrades

BACKGROUND
As part of the larger BLM-Four Corners Master Plan efforts, the college has worked with the city and the Bureau of Land Management to cooperatively plan for the future of the corridor. Our goal is to find possible solutions that would allow the college to maintain control of and/or acquire the 29-acre portion of the BLM Corridor that is adjacent to college-owned property between River and Hubbard Avenues.

DISCUSSION
The proposed agreement would provide up to $228,000 for the construction of a public trail and improvements, including the demolition of the blue building located on the BLM corridor adjacent to Northwest Boulevard and NIC property between Hubbard and River Avenues.

In addition, the agreement would provide $150,000 for the city to upgrade Memorial Field, which is the home field for NIC Cardinal Softball.

As part of the agreement, the city of Coeur d’Alene has agreed to allow the college to use the BLM parcel as long as the use is consistent with the lease, and agreed to waive all setback requirements for college projects adjoining the BLM corridor land. The city also agrees to cooperate with the college to eventually convey title of the property.

The City Council has reviewed and approved the agreement.

Legal counsel has reviewed the proposed agreement.

COMMITTEE ACTION
None.

FINANCIAL IMPACT
The financial impact of this agreement is up to $378,000. This agreement provides up to $228,000 for upgrades to the BLM Corridor in alignment with the approved Four Corners-BLM Master Plan and $150,000 for improvements to Memorial Field. The funding for these projects would come from fund balance on hand.

REQUESTED BOARD ACTION
It is recommended that the board consider a motion to accept the agreement and authorize the administration to fund up to $378,000 using general college reserves or fund balance in support of the Four Corners/BLM Master Plan work and Memorial Field Improvements.

Prepared by:
Chris Martin, VP for Finance and Business Affairs
AGREEMENT
BETWEEN
NORTH IDAHO COLLEGE
AND
CITY OF COEUR D'ALENE

This AGREEMENT (the “Agreement”), entered into this 6th day of February, 2018, between North Idaho College, a duly formed and existing community college of the State of Idaho with its principal place of business at 1000 W. Garden Avenue, Coeur d'Alene, ID 83816 (“NIC” or the “College”), and the City of Coeur d’Alene, a municipal corporation with its principal place of business at 710 E. Mullan Avenue, Coeur d'Alene, Idaho, 83814 (the “City”).

A. WHEREAS, the City has executed a lease agreement with the Bureau of Land Management (“BLM”) to lease (the “Lease”) a 29-acre parcel of public land (the “Leased Property”), pursuant to the Recreation and Public Purposes Act (“R&PP);

B. WHEREAS, the City has expressed its intent to eventually acquire fee ownership of the Leased Property;

C. WHEREAS, this entire 29-acre parcel is located within the City limits and was previously encumbered by a railroad right-of-way, which right-of-way terminated in 2011;

D. WHEREAS, a certain portion of the Leased Property includes that part of the former railroad right-of-way that adjoins NIC property and is along Northwest Boulevard, between River Street and Hubbard Street (the “Subject Parcel”), for which the legal description is attached hereto as Exhibit A and the survey is attached hereto as Exhibit B;

E. WHEREAS, the College desires to exercise control over and eventually own the Subject Parcel;

F. WHEREAS, the City desires to cooperate with the College to eventually convey title to the Subject Parcel to the College;

G. WHEREAS, the City and the College are interested in pursuing joint efforts to either (1) have the Leased Property, except for the Subject Parcel, deeded to the City in fee by the federal government, and have the Subject Parcel deeded to the College in fee by the federal government; or (2) have the Leased Property in its entirety deeded to the City in fee by the federal government and then have the City deed the Subject Parcel to the College in fee;

H. WHEREAS, the City and the College will cooperate in contacting and working with the Congressional representatives and their offices in an effort to have Congress transfer the Leased Property and, as applicable, the Subject Parcel;
I. WHEREAS, for so long as the City is operating under the Lease and using the Leased Property in accordance therewith, the City will (1) allow the College to use the Subject Parcel, so long as said use is consistent with the Lease and the R&PP; and (2) waive setback requirements or allow NIC to use the Subject Parcel as its own when determining any setback requirements that the College would otherwise be subject to in regards to the College’s property adjoining the Subject Parcel (the “Adjoining Property”);

J. WHEREAS, the City will be responsible for the blue building on the Subject Parcel and will take whatever steps needed to arrange for the removal of that building;

K. WHEREAS, in consideration of the promises set forth herein, the College has agreed to contribute monies up to, but not exceeding, $228,000 for costs to construct the public trail and other improvements called for on the Subject Parcel in the Four Corners-BLM Corridor Master Plan, including to contribute to the demolition of the old blue building currently on the Subject Parcel;

L. WHEREAS, the NIC women’s softball program has used Memorial Field, which is addressed in the Four Corners-BLM Corridor Master Plan, for many years and desires to continue such use;

M. WHEREAS, NIC and the City have cooperated in maintaining Memorial Field over the years and both desire renovation and improvement of that facility; and

N. WHEREAS, in consideration of the promises set forth herein and to facilitate the desired improvements, the College has agreed to contribute an additional $150,000 to the City for its use to upgrade Memorial Field as part of the Four Corners-BLM Corridor Master Plan.

O. WHEREAS, NIC agrees to make payment to the City for work done and money expended pursuant to paragraphs “K” and “N” of this agreement within thirty (30) days of receipt of a request for payment from the City.

NOW, THEREFORE, based on the mutual promises set forth herein, the parties hereby agree as follows:

1. The College agrees to support the City’s development plans and intended uses for the Leased Property as set forth in that certain Four Corners-BLM Corridor Master Plan.

2. While the City is operating under the Lease and using the Leased Property in accordance therewith, the City agrees to allow the College to use the Subject Parcel and to support any lease amendments requested by the College, so long as said use and/or lease amendments comply with the R&PP and are approved by BLM if necessary.

3. If the College constructs any building, parking lot or other structure on NIC’s property that adjoins the Subject Parcel, the City will waive setback requirements or allow the Subject
Parcel to be used by NIC when complying with any setback requirements that the College would otherwise be subject to in regards to said building, parking lot or other structure.

4. The City and the College agree to pursue joint efforts, including contacting and working with Congressional representatives and their offices, to either (1) have the Leased Property, except for the Subject Parcel, deeded to the City in fee by the federal government, and have the Subject Parcel deeded to the College in fee by the federal government; or (2) in the event that Congress insists on deeding to only one entity, have the Leased Property in its entirety deeded to the City in fee by the federal government and then the City will deed the Subject Parcel to the College in fee.

5. In consideration of the City’s promises herein, and in exchange for use of and the ultimate transfer of the Subject Property to the College in fee as contemplated in Paragraphs 3 and 4 above or as can be otherwise arranged, the College hereby agrees to pay $228,000 for construction of the public trail and other improvements called for on the Subject Parcel in the Four Corners-BLM Corridor Master Plan (This payment also includes an $8,000 contribution to the City for part of the cost of demolition of the blue building). Additionally, NIC will pay the City an additional $150,000 for the City to use for improvements to Memorial Field.

6. This Agreement may be amended in writing at any time by mutual agreement of the parties. This Agreement shall be effective upon date of the final signature below.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed on their behalf by duly authorized representatives on the date first written above.

CITY OF COEUR D’ALENE

By: ____________________________
    Steve Widmyer, Mayor

By: ____________________________
    Troy Tymesen, City Administrator

ATTEST:

_____________________________
Renata McLeod, City Clerk

NORTH IDAHO COLLEGE

By: ____________________________
    Christie Wood, Chair of NIC Board of Trustees

By: ____________________________
    Rick MacLennan, President of NIC
EXHIBIT A
PRELIMINARY DESCRIPTION

A PARCEL OF LAND BEING A PORTION OF THE BURLINGTON NORTHERN SANTA FE RAILROAD RIGHT-OF-WAY
SITUATED IN THE NORTHEAST QUARTER OF SECTION 14, TOWNSHIP 50 NORTH, RANGE 04 WEST OF THE BOISE
MERIDIAN, CITY OF COEUR D'ALENE, KOOTENAI COUNTY, IDAHO;

SAID PARCEL BOUNDED ON THE NORTH BY THE PROPOSED SOUTH RIGHT-OF-WAY OF SOUTH HUBBARD AVENUE
AND BOUNDED ON THE SOUTH BY BOTH THE PROPOSED NORTH RIGHT-OF-WAY OF WEST RIVER AVENUE AND THE
NORTHERLY EXTENSION OF THE EAST LINE OF LOT 14, FORT SHERMAN ABANDONED MILITARY RESERVE, AS
RECORDED WITH KOOTENAI COUNTY IN BOOK "B" OF PLATS AT PAGE 153A.

LESS:
NORTHWEST BOULEVARD RIGHT-OF-WAY;

TOGETHER WITH AND SUBJECT TO EASEMENTS, RIGHTS-OF-WAY, COVENANTS, RESERVATIONS AND RESTRICTIONS
OF RECORD AND IN VIEW.
EXHIBIT B

PROPOSED DESCRIPTION OF BNSF RAILROAD PARCEL
NE 1/4 OF SECTION 14, TOWNSHIP 50 NORTH, RANGE 04 WEST, B.M.,
CITY OF COEUR D'ALENE, KOOTENAI COUNTY, IDAHO
SUBJECT
Spring 2018 Enrollment Report

BACKGROUND
The Idaho State Board of Education requires that public colleges and universities record their spring enrollment numbers as of March 15. At North Idaho College, headcount is up about 4%, and the FTE is down about 2.25%. 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
SUBJECT
Emeritus Designation

BACKGROUND
The board tasked the administration with researching emeritus status to recognize certain college representatives who have retired or resigned from serving the college. The administration offers the attached draft policy for bestowing emeritus designation for former North Idaho College Trustees, retired administrators, retired full time tenured faculty or retired full time staff.

DISCUSSION
Emeritus designation is awarded to individuals in recognition of valuable, extensive and exemplary contributions to an institution and as a way to keep them affiliated with the institution. Emeritus designation may offer such privileges as lifetime events and parking passes, special invitations to major institutional events and board meetings, participation in commencement exercises, and recognition in the college catalog and other institutional marketing materials.

COMMITTEE ACTION
None at this time.

FINANCIAL IMPACT
None at this time.

REQUESTED BOARD ACTION
This is an information item for board discussion and no action is requested at this time.

Prepared by
Shannon Goodrich, Sr. Executive Assistant
Emeritus Status Policy - DRAFT

Purpose
To confer Emeritus status to former North Idaho College Trustees, retired administrators, retired full time tenured faculty or retired full time staff in recognition of their contributions to North Idaho College.

To offer privileges to former members of the North Idaho College Board of Trustees or retired administrators, retired full time tenured faculty or retired full time staff as a means of keeping them affiliated with the college, maintaining a special relationship with them and expressing gratitude for their service to the college.

Criteria
The board of trustees will make decisions on conferring the designation of Emeritus on an individual basis. The designation of Emeritus will be announced in the form of a board resolution. Consideration of Emeritus Status will be based on the following criteria:

- The candidate is no longer serving North Idaho College in an official capacity and has no plans to return to active service.
- The candidate must have served on the board for a minimum of four years (one term) or retired from North Idaho College after being employed in a full time status for _______ years.
- The candidate must have established a record of outstanding and notable service to North Idaho College.
- The candidate must have established a record of outstanding and notable service to the community.
- Emeritus status may be conferred posthumously.

At the board’s discretion, in special circumstances and for truly exceptional cases of remarkable service to the North Idaho College, the board may waive any of the criteria set forth herein.

Privileges
- Recognition of Emeritus status by way of a board resolution; presentation of framed resolution.
- Invitation to participate in commencement activities and all major college events, including an open invitation to all public board meetings.
- Lifetime events pass.
- Lifetime parking permit.
- An identification card which indicates Emeritus status at North Idaho College.
- Listing in the college catalog, website, and other college publications.
- Other privileges deemed appropriate by the board of trustees.

Process for Trustee Emeritus Status
- The trustee must be nominated by a current member of the board of trustees within three years of the trustee leaving the board, such nomination to take the form of a resolution drafted to articulate the basis for the award.
- The nomination must be submitted to the board chair through the President’s Office and will be considered at the next regularly scheduled meeting of the board of trustees.
• The nomination must be approved by a vote of the majority of the current board of trustees. In the event the nomination is not approved by vote, the trustee will not be eligible for another nomination as Trustee Emeritus for a period of at least one year.

Process for Emeritus Status for Retired Administrators or Full Time Faculty or Staff

• The candidate must be recommended by a current employee at the time of retirement or within three years following retirement. The recommendation must be in the form of a resolution drafted to articulate the basis for the award.
• The recommendation must be submitted to the President of the college through the employee’s President’s Cabinet member or in the case of a recommendation of a member of President’s Cabinet, be submitted directly to the President.
• If approved by the President and President’s Cabinet, the recommendation will be forwarded to the board of trustees for their consideration at their next regularly scheduled meeting.
• The recommendation must be approved by a vote of the majority of the current board of trustees. In the event the nomination is not approved by vote, the candidate will not be eligible for another recommendation for Emeritus for a period of at least one year.