



# North Idaho College

Board of Trustees Meeting  
February 23, 2022  
Edminster Student Union Building

Connect via Zoom: <https://nic.zoom.us/j/85415639679> or by phone: (669) 900-6833 Webinar ID: 854 1563 9679

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

This meeting is a business meeting of the Board Trustees and the NIC Administration. The board will take comment on agenda items from members of the public in person at the meeting, and comment will be limited to 2 minutes per person. A sign-up sheet will be provided in the meeting room. Individuals interested in communicating with the board outside the meeting may send an email to [board@nic.edu](mailto:board@nic.edu).

## AGENDA

### 6:00 p.m. **BOARD MEETING** – Lake Coeur d’Alene Room

Convene/Call to Order/Verification of Quorum	Todd Banducci
Pledge of Allegiance	Todd Banducci
Public Comment	Todd Banducci

**PRESIDENT’S REPORT** Dr. Michael Sebaaly

### CONSENT AGENDA

Action for Approval of Meeting Minutes for January 19, 2022 and February 16, 2022	
Tab 1: Action: Auto-Reply message for <a href="mailto:board@nic.edu">board@nic.edu</a> Emails	Dr. Michael Sebaaly
Tab 2: Action: Board Response to Letter from Coeur d’Alene Tribe	Ken Howard
Tab 3: Action: Head Start Grant	Beth Ann Fuller
Tab 4: Action: Head Start Non-Federal Share Waiver	Beth Ann Fuller

### NEW BUSINESS

Tab 5: First Reading/Action: Revised Stewardship of College Assets Policy 2.03.02	Sarah Garcia
Tab 6: First Reading/Action: Revised Professional Consulting Policy 3.02.12	Karen Hubbard
Tab 7: First Reading/Action: Revised Employment of Related Parties Policy 3.02.05	Karen Hubbard


### INFORMATION ITEMS

Action: Presidential Search Update	Ken Howard
Discuss ACCT Governance Leadership Institute	Dr. Michael Sebaaly

**BOARD CHAIR REPORT** 5 minutes Todd Banducci

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

**ADJOURN**

 **North Idaho College**  
**BOARD OF TRUSTEES MEETING**  
**Edminster Student Union Building**  
**January 19, 2022**  
**MINUTES**

Chair Todd Banducci called the meeting to order at 5:01 p.m. and verified a quorum was present. Trustee Howard made a motion to go into executive session under Idaho Code § 74--206(1)(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student. The motion was seconded and roll call vote was taken as follows:

Todd Banducci	aye
Ken Howard	aye
Greg McKenzie	aye
Christie Wood	aye

At 6:05 p.m. a motion was made to return to open session. The motion was seconded and the meeting was recessed.

**CALL TO ORDER AND VERIFICATION OF QUORUM**

Chair Banducci called the meeting to order at 6:13 p.m. and verified that a quorum was present. Chair Banducci welcomed attendees and led them in the Pledge of Allegiance.

**ATTENDANCE**

Trustees: Todd Banducci  
Ken Howard  
Greg McKenzie  
Christie Wood

Also present: Michael Sebaaly, Interim President  
Kassie Silvas, Interim Provost  
Sarah Garcia, Interim VP Finance and Business Affairs  
Laura Rumpler, Chief Communications and Government Relations Officer  
Marc Lyons, Attorney for North Idaho College

Chair Banducci called for any changes to the minutes from the meeting held on December 15, 2021 and January 5, 2022. There were no changes noted and the minutes were accepted, as presented.

**PUBLIC COMMENT**

Cynthia Elliott commented on Board Response to Letter from Coeur d'Alene Tribe  
Judyth Hanna commented on Board Response to Letter from Coeur d'Alene Tribe  
Howard Kuhns commented Board Response to Letter from Coeur d'Alene Tribe  
Russ McLain offered comment

**CELEBRATING SUCCESS**

Interim Dean of Students Alex Harris introduced Athletic Director Shawn Noël. Mr. Noël provided an update on athletic academic success and individual team and coaching achievements.

## **CONSTITUENT REPORTS**

### ASNIC

ASNIC President Cyrus Vore student activities and projects, including classroom décor, planning for an upcoming day of service, and a leadership conference ASNIC members will attend later in the spring.

### Faculty Assembly

Chair Molly Michaud commented briefly on the recent visit by a team from the Northwest Commission on Colleges and Universities and she discussed the upcoming Faculty Assembly meetings.

### Staff Assembly

Chair Sarah Martin reported that during the January 13 meeting, Staff Assembly received a presentation from Accreditation Liaison Officer Steve Kurtz about the NWCCU visit. She also reported that staff received information from Writing Center faculty. She also discussed and read, aloud, a recently adopted resolution of no confidence in the board of trustees.

### College Senate

Chair Geoff Carr provided an update on policies and procedures under review in Senate.

## **PRESIDENT'S REPORT**

Dr. Sebaaly opened with thanks to Accreditation Liaison Officer Steve Kurtz, trustees and others for their efforts and participation in the recent visit by the NWCCU review panel. He also discussed spring convocation and activities around the return of students, athletic competitions, and upcoming legislative meetings in Boise. He discussed the current state of COVID-19 and temporary plans the college will undertake in the coming weeks to mitigate exposure, including closing the NIC Children's Center, rotating staff in office environments, remote instructional delivery, reducing event capacity, and canceling in-person tours of campus. A discussion of the college's policy on communicable diseases ensued and the board directed the administration to revise the policy and develop related procedures.

## **FOUNDATION LIAISON REPORT**

Trustee McKenzie open his report by making a correction to his December report regarding the Really BIG Raffle. He also discussed upcoming fundraising events and he commented on the purpose of the NIC Foundation.

## **UNFINISHED BUSINESS**

### Trustee Residency

College Attorney Marc Lyons commented that he had been in contact with the State Attorney General's office, but had not yet received a response to his inquiry about community college trustee residency.

### Revised Employee Benefits Policy 3.02.17

Chief Human Resources Officer Karen Hubbard presented, for third reading, revisions to the college's employee benefits policy. Trustee Wood made a motion to adopt revised Employee Benefits Policy 3.02.17. The motion was seconded and carried with three in favor.

### Auto-Reply Message for Board Emails

Trustee Wood made a motion to approve the language created by the administration for the auto-reply email. The motion was seconded. Following discussion, Trustee Wood withdrew her motion. Trustee McKenzie made a motion to adopt the auto-reply message for the [board@nic.edu](mailto:board@nic.edu) emails.

The motion was seconded and following discussion, the motion failed with two in favor and two opposed.

Board Response to Letter from Coeur d'Alene Tribe

Chair Banducci commented on the development of a draft letter to the Coeur d'Alene Tribe. No action was taken.

**NEW BUSINESS**

Board Goals for President

Trustees offered goals for Dr. Sebaaly and the institution. No action was taken.

At 7:50 p.m. the board took a brief recess. At 8:04 p.m., the board reconvened.

Schedule Board Accreditation Workshop

Trustee Wood offered some comments on the NWCCU panel review team visit and she added that she would like the board to be prepared for the report coming from the NWCCU following the recent visit by the review team. The board directed Dr. Sebaaly and the board clerk to schedule a workshop to focus on accreditation that is timed in alignment with the Commission's final report.

Trustee Zone 5 Vacancy

Trustee Wood made a motion to approve the advertisement to fill the vacancy for Trustee Zone 5 as presented by the administration with the addition of the language that whoever is elected in November will serve the remainder of the term, that applications will be accepted by the deadline of February 9 and that the board will conduct formal public interviews scheduled for February 23. The motion was seconded and carried with three in favor.

Appoint Board Liaison to Kootenai Technical Education Campus (KTEC)

Chair Banducci commented on his previous experience as liaison to the KTEC Board and he requested interest from trustees to serve. Trustee Wood expressed interest in serving. Trustee Howard made a motion to appoint Trustee Wood as KTEC Liaison. The motion was seconded and carried with three in favor.

**INFORMATION ITEM**

Dormitory Housing Commission/Facilities

Interim Vice President of Finance and Business Affairs Sarah Garcia opened by briefly commenting on the college's Moody's Rating and the potential impact to enrollment and the revenue stream to repay existing outstanding bonds. A discussion ensued about the Student Wellness and Recreation Center. Ms. Garcia proceeded to discuss building projects for which the Governor has recommended funding through the Permanent Building Fund Advisory Council.

**BOARD CHAIR REPORT**


Chair Banducci had no report.

**REMARKS FOR THE GOOD OF THE ORDER**

Trustee Howard provided a brief update on the presidential search.

There were no other comments and Chair Banducci adjourned the meeting at 9:00 p.m.

Respectfully Submitted,  
Shannon Goodrich, Board Clerk

 **North Idaho College**  
**BOARD OF TRUSTEES SPECIAL MEETING**  
**Edminster Student Union Building**  
**February 16, 2022**  
**MINUTES**

**CALL TO ORDER AND VERIFICATION OF QUORUM**

Chair Banducci convened the meeting at 2:05 p.m. and verified that a quorum was present.

**ATTENDANCE**

Trustees: Todd Banducci  
Ken Howard  
Greg McKenzie  
Christie Wood

Also present: Michael Sebaaly, Interim President  
Marc Lyons, Attorney for North Idaho College

**Process for Trustee Zone 5 Interviews**

College Attorney Marc Lyons reviewed options for the trustees to interview prospective appointees to fill the open seat for Trustee Zone 5. A discussion took place about potential processes and timing for interviews. Trustees agreed on the following process:

Request from the 11 trustee candidates, submissions of written responses to questions developed by the trustees along with additional information on their qualifications by March 2. Schedule a special meeting for March 8, 2022 at 6 p.m. for the board to discuss and select candidates to interview and to discuss either scheduling an additional special meeting to conduct interviews or agreeing to interview candidates at the March 23, 2022 meeting. Trustees also agreed they would provide their questions to the board clerk by noon on February 18 to be sent to candidates by the end of the day, February 18.

Trustee Howard made a motion to rescind the previous decision to conduct interviews on February 23 and proceed with an analysis of the selection of the trustee candidates as discussed. The motion was seconded and carried with three in favor.

There was no other discussion and a motion to adjourn was made by Trustee Howard. The motion was seconded and the meeting was adjourned at 2:50 p.m.

Respectfully Submitted,  
Shannon Goodrich, Board Clerk

**BOARD OF TRUSTEES MEETING**  
**February 23, 2022**

---

**TAB 1**

**SUBJECT**

Auto-reply message for board@nic.edu

**BACKGROUND**

The topic of the board's adoption of an automatic reply to emails sent to board@nic.edu was postponed from a previous special meeting of the board of trustees to allow time for the board to provide input on the content of the response.

**DISCUSSION**

Draft language for Auto-Reply from Board@nic.edu:

*Thank you for contacting the Board of Trustees of North Idaho College.*

*Every Trustee receives a copy of your email, along with the Clerk of the Board.*

*While you may receive a personal response from an individual trustee, please know that the Board cannot engage in any collective discussion with you or each other, related to your communication due to Idaho Open Public Meetings law.*

*Any discussion by the Board may occur in a future public meeting. If you need assistance about an operational issue at the college, the chairman or a board member may refer your inquiry to the NIC President's Office to expedite a response.*

*Thank you for your outreach. Trustees read the emails sent to them and appreciate the opportunity to hear from the community they represent.*

*Regards,  
Board of Trustees  
North Idaho College*

**COMMITTEE ACTION**

None.

**FINANCIAL IMPACT**

None.

**REQUESTED BOARD ACTION**

Request the board consider a motion to adopt an automatic reply to emails sent to board@nic.edu.

Prepared by,  
Laura Rumpler  
Chief Communications and Government Relations Officer

## **Tab 2**

Thank you for your expression of concern and appreciation regarding the college's future and its commitment to education.

The Board of Trustees recognizes the college's longstanding partnership with the Coeur d'Alene Tribe, and wants to reassure you that your presence is seen on our campus and your voice is heard. We are committed to our past and our future with the Tribe.

The current Board of Trustees is committed to providing educational opportunities and student support that enhances both indigenous and non-indigenous student experiences at NIC. We too value the great gem that NIC is to all in our community.

The Board stands united in honoring traditions and extending resources to the Coeur d'Alene Tribe and its members. The Board adopted this year's budget, providing a continuation of our fiscal commitment to the American Indian Studies program, our American Indian advisor position, and other specific supports.

NIC signed the Nine Point Agreement with the Coeur d'Alene Tribe for the purpose of working together on projects of mutual benefit to us both as well as making NIC a more welcoming and supportive environment for Native American students.

The Nine Point Agreement remains active with our committee's current work on presenting the history of the Coeur d'Alene Tribe throughout the campus, by bringing to life a project that has been years in the making, a "story tour" on our main campus. This is just one example of our ongoing work with the Tribe.

The Board of Trustees intends to adhere to state and federal laws, policies and procedures, and accreditation standards that will keep our educational offerings the focus of our work.

Board members won't always agree on how to approach every topic or decision, but please know that we are working to address our present difficulties for the betterment of all.

Regards,

Board of Trustees  
North Idaho College



**BOARD OF TRUSTEES MEETING**  
**February 23, 2022**

---

**TAB 3**

**SUBJECT**

First Reading: Head Start Continuation Grant Application for Grant No. 10CH011536  
Period of Funding: 07/01/2022 through 6/30/23

**BACKGROUND**

The Office of Head Start (OHS) has announced the projected funding for a submission of an application to operate a Head Start program. The guidance letter allocating the funding amount includes the approved funding level for continuation of program operations and an allocation for training and technical assistance. Our program's total federal funding level for 2022-2023 is \$3,346,180.

**DISCUSSION**

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

**FINANCIAL IMPACT**

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

**REQUESTED BOARD ACTION**

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

Attachment A: PY22-23 Continuation Grant Application Narrative including Program Option Policy, Service Area Selection Policy, Selection of Target Area Policy, Allocation of Enrollment Slots, and School Readiness Plan

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

Attachment C: Criteria for Prioritization-Selection of Children for Enrollment

Attachment D: Organization Chart

Attachment E: Professional Development Plan

Attachment F: Budget Justification Narrative

Attachment G: Program Improvement Plan

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



North Idaho College  
**HEAD START**

---

**Continuation Grant Application PY2022-2023  
Year Three of Five Year Grant**

**Table of Contents**

<b><u>SECTION I – PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY</u></b> .....	<b>2</b>
Sub-Section A: Goals .....	2
A1: Program Goals: .....	2
A2 - School Readiness Goals: .....	4
Sub-Section B: Service Delivery .....	9
B1 - Service and Recruitment Area: .....	9
B2 - Needs of Children and Families: .....	13
B3 - Proposed Program Option(s) and Funded Enrollment Slots: .....	17
B4 - Centers and Facilities: .....	20
B5 - Eligibility, Recruitment, Selection, Enrollment, and Attendance: .....	20
B6 - Education and Child Development: .....	23
B7 - Health: .....	27
B8 - Family and Community Engagement: .....	30
B9 - Services for Children with Disabilities .....	36
B10 - Transition: .....	39
B11 – Services to Enrolled Pregnant Women .....	40
B12 - Transportation: .....	40
Sub-Section C: Governance, Organizational, and Management Structures .....	40
C1 - Governance .....	40
C2 - Human Resources Management: .....	44
C3 - Program Management and Quality Improvement: .....	46
<b><u>SECTION II – BUDGET AND BUDGET JUSTIFICATION NARRATIVE</u></b> .....	<b>54</b>

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

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

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

North Idaho College Head Start (NICHS) set long-range goals and objectives through a process of self-assessment, program improvement goals, and forecasting for our five-year grant period, resulting in goals with objectives for each of the five years, July 2020-June 2025. Policy Council and the Board of Trustees approved our goals and have been involved in updating progress on goals and objectives. Our five-year program goals were developed through a process of data sharing, risk assessment, forecasting and goal setting that culminated in a comprehensive plan with inspiring and innovative goals in two broad content areas. One five-year goal includes recruitment and retention of families that can benefit the most from program services, staff that are highly qualified, and more qualified volunteers to help with child and family services. The implementation of this goal involved expanded strategies for recruitment and retention of children and families that can benefit the most from services. We have been able to enhance recruitment in each of our communities. Our recruitment plan and reports were reviewed by stakeholders during our 2021/2022 self-assessment. It is hard to predict the positive impact of recruitment efforts largely due to the Covid-19 pandemic. It has been an opportunity to find new and innovative ways to recruit. American Rescue Plan (ARP) funding has been instrumental in purchasing recruitment booths and materials and to offer personnel hours related to community-wide recruitment efforts.

Another aspect of this goal is the recruitment and retention of qualified staff. One objective is to establish and implement a staff recruitment and retention plan with an emphasis on qualifications and job satisfaction. Our strategic plan to recruit candidates to consider the early childhood field, and Head Start in particular, by recruiting from our parent and community volunteer base, has been successful, especially in encouraging and incentivizing staff and volunteers to take early childhood courses. Our efforts are limited due to the pandemic, as we have been very cautious about extra adults in our classrooms this school year. Consequently, our staff turnover has also been higher this year as we approached the deadline for the vaccine mandate. Some staff chose to vaccinate and some qualified for exceptions, but a percentage of staff left the program and cited the mandate as their reasoning to look for other employment. For an example, we lost three teachers and several aides and assistants. The program is receiving historically low numbers of applicants for open job postings. It has been noted locally and nationally, however, that this is a trend for all industries.

A continuing challenge to recruiting and retaining staff will be the ability to keep up with prevailing local wages, in particular, the gap between what public school teachers and Head Start teachers make, and the disparity between what our cooks, assistants and aides make in our program and the starting wage for any chain restaurant starting wages in our area.

With goal one, staff retention was a strong focus. We were able to improve our onboarding and training of new and returning staff. In this application we will expand the role of the Training and Technical Assistance Manager to a full-time position to enhance efforts for recruitment and retention. With ARP funds, we will offer teaching staff more mentor coach time. In year three we will develop a public presentation

format and present to community groups about eligibility criteria and positive outcomes. In year three we will focus on staff retention with increased staff wellness interventions through wellness resources.

With the second goal to institute trauma-informed practices across all program services including children and families, staff and the community, our objectives of using Conscious Discipline as a classroom and parenting curriculum builds the ability for our program to increase trauma informed practices in the future. In year one we purchased the Conscious Discipline parenting curriculum. In year two we offered advanced training in using the parent and classroom curriculums. Also, with ARP funds, we purchased additional classroom curriculum and materials to use Conscious Discipline with fidelity. In year three we will institute a pre-and post-survey to measure the effectiveness of our parenting curriculum. For classroom we will evaluate curriculum fidelity using classroom scoring tools.

### *A2 - School Readiness Goals:*

Determination of School Readiness Goals 2022-2023:

Following each assessment period (fall, winter and spring) reports are generated and analyzed to inform planning and ongoing improvement at the classroom and program level. Teaching teams and supervisors analyze the classroom profile reports generated from the electronic assessment data program to determine teacher, classroom, center, and program needs. Staff records their reflections on the Assessment Data Analysis form following the Child Outcome Data Analysis Procedure. The varied needs identified may include; personnel /professional development, additional category specific materials or activities, or at the center level, the support might include an environment or scheduling

need.

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

In supporting goals for 2022-2023 program year, information from High Scope COR Advantage, previous school readiness goals data, Teaching Pyramid Observation (TPOT) and Classroom Assessment Scoring System (CLASS) support determining the focus for 2022-2023 program year school readiness goals.

The CLASS tool looks at three domains (Emotional Support, Classroom Organization, Instructional Support) and ten dimensions (Positive Climate, Negative Climate, Instructional Learning Formats, Concept Development, Teacher Sensitivity, Behavior Management, Regard for Student Perspective, Productivity, Quality of Feedback and Language Modeling) of teacher-child interactions and measures those observed interactions on a seven-point scale. NICHS has three certified CLASS observers that help conduct yearly CLASS observations for our program.

The Teaching Pyramid Observation tool (TPOT) focuses on the implementation of teaching behavior support practices associated for supporting social emotional competence in young children. The Pyramid Model is based on evaluating routines,

transitions, engagement, supportive conversations, collaborative teaming, children's engagement, providing directions, behavior expectations and social/emotional competencies.

During the 2021-2022 program year NIC Head Start continued education services by providing in-person classrooms, virtual education events, and virtual classrooms and educational packets for families with school readiness materials when classrooms were closed due to staffing or Covid related issues.

NICHHS continued during the 2021-2022 school year to provide educational contacts with families through parent conferences and home visits. Due to the pandemic, virtual home visits and parent conferences were conducted via ZOOM or phone calls, allowing parents to continue to be a part of the goal setting process for their child's developmental plans. NICHHS school -to -home connection for program year 2021-2022 included utilizing HighScope COR online tools, such a as virtual story boards, lesson plans and individual child assessments that parents were invited to explore in a confidential and online platform.

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

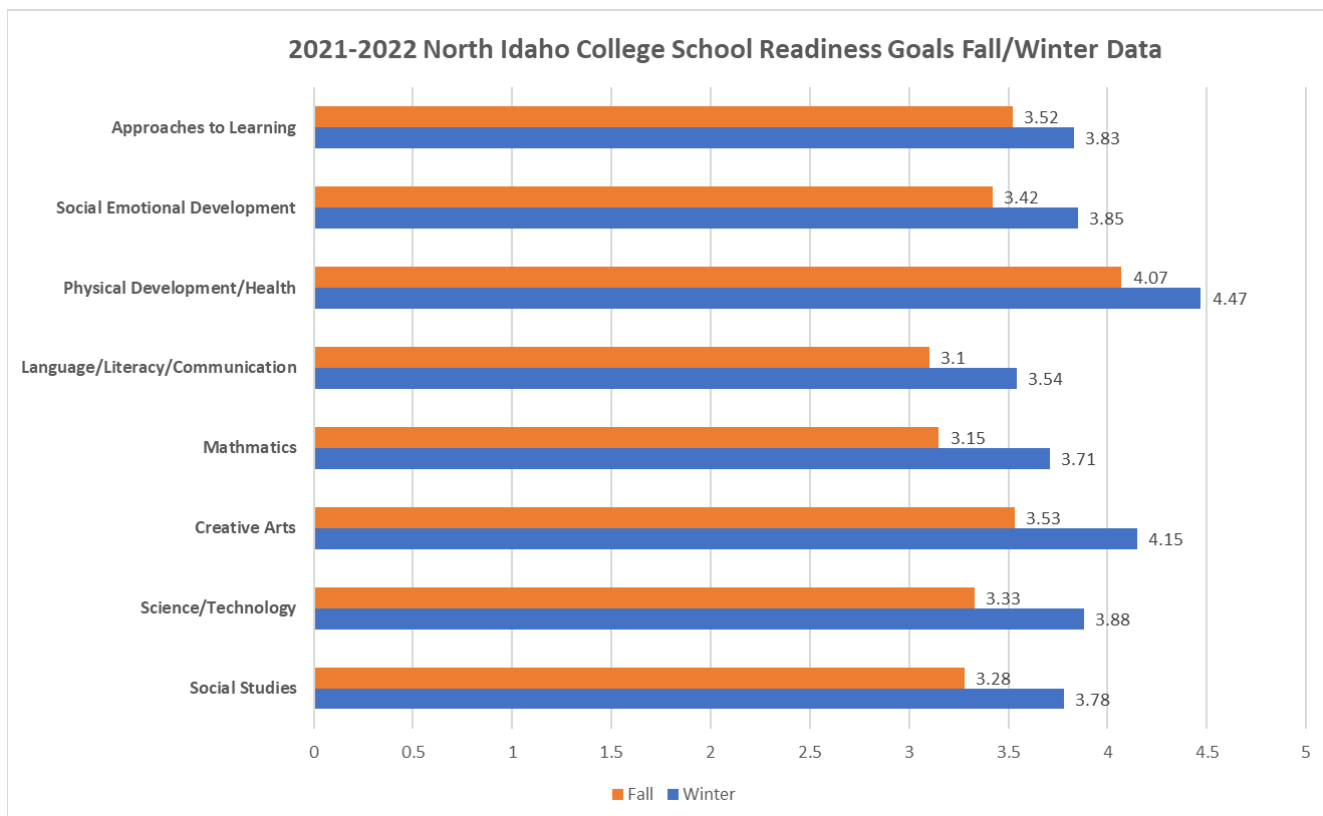
## COR Advantage Checkpoint Data: 2021-2022 Fall & Winter

Students who are transitioning to kindergarten, school readiness is measured by an average score of 3.75 in each category and an overall average of 4.0 or higher.

### NICHS Group Statistics 2021-2022:

This data is reflective of Fall/Winter average scores of the 164 four-year old's who are transitioning to kindergarten in 2022.

### COR Advantage Checkpoint Data: 2021-2022 Fall and Winter:



Completion of the Fall and Winter Checkpoints for 2021-2022 show that progress has been made in all eight school readiness areas thus far in the school year measured by COR Advantage. Areas with the highest scores after the Winter checkpoint data include; Physical Development, Approaches to Learning, Social Emotional



Development, Social Studies and Creative Arts. In reviewing school readiness data from 2021-2022 NICHS school readiness goals that will be set for the 2022-2023 school year will include:

*Language/Literacy/Communication-Reading:* In continuing to support reading skills, recognizing letters as visual images that have meaning is a foundational skill set and a precursor for children's early alphabet knowledge and reading skill sets. Children read pictures before they read letters and words. With local and state awareness for children reading at grade level by 3<sup>rd</sup> grade, a reading goal for our program supports continued literacy and language growth. Continuing with a reading goal offers more support as well in the State Idaho Reading Indicator for reading success as children enter into kindergarten.

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

*Social and Emotional Development:* North Idaho College Head Start is committed to supporting Trauma Informed Care. Through our commitment to Trust Based Relational Intervention (TBRI) practices and the Conscious Discipline Curriculum in the 2020-2021 program year, we are building stronger social and emotional development. An overall goal that supports connection, empowerment and correction supports this commitment

to Trauma Informed Care. Conflict resolution continues to be an area as Assessed by COR Advantage that our classrooms and programs need to support for school readiness in social emotional skills sets.

*Science and Technology:* NICHHS recognizes that children gaining knowledge in science and science concepts expands many skills set including experimenting and reasoning and connection to the world around them. Continuing to work with implementing STEAM (Science Technology Engineering Art and Math) ideas and practices in classrooms support children gaining more knowledge in science for school readiness. Science, Technology, Art and Math are areas our program showed a need for growth in based on the COR Advantage Assessment tool.

*Social Studies-History:* For young children, time is very personal and concrete. They pay attention to when things stop and start or how long it will be until something they want happens. Gradually their sense of time expands. Instead of being focused solely on the present, they think about what happened before and what will happen next. They develop the ability to think farther back and farther ahead. NICHHS through the High Scope Curriculum will support children's understanding of time during their day, how to recall events and how to predict what can happen in the future in school, the environment and their community.

## **Sub-Section B: Service Delivery**

### **B1 - Service and Recruitment Area:**

Through a community assessment conducted in February of 2022, our priorities aligned with data reflecting the issues facing our communities. Idaho Head Start Association

commissioned a state and county-specific Community Assessment and our program also gathered local and program-specific data. According to the 2021 Kid's Count Report, in 2019, 13% of Idaho children were in poverty. In the same report, 21% of children reside in households that have non-secure employment and 24% of children are living in households with a high housing cost burden. The US Census states the 2022 estimated number of children that reside in the state of Idaho that are under the age of five represents 6.5% of the population. The 2020 Point-in-Time Homelessness Count for Idaho Region One reports that the homeless count has increase by 4%. Of the individuals counted in the homeless count, 31.4% are families with children under the age of 18.

In Northern Idaho, the main language spoken is English. There are a few other languages that are spoken throughout Idaho Region One such as: Spanish, Arabic, Russian, and German.

Through community assessment data, it is apparent that the populations, associated demographics and needs in the areas that we serve have shifted most significantly in the areas of median income per county, in availability of child care, and the affordability and availability of housing. Kootenai County now has a higher median income and Shoshone County's is lower. All five counties we serve have seen a decrease in both available child care and available or affordable housing. Housing and child care prices are being reported to be at least 50% each of a families' income, leaving little to nothing for other household expenses. Our families who are homeless according to the McKinney Vento Act, have climbed in one year from 18% to currently 29%. The families that can benefit the most from Head Start services still reside in our current service areas.

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

*Selection of Target Area Policy:*

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

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

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

Service Area Selection Policy

Recognizing that there are currently Head Start enrollment opportunities available to fewer than 25% of the income-eligible families with age-eligible children in Region 1, it is apparent that not all families requesting services will be able to obtain them. To ensure that limited Head Start resources are prudently and fairly allocated, it shall be the policy of North Idaho College Head Start to provide the greatest good to the greatest number by implementing the following Service Area Selection guidelines:

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

<b>Center / Site and location</b>	<b>School District / County</b>
Harding Head Start in Coeur d’Alene	Coeur d’Alene District #271 (Cd’A area)
Community Early Learning Center in North Coeur d’Alene area (Hayden)	Coeur d’Alene District #271 (north schools attendance zones/boundaries area)
North Idaho College Children’s Center at NIC campus in Coeur d’Alene (Head Start slots)	Kootenai County residents that are also North Idaho College students
Post Falls Center in Post Falls	Post Falls District #273
Lakeland Center in Rathdrum	Lakeland District #272, Lake Pend O’Reille District # 84

Shoshone Center in Kellogg	Kellogg Joint District #391, Mullan District #392, Wallace District #393
Sandpoint Center in Sandpoint	Lake Pend O'Reille District # 84, West Bonner County District # 83
Julien Bucher Early Learning Center in Bonners Ferry	Boundary District #101
St. Maries Center in St. Maries	St. Maries Joint School District #41, Kootenai District #274, Avery District #394

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

In Idaho, a single parent pays 36.8% of their income for center-based infant childcare. Married parents of two children living at the poverty line pay 64.9% of their household income for center-based childcare. The average price of center-based infant childcare in Idaho is more than the average annual tuition and fees at a four-year public college or university. Center-based Care and Home-based childcare vary in price ranges (childcareaware.org).

In March of 2020 there were reported to be 160 licensed childcare centers in the five Northern Counties of Idaho. In 2022, in Coeur d'Alene alone, 14 child care programs have closed their doors due to Covid-19 related enrollment and staffing shortages. University of Idaho hosts the Child Care Resource Center (CCRC) a resource and referral service that educates and supports parents and child care providers. This service provides a consistent structure that supports and promotes quality, education and professional development. Referrals are made to parents looking for quality child. The Idaho Child Care Program (ICCP) provides childcare assistance to low-income, working families by paying for a portion of childcare. This program is for

parents who work, attend school, or participate in approved activities to help prevent children from being placed in foster care.

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

*Mountain States Early Head Start:*

Early Head Start programs are designed to nurture healthy attachments between parent and child (and child and caregiver). Services encompass the full range of a family's needs from pregnancy through a child's third birthday.

Mountain States Early Head Start is our local Early Head Start program, offering home-based services in three of the five northern counties.

*Infant Toddler Program:*

The Infant Toddler Program coordinates a system of early intervention services to assist Idaho children birth to three years of age who have a developmental delay or who have conditions (such as prematurity, Down Syndrome, hearing loss) that may result in a developmental delay. Children served by the program are referred for a variety of reasons, including diagnosable conditions that result in delays or disabilities. Nine percent of children referred for evaluation have been involved in substantiated cases of neglect or abuse. Twenty-nine percent of children found eligible for services were born prematurely (<https://healthandwelfare.idaho.gov/>).

*Nurse-Family Partnership Program-Panhandle Health District*

Nurse-Family Partnership (NFP) is a free, voluntary program that partners first-time moms with registered nurses in Kootenai, Bonner, Boundary, Benewah and Shoshone counties. Through regular visits, nurses provide support, education, guidance and encouragement to first-time moms during pregnancy and until the

child turns 2 years of age.

Parents as Teachers:

Panhandle Health District and ICARE also supports the program Parents as Teachers. This program supports building stronger communities by matching parents and caregivers with trained professionals who make regular home visits during a child’s earliest years before entering kindergarten. Home visitors bring activities, recourses and community information to families to support kindergarten readiness. (panhandlehealthdistrcit.org)

Benewah County ECLC Program:

The Coeur d’Alene Tribe Early Childhood Learning Center houses all early childhood programs for the Coeur d’Alene Tribe. ECLC provides comprehensive services in the areas of education, disabilities, mental health, health, nutrition, and family services to 102 qualifying children ages 6 weeks to 5 years old, and their families in Benewah County.

North Idaho College Head Start:

Due to the pandemic, the overall enrollment has been hovering around 85% in 2021-2022. North Idaho College Head Start program has a total funded enrollment of 299 children. The number of children currently being served is 251. All children enrolled in the program are income and categorically eligible.

North Idaho College Eligibility, Services & Unmet Needs for 2020-2021  
274children (261 families) served by North Idaho College Head Start

County	Children Under 5 Years Living in Poverty*	Federally Funded Enrollment Slots	TANF Funded Enrollment Slots	Actual Federally Funded Enrollment	Actual TANF** Funded Enrollment	Total Actual Enrollment
--------	-------------------------------------------	-----------------------------------	------------------------------	------------------------------------	---------------------------------	-------------------------



<b>Boundary</b>	327	18	0	19	0	19
<b>Bonner</b>	431	39	12	37	13	50
<b>Kootenai</b>	1833	188	7	165	6	171
<b>Shoshone</b>	227	18	0	17	0	17
<b>Benewah</b>	110	17	0	17	0	17
<b>Total</b>	2928	280	19	255	19	274

\*(data.census.gov. 7/21/21)

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

According to population estimates for Region 1, our service area, from 2016-2026 census population estimates will increase by 19.5% with an annual growth of 1.8%. However, we have seen even more growth in northern Idaho than was predicted so far. However, the growth is not growth in families with small children as much as growth in higher income groups, adding to the disparity between families with young children in poverty, and the affordability and feasibility of being able to live in this area comfortably.

According to our community assessment, the needs of families in Kootenai County have slightly shifted with the influx of new jobs and lower unemployment rates, which has resulted in a higher average wage for this county. According to Idaho Department of Labor, labor force data, Kootenai County unemployment rates in November 2021 were reported as 2.4%. The State of Idaho unemployment rate was 2.6% in the same November timeframe. The national unemployment rate was 5.4% in July, 2021. This may be why a higher percentage of waitlisted families in Kootenai, Bonner, Boundary and Benewah counties have an income that exceeds 100% of the federal poverty guidelines. Although we still have waitlists, we are seeing a trend of a

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

In relation to race and language, white continues to be the predominant race in all counties and English is the predominant language. Currently within our program children, there are 81% of children being identified as white. English language spoken is 100%.

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

#### *Program Option Policy*

North Idaho College Head Start will select the program option of delivery of services using the following criteria: There were no changes proposed in this application for the 2022-2023 program year.

1. Family as the child's primary educator: The intent of Head Start is to build upon family strengths. The program option selected will support and strengthen families.
2. Family isolation: The isolation of the family may be alleviated by participation in the classroom or by a home visit. The program option selected will accommodate as many families as funding allows.
3. Age of children to be served: The program will be designed to best meet children's needs in the service area. Best practices: Head Start

will select a program option that best supports methods validated by current research.

4. Extended family: All caregivers of the child will be considered. The program option selected will respond to the needs of all types of families.
5. Delivery of social services: Social services will be delivered to best meet the family's needs.
6. Parent Engagement: Families will become involved in all aspects of the program. The program option selected will give them the opportunity to further develop skills and capacities.

**Allocation of Enrollment Slots – PY 2022-2023**

<b>County Center and Model Slots included in County Totals</b>	<b>PY 2022- 2023</b>
<b>Kootenai County</b>	<b>180 Total</b>
<b><i>Harding Head Start Center in Coeur d'Alene</i></b>	
Center based, two classrooms <i>Part-day, 3.5 hour, 128-day</i>	38
Center-based, two classrooms <i>Part-day, 1020 hours</i>	33
<b><i>Community Early Learning Center – in Coeur d'Alene</i></b>	
Center-based, one classroom <i>Part-day, 1020 hours</i>	17

<b>NIC Children's Center – on NIC Main Campus</b>	
Center-based, one classroom	16
<i>Part-day, 1020 hours</i>	
<b>Post Falls Center – in Post Falls</b>	
Center-based, two classrooms	38
<i>Part-day, 3.5 hour, 128-day</i>	
<b>Lakeland Center – in Rathdrum</b>	
Center-based, two classrooms	38
<i>Part-day, 3.5 hour, 128-day</i>	
<b>Bonner County</b>	
<b>68 Total</b>	
<b>Sandpoint Center – in Sandpoint</b>	
Collaboration w/School District #84, Center-based, three	51
<i>Part-day, 3.5 hour, 128-day</i>	
Center-based, one classroom	17
<i>Part-day, 1020 hours</i>	
<b>Boundary County</b>	
<b>17 Total</b>	
<b>Julien Bucher Early Learning Center – in Bonners Ferry</b>	
Center-based, one classroom	17
<i>Part-day, 1020 hours</i>	
<b>Benewah County</b>	
<b>17 Total</b>	
<b>St Maries Center – in St. Maries</b>	
Center-based, one classroom	17
<i>Part-day, 1020 hours</i>	
<b>Shoshone County</b>	
<b>17 Total</b>	
<b>Shoshone Center – in Kellogg</b>	
Center-based, one classroom	17
<i>Part-day, 1020 hours</i>	
<b>TOTAL HEAD START FUNDED SLOTS</b>	<b>280</b>
<b>TOTAL TANF FUNDED SLOTS IN BONNER COUNTY (19)</b>	<b>19</b>
<b>TOTAL PROGRAM ENROLLMENT SLOTS</b>	<b>299</b>

**B4 - Centers and Facilities:**

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

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

Our program selection criteria and services are reflective of the needs of families who can benefit the most from comprehensive Head Start services. Our PY 22-23 selection criteria was developed and approved by Policy Council in January of 2022 and approved by the governing board in **XXX**.

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 more than ten percent of children with disabilities through aggressive recruitment efforts for children with disabilities including those with severe disabilities.

<b>Criteria for Prioritization</b>	<b>Points Allowable</b>
1.Verified Income (Percent below Federal Poverty Guidelines**)	0, 20, 25
2.Age* (Four years old on or before September 1st of program year)	20
3.Diagnosed Disability	20
4.Suspected Disability	15
5.Formal Referral from Agency/Professional (including Early Head Start/Head Start) * (Written documentation is required)	10
6.Previously enrolled in Early Head Start / Head Start program	10
7.Foster Child (meets definition for State placement) or Child in Custody/Care of someone other than the Biological Parent(s) (including children who have been adopted.)	10
8.Homelessness (as determined by the McKinney-Vento Homeless Assistance Act of 1987)	10

9. Family Violence- includes physical, verbal or emotional abuse/violence, child abuse, neglect, or abandonment. (Check applicable: <input type="checkbox"/> current, <input type="checkbox"/> past 12 months, or <input type="checkbox"/> previously experienced)	10
10. Parent/Guardian Working Towards Obtaining High School Diploma/G.E.D., Certifications, or Higher Education	10
11. Parent Working Multiple Jobs <b>or</b> Working and Going to School	10
12. Substance use or other addictions	10
13. Single Parent/Guardian Household	5
14. Parent/Guardian in Incarceration and/or Returning from Incarceration	5
15. Parent/Guardian Active Military Service, Returning from Military Service, or Veteran	5
16. Parent/Guardian currently working as a first responder/public service, in law enforcement, or health care	5
17. Chronic Health Issue and/or Disability within the Family	10
18. Mental Health Concern – Child and/or Family	10
19. Additional Household Stressors: check all that apply: (one or two = 5 points; three to five = 10 points; six to eight = 15 points; or nine or more = 20 points)	
<ul style="list-style-type: none"> <li>• Adoption</li> <li>• In treatment/recovery for substance use and/other addictions</li> <li>• Co-Parenting/Custody/Dual Households</li> <li>• Death of a Family Member in the Household(s)</li> <li>• Families in Crisis (emergency relocation, natural and/or family disaster)</li> <li>• Family Legal Issues</li> <li>• Lack of reliable transportation</li> <li>• Lack of affordable childcare</li> <li>• Lack of Affordable Health Insurance/Health Care</li> <li>• Lack of Affordable Housing</li> <li>• Limited Opportunities for Socialization (child/family)</li> <li>• Parent Working Out of the Area</li> <li>• Pregnancy/New Sibling in Household</li> <li>• Teen Parent</li> <li>• Unemployment</li> <li>• Other:</li> </ul>	5,  10,  15,  or  20

The Policy Council’s ERSEA Committee met and reviewed the ERSEA Criteria for Prioritization- Selection of Children for Enrollment. The Criteria for Prioritization had the following changes from the 2021-2022 to 2022-2023 program year.

- In line 7 the phrase “including children who have been adopted” was added.
- On line 16 health care was added to read “Parent/Guardian currently working as a first responder/public service, in law enforcement, or health care”.

Our recruitment process allows us to locate, recruit and enroll vulnerable children, including children with disabilities, children experiencing homelessness and children in foster care. We consistently partner with our school districts and the Infant Toddler Program to conduct community-wide developmental screenings, including our applied, waitlisted and enrolled students. We have two formal collaborative partnerships for on-site disability services and many children are dually served by Head Start and the local school district. Many school districts coordinate preschool options to ensure children can benefit from developmental preschool and Head Start services. School Districts and Infant Toddler Program regularly refer children and families to Head Start which demonstrates confidence in our program in meeting the individual needs of children with disabilities.

We have a strong collaboration with St. Vincent DePaul and all area grant-funded homeless and 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. 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 garner support of attendance. Gas vouchers, transportation resources

and family action plans utilize research-based, non-judgmental facts about the correlation between good attendance and outcomes are shared at home visits, parent teacher conferences, parent meetings, through newsletters and other helpful written resources. As of mid-February 2022, our program-wide cumulative attendance figure for the school year is 76.5%. With the continued Covid-19 pandemic, this attendance includes efforts of North Idaho College to apply protective policies, procedures and equipment to maintain sanitation and safety protocols for all students, families, staff and volunteers. This attendance percentage encompasses the virtual classroom offerings that we have been able to establish and provide whenever a classroom closes temporarily for quarantine or Covid-related staffing shortage.

### **B6 - Education and Child Development:**

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

### **Child Assessment & Curriculum**

North Idaho College Head Start uses the HighScope Curriculum and COR Advantage



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

### Supplemental Curriculums

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

### Next steps

In program year 2022-2023, NIC Head Start we will be utilizing Teacher Learning and Collaborating (TLC) groups which are small groups of teachers training together to work on specific skill sets. We will continue supporting new education staff with mentor/coaching for fidelity in classroom curriculums, behavior management and COR Advantage on-line data system to support the High Scope curriculum.

In efforts to eliminate barriers to learning, NICHS will ensure that children have received developmentally appropriate screening within 45 days of enrollment. These include a comprehensive developmental screener of language, motor, and cognitive skills, a social-emotional parent questionnaire screening self-help and social skills and sensory screens for vision and hearing. The developmental screening tools used by NICHS are the Brigance Early Childhood Screen III and the DIAL 4 (Developmental Indicators for the Assessment of Learning, Fourth Edition). The use of either the Brigance Early Childhood Screen III or the DIAL 4 at each of our centers is determined by the school district that the site is located in. The school districts as our LEA (Lead Education Agency) select research-based screening tools that best support the overall determination of a comprehensive evaluation tool for children 3-5 years of age and their skill sets in all areas of development. For dual language learners both the Brigance Early Childhood Screen III and the DIAL 4 come in English and Spanish versions. In the event that a child needs screened in another language outside of English or Spanish NICHS and the LEA would collaboratively work together to provide a translator to help administer the screener that best supports child's home language.

NICHS uses the HighScope COR Advantage assessment tool to complete a formal individual child assessment three times a year (fall, winter and spring). The HighScope

Curriculum is based on the principles of active learning and support of a child's positive interactions with adults and peers.

### B7 - Health:

#### 1302.42 Child health status and care:

The COVID-19 pandemic has impacted all areas of our program, more prevalently this current school year. Updated Moving Forward Health and safety procedures were developed, staff were trained to assure the latest updated safe practices were implemented throughout all areas of practice. Throughout this pandemic, NICHS staff have continuously strived to develop and maintain collaborative relationships with local, state and regional healthcare providers to meet children and families' ongoing healthcare needs. These relationships have been extremely helpful in navigating health services and related issues throughout the pandemic. NICHS and Mountain States Early Head Start (co-hosts) have had strong community involvement in the tri-annual Health Services Advisory Committee (HSAC) meetings. These meeting topics covered included current health issues, such as COVID vaccination of staff, high child rate of immunization exemptions, access to health care providers, and other health trends emerging throughout the five northern counties of Idaho. HSAC continues provide input on health policies, procedures and strategies for NIC Head Start to meet and overcome health barriers. This will be an ongoing partnership as we continue to navigate through the COVID-19 pandemic during this upcoming school year.

Vaccination of preventable disease –Based on current cumulative enrollment of 291 NICHS students, 77% are up-to-date or complete on immunization vaccinations, 23%

either have a Conditional or Exemption waiver in place. Exemption waivers have gone up slightly from last school year. This means that having even one episode could have potentially drastic impacts to the overall program.

Access to health care and navigation – 99% of students have a medical home - 89% are enrolled in Children’s Health Insurance Program (CHIP), 7% have private insurance, leaving 4% without medical insurance.

At this time last year, 73% of all NICHHS students had a completed well-child health exam. Currently, the number of children having an up-to-date physical exam is 72%. Some of the barriers reported were getting appointments within the required 90-day requirement, getting follow-up treatment appointments after a physical was completed, and then obtaining forms from the provider after the exam is completed. Several Dr.’s reported staff shortages and/or are not wanting staff to drop by their office to pick up forms as they may have done in the past, due to the pandemic.

Dental Exams – The same issues in obtaining completed physicals have echoed with dental providers. Obtaining appointments and follow-up treatment has been challenging throughout the five northern counties of Idaho. Only 68% of NICHHS students currently have an up-to-date dental exam, which is actually up 7% from last school year numbers. Limiting Medicaid insurance patients continue to be a common practice, making it difficult to find a dentist, and then once a dentist home has been found, it is often very difficult to get an appointment within a timely manner. Other challenges include Dental providers who are not specifically a pediatric dentist. They will complete initial exams but refer out to other providers for any follow-up treatment needed. This has put a burden on the very few dentists that will provide follow-up treatment in our area and has pushed parents into looking for services in our neighboring state.

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

Child Nutrition –NICHS updated the Child Nutrition Screening Parent Survey, with the involvement of a Dietitian, to include the most updated and vetted resources to meet the needs identified by the parent/guardian in the screener questions.

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

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

Suicide rates are the second leading cause of death in Idaho for people between 10-35 years of age. Idaho ranks #5 in the nation with 417 suicides reported in 2020.

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

appropriate resources. Training opportunities for Family Advocates have included Suicide Prevention and Awareness (SPAN), Green Dot (By-stander awareness training) and Mental Health First Aid is on our program T&TA plan for 2021-2022 school-year and will continue to be offered as reflected on the 2022-2023 professional development plan.

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

The MHC is also available during center hours of operation at all centers for phone consultations, email consultations, or resource sharing for both staff and families.

In addition, the MHC provides targeted and specific professional development opportunities for staff- both in person and on the web, either in-house or community based. The MHC supports the use of trauma informed and attachment-based

resources and interventions for our program (Trust Based Relational Intervention and Conscious Discipline).

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

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

The Disabilities Manager and MHC work with school districts to support implementation of social emotional learning domains for children on IEPs in our program and how to scaffold learning for these children in our environments. Pre-Service trainings for staff on specific strategies such as Trust Based Relational Interventions or Conscious Discipline are done collaboratively with the MHC and the Disability Manager to bring an inclusive approach of working with children of all abilities on behavior guidance and social emotional supports.

Bi-annual collaboration meetings between NICHS and both Children and Family Services and Children's Mental Health in Idaho Region I are conducted to ensure our program is update on local policies and procedures and ensure timely communication.

The MHC and all other component managers also provide guidance and input on all policies and procedures pertaining to mental health within our program.

**B8 - Family and Community Engagement:**

Each of the centers provide a warm and welcoming environment for families and children to come into. Due to COVID restrictions, there were minimal individuals permitted into the centers. Staff made this process as welcoming and inviting as possible. There are inclusive, age-appropriate books and learning tools to engage children. There are a variety of community resources for families to utilize. Resources and forms are offered in dual languages for families.

Throughout the application and eligibility interview process staff engage in respectful conversation with the interested families. This establishes a positive relationship foundation as families are selected for the program. During the enrollment process the advocate learns about each of the families' cultures and parent education interests. The Strengths & Needs identifies strengths in the families' skillsets and areas of interests.

NICHS works with families to promote, support and participate in the everyday learning of their children at home, school, and in their communities. We ask families to share their knowledge of their children with program staff to inform teaching and learning.

NICHS encourages families to identify their talents and strengths as parents and educators of their children. During home visits and parent conferences NICHS works with families to learn about their culture, norms and opportunities of their child's future early care and education setting and anticipate and recognize their child's adaptive needs as changes and transitions occur in early childhood education and school settings. NICHS shares with all families about how everyday interactions with preschool children are opportunities to promote school readiness as outlined in the Head Start Child Development and Early Learning Framework. Working with all members of the family NICHS engages with fathers' interests and ways they can support their child's learning by being involved in the classroom and at other community events. Father



involvement events provide fathers and other father figures in families to engage with children. Through the pandemic virtual events have been offered.

NICHS values the primary home language for children's development and long-term academic success (for parents of dual language learners). In an effort to support our DLL families and children NICHS uses the HighScope curriculum and its supplemental tools that support literacy knowledge and awareness. Tools come in both English and Spanish for DLL for children and families to help support children in their home language and connect the curriculum for better understanding of children's goals, supports families' cultures by having teachers incorporate into the classroom environment multi-cultured materials integrated with clothes from other countries, food from the children's various cultures represented in the dramatic play area, music, books, and instruments from different times and places, and eye-level reproductions of artwork from other countries, through the classroom environment.

NICHS works to support parents and families to form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life. These activities include parent meetings, community events, father involvement and collaboration with local resources such school districts and our community library network. NICHS plans regular opportunities, whether formal or informal, to discuss and support the interests, and needs of our families. Parent meetings center around parent's interests and information that they have shared with family advocates at enrollment and with teachers at their initial home visits. Community events are based on family advocates and teachers seeking and gathering information on events that our families can participate in within our five Northern Counties. Families also have the opportunity to participate in

leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences. Families are encouraged to build upon their strengths as leaders and/or advocates through parent-initiated participation in program-supported activities such as advocacy and leadership trainings, parent committees, policy council, etc. NICHHS supports access to information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to continue to be leaders/advocates in the community and as their children transition into kindergarten. We continued to offer parent meetings, parent educations, and center events through virtual platforms.

In an effort to have families be a part of our classroom, NICHHS supports families in learning about experiences that support their parenting, career or life goals and consider goals related to volunteer and employment options with Head Start and Early Head Start programs. For any events NICHHS supports our families' home language by providing material if needed for our DLL for enrollments, parent events and classroom materials. If necessary, we can also provide a translator so families are engaged in the activities and feel confident they are understanding the materials and resources being shared at these events. Our literature for our curriculums and other information for families can be given in English or Spanish. Community base websites are utilized to offer community resources in a family's home language as requested.

Our service delivery is enhanced with all family advocates having a minimum of a Bachelor's Degree in social work and/or other related fields. Throughout the year, family advocates support families building their resiliency during home visits, parent education events, and community connections. This enhances the trauma-informed strategies and

relationship emphasis that has been implemented in the program. Family advocates are trained in Adverse Childhood Experiences (ACES), resiliency, domestic violence supports and trauma-informed strategies. By sponsoring and providing trainings to community partners, we will increase the resources, support, and knowledge in the community. Through training and collaborating with area agencies, we are able to provide families with optimal trauma-informed resources and supports. NICHS staff members participate in community engagement assignments that allow them to be actively involved on community boards that enhance services to the children and families that served.

NICHS utilizes the Conscious Discipline Parenting Curriculum. This researched-based curriculum provides a parenting curriculum that enhances the trauma-informed strategies and skills that advocates are able to provide to families in a variety of settings. The Conscious Discipline curriculums utilized in the classroom and as the parenting curriculum, the families have an impactful delivery of services. With a systematic approach to delivery, NICHS is able to track the effect the curriculums have in the families that are being served through the Strengths and Needs Assessment, parent survey, and individually discussed needs. The program is able to track those in attendance through sign-in sheets and the data collection system ChildPlus Family Service tracking.

The Strengths and Needs form that is used identifies each of the seven Parent, Family and Community Engagement Framework Outcomes. Families become familiar 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 utilized to compile 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 utilized to set goals, identify needs and strengths, and provide individualized resources to the families. The outcomes tracking is calculated in our data collection system to measure the success of the families. Results of the Feb 2022 analysis of Strengths and Needs Assessments indicate gains across 74% of the indicators. The tool identifies that families are receiving beneficial services leading to increases in self-sufficiency, community connections, and parenting knowledge and skills. With upcoming and continued parent education events we are expecting gains in more areas.

The Individual Family Partnership Plan tracks the goals that the families have created. Each goal set is tied to one of the seven PFCE Outcomes. The family advocate enters the goals and progress made into the Family Service areas. The data collection system also tracks the goals progress and completion identifying PFCE Outcomes that families actively working on. This process also helps identify outcome areas that additional supports/resources are needed throughout the program. We can then provide targeted trainings on specific community agencies and resources.

We continue to have a consistent 29% families experiencing homelessness as defined by the McKinney-Vento Act. The identified main barrier is affordable and available housing. Safe and Efficient Housing family outcome is stagnant in gains throughout the 21-22 program year due to the minimal community resources and supports that are available. Continuing to build a collaboration with our local school district's Homelessness Liaison we can provide families support as they transition into

kindergarten. For families that have older children in the school district, we help families make those connections for continued supports/resources.

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

All centers collaborate with the local library to bring literacy to the classroom and families. With local libraries and other community agencies, we are able to provide access to children and families to books and other literacy materials for home. With active partnering with agencies that provide weekend food programs, many of our families are able to receive nutritious food for the home each weekend.

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

Head Start actively recruits and provides services to at least 10% of enrolled children who have been identified with a disability. NICHS staff supports families in navigating the referral, evaluation and identification process for their child. To assure that compliance with Individuals with Disabilities Education Improvement Act (IDEA of 2016), Head Start Program Performance Standards and our philosophy is maintained, North Idaho College Head Start designates a Disabilities Manager charged with the oversight of the program's Disability Services Plan.

The program actively recruits children with disabilities and special needs, with at least ten percent of our total enrollment accounting for children with disabilities receiving a full range of services. We value and include all children who meet eligibility requirements. No child is denied admission on the basis of the nature or severity of a disabling

condition. For children who have been determined to be eligible for an Individual Education Program (IEP) from the Local Education Agency (LEA), the child's least restrictive environment (LRE) is identified within the IEP.

To support children with disabilities whom, Head Start is an appropriate placement according to the IEP, NICHS accesses resources and plans for placement options. NICHS staff take into account the needs of the children for small group activities, for modifications of large group activities and for any individual special help by identifying the most appropriate and effective use of the Lead Education Agency (LEA) recommended strategies during classroom time.

To remove any potential barriers to participation, all NICHS facilities are handicap accessible. Completion of the Americans with Disabilities Act (ADA) Facility Checklist is completed twice a year. Parents and stakeholders are involved in providing input and review of the NICHS Disability Services Plan. This plan is reviewed annually by administration, parents and community partners and is approved by Policy Council.

To support staff in working with children with disabilities, opportunities to learn about disabilities occur annually and are embedded in in-services, staff meetings, and on an individual, as-needed basis. Joint training opportunities occur between LEAs and NICHS staff as outlined in the Interagency Agreements.

As a team, staff works closely with parents to be an advocate for their child through participation in training, advocacy and support groups, and in other community groups related to disabilities. This helps parents understand how systems that provide services to children with disabilities work independently and together to meet a child's needs.

North Idaho College Head Start (NICHS) recognizes that parents/guardians are the most important teacher of their children. The goal of staff is to work directly with parents

to provide individualized support for children to reach their goals. Head Start ensures that parents are involved in the ongoing planning and development of strategies to support progress toward IEP goals. Parents are introduced to the curriculum used by NICHS to increase their awareness and knowledge of child development and how this will support their child's goals. Parents are supported by education staff on how the alignment of IEP goals and curriculum objectives work toward overall academic success for their child.

NICHS staff communicate with the Lead Education Agency (LEA) monthly on the strategies and activities that are recommended for the classroom and home. The global pandemic has impacted the processes of MDT meetings and being able to meet with school districts about referrals, evaluations and services. Although many districts remained open, staffing and availability of where and when meetings could occur was at times a barrier for both NICHS and school districts. NICHS maintained processes to ensure that children and families were supported for special education services. NICHS percentage of children receiving special education services through Fall/Winter 2021-2022 was at 11.2% program wide.

NICHS utilizes a comprehensive, ongoing assessment process that ensures that emerging concerns are addressed and children are referred to the LEA for further evaluation. All children receive developmental, social/emotional and sensory screening within 45 days of their enrollment in the NICHS program.

In the rare event that NICHS is designated the lead agency, bids are solicited following program protocol for developing and distributing Requests for Qualifications (RFQ) for needed services which may include audiology, physical therapy, occupational therapy,

speech or language services, psychological services, transportation to and from program to special providers, and assistive technology

NICHS maintains yearly interagency agreements within our service area with Part B and Part C agencies and regional Health and Welfare offices. These agreements ensure that we do not duplicate services for children and families and that we work together to assist children to achieve their identified goals.

The Interagency Agreements include:

- NICHS staff provides resources and assistance to LEA during regularly scheduled joint Child Find under Part B of IDEA.
- Procedure for referral for evaluations, IEP meetings and placement decisions.
- Transition support for meetings and information to schools and parents.
- Head Start commitment to provide the number of children receiving services under IEPs to the LEA for the LEA Child Count report by December 1 annually; and any other items agreed to by both parties.

### *B10 - Transition:*

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

To help the families prepare for the transition to kindergarten the classroom teachers and family advocates work closely with parents/guardians. Classroom teachers set individual child goals with families when they enter the program to support school readiness. Goals update three times per year at parent conferences and home visits.

Classroom teachers present *Transitioning from Head Start... The Next Step* at home



visits throughout the program year to support families with what to expect for their child when entering kindergarten.

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

Community agencies are strategically invited to these events to inform families what resources they have available throughout the summer months to continue learning and to avoid dreaded backsliding of skills already acquired.

### *B11 – Services to Enrolled Pregnant Women*

Not applicable

### *B12 - Transportation:*

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

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

### *C1 - Governance*

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

### Structure

North Idaho College, our grantee, has been a strong governance leader of the NICHS program for more than 48 years. The North Idaho College Board of Trustees, our governing board, is an elected board that follows Idaho statute for public meetings. Currently our Board includes five elected members. The Board, as part of a larger educational organization, also has access to experts in the areas of finance, administration and the appointed college attorney. Experts in child development and education provide guidance to our program on behalf of the Board. A North Idaho College Child Development instructor serves on our Policy Council. This member informs both the Policy Council and the liaison to the Board whenever child development expertise is requested.

Policy Council, when fully seated, has 11 parent representatives. The chart below identifies the number of parents elected based on center enrollment slots. To maintain the composition of 51% parent representation and no more than 49% community representation, they have identified five as the maximum number of community representatives that could be elected. Currently we have two community representatives. One community representative represents the NIC early childhood program, and one is a past parent representing multiple community organizations including Kootenai County Recovery Center, Suicide Prevention Awareness Network (SPAN) and National Alliance on Mental Illness (NAMI).

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

Processes

*Governing Body*

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

When seeking board action on Head Start items of business, the Head Start Director is included on the board meeting agenda and submits the corresponding documentation in advance of the meeting for board member review. The Director attends the board meeting and stands for any questions or clarifications the board members may have regarding the materials, prior to making an approval decision.

*Policy Council*

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

Policy Council members attend special committees, and give monthly reports to

each center parent committee. Due to the pandemic, meetings have successfully been held virtually for PY21-22. Recognizing the cost and time savings, our plan is to provide the majority of the PY22-23 meetings virtually.

### Parent Committees

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

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

### Relationships

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

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

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

The governing board abides by a conflict-of-interest policy, Policy #3.02.15, that ensures that all governing board members shall avoid any conflict between personal

interests and the interests of the college programs, including Head Start.

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

## C2 - Human Resources Management:

Human Resource Management systems are coordinated through North Idaho College Human Resources Office. NIC HR maintains employee personnel files, coordinates recruitments, and advises on all employee disciplinary matters. In conjunction with NIC HR Department and the North Idaho College Board of Trustees liaison, the NIC Head Start Director and Operations Manager coordinate all employee matters. The Head Start Program Assistant assists with employee HR paperwork, including background check information. The program ensures that cleared enhanced background checks are in place prior to any employee starting any work duties. The Idaho State Criminal History Unit manages the state-level background check that meets and exceeds HSPPS. The Director and the Program Assistant have access to the local background check system, which allows us to see when an incoming staff member has cleared. The program retains copies of clearance notifications in employee files and submits annually with state and city

childcare licensing. The program allocates funds for completing background checks, for any potential staff members and any current staff needing their 5-year renewals. All new employees and consultants receive a New Employee Orientation individualized by job description. The information is given or explained to the employee by the employee's supervisor or another member of the Head Start Management Team. As each topic is discussed and/or completed the employee dates and initials on the orientation checklist. When the orientation is complete, the new employee and supervisor signs and dates the form. The completed checklist is sent into Central Office to verify completion and filed in the employee file. The individual portion of the orientation includes job task duties and demonstration by the component manager. This is completed as soon as is possible within a staff member's hiring. In addition, all volunteers receive an orientation which includes, but is not limited to, background check, policy acknowledgements, code of conduct, roles & responsibilities, and release of liability.

This funding request includes training and technical assistance funding totaling \$33,251 in PA20 funding. The allocation of PA20 funding reflects in our Training and Technical Assistance (T/TA) Plan. Our comprehensive T/TA Plan includes a summary of professional development and results, and is included as a document in our grant application. Our program's staff professional development system follows our T/TA plan and incorporates adult learning principles. The planning for the T/TA plan trainings comprise of mandated trainings, staff requested workshops, and trainings that are needed based on monitoring and observation outcomes. New education staff receive coaching from the program's Child Development Mentor/ Coach utilizing the Practice Based Coaching Method. Staff can also receive coaching by request or by

request from a Supervisor or Manager, based on observation and monitoring data. Recruitment of qualified education staff continues to be challenging in the most rural counties. Our program encourages Assistant Teachers and Classroom Aides to continue with education to meet the lead teacher qualifications. Our T/TA plan includes funds set aside for formal college credit driven education, course credits are encouraged over one-time trainings or workshops, with teacher qualifications at top priority for funding requests. We actively recruit through job fairs, with program participants and directly with enrolled child development students through North Idaho College, Lewis Clark State College and University of Idaho. Recruitment of qualified teaching staff is a primary goal for this grant period. Innovative efforts are being implemented through our five-year goals and objectives for staff recruitment and retention. (Please see attached Organizational Chart in supporting documents).

### *C3 - Program Management and Quality Improvement:*

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

The Office of Head Start also conducted a review the same week of April 16-19, 2018 that utilized the Pre-K Classroom Assessment Scoring System (CLASS©) tool in our preschool classrooms. The CLASS© tool assess three domains and ten dimensions of the teacher/child interactions. Results from the on-site CLASS review have shown children's services scores were above the minimum of national statistics in all three domains.

Our Focus Area One Monitoring Review is being conducted the week of February 28-March 4, 2022.

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

<http://www.nic.edu/about/FY2021AnnualFinancialReport.pdf>

The Management Team that includes the Supervisors, Managers, Consultants, Operations Manager, and Director provides the second and third level additional monitoring to all line staff. The program continues to utilize the ChildPlus Internal Monitoring System to develop and use reports for on-going monitoring. This system allows the program to develop checklists and reports to monitor the comprehensive services provided. It also provides a manner to respond and track monthly monitoring such as our program Monthly Program Information Report and the Monthly Program Documentation.

Each month, the NIC Head Start Management Team reviews and discusses the program's goals. Progress toward goal completion is documented on the goals



template. A compilation of the Monthly Program Information Report (MPIR), includes specific progress on the following topics: health and safety goals; enrollment; family services; education services; eligibility; and attendance progress or barriers. The MPIR progress and barriers are brainstormed with the Policy Council representatives and Management Team monthly.

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

During our Self-Assessment process, specific measures are taken to evaluate progress for our program's goals. A committee group is formed specifically to look for evidence of progress and the results of the review are included in the self-assessment report.

Each job description within our program includes a work plan with a job duty breakout that ensures all positions have the sufficient direction and time to complete job duty tasks and training needed to be successful. Every staff member in our program receives a yearly performance evaluation including an opportunity to set measurable goals relevant to their job description and includes a corresponding individual training or formal education plan. Staff and managers evaluate work plans and job descriptions yearly, make necessary revisions to descriptions and time allocations for each position.

Our management system is designed with a relationship-based perspective. Staff use a strength-based approach, not only with families, but with staff and community relations. A focus of our program is to ensure our families experience program services delivered by a consistent team. Family Advocates have a specific caseload, and teachers and assistant teachers are assigned to one classroom of children. Most classroom aides assist one classroom. Those that provide support across multiple classrooms remain available to their primary teaching team. Anyone providing substitute teaching participates in new hire orientation, participates in all professional development designed for the specific job description and is then assigned to specific centers for optimum continuity of care.

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

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

Our budget justification narrative is attached as a document to this grant application. Costs broken down by object category as identified within SF424-A section B-6. This budget narrative also includes an explanation of our PA20 and PA22 allocations, and

how they are being applied, along with our justification of use of our TANF funds and our USDA funds. A separate column demonstrates the use of our COLA funds application across Personnel and Fringe categories. This column is currently blank, as our government is in a Continuous Resolution until at least February 18<sup>th</sup>, 2022, after which these numbers will be discussed and released. There are no significant personnel adjustments for this budget period.

If granted COLA funding, our COLA will be utilized to increase our NIC Head Start pay scale for employees. Any remaining balance of funds could be applied to offset the increase in any negotiated health insurance packages.

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

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

Our grantee’s fiscal officer primarily responsible for oversight of our Head Start award is the Vice President of Finance and Business Affairs. This individual has expertise in fiscal management and accounting. They also serve as an advisor to the governing body. The Controller and senior accounting staff in the NIC Office of Finance and Business (OFB) assist in monitoring the fiscal components of the Head Start award. The grantee engages an auditor, implements audit recommendations, and shares audit results with the governing body and the public. North Idaho College completes a request for proposal process every five years to engage an independent auditor. The

OFB implements audit recommendations in cooperation with the Head Start program. Audit results are reported to the NIC Board of Trustees, the Policy Council and any other stakeholders requiring this information. The link to the audit is also published on the North Idaho College website.

North Idaho College facilitates fringe benefits for all full-time benefit eligible employees. The NIC Head Start program works in conjunction with NIC Human Resources to develop and maintain compensation structures applicable to the award. NIC Head Start supports training and professional development through on-site training, classes, and workshops. Professional development is also supported through involvement in program committees such as Self-Assessment, and Program Planning, along with being involved in community organizations through community engagement assignments.

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

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

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

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

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

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

draw from which gives the organization and in turn the Head Start program the capability to run effectively and efficiently.

*Non-Federal Share (In-Kind)*

The source of non-federal match, including the estimated amount per source and the valuation methodology is attached as a Other Supporting Document. This proposed non-federal match is allowable per 45 CFR §75.303 and Section 1303.4. Each of the goods/services are allowable Head Start grant expenses. North Idaho College Head Start is not proposing any waivers for non-federal share or enrollment reduction requests or conversions. North Idaho College Head Start is also not requesting funds for the purchase, construction, or major renovation of facilities not previously approved.

*Personnel and Fringe:*

Our current wage comparability study, conducted in partnership with 8 Idaho Head Start and Early Head Start programs, and two other states, includes Head Start data, school districts data, Idaho Department of Labor statistics, BLR data, and other comparables. With our current wage study, conducted February, 2022, there are no significant discrepancies in level of pay for any administrative job descriptions. With our lowest level of pay, \$11.80, we find it difficult to fill part time entry-level positions. Our neighboring states have a minimum wage higher than Idaho and the low unemployment rate is contributing to this problem.

Our long-term goal is to align fringe benefits to include all federal holidays for benefitted positions to meet the norm for our comparative colleagues, and to include a comparable number of vacation days for benefit-eligible management staff positions. North Idaho College is negotiating an insurance benefit package that includes an increase in costs. In personnel costs, we are anticipating an increase in pay for a few

positions due to educational attainments. Educational attainment is the only mechanism other than COLA that changes the wages of employees. These changes are reflected in our proposed wage scale. We do not currently have a system for honoring longevity.

*Equipment Purchase:*

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

*Building Maintenance and Repair:*

One major project that required funding beyond our grant monies was HVAC for offices and classrooms. We were able to add new HVAC to several spaces with ARP funding.

*Contractual*

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

*Financial and Property Management System*

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

## 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: ~~4/15/24~~ 1/21/22

Board of Trustees Approval: ~~3/24/24~~



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

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

• Other: \_\_\_\_\_

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

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

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

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

All efforts are made to provide continuous enrollment when a family relocates to another community within the North Idaho College Head Start Service Area.

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

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

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

\*\*Percent of Poverty Guideline is:

Between 0% and 50% = 25 points

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

Policy Council Approval: ~~1/15/21~~ 1/21/22

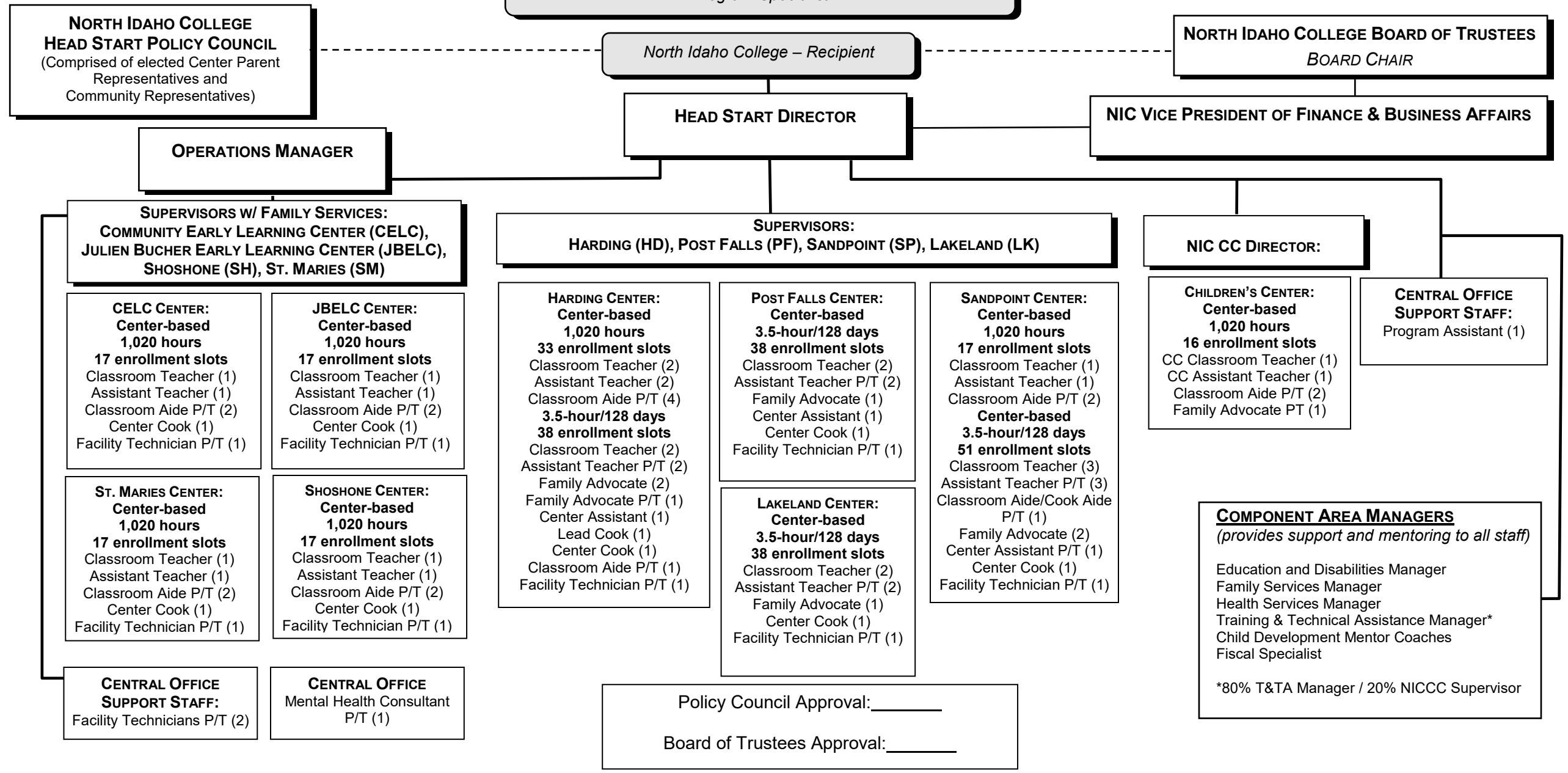
Board of Trustees Approval: ~~3/24/21~~

DRAFT

**Legend:**  
 Solid Lines = Supervision  
 Dashed Lines = Shared Governance

### North Idaho College Head Start Organizational Chart

Administration for Children, Youth & Families, Region X, Seattle, WA  
 Program Specialist



**NORTH IDAHO COLLEGE HEAD START  
 PY22-23 PROFESSIONAL DEVELOPMENT BUDGET**

**Budget**

	Materials/ Supplies	Travel Costs	Presenter Fees
Total for Staff PA20	\$ 675.00	\$ 9,125.00	\$ 20,101.00
Total for Policy Council PA20:	\$ 350.00	\$ 1,500.00	\$ 500.00
Total for Parent Education PA20:	\$ 500.00	\$ -	\$ 500.00
Total for Program PA20:	\$ 1,525.00	\$ 10,625.00	\$ 21,101.00
			\$ 29,901.00
			\$ 2,350.00
			\$ 1,000.00
			\$ 33,251.00

**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - STAFF**

Date/ Frequency	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Learning Strategy	Expected Outcomes	Addressing a Specific Need	Participants	Budget PA 20 T&TA		
								Materials/ Supplies	Travel Costs	Presenter Fees/ Registration Fees
As Offered	16	1302J Program Management & Quality Improvement	Region X Professional Development	Active learning, lecture, role playing, discussion Utilize technology to record training sessions and incorporate variety into trainings to meet the needs of adult learners	Staff will have opportunity to network, to participate in learning opportunities offered at conference and to better understand the trends and resources in program content areas.	HSPPS 1302.53	Management Team Members as assigned	\$ 300.00		
As Needed		All Program Areas	Develop training resources library		Increased understanding of principles delivered in training by having materials for review as needed. Staff will make-up training as needed. Complete standard annual trainings (child abuse and neglect, universal precautions, civil rights, workplace safety).		All Staff			
Fall, Spring, Summer		All Program Areas	Academic degree for staff qualification	College courses towards degree	Staff will meet qualifications for position.	HSPPS 1302.91 (b)(c)(d)(e)(f) Program Goal #1	Degree-Seeking Staff Members		\$ 5,301.00	
Every Teacher & Family Advocate Training	12	All Program Areas	Trauma-informed care; Conscious Discipline	Incorporate trauma informed care into professional development opportunities.	Trauma Informed Care will become a program wide philosophy. -Staff will understand and utilize the strategies in the PBS (Positive Behavior Intervention & Supports) manual. -Staff will be able to incorporate trauma informed care practices into the program's classrooms. -Staff will understand Conscious Discipline strategies for the classroom to implement in the classroom.	HSPPS 1302.45(a) Program Goal #2	Mental Health Consultant Ed/Dis- Manager Education Staff Family Advocates Supervisors		\$ 1,500.00	
Quarterly	*	1302C Education & Child Development Program Services	Teachers' Learning Collaborations (12 Hours)	Group Active Learning Online & In person Teachers are networked with Coaches to reach short-term and long term goals.	Staff will utilize self, peer and expert coaching to increase effective teaching practices across the CLASS domains: Emotional Support, Classroom Organization and Instructional Support	HSPPS 1302.92(c) Program Goal #2	Staff as requested and approved by Director Classroom Teachers Assistant Teachers CD Mentor/ Coach, ED/DIS Manager			
Monthly	*	1302E Family & Community Engagement Program Services	Professional Learning Collaborations (12 Hours)	Group Active Learning Online & In person Family Advocates are networked with Coaches/ Managers to reach short-term and long term goals.	Staff will utilize self, peer and expert teaching to increase effective family support strategies and relationship building with families. Topics may include: -SPAN/ Suicide Prevention -Health Services -Resource Development -Parent Education -Motivational Interviewing -Family Engagement	HSPPS 1302.92(c)	Staff as requested and approved by Director Family Advocates Managers			
Pre-Service November	4	1302E Family & Community Engagement Program Services	Parenting Curriculum Training	Active learning, lecture, role-playing	Staff will understand how to facilitate the Parenting Curriculum with families	HSPPS 1302.51(b) Program Goal #2	Family SVC Manager ED/DIS Manager Mental Health Consultant Family Advocates Teachers		\$ 1,000.00	

**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - STAFF**

Pre-Service ASAP after hire	3	1302D Health Program Services	<b>Mandated Training:</b> CPR & First Aid Certification	Active learning, and demonstration	Staff certification in CPR and First Aid to support needs in their immediate work locations.	HSPPS 1302.46 (1)(i) Idaho State Child Care licensing Requirements	All required Staff with expired/about to expire certifications	\$ 2,500.00
Once	16	1302J Program Management & Quality Improvement	North Idaho College training sessions	Web-based active learning	Staff will train on topics that will enhance their position within the organization. - Mental Health First Aid - Green Dot Violence Prevention - IT Security Training - Title IV- Sexual Harassment Prevention and Reporting	HSPPS 1302.92 (b) Program Goal #2	All Staff	
Once	8	1302J Program Management & Quality Improvement	New Staff Training	Direct learning using online tools, Operations and Monitoring System, Work Plans and discussion with Component Area Coordinators and Supervisors	New staff will be knowledgeable in regards to benefits available, job duties/responsibilities, all mandated trainings, work plans, Operations and Monitoring System, specific details regarding their assigned location.	HSPPS 1302.92 (b) Program Goal #1	New Staff, Supervisors, Managers	\$ 100.00
Annually New Employee Training	1	1302J Program Management & Quality Improvement	<b>Mandated Training:</b> Ethics and confidentiality	Center-based active learning NAEYC web training	Understand and implement NIC Head Start's confidentiality and ethics policies. Demonstrate ethics in professional interactions including social networking and confidentiality. Highlight: Confidentiality of Child/Family records.	HSPPS 1303c/ 1302.90 (c)(1)(IV)	All Staff	
Annually New Employee Training	0.5	1302I Human Resources Management	<b>Mandated Training:</b> Head Start Standards of Conduct	New Employee Training Active learning, lecture	Staff will understand and abide by Head Start Standards of Conduct	HSPPS 1302.90 (c)	All Staff	
Annually	2	1302D Health Program Services	<b>Mandated Training:</b> Safe Sleep	IdahoStars Video Online; Lending Library reading, or live training	Staff will be able to: - identify environments & situations that could be potentially risky for sleeping children - recognize the importance of safe sleep practices - understand actions that promote safe sleep in the child care setting - promote safe sleep practices in your center	HSPPS 1302.47 (b)(4)(B) Idaho State Child Care licensing Requirements	Education Staff, ED/DIS Manager, Family Advocates Supervisors	
Annually	2	1302D Health Program Services	<b>Mandated Training:</b> Medication Administration	IdahoStars Video Online; Lending Library reading, or live training	Staff will understand : - recognize different types of medications - identify situations in which giving medication is appropriate - recognize preparation steps for giving medication - differentiate methods for giving medication - demonstrate documentation of medication administration in child care	HSPPS 1302.47(b)(7)(iv) Idaho State Child Care licensing Requirements	Center Staff as assigned by Center Supervisors	
Annually	0.5	1302D Health Program Services	<b>Mandated Training:</b> Vehicular safety training	Center based: Active Discussion, Demonstration	Staff will understand and implement training for children and families on transportation and pedestrian safety	HSPPS 1302.47(b)(4)E Idaho State Child Care licensing Requirements	Family SVC Manager Ed/ Dis Manager Family Advocates, Education Staff,	

**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - STAFF**

Annually	3	1301 Program Governance	<b>Mandated Training:</b> Shared governance meeting	Active learning, lecture, presentation, discussion	Participants' understanding of program governance, including roles and responsibilities, will be strengthened. Participants will understand requirements relating to sharing and reporting program information and activities. Participants will know and understand the responsibilities related to decision-making and approval, as well as the governance responsibilities for the 5-year grant cycle.	HSPPS 1301.5	Policy Council Representatives, NIC Board of Trustees Representatives, Supervisors, Management Team			
Annually	6	1302F Services for Children with Disabilities	<b>Mandated Training:</b> Disabilities Service Plan & Strategies	Active Learning Online Learning TLC Discussion Role Playing	Participants will understand: -How to support children with disabilities in the classroom -People first language -Visuals -Physical Supports -Behavior tracking process -Disability referral process & Supporting parents -Developmental screeners -Data entry in database	HSPPS 1302.61(b) Program Goal #2	Supervisors Education staff Family Advocates			
Annually	1	1302D Health Program Services	<b>Mandated Training:</b> Cleaning, sanitizing and disinfecting at centers Chemical Safety (HAZCOMM)	active learning, lecture, Power Point Presentation	Staff will understand and implement proper procedures to clean, sanitize and disinfect. Staff will know what products to use and schedule of use. Staff will review SDS binder.	HSPPS 1302.47 (4)(i)	All Staff			
Bi-Annually	6	All Program Areas	Trainings provided through collaboration	Collaborate with other programs and agencies (MSEHS, CPS, children's mental health, school districts) for learning opportunities (collaborations established with Memorandum of Understanding)	Strengthen knowledge and understanding of other agencies, programs and needs. Better use resources across communities. Demonstrate collaboration with community agencies and programs. -Increase staff knowledge of Mental Health Linkages and Community linkages to support connections for families.	HSPPS 1302.53 (1)	Mental health Consultant Supervisors Family Advocates			
Monthly	5	1302J Program Management & Quality Improvement	Staff Health & Wellness	Center Based On Line Demonstration Hands on Discussion	Staff will gain skills and knowledge to support their own health & wellness. Including: -Stress Management -Healthy Eating -Wellness during pandemic -Work/ Life Balance -Information on NIC's wellness program -Time Management/ Prioritization -Mindfulness -Physical Activity -Health resources for staff (dental, medical, vaccines etc.) -Positive Communication -Budgeting -Relaxing techniques -Healthy classroom environments	HSPPS 1302.93(b) Program Goal #1	All Program Staff	\$ 375.00	\$ 500.00	



NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - STAFF

Monthly	20	1302J Program Management & Quality Improvement	Center Staff Meetings	Center Based Active Learning Discussion	Center Staff will meet monthly to discuss center operations and current needs, including: 1) Monthly center calendar 2) Center Meal Service 3) Recruitment 4) Center Budget 5) Strategic Plan 6) In-Kind 7) Community Engagement Assignment Reports 8) Program/ Management Team Report 9) Policy Council Report 10) Center emergency preparedness 11) Active Supervision strategies 12) Parent Business Meeting/ Parent Education Planning 13) Review of First Aid Materials 14) Evaluation of center health & safety checklists, kept with MPIRS 15) Good of the order Annually train on: Health & Safety Ethics and Confidentiality Standards of Conduct Family Engagement	HSPPS 1302.47	All Center Staff			
Pre-Service/ Monthly	3	1302C Education & Child Development Program Services	<b>Mandated Training:</b> Active Supervision	Monthly Center Staff Meeting item Active Learning, Discussion	Staff will understand what Active Supervision is, what their responsibility is with active supervision and strategies to ensure active supervision. At monthly center staff meetings, staff will review active supervision techniques and discuss strategies for active supervision in the center.	HSPPS 1302.47(a)	All Staff			
Pre-Service/ November	4	1302D Health Program Services and 1302E Family & Community Engagement Program Services	Family Engagement Procedures for Health and Family Needs	Active Learning, Discussion	Family Advocates will; - understand what types of services they must provide to families (based on Performance Standards) - be able to identify areas of concern when disclosed through natural supportive conversations. - will provide supportive follow-up and collaboration all the way through to resolution. - understand timelines for meeting children/family needs. - understand how to document ongoing supportive actions.	HSPPS 1302.42(b)(4) HSPPS 1302.46(b) HSPPS 1302.46(b)(ii)	Health Services Manager Family Services Manager Supervisors Family Advocates			
Pre-Service	4	1302E Family & Community Engagement Program Services	Family Engagement	Lecture, Discussion demonstration	Staff will understand what Family Engagement means. Including: - Building relationships w/ families utilizing virtual formats - Volunteer Recruitment - Creating Welcoming environments - Staff will understand and support parents in the voting process and parent involvement in Policy Council.	HSPPS 1302.52 Program Goal #2	Managers Mental Health Consultant Supervisors Center Assistants Family Advocates Teachers			
Pre-Service/ As Offered	8	1302I Program Management & Quality Improvement	Effective Leadership/ Guiding Adults	North Idaho College Leadership Institute Online Learning Live Training Demonstration Discussion	Participants will understand: - Reflective practices - Effective leadership strategies - Supervision strategies - Principles for guiding adults - Strengths based guidance - communication & planning for change - How to delegate duties in the classroom - Adult learner principles	HSPPS 1302.101 (a)(1) Program Goal #2	Director Operations Manager Component Managers Supervisors Center Assistants Teachers		\$ 1,500.00	

**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - STAFF**

Pre-Service	6	1302C Education & Child Development Program Services	Curriculum Training	Active Learning, Discussion, Lecture, Zoom Meetings/TEAMS/Virtual	Staff will review the program's Curriculum and understand how to use it with fidelity. - How to plan for and implement program Curricula - High Scope, -Second Step Child Protection Unit, -Conscious Discipline -Cavity Free Kids, - Learn Not to Burn, -Learning without tears, - My Plate -POA -Picturing America -I am Moving I am Learning -STEM Practices -Staff will understand open ended materials and activities including art & construction. -Staff will understand strategies for supporting process vs Product and problem solving.	HSPPS 1302.92 (b)(5)	Education Staff, Supervisors Family Advocates		
Pre-Service/ December	6	1302C Education & Child Development Program Services	Classroom Management & Teaching Strategies	Active Learning, Discussion, Lecture	Staff will gain skills and Knowledge to be able to successfully implement high quality classroom management and teaching strategies. -Behavior Management Strategies -Visuals -Strategies to match specific Behaviors -Pyramid Model Strategies Tier 1-Tier3	HSPPS 1302.92(b)(5) Program Goal #2	Education Staff Supervisors Family Advocates Center Assistants		
Pre-Service/ New Staff Training	2	1302D Health Program Services	<b>Mandated training:</b> Child abuse and neglect law and regulations	Web-based active learning *combined with annual Health & Welfare collaboration	Staff will understand: -How to recognize Child Abuse and Neglect -What it means to be a mandated reporter -How to make a report -How to complete CAN Documentation	HSPPS 1302.47 (5)(i)	All Staff		
Pre-Service	1	1302J Program Management & Quality Improvement	<b>Mandated Training:</b> Civil rights	Web-based active learning	Staff will understand and respect the civil rights of all people.	HSPPS 1302.44 CACFP & 1302.46	All Staff		
Pre-Service	0.5	1302D Health Program Services	<b>Mandated Training:</b> Prevention and response to emergencies due to food and allergic reactions	Lecture	Staff will understand signs and symptoms of food allergies, legal rights of children with food allergies, USDA statues, state and local laws and policies for food service and safety and how to respond to a food allergy emergency.	HSPPS 1302.7 (G)	Cooks, Family Advocates and Teachers Supervisors		
Pre-Service	1	1302D Health Program Services	<b>Mandated Training:</b> The prevention and control of infectious diseases	Active Learning Lecture	Staff will understand signs and symptoms of common infectious diseases and their role in containing the spread of infectious disease through consistent use of universal safety precautions, health and safety routines, curriculums, conducting daily health checks and by consistently monitoring students well-being and potential environmental hazards.	HSPPS 1302.47 (4)(a)	All Staff		

**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - STAFF**

Pre-Service/ December	4	1302E Family & Community Engagement Program Services	Forms & Documentation Training	Active Learning, Lecture Computer Lab	Staff will understand and be able to demonstrate the correct way to complete documentation, both hard copy and electronic. Staff will know and understand the various forms relating to the home visits, enrollments and all forms related to serving children and families.	HSPPS 1302.92 (b)(3) HSPPS 1302.24	Managers Supervisors Teachers Family Advocates		
Pre-Service	0.5	1302E Family & Community Engagement Program Services	Mandated Training: Home Visit Safety	Active Learning, Lecture	Staff will become familiar with safety strategies while visiting homes of enrolled families.	HSPPS 1302.92 (b)	Classroom Teachers, Family Advocates Supervisors		
Pre-Service	2	1302E Family & Community Engagement Program Services	Mandated Training: Parent, Family, Community Engagement Framework	Active Learning, Lecture, Discussion	Staff will understand how program goals and procedures align with the Parent, Family, Community Engagement Framework	HSPPS 1302.52	Family Services Manager Family Advocates Classroom Teachers Supervisors		
Pre-Service	1	1302C Education & Child Development Program Services	Mandated Training: School Readiness Plan	Active Learning	Staff will understand how the program school readiness goals align with the Head Start Early Learning Outcomes Framework. -Staff will understand child goal setting and child outcomes -Staff will understand family goal setting, family outcomes, and staffing protocols.	HSPPS 1302.92 (b)(4)	Education staff Ed/Dis Manager Child Development Mentor Coach Supervisors		
Pre-Service	1	1302J Program Management & Quality Improvement	Program organization and philosophy	Active Learning Incorporate Mission and goals awareness at all trainings and throughout program documentation	Staff will be knowledgeable about program organizational structure communication loop, and program philosophy (including strength-based, solution-focused, reflective practices). Staff will Understand and apply principles of program's mission and 5 Year goals. Strengthen representation of Head Start in the communities.	HSPPS 1302.92(a) Program Goal #2	All Staff		
Pre-Service	4	1303 Fiscal & Administrative Requirements	Fiscal Processes	active learning, demonstration	Staff will understand and follow program fiscal procedures, which include: - Center Budget Maintenance & Monitoring -Fiscal Processes -Inventory -Purchasing procedures -Requesting Pos -Allowable Pcard Purchases	HSPPS 1303	Supervisors Center Assistants Cooks		
Pre-Service	0.5	1303 Fiscal & Administrative Requirements	Center Fiscal Processes	Center-based active learning, demonstration	Center staff will understand and follow program fiscal procedures, which include: 1)Center budgets reviewed and approved through parent committee 2)Center Purchasing Procedures 3)In-kind 4) purchase orders 5)inventory	HSPPS 1303	Center Staff		
Pre-Service	7	1302D Health Program Services	Mandated Training: Emergency preparedness and response planning for emergencies	Center-based active learning, demonstration	Staff will understand emergency preparedness and response planning for emergencies specific to local areas, which include: Center Emergency Plans, Evacuation, Lockdown, Fire Drill Procedures, Missing Child, Accidents, Natural and Criminal Disasters and Emergencies, using North Idaho College Head Start's Emergency Manual as a guide for planning, practicing, reviewing and revising plans and involving staff, parents and community members.	HSPPS 1302.47 (G)	Center Staff		

**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - STAFF**

Pre-Service	1	1302D Health Program Services	Health Policies & Procedures	Center-based active learning, handouts, posters	Staff will know and understand the program's health philosophy and policies. Areas covered: COVID-19 procedures exclusion of sick children and staff food allergies and meal time medical plans proper hand-washing procedures child accident procedures tracking child absences procedure. Cleaning & Sanitization schedules	HSPPS 1302.92(b)(4)	Health Services Manager Center Staff			
Pre-Service	1	1302J Program Management & Quality Improvement	Center Operations	Center-based active learning	Staff will know and understand center operations, operating procedures, Operating schedule, performance standards.	HSPPS 1302.47	Center Staff			
Pre-Service	8	1302D.44 CACFP	<b>Mandated Training:</b> CACFP Annual Cook Training	Active Learning	Staff will know and understand processes for meal service and reimbursements. Staff will understand preparing food for children. Including: •Special Diets/ Allergies •Nutrition guidelines/ Measuring •Job specific documentation ( meal counts, production sheets etc.) •CACFP Guidelines •Budget. Fiscal processes	HSPPS 1302.44 CACFP	Health & Nutrition Services Manager Cooks (8hrs), Supervisors ( 4hrs)			
July	16	1302J Program Management & Quality Improvement	Child Plus Virtual Library Training	Active Learning, Discussion, Lecture	Staff will gain information on Child Plus and the complete usage and capability of the Child Plus program. Staff participating will have the ability to be a program administrator.	HSPPS1302.101	Family Services Manager Family Advocates Managers			
August	6	1302E Family & Community Engagement Program Services	Motivational Interviewing	Regional T/TA Active learning, lecture, role-playing	To strengthen staffs' skills for motivational interviewing and develop trusting relationships with families. Staff will gain skills to help families with goal setting, health requirements, finance, child special service supports.	HSPPS 1302.92 (b) Program Goal #1 & #2	Mental Health Consultant Supervisors Family Advocates Teachers			
August	8	1302D.44 CACFP	<b>Mandated Training:</b> CACFP Conference	Active Learning, Discussion, Lecture	Staff will gain information on CACFP procedures, including menus, production sheets. Staff will gain skills in implementing the full CACFP program in the centers.	HSPPS 1302.44 CACFP	Health & Nutrition Manager Cooks as designated by Director		\$ 500.00	
September 21-24, 2021	32	1302C Education & Child Development Program Services	Division of Early Childhood National Conference	Active Learning, Discussion, Lecture	Staff will gain information on evidence based practices, and advice for working with young children with disabilities, their families, and the professionals who serve them. Staff will participate in the national response in E/ECSE (early intervention/early childhood special education) issues of inclusion, equity, and social justice as well as virtual learning and other critical issues.	HSPPS 1302.93(b) Program Goal #2	ED/ DIS SVC Manager		\$ 2,200.00	
October		1302C Education & Child Development Program Services	COR Reliability Training	Online learning	Participating staff will understand COR reliability, how to enter observations and complete assessments in COR.	HSPPS 1302.33	ED/DIS Svc Manager Teachers Assistant Teachers			

**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - STAFF**

Nov-21	16	1302C Education & Child Development Program Services	Early Years Conference	Active Learning, Discussion, Lecture	Attending staff will participate in the conference and participate in all research based training provided. Staff will gain skills and strategies to support Head Start Early Learning Outcomes Framework.	HSPPS 1302.92(b)(5) Program Goal #2	Education-Disabilities Manager Education Staff as assigned by Director	\$ 1,500.00	\$ 500.00	
December	2	1302J Program Management & Quality Improvement	Collaborative Teaching	Active Learning, Discussion	Attending staff will understand the benefits of direct, positive communication, including collaborative teaching.	HSPPS 1302.93(b) Program Goal #2	All Staff			
February	20	1302J Program Management & Quality Improvement	Idaho Head Start Association Statewide Conference	Active learning, lecture, role-playing, discussion	Staff & PC Reps will become familiar with IHSA; experience the awards and recognition of Head Start employees, volunteers, and parents from throughout the state; participate in learning opportunities offered at the conference.	HSPPS 1302.53	Director Staff (as assigned by Director), Policy Council Representatives (as elected by Policy Council)(5)	\$ 2,625.00	\$ 900.00	
March	16	1302E Family & Community Engagement Program Services	Strengthening Families Training Institute/ Idaho Children's Trust Fund Institute	Active learning, lecture, role-playing, discussion	Attending staff will participate in the institute and participate in all research based training provided. Staff will gain skills and strategies to use in delivering services to families. Staff Members will also build community connections and collaborations.	HSPPS 1302.53(2)(iii) Program Goal #2	Family Services Manager Staff as assigned by Director (3)	\$ 1,000.00	\$ 4,000.00	
April	16	1302D.44 CACFP	National CACFP Training Conference	Active Learning, Discussion, Lecture	Staff will gain information on CACFP procedures, including menus, production sheets. Staff will gain skills in implementing the full CACFP program in the centers.	HSPPS 1302.44 CACFP	Health & Nutrition Manager,			
April	16	1302J Program Management & Quality Improvement	National Head Start Association Conference	Active learning, lecture, role-playing, discussion	Staff will have opportunity to network, participate in learning opportunities offered at conference, to participate in awards and recognition ceremony for program award recipients.	HSPPS 1302.53	Staff (as assigned by Director)	\$ 1,500.00	\$ 1,500.00	
May	7.5	1302J Program Management & Quality Improvement	End of the year review	Active learning, discussion, lecture	Staff will understand the program's accomplishments throughout the year and how the information connects to the planning for the next program year. Staff will celebrate and acknowledge the difference they have made during the year. Scholarship and Award recipients are acknowledged for their contributions to the program during the year.	HSPPS 1302.92	All Staff	\$ 100.00	\$ 400.00	
May	4	1302A ERSEA	<b>Mandated Training:</b> Eligibility training	Active Learning	Staff will know and understand policies and procedures related to the application process, and determining and verifying Eligibility; Staff will be prepared to accept applications for enrollment.	HSPPS 1302.12(m)	Family Advocates, Supervisors	\$ 100.00		
								\$ 675.00	\$ 9,125.00	\$ 20,101.00
								<b>Budget PA 20 T&amp;TA</b>		

**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - POLICY COUNCIL**

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Strategy	Expected Outcomes	Addressing a Specific Need	Participants	Resource Type	PA 20 T&TA		
									Materials/ Supplies	Travel Costs	Presenter Fees
Ongoing All PC Meetings	0.25	1302J Program Management & Quality Improvement	Program mission, and 5 year goals and objectives 1302.92(a)	Incorporate Mission and goals awareness at all trainings and throughout program documentation	Understand and apply principles of program's mission and goals. Strengthen representation of Head Start in the communities.	HSPPS 1302.92(a)	Policy Council Reps Operation Manager Director Staff Recorder		\$ -	\$ -	\$ -
Ongoing All PC Meetings	1	All Program Areas	Performance Standard Alignment	Discussion and procedure review	Review Performance Standards and procedures to ensure alignment of policy and procedure with performance standard.	HSPPS 1302.92(a)	Policy Council Reps Operation Manager Director Staff Recorder		\$ -	\$ -	\$ -
October	6	1301 Program Governance	New Representative Training	Active learning	New Policy Council members will understand their role as decision-makers and representatives. Members will review and understand Policy Council procedures. Members will become knowledgeable about program budget. Members will have a basic understanding of the process of Robert's Rules of Order to conduct and follow a meeting. Members will participate in team building activities to increase group cohesiveness. Policy Council Representatives will understand and abide by Head Start Standards of Conduct, and receive civil rights training.	HSPPS 1302.90 (c)	New Policy Council Representatives	Materials	\$ 300.00		
November	2	1301 Program Governance	New Officer Training	Active Learning	Officers will be able to facilitate meetings in a professional manner. Officers will understand that they serve as role models for other representatives and will conduct themselves accordingly. Officers will have a basic understanding of Robert's Rules of Order and conducting a meeting using parliamentary procedure.		Policy Council Officers Operations Manager	Materials	\$ 50.00	\$ -	\$ -

**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - POLICY COUNCIL**

November	3	1301 Program Governance	<b>Mandated Training</b> : Shared governance meeting	Active learning, presentation, lecture, discussion	Participants' understanding of program governance, including roles and responsibilities, will be strengthened. Participants will understand requirements relating to sharing and reporting program information and activities. Participants will know and understand the responsibilities related to decision-making and approval, as well as the governance responsibilities for the 5-year grant cycle.	HSPPS 1301.5	Policy Council Representatives, NIC Board of Trustees, Supervisors, Management Team	Presenter Fees	\$ -	\$ 500.00	
November	1	1302A ERSEA	<b>Mandated Training:</b> Eligibility training	Active Learning	Policy Council Reps and NIC Board of Trustees will know and understand policies and procedures around determining eligibility within 180 days of the beginning of his/her term.	HSPPS 1302.12(m)	Policy Council Reps NIC Board of Trustees				
February	24	1302J Program Management & Quality Improvement	IHSA member meeting	Active learning, lecture, role-playing, discussion	PC Reps will become familiar with IHSA; experience the awards and recognition of Head Start employees, volunteers, and parents from throughout the state; participate in learning opportunities offered at the conference.	HSPPS 1302.53	Staff (as assigned by Director), Policy Council Representatives (as elected by Policy Council)	Travel costs of reps	\$ -	\$ 1,500.00	
									\$ 350.00	\$ 1,500.00	\$ 500.00
									<b>Budget PA 20 T&amp;TA</b>		

NORTH IDAHO COLLEGE HEAD START  
 PY22-23 PROFESSIONAL DEVELOPMENT PLAN - PARENT EDUCATION

Date	Allocated Time (in hours)	Content Area	T/TA Need/ Topic	Strategy	Expected Outcomes	Addressing a Specific Need	Participants	Resource Type	PA 20 T&TA		
									Materials/ Supplies	Travel Costs	Presenter Fees
Ongoing	2	All Program Areas	Trauma-informed care	Incorporate trauma informed care into professional development opportunities.	Trauma-informed care will become a program wide philosophy for working with children and families.		Volunteers	Materials			
As Needed	8	1302E Family & Community Engagement Program Services	Parenting Curriculum	Active Learning; Discussion	Supporting parents in learning positive parenting skills and knowledge.	HSPPS 1302.51(b)	Program Parents	Materials			
Annually	0.5	1302I Human Resources Management	<b>Mandated Training:</b> Head Start Standards of Conduct	Active learning, lecture	Volunteers and Policy Council Representatives will understand and abide by Head Start Standards of Conduct	HSPPS 1302.90 (c)	Volunteers, Policy Council Reps				
Annually	1	1302D Health Program Services	Children's Health	Discussion Information resource	Program Parents will have the opportunity to learn about and understand about: - safe sleep practices in a child care setting. -Children's preventative Medical & Oral Health -Emergency First Aid -Environmental Hazards -Health & Safety practices for the home including exposure to Lead, Tobacco, prescription & Non- prescription Drugs etc.	HSPPS 1302.46 (b)(1)(i)	Program Parents				
Annually	1	1302D Health Program Services	Nutrition Education	Active Discussion, Demonstration	Parents will have the opportunity to discuss their child's nutritional status with staff, including the importance of physical activity, healthy eating, and the negative consequences of sugar-sweetened beverages, and how to select and prepare nutritious foods that meet the family's nutrition and food budget needs.	HSPPS 1302.46 (b)(1)(ii)	Program Parents				
Annually	0.5	1302D Health Program Services	Transportation safety training	Active Discussion, Demonstration	Program Parents will have the opportunity to learn about and understand about appropriate vehicle and pedestrian safety for keeping children safe.	HSPPS 1302.47(b)(4)(E)	Program Parents	Travel costs of reps			



**NORTH IDAHO COLLEGE HEAD START  
PY22-23 PROFESSIONAL DEVELOPMENT PLAN - PARENT EDUCATION**

Annually	1	1302D Health Program Services	Mental Health	Active Discussion, Demonstration, Role play	Parents will have the opportunity to discuss with staff and identify issues related to child mental health and social and emotional well-being, including observations and any concerns about their child's mental health, typical and atypical behavior and development, and how to appropriately respond to their child and promote their child's social and emotional development.	HSPPS 1302.46 (b)(1)(iv)	Program Parents					
Monthly	9	1302E Family & Community Engagement Program Services	Parent Education Topic	Active Learning	Staff will collaborate on or provide parent education events based on parent interest topics collected at enrollment, and as identified in the strengths and needs questionnaires.	HSPPS 1305.51(a)	Family Advocates Program Parents	Materials Presenters	\$ 500.00	\$ 500.00		
As Needed	0.5	1301 Program Governance	Parent Involvement in Policy Council	Active Learning	Program Parents will understand the voting process and parent involvement in Policy Council.	HSPPS 1301.5	All Staff Program Parents					
										\$ 500.00	\$ -	\$ 500.00
										<b>Budget PA 20 T&amp;TA</b>		

<b>North Idaho College Head Start Budget Justification Narrative 2022-2023</b>	<b>Budget</b>	<b>PA22</b>	<b>COLA</b>	<b>PA20</b>	<b>TANF</b>	<b>Harding Rentals</b>	<b>USDA Reimb.</b>
<b>TOTAL FUNDING</b>	<b>\$ 3,753,833</b>	<b>\$ 3,312,929</b>	<b>\$ -</b>	<b>\$ 33,251</b>	<b>\$ 197,144</b>	<b>\$ 14,000</b>	<b>\$ 196,509</b>
<i>*Start-up costs not included in total budget column</i>							
<b>A. PERSONNEL</b>							
SALARIES	\$ 2,183,154	\$ 2,005,483	\$ -	\$ -	\$ 128,265	\$ -	\$ 49,406
<i>Staff salaries all positions; includes staff professional development and allocations to personnel line items from TANF and CACFP cook salaries/benefits</i>							
<b>B. FRINGE</b>							
HEALTH AND DENTAL INSURANCE, LTD, EAP	\$ 405,115	\$ 368,298	\$ -	\$ -	\$ 23,453	\$ -	\$ 13,364
<i>Required fixed expense as part of the employee benefit package offered to employees. Based on type of insurance taken by employee and employee/employer share. Long-term disability and employee assistance program.</i>							
RETIREMENT - PERSI 12.59%	\$ 206,411	\$ 182,334	\$ -	\$ -	\$ 13,333	\$ -	\$ 10,744
<i>This is a required fixed expense as part of the employee benefit package offered to employees.</i>							
FICA	\$ 166,823	\$ 151,416	\$ -	\$ -	\$ 8,879	\$ -	\$ 6,528
<i>This is a required fixed expense. 7.65</i>							
UNEMPLOYMENT INSURANCE	\$ 10,904	\$ 9,994	\$ -	\$ -	\$ 483	\$ -	\$ 427
<i>This is a required fixed expense.</i>							
WORKER'S COMPENSATION	\$ 18,855	\$ 17,329	\$ -	\$ -	\$ 1,014	\$ -	\$ 512
<i>This is a required fixed expense.</i>							
<b>C. TRAVEL</b>							
POLICY COUNCIL - OUT OF AREA TRAVEL	\$ 1,500	\$ -	\$ -	\$ 1,500	\$ -	\$ -	\$ -
<i>Calculated at 40% transportation, 40% lodging, 20% per diem (three PC reps to IHSA Conference)</i>							
STAFF - OUT OF AREA TRAVEL	\$ 14,125	\$ 5,000	\$ -	\$ 9,125	\$ -	\$ -	\$ -
<i>Cost of travel related to travel outside of these service area for the Director (x4) &amp; Managers (x8) to attend Regional and National OHS and NHSA training and membership meetings and events. Calculated at 40% transportation, 40% lodging, 20% per diem.</i>							
<b>D. EQUIPMENT</b>							
EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Cost to purchase or replace equipment valued at \$5,000 or more (inventoried). Includes sensory screening equipment (hearing and vision) vision)</i>							

<b>E. SUPPLIES</b>														
CLASSROOM	\$	38,207	\$	35,703	\$	-	\$	-	\$	2,504	\$	-	\$	-
<i>Cost of supplying classrooms with consumable and non-consumables supplies, literacy items, small furniture items, and allocation per student for supplies.</i>														
OFFICE SUPPLIES - PROGRAM	\$	15,090	\$	14,399	\$	-	\$	-	\$	691	\$	-	\$	-
<i>Office supplies including, but not limited to office furniture, copy paper, and consumable supply items that are used in common by all centers.</i>														
OFFICE SUPPLIES - ADMINISTRATION	\$	5,500	\$	5,500	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Cost for consumable office supplies to support the administration/central office.</i>														
MAINTENANCE SUPPLIES	\$	19,326	\$	17,756	\$	-	\$	-	\$	661	\$	909	\$	-
<i>Cost of supplies to maintain 9 centers, general up-keep not related to major repairs, blinds and flooring, tools, paint, etc.</i>														
EDUCATION SUPPLIES	\$	15,595	\$	13,971	\$	-	\$	675	\$	949	\$	-	\$	-
<i>Cost for education software to provide services.</i>														
COMPUTER REPAIRS/SUPPLIES & EQUIPMENT	\$	18,480	\$	17,268	\$	-	\$	-	\$	1,212	\$	-	\$	-
<i>Purchase variety of components to maintain computers, faxes, and printers in all of our centers. Purchase computers, printers, monitors, fax machines.</i>														
OTHER SUPPLIES - CUSTODIAL/CLEANING	\$	17,157	\$	12,719	\$	-	\$	-	\$	802	\$	3,636	\$	-
<i>Cost of cleaning supplies and consumable sanitation supplies for centers and the Harding Family Center. Also small cleaning tools including vacuums and mops.</i>														
OTHER SUPPLIES - MEAL SERVICE - SUNDRIES	\$	1,530	\$	1,330	\$	-	\$	-	\$	-	\$	-	\$	200
<i>Non-creditable food supplies for meal service, nutrition activities, and parent education activities.</i>														
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - FOOD	\$	97,934	\$	-	\$	-	\$	-	\$	-	\$	-	\$	97,934
<i>Creditable food supplies to provide children's meals.</i>														
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - SUPPLIES	\$	6,330	\$	-	\$	-	\$	-	\$	-	\$	-	\$	6,330
<i>Supplies, small equipment, and USDA repair fees</i>														
OTHER SUPPLIES - CHILDREN'S MEAL SERVICE - CONSUMABLES	\$	9,064	\$	-	\$	-	\$	-	\$	-	\$	-	\$	9,064
<i>Consumable supplies, including but not limited to gloves, paper products for meal service.</i>														
OTHER SUPPLIES - POSTAGE	\$	2,492	\$	2,378	\$	-	\$	-	\$	114	\$	-	\$	-
<i>All mailing costs for 8 centers and the administrative office as well as post office box fees.</i>														
OTHER SUPPLIES - COPIER FEE/MAINTENANCE - RENT	\$	6,554	\$	6,144	\$	-	\$	-	\$	410	\$	-	\$	-
<i>This amount covers the copy machine leasing fees, and other copy machine repair expense.</i>														
OTHER SUPPLIES - COPIER FEE/MAINTENANCE	\$	5,980	\$	5,707	\$	-	\$	-	\$	273	\$	-	\$	-
<i>This amount covers copier charges and toner at each center and the Administrative Office.</i>														
OTHER SUPPLIES -IT MAINTENANCE	\$	27,000	\$	27,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Computer and other IT supplies maintenance and repair, including staging, cleaning, updating new software activities-trouble-shooting; server maintenance expenses</i>														

<b>F. CONTRACTUAL</b>														
HEALTH AND NUTRITION SERVICES	\$	2,000	\$	2,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Includes health and nutrition consultant fees.</i>														
FISCAL AUDIT	\$	7,000	\$	7,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Head Start department cost for annual audit conducted by selected auditor.</i>														
MAINTENANCE SERVICES/REPAIRS	\$	31,696	\$	20,180	\$	-	\$	-	\$	2,061	\$	9,455	\$	-
<i>Agreements/contracts to perform maintenance, equipment repairs, lawn care, snow removal, custodial services for the Head Start centers.</i>														
<b>G. CONSTRUCTION</b>														
CONSTRUCTION	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
<i>None planned for this program-year.</i>														
<b>H. OTHER CATEGORY</b>														
<b>OTHER PARENT SERVICES</b>														
POLICY COUNCIL CHILD CARE	\$	2,000	\$	1,786	\$	-	\$	-	\$	214	\$	-	\$	-
<i>Cost of child care for Policy Council members to attend meetings and related activities. Reimbursed based on agency and Idaho Child Care Program reimbursement guidelines. Reimbursed to provider.</i>														
POLICY COUNCIL MEAL SERVICE	\$	1,000	\$	825	\$	-	\$	-	\$	175	\$	-	\$	-
<i>Cost of parent activities and other parent services while at Policy Council meetings requiring meal service.</i>														
POLICY COUNCIL IN AREA MILEAGE	\$	2,154	\$	1,936	\$	-	\$	-	\$	218	\$	-	\$	-
<i>Amount to cover the cost of parent travel to Policy Council meetings at the local level at Grantee reimbursement rate. (16 parents attending 12 monthly meetings each traveling from the five counties in North Idaho)</i>														
POLICY COUNCIL TRAINING MATERIALS	\$	473	\$	-	\$	-	\$	350	\$	123	\$	-	\$	-
<i>Materials and supplies for professional development for governance training, PC orientation notebooks, printing costs for training materials .</i>														
PARENT EDUCATION AT CENTER	\$	500	\$	-	\$	-	\$	500	\$	-	\$	-	\$	-
<i>For supplies to support parent education topics chosen by center parent committees to plan and implement education activities based on parents' goals and objectives of the parent group.</i>														

CHILDREN'S SERVICES														
MEDICAL	\$	2,000	\$	2,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Expenses related to providing medical services to those who do not qualify for CHIP, Medicaid or private insurance and includes the cost of exams and follow-up treatment. Service fees are negotiated with providers using the "payer of last resort" and Medicaid rates when possible.</i>														
DENTAL	\$	2,000	\$	2,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Expenses for dental exams and follow-up for those who are not covered by Medicaid or private insurance. Service fees are negotiated with providers using the "payer of last resort" and Medicaid rates when possible.</i>														
NUTRITION	\$	1,000	\$	1,000	\$	-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
<i>Provides payment for referrals for children and parents needing nutritional services or all children in the program by a registered dietician.</i>														
MENTAL HEALTH/PSYCHOLOGICAL SERVICES	\$	1,000	\$	1,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Provides payment for referrals for children and parents needing psychological services. Parent curriculum brochures and resources, and classroom observation supplies for mental health observations.</i>														
DISABILITY-RELATED SERVICES	\$	1,000	\$	1,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Provides classroom disability assistance, resources and support.</i>														
CLASSROOM SERVICES	\$	30,000	\$	30,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Classroom Teacher/Assistant Teacher/CACFP Meal Preparation and Service provided by NIC Children's Center staff for 16 Head Start Children enrolled at their site.</i>														
LOCAL TRAVEL														
STAFF IN AREA TRAVEL - MILEAGE	\$	25,204	\$	24,096	\$	-	\$	-	\$	1,108	\$	-	\$	-
<i>Mileage reimbursement for staff home visits (5 per family x 299) and staff travel for two all-staff trainings and preservice trainings (all staff x 2 ) within our service area and managers to centers at Grantee reimbursement rates per mile. (Current mileage is .56)</i>														
CACFP STAFF IN AREA MILEAGE	\$	2,395	\$	378	\$	-	\$	-	\$	17	\$	-	\$	2,000
<i>This is the reimbursement of mileage for CACFP staff travel within our service area and Nutrition Consultants mileage to centers at Grantee reimbursement rate.</i>														
DISABILITY TRANSPORTATION	\$	500	\$	500	\$	-	\$	-	\$	-	\$	-	\$	-
<i>This amount is to transport children with disabilities to services using commercial transportation carriers or reimbursement to care providers.</i>														

RENT/LEASE														
RENT	\$	15,600	\$	15,600	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Lease fee for the Shoshone Center located in Kellogg, Idaho.</i>														
RENT	\$	24,000	\$	24,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Lease fee for the Sandpoint Center located in Sandpoint, Idaho</i>														
RENT	\$	15,600	\$	15,600	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Lease for the Lakeland Center located in Rathdrum, Idaho</i>														
RENT	\$	16,800	\$	16,800	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Lease fee for the Julien Bucher Center in Bonners Ferry, Idaho.</i>														
RENT	\$	21,996	\$	21,996	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Lease fee for Community Early Learning Center in Coeur d'Alene/Hayden area, Idaho.</i>														
BUILDING MAINTENANCE AND REPAIR														
BUILDING MAINTENANCE AND REPAIR	\$	5,000	\$	5,000	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Cost to maintain/repair for buildings. Includes HVAC systems, window replacement, repair and maintenance of boiler system and flooring.</i>														
UTILITIES														
TELEPHONE	\$	36,000	\$	34,857	\$	-	\$	-	\$	1,143	\$	-	\$	-
<i>Cost for standard telephone service, fax and modem lines, and long distance to operate the current communication system for 8 centers and the administrative office. Also covers replacement telephone components as needed.</i>														
INTERNET SERVICE PROVIDERS	\$	5,465	\$	4,785	\$	-	\$	-	\$	680	\$	-	\$	-
<i>Cost for Internet service expenses to operate the current communication system for 8 centers and administrative office.</i>														
UTILITIES	\$	67,365	\$	64,279	\$	-	\$	-	\$	3,086	\$	-	\$	-
<i>Payment of utility expenses at each center. Utilities include natural gas, electricity, city and county utilities including water, sewer, garbage, solid waste fees and irrigation fees.</i>														

PUBLICATIONS/ADVERTISING/PRINTING														
PRINTING	\$	3,756	\$	3,668	\$	-	\$	-	\$	88	\$	-	\$	-
<i>Cost of outside professional printing for letterhead, envelopes, business cards, recruitment materials and program forms.</i>														
PUBLICATIONS AND SUBSCRIPTIONS	\$	356	\$	333	\$	-	\$	-	\$	23	\$	-	\$	-
<i>Cost of annual subscriptions to professional publications in early childhood for all centers and program.</i>														
ADVERTISING	\$	555	\$	476	\$	-	\$	-	\$	79	\$	-	\$	-
<i>Cost of newspaper/magazine advertising for recruitment and enrollment, job openings and other announcements as required for the program.</i>														
ACCOUNTING SERVICES														
INDIRECT COSTS	\$	83,697	\$	80,017	\$	-	\$	-	\$	3,680	\$	-	\$	-
<i>Amount charged to Head Start department fiscal and administrative services including payroll, checks, purchasing, vouchers, financial reports using COLLEAGUE and human resource services.</i>														
LIABILITY INSURANCE GENERAL														
LIABILITY INSURANCE GENERAL	\$	13,083	\$	12,508	\$	-	\$	-	\$	575	\$	-	\$	-
<i>Liability coverage including all facilities, occupants, child liability insurance and vehicles through ICRIMP. This is the allocation to Head Start Department.</i>														
OTHER														
PERSONNEL - BACKGROUND CHECKS	\$	9,457	\$	9,019	\$	-	\$	-	\$	438	\$	-	\$	-
<i>Fingerprinting and background checks of all new staff &amp; existing staff 5-yr. renewals, volunteers through the Department of Health and Welfare or City of Coeur d'Alene.</i>														
MEMBERSHIP/DUES	\$	8,954	\$	8,561	\$	-	\$	-	\$	393	\$	-	\$	-
<i>Membership in the Idaho Head Start Association, National Head Start Association, NAEYC, and local community organizations for program and staff.</i>														
STAFF DEVELOPMENT/TRAINING														
REGISTRATION/PRESENTER FEES/MATERIAL FEES	\$	14,800	\$	-	\$	-	\$	14,800	\$	-	\$	-	\$	-
<i>Fees for staff registration at training events. Presenter fees and training materials for staff trainings.</i>														
REGISTRATION/PRESENTER FEES	\$	500	\$	-	\$	-	\$	500	\$	-	\$	-	\$	-
<i>Fees for Policy Council reps for training events, presenter fees for Policy Council trainings.</i>														
REGISTRATION/PRESENTER FEES	\$	500	\$	-	\$	-	\$	500	\$	-	\$	-	\$	-
<i>Fees for Parent Education training events, presenter fees for Parent Education at Centers.</i>														
ACADEMIC TUITION/FEES	\$	5,301	\$	-	\$	-	\$	5,301	\$	-	\$	-	\$	-
<i>Tuition and fees for staff earning their academic degrees for position qualifications</i>														
<b>TOTAL EXPENSES</b>	<b>\$</b>	<b>3,753,833</b>	<b>\$</b>	<b>3,312,929</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>33,251</b>	<b>\$</b>	<b>197,144</b>	<b>\$</b>	<b>14,000</b>	<b>\$</b>	<b>196,509</b>

## North Idaho College Head Start Program Improvement Plan for 2022-2023

North Idaho College Head Start continues to use innovative strategies to conduct a thorough assessment of our strengths and challenges. On November 19, 2021, Policy Council approved our focus for Self-Assessment. On December 10, 2021, an entrance meeting was conducted and teams were formed to make a comprehensive assessment. Teams included parents, staff, administrators, and community stakeholders. The areas of focus agreed upon were Health and Safety; Parent, Family and Community Engagement; ERSEA Strategies; Program Design and Management; and Quality Education and Child Development.

Each team developed a methodology, key insights, a discussion of the progress of the program in meeting its goals and objectives, and recommendations. The following is a summary of our progress and achievement of our 2021-2022 Improvement Plan and our Program Improvement Plan for 2022-2023, based on the most current self-assessment.

**PDM:** The team looked at monitoring and professional development. They reviewed program data to assess risk and different layers of monitoring, paying special attention for identifying multiple layers. They reviewed professional development tracking systems for staff. The goal we identified was to refine the layers of monitoring of non-federal share (in-kind).

**PFCE:** Staff and parents explored the efficacy of Conscious Discipline classroom and parenting curriculum knowledge and implementation. Surveys suggest that more in-depth training is warranted for staff to feel confident in fully utilizing the curriculum. This became an improvement goal for 2021-22. However, after more training and a full year of implementation, only 50% of staff felt they had received enough pd in this area. This will be a repeat goal for 22-23.

**Quality ECD:** The team chose to focus on how teaching teams are individualizing in the classroom and how teaching teams are engaging parents in influencing classroom activities. No systemic issues were identified.

**ERSEA:** Our PC parent reviewed each center's recruitment plan and progress reports. Suggestions were made for adding more specific details to the Center Report.

---

**Health and Safety:** The team reviewed Covid-19 policies and procedures and assessed how the program is maintaining clean and healthy environments. It was suggested that training of new staff and volunteers on health and safety measures regarding communicable disease response on-site be added to the center-based professional development plan.



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

**North Idaho College Head Start  
PY2022-2023 PROGRAM IMPROVEMENT PLAN  
Goal #1 – Repeat Goal**

Action Item & Outcomes	Person Responsible	Documentation	Projected Completion Date	Completed
<b>Parent Family and Community Engagement</b>				
<ul style="list-style-type: none"> <li><b><i>Training and Implementation of Conscious Discipline Parenting Curriculum: The MHC, Ed/Dis Manager and FSM will train all Family Advocates for implementing with fidelity with at least one series at each site, for both parents and staff and volunteers, each year.</i></b></li> </ul>	Family Services Manager Mental Health Consultant Education/Disabilities Manager	Program Professional Development Plan and Parent Education Plans for each center for 22/23	<b>December, 2022</b>	
<p><b>Comments: Although progress was made on this goal, with only 50% of staff feeling confident in their level of understanding and implementation of our parenting curriculum, more targeted training and strategies will be implemented to use the curriculum to its fullest potential.</b></p>				

North Idaho College Head Start  
**PY2022-2023 PROGRAM IMPROVEMENT PLAN**  
**Goal #2**

Action Item & Outcomes	Person Responsible	Documentation	Projected Completion Date	Completed
<b>Program Design and Quality Improvement</b>				
<i><b>Develop a Non-federal Share Monitoring Procedure and Checklist for 2<sup>nd</sup> and 3<sup>rd</sup> level monitoring of non-federal share</b></i>	Family Services Manager and Fiscal Specialist	Procedure  Monitoring Checklist  Training log	July 1, 2022  July 1, 2022  September 1, 2022	
<b>Comments:</b>				

North Idaho College Head Start  
**PY21-22 – PROGRAM IMPROVEMENT PLAN**

Action Item & Outcomes	Person Responsible	Documentation	Projected Completion Date	Completed
<b>Designing Quality Health Program Services</b>				
<i>Update and revamp Emergency Manual review and emergency plan procedures for monthly staff meetings</i>	Health Services Manager	Staff Meeting Agendas	<b>July 1, 2021</b>	July 1, 2021
<p><b>Comments:</b></p> <p><b>Emergency Manual and emergency plan procedures were updated and enhanced. Policies and procedures were embedded into topics for all monthly staff meetings.</b></p>				

**BOARD OF TRUSTEES MEETING**  
**February 23, 2022**

---

**TAB 4**

**SUBJECT**

First Reading: Request for Head Start Non-Federal Share Waiver 10CH011536  
Period of Funding: 07/01/21 through 6/30/22

**BACKGROUND**

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

**DISCUSSION**

Historically, North Idaho College Head Start has regularly met its annual requirement of 20% non-federal share. Due to the unprecedented challenges caused by the current pandemic, the program is trending short of the non-federal share requirement of \$836,545. All historic sources of non-federal share have been reviewed and we have concluded that we will be able to meet 70% of the non-federal share requirement; therefore, we are seeking a waiver of \$251,000 (which represents 30% of the required amount). North Idaho College staff, parents, volunteers, community partners and Policy Council will continue to aggressively seek sources of non-federal share during this budget period which may result in a higher proportionate share than presented below.

<b>NORTH IDAHO COLLEGE HEAD START</b> Non-Federal Share Waiver Request FY21-22			
<b>FUNDED</b>		<b>EXPECTED</b>	
Federal Share	\$3,346,180	Federal Share	\$3,346,180
Non-Federal Share	\$836,545	Non-Federal Share Expected	\$585,545
		<b>Waiver Request:</b>	<b>\$251,000</b>

**FINANCIAL IMPACT**

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

**REQUESTED BOARD ACTION**

In its capacity as the governing board, and to adhere to requirements in the Head Start Program Performance Standards (HSPPS), North Idaho College Head Start requests that the board consider a motion for a partial waiver of the required 20% non-federal share for grant period 7/1/21 – 6/30/22.

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

**BOARD OF TRUSTEES MEETING**  
**February 23, 2022**

---

**TAB 5**

**SUBJECT**

Revised Policy 2.03.02: Stewardship of College Assets

**BACKGROUND**

Stewardship of College Assets Policy # 2.03.02 has been reviewed by appropriate staff as part of the college's comprehensive policy review process.

**DISCUSSION**

Revisions have been made to provide a more comprehensive outline of the purpose and intent of this policy to ensure accountability and stewardship of the institution's resources.

**COMMITTEE ACTION**

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

**FINANCIAL IMPACT**

None.

**REQUESTED BOARD ACTION**

This is the first reading and no action is requested at this time.

Prepared by:  
Sarah Garcia,  
Interim VP for Finance and Business Affairs/Controller

# Policy

Policy # 2.03.02

Effective Date 3/25/09

Revised: 2/26/14

<p><i>(Impact Area - Dept Name)</i>  <del>Business Office of Finance and Facilities Operations</del></p>	<p><i>(General Subject Area)</i>                  Business and Facilities Operations</p>	<p><i>(Specific Subject Area)</i>  <del>Policy encompasses Policy Manual Sections VI and VII</del>                  Stewardship of College Assets</p>
	<p><b>Author:</b>                  VP for Finance and Business Affairs</p>	<p><b>Supersedes Policy</b></p>
<p><b>Relates to Procedure #</b></p>	<p><b>Impact:</b>                  To provide for proper stewardship of college assets.</p>	
<p><b>Legal Citation (if any):</b></p>		
<p><b>North Idaho College</b></p>		

Policy Narrative

[Page 1 of 1]

The North Idaho College ~~Business Office of Finance and Business~~, under the guidance of the board of trustees and the college president **in accordance with college policy**, shall adopt **develop** practices **to support the college's mission, vision, and values**. for two goals **These practices will:**

1. **be documented in the Administrative Services Operational Guidelines Manual;**
2. ~~to maintain~~ **ensure** record keeping for the receipt, use, and disbursement of all funds and other assets received or possessed by North Idaho College;
3. **ensure compliance with state and federal laws;**
4. ~~to provide~~ for the safety of students, employees, and the public through the development and publication of risk management guidelines;
5. **ensure stewardship of all funds and assets owned and entrusted to the college and used for their intended purposes.**

~~These practices shall be codified in the Administrative Services Operational Guidelines and shall ensure all assets are protected and used for their intended purposes.~~ In an effort to ensure accountability and to ensure stewardship of the institution's finite resources, the vice president for Finance and Business Affairs or his/her designee will communicate changes in the Administrative Services Operational Guidelines Manual to constituent groups.

**BOARD OF TRUSTEES MEETING**  
**February 23, 2022**

---

**TAB 6**

**SUBJECT**

Revised Policy #3.02.12: External Employment and Professional Consulting

**BACKGROUND**

Policy #3.02.12 has been reviewed through the college's established comprehensive policy review process.

**DISCUSSION**

Revisions have been made to update this policy and make it clearer.

**COMMITTEE ACTION**

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

**FINANCIAL IMPACT**

None.

**REQUESTED BOARD ACTION**

First Reading. No action requested at this time.

Prepared by Karen Hubbard  
Chief Human Resources Officer

# Policy

Policy # 3.02.12

Revised Date: 6/22/16

<p><i>(Impact Area - Dept Name)</i></p> <p>Employees</p>	<p><i>(General Subject Area)</i></p> <p>Conditions of Employment</p>	<p><i>(Specific Subject Area)</i></p> <p>External Employment and Professional Consulting</p>
<p><b>Relates to Procedure #</b></p>	<p><b>Impact:</b></p>	
<p><b>Legal Citation (if any):</b></p>		
<p><b><i>North Idaho College</i></b></p>		

Policy Narrative

[Page 1 of 2]

## ~~A. PROFESSIONAL CONSULTING IN ADDITION TO WORKLOAD~~

~~To maintain and increase the competence of North Idaho College (NIC) employees, the board encourages the sharing of professional knowledge with the community at large. Limited outside activities in an employee's discipline or area of specialization are encouraged if to the extent that they contribute to the improvement of teaching skills employee development, provide a needed professional service and/or advance the cause of promote college/community relations. As used in this policy, "consulting" is defined to include any paid or unpaid professional activity or employment that is external to NIC or is clearly beyond the employee's regularly assigned duties for which the employee is appointed and paid by NIC.~~

~~Benefits eligible Faculty and staff on full-time appointment owe their primary employment responsibility to North Idaho College NIC and. They are expected to fulfill, to the best of their abilities, the responsibilities established in their respective position descriptions and employment documents. Full-time employment requires a work effort as prescribed by signed contract.~~

## **B. A. PRIVATE EXTERNAL EMPLOYMENT AND/OR CONSULTING**

1. Employers and clients must always be informed that the faculty or staff member is acting as a private consultant or employee and that NIC is not a party to the contract, nor liable, nor responsible for the performance thereof. The name, "North Idaho College" and logo are the exclusive properties of NIC and



consequently should not be used in support of claims, advertisements, or the deliverables of any private consulting. NIC stationery or letterhead may be used only for official NIC business.

2. Employees must secure from the appropriate vice president approval for any activities which require absences. ~~use accrued vacation or personal days for absences related to private consulting work.~~
3. ~~Administrative approval for~~ Consulting by NIC employees may be granted only when the proposed activity satisfies **must satisfy** the following criteria:
  - a. It will not impair, in quality or quantity, the performance of the employee's **regularly** assigned duties.
  - b. It does not involve the use of any NIC supplies, equipment, or facilities, except as provided in a current agreement with **approved by** the appropriate vice president **president's cabinet (PC) member**.
  - c. It is not contrary to NIC's best interests.
4. ~~Administrative approval is not required for activities in which the employee engages during periods of vacation leave, non-duty hours, or on college and legal holidays.~~

#### **G. B. CONSULTING PERFORMED FOR NIC**

1. Whenever possible, NIC will look to the expertise of its own employees first, **providing it will not impair, in quality or quantity, the performance of the employee's regularly assigned duties.**

1. Consulting services that are performed for NIC as part of the employee's regularly assigned duties are not a basis for additional compensation.

Extra **Additional** compensation may be authorized **using the stipend process** for consulting services to NIC that are clearly beyond the employee's **regularly** assigned duties. Each instance of extra **additional** compensation is subject to **approval by Human Resources and the appropriate president's PC member** approval before the work is performed and payment can be made. Such services are subject to the limitations on private consulting stated in B-3.

2. **Approval for additional compensation is contingent on the following:**

~~Prior approval by the employee's departmental administrator must include a certification that:~~

- a. The work to be performed is an overload **outside of the employee's regularly assigned duties.**
- b. ~~Work schedules cannot be rearranged to include the work in the employee's regular duties.~~
- b. No other qualified NIC personnel **employees** are available to do the work

as a part of their regular duties.

~~The name, "North Idaho College," and logo are the exclusive properties of NIC and consequently should not be used in support of claims, advertisements, or the contents of any private consulting reports. NIC stationery or letterhead may be used only for official NIC business.~~

**BOARD OF TRUSTEES MEETING**  
**February 23, 2022**

---

**TAB 7**

**SUBJECT**

Revised Policy #3.02.05: Employment of Related Parties

**BACKGROUND**

Policy #3.02.05 has been reviewed through the college's established comprehensive policy review process.

**DISCUSSION**

Revisions have been made to update this policy and make it clearer.

**COMMITTEE ACTION**

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

**FINANCIAL IMPACT**

None.

**REQUESTED BOARD ACTION**

First Reading. No action requested at this time.

Prepared by Karen Hubbard  
Chief Human Resources Officer

# Policy

Policy # 3.02.05

Revised Date: 9/24/14

<p><i>(Impact Area - Dept Name)</i></p> <p>Employees</p>	<p><i>(General Subject Area)</i></p> <p>Conditions of Employment</p>	<p><i>(Specific Subject Area)</i></p> <p>Employment of Related Parties</p>
<p><b>Relates to Procedure #</b></p>	<p><b>Author:</b> Human Resources      <b>Supersedes Policy #</b></p>	
<p><b>Impact:</b></p>		
<p><b>Legal Citation (if any):</b></p>		
<p><b>North Idaho College</b></p>		

Policy Narrative

[Page 1 of 1]

It is the goal of the college to have employees treated fairly during their employment. As such, the college has implemented ~~this policies to reduce the potential for unfairness~~ **reduce the potential for perceived or actual conflict of interest** in the employment relationship between ~~of related parties. blood relatives, members of the same household or individuals involved in a close personal relationship (Related Parties).~~ **of related parties.** It is contrary to this policy for Related Parties to ~~No employee may be in a position that directly or indirectly influences decisions related pertaining to the recruitment, hiring, or the terms and conditions of employment of the other a related party. This includes anyone in the chain of supervision.~~ **No employee may be in a position that directly or indirectly influences decisions related pertaining to the recruitment, hiring, or the terms and conditions of employment of the other a related party. This includes anyone in the chain of supervision.**

~~For the purposes of this policy, "related party" includes the employee's relatives, spouse/domestic partner's relatives, significant other, or persons living in the same household.~~ **For the purposes of this policy, "related party" includes the employee's relatives, spouse/domestic partner's relatives, significant other, or persons living in the same household.**

~~Prior to an offer of employment to a related party, All employees must promptly report disclose to Human Resources the status of any relationship that would qualify as a Related Party under this policy if the related party would be in the same chain of supervision.~~ **Prior to an offer of employment to a related party, All employees must promptly report disclose to Human Resources the status of any relationship that would qualify as a Related Party under this policy if the related party would be in the same chain of supervision.**

~~In the event a relationship between parties is established or disclosed during employment, The college reserves the right to transfer one or both of the Related Parties to different positions at the college so that neither party is in a position of decision-making authority or significant influence over the other for the terms and conditions of their employment. In order to avoid an actual or perceived conflict of interest, the college may take any employment action so that neither party is in a~~ **In the event a relationship between parties is established or disclosed during employment, The college reserves the right to transfer one or both of the Related Parties to different positions at the college so that neither party is in a position of decision-making authority or significant influence over the other for the terms and conditions of their employment. In order to avoid an actual or perceived conflict of interest, the college may take any employment action so that neither party is in a**

position of having decision-making authority or significant influence over the other. ~~including without limitation,~~ This may include transferring Related Parties to different positions, changing their job duties, and/or terminating one or both parties from employment. The implementation of this policy should be carried out by the executive director of Chief Human Resources Officer and the appropriate vice president President's Cabinet member.