



COLLEGE OF SOUTHERN IDAHO BOARD OF TRUSTEES



July 18, 2011

EXECUTIVE SESSION

5:00 p.m.

Taylor Building – President’s Board Room

BOARD OF TRUSTEES MEETING

6:00 p.m.

Taylor Building – SUB 248

AGENDA

APPROVAL OF MEETING AGENDA: (A) *Chairman Scholes*

MINUTES – EXECUTIVE SESSION JUNE 20, 2011: (A) *Mike Mason*

MINUTES – REGULAR MEETING OF JUNE 20, 2011: (A) *Mike Mason*

MINUTES – SPECIAL SESSION JULY 1, 2011: (A) *Mike Mason*

MINUTES – EXECUTIVE SESSION JULY 1, 2011: (A) *Mike Mason*

TREASURER’S REPORT: (A) *Mike Mason*

OPEN FORUM:

HEAD START REPORT: (A) *Mike Mason*

HEAD START 2011 COMMUNITY ASSESSMENT: (A) *Mike Mason*

ADDITION TO QUALITY FOOD LAB REQUEST FOR BUILDING: (A) *Mike Mason*

SENATE BILL 1207 FUNDS: (A) *Mike Mason*

SUMMER 2010 ENROLLMENT REPORT: (I) *Dr. Jeff Fox*

PASSPORTS AND PASSAGES SYMPOSIUM FOR IDAHO ENGLISH TEACHERS:

(I) *Dr. Jennifer Emery Davidson & Judy Hansen*

PRESIDENT’S REPORT: (I) *President Beck*

OLD BUSINESS

NEW BUSINESS

THE COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
JULY BOARD OF TRUSTEES MEETING
JULY 18, 2011

CALL TO ORDER: 6:00 p.m. Presiding: Dr. Thad Scholes

Attending: Trustees: Dr. Thad Scholes, Dr. Allan Frost,
Donna Brizee, Bob Keegan and Karl Kleinkopf

College Administration: Gerald L. Beck, President
John M. Mason, Vice President of Administration
Dr. Jeff Fox, Executive Vice President and Chief
Academic Officer
Dr. Todd Schwarz, Instructional Dean
Dr. Ken Campbell, Dean of Technology
Scott Scholes, Dean of Student Services
Jeff Harmon, Dean of Finance
Randy Dill, Physical Plant Director
Monty Arrossa, Director of Human Resources
Kathy Deahl, Administrative Assistant to the
President

CSI Employees: Deb Wilson, Judy Hansen and Jenny Emery
Davidson

Visitors: None

Faculty Representative: Kim Madsen and Evin Fox

PACE Representative: Brandi Turnipseed and Erin Devlin

Times News: Amy Huddelston

The agenda was approved on MOTION by Dr. Allan Frost.
Affirmative vote was unanimous.

MINUTES OF THE EXECUTIVE SESSION OF JUNE 20, 2011, THE REGULAR
MEETING OF JUNE 20, 2011, THE EXECUTIVE SESSION OF JULY 1,
2011 AND THE SPECIAL SESSION OF JULY 1, 2011 WERE APPROVED AS
WRITTEN on MOTION by Dr. Allan Frost. Affirmative vote was
unanimous.

TREASURER'S REPORT: The Treasurer's report was accepted on
MOTION by Donna Brizee. Affirmative vote was unanimous.

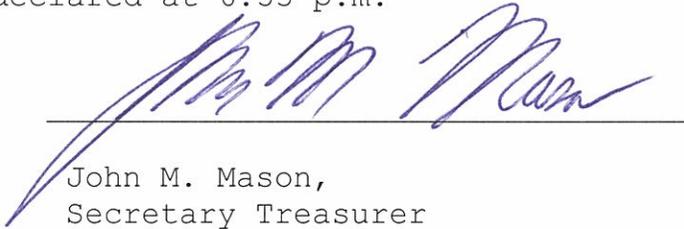
There were no speakers for Open Forum.

Board Agenda Items:

1. Mike Mason reviewed the monthly Head Start/Early Head Start operational and fiscal reports with the Board. The Board approved the reports on MOTION by Dr. Allan Frost. Affirmative vote was unanimous.
2. The Board accepted the Head Start/Early Head Start Community Assessment on MOTION by Bob Keegan. Affirmative vote was unanimous.
3. The Board approved the transferring of the \$667,700 of Senate Bill 1270 funds to a separate account to be utilized for enrollment related expenses on MOTION by Dr. Allan Frost. Affirmative vote was unanimous.
4. The Board approved the proposal to allow the Idaho State Department of Agriculture to construct an addition of approximately 1,200 square feet on the southwest side of the Idaho Food Quality Assurance Lab and to allow a temporary storage unit on the site until the construction is complete on MOTION by Bob Keegan. Affirmative vote was unanimous.
The Board's intent is that the storage unit will not be on campus for more than three years. If the storage unit is still on campus after three years, the issue will be brought back to the Board for approval.
5. Dr. Jeff Fox reported that summer school enrollment was up from 2,000 students in fiscal year 2010 to 2,200 students in fiscal year 2011. Students are offered various options for class start times and duration of classes.
6. Dr. Jenny Emery Davidson and Judy Hansen reported on the Passports and Passages Symposium for Idaho English Teachers. The symposium completed its sixth year and had forty participants from twenty four different organizations. President Beck thanked them for their outstanding work on the program.

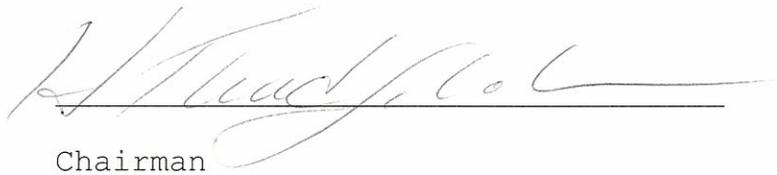
7. President Beck reported his activities for the month to the Board.

ADJOURNMENT was declared at 6:53 p.m.



John M. Mason,
Secretary Treasurer

Approved: August 15, 2011



Chairman

PROUD TO BE PART OF THE CSI FAMILY



COLLEGE OF SOUTHERN IDAHO HEAD START/EARLY HEAD START

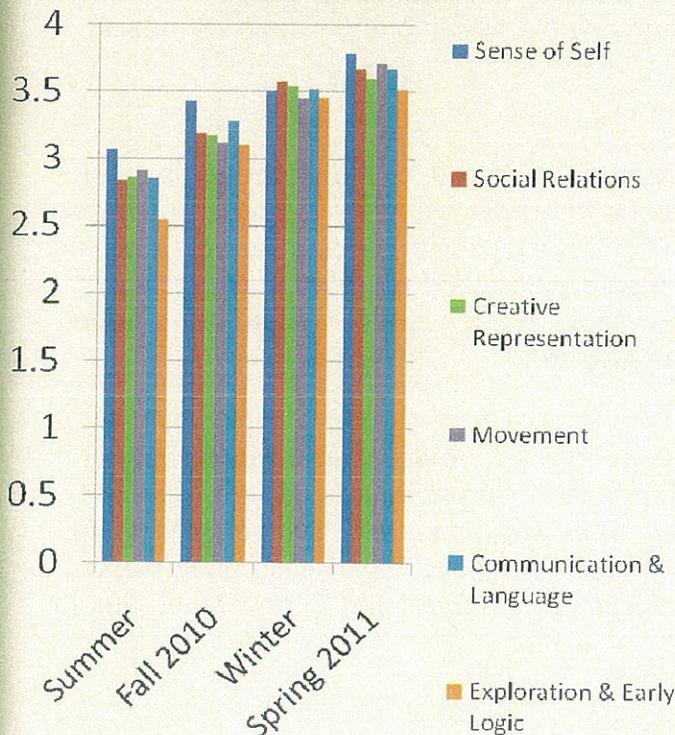


Ongoing Child Assessment

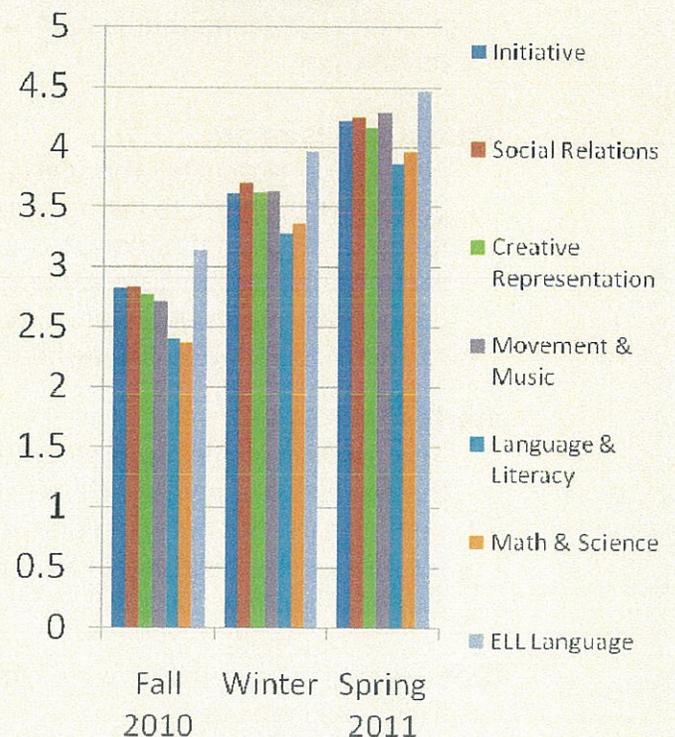
- The Child Observation Record (COR) is our program's ongoing assessment developed from the High/Scope Curriculum, completed three times per year for Head Start and four times a year for Early Head Start.
- Staff and parents take and score anecdotes on the children. The anecdotes are scored from a level 0 to a level 5, with 0 being a lower skill level and increasing to more advanced skill levels.
- For Head Start, the COR is made up of 32 items in 7 categories. For Early Head Start there are 28 items divided into 6 categories.
- Head Start outcomes are tracked three times a year and Early Head Start outcomes four times a year as it is a year-round program.
- Child goals are developed with parents at the beginning of enrollment and are supported both at home and in class or socializations. The progress of goals are tracked and refined using the COR.
- Overall Head Start (below right) had a 1.5 level increase among children from the beginning to the end of the school year. Early Head Start had a 1 level increase from the beginning to the end of its program year.

Comparison Summary for Head Start /Early Head Start Data

Early Head Start



Head Start



**College of Southern Idaho Head Start/ Early Head Start
Monthly Program Summary
For June 2011**

Enrollment

Early Head Start	80
Total	80 *

* Early Head Start services are provided year round including the summer months. Head Start services are suspended for the summer months and will resume again in August.

Program Options

Part-day/ Part-year, Double Sessions, School District, Pre- K, Early Head Start.

Program Participation for June

EHS Home Visit Completion Rate	89%
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Meals and Snacks

Total meals served for May	98
Total snacks served for May	0

Education

Several staff continue to work towards their B.A./ B.S., AA/ AAS, and CDA degrees over the summer in order to meet the 2013 Head Start/ Early Head Start mandates for education requirements. The week of August 15-19 is Head Start/ Early Head Start Pre-Service. Staff will receive training on various topics which will include home visiting using motivational interviewing, team work and personal styles, High/Scope curriculum, child abuse and neglect, USDA requirements, transportation, the PROMIS database, and infant development. This is an annual training that is part of the program's Training and Technical Assistance Plan.

Parent Involvement

Head Start is actively recruiting children and families for the upcoming school year. The program is taking applications throughout our service area and acceptance of children has begun and will continue through July and August. Activities for parents and families throughout the summer were reported in center news letters last month and staff remain available at each center with summer hours to serve current and future head start children.

Early Head Start

The program anticipates that 20 EHS children to transition into Head Start for the next program year. EHS is currently recruiting pregnant women, teen parents and families with children birth to three years old. EHS is also gearing up for pre-service Training in August with guest speaker Peggy King of Portland State University. She will present information on Fetal and Infant Development.

Documents for Board Review/ Approval:

Financial Reports
Dispute Resolution, sent 6/17/11
Shared Governance, sent 6/17/11

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE	BALANCE OF BUDGET	PROJ %	ACTUAL %
SALARIES	\$ 2,459,057.00	\$ 199,870.12	\$ 1,237,702.50	\$ 1,221,354.50	\$ 1,221,354.50	50.0%	50.3%
BENEFITS	\$ 1,372,489.00	\$ 114,164.00	\$ 664,276.12	\$ 708,212.88	\$ 708,212.88	50.0%	48.4%
OUT OF AREA TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
SUPPLIES							
OFFICE CONSUMABLES	\$ 13,200.00	\$ 2,354.17	\$ 9,531.74	\$ 3,668.26	\$ 3,668.26	65.0%	72.2%
CLASSROOM SUPPLIES	\$ 15,700.00	\$ 1,517.49	\$ 11,033.05	\$ 4,666.95	\$ 4,666.95	65.0%	70.3%
CENTER SUPPLIES	\$ 22,560.00	\$ 480.05	\$ 7,498.47	\$ 15,061.53	\$ 15,061.53	50.0%	33.2%
TRAINING SUPPLIES	\$ 15,200.00	\$ 7,893.32	\$ 8,956.64	\$ 6,243.36	\$ 6,243.36	65.0%	58.9%
FOOD	\$ 9,700.00	\$ 326.50	\$ 1,036.88	\$ 8,663.12	\$ 8,663.12	18.0%	10.7%
CONTRACTUAL				\$ -	\$ -		
OTHER							
CONTRACTS	\$ 14,390.00	\$ 390.00	\$ 10,368.21	\$ 4,021.79	\$ 4,021.79	65.0%	72.1%
MEDICAL	\$ 10,200.00	\$ 1,182.60	\$ 3,696.27	\$ 6,503.73	\$ 6,503.73	50.0%	36.2%
DENTAL	\$ 13,760.00	\$ 296.86	\$ 1,785.16	\$ 11,974.84	\$ 11,974.84	50.0%	13.0%
CHILD TRAVEL	\$ 89,500.00	\$ 12,537.59	\$ 72,092.91	\$ 17,407.09	\$ 17,407.09	50.0%	80.6%
EMPLOYEE TRAVEL	\$ 30,000.00	\$ 6,695.07	\$ 20,939.26	\$ 9,060.74	\$ 9,060.74	50.0%	69.8%
CAREER DEVELOP	\$ 5,000.00	\$ 580.79	\$ 2,202.24	\$ 2,797.76	\$ 2,797.76	50.0%	44.0%
PARENT TRAINING	\$ 21,990.00	\$ 816.66	\$ 11,744.97	\$ 10,245.03	\$ 10,245.03	55.0%	53.4%
SPACE	\$ 101,860.00	\$ 3,156.19	\$ 22,937.06	\$ 78,922.94	\$ 78,922.94	50.0%	22.5%
UTILITIES	\$ 53,700.00	\$ 4,701.05	\$ 30,903.11	\$ 22,796.89	\$ 22,796.89	50.0%	57.5%
TELEPHONE	\$ 30,973.00	\$ 3,344.36	\$ 18,943.86	\$ 12,029.14	\$ 12,029.14	50.0%	61.2%
OTHER	\$ 41,000.00	\$ 4,162.67	\$ 34,758.82	\$ 6,241.18	\$ 6,241.18	50.0%	84.8%
TOTAL DIRECT COSTS	\$ 4,320,279.00	\$ 364,469.49	\$ 2,170,407.27	\$ 2,149,871.73	\$ 2,149,871.73	49.1%	50.2%
ADMIN COSTS	\$ 275,763.00	\$ 23,766.43	\$ 132,313.55	\$ 143,449.45	\$ 143,449.45	50.0%	48.0%
GRAND TOTAL	\$ 4,596,042.00	\$ 388,235.92	\$ 2,302,720.82	\$ 2,293,321.18	\$ 2,293,321.18	49.6%	50.1%
IN KIND NEEDED	\$ 1,183,673.00						
IN KIND GENERATED	\$ 601,271.88	51% of Total Needed					
IN KIND (SHORT)/LONG	\$ (582,401.12)						
PROCUREMENT CARD EXPENSE	\$ 5,433.36	1% of Total Expense					

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE	BALANCE OF BUDGET	PROJ %	ACTUAL %
SALARIES	\$ 525,665.00	\$ 38,009.26	\$ 373,944.23	\$ 151,720.77	\$ 151,720.77	75.0%	71.1%
BENEFITS	\$ 250,739.00	\$ 19,241.71	\$ 183,410.54	\$ 67,328.46	\$ 67,328.46	75.0%	73.1%
OUT OF AREA TRAVEL	\$ 31,760.00	\$ 1,461.89	\$ 31,193.48	\$ 566.52	\$ 566.52	85.0%	98.2%
EQUIPMENT	\$ 19,000.00	\$ 18,944.89	\$ 18,944.89	\$ 55.11	\$ 55.11	100.0%	99.7%
SUPPLIES							
OFFICE CONSUMABLES	\$ 3,500.00	\$ 302.21	\$ 1,569.31	\$ 1,930.69	\$ 1,930.69	75.0%	44.8%
CENTER SUPPLIES	\$ 10,332.00	\$ 713.87	\$ 7,855.42	\$ 2,476.58	\$ 2,476.58	75.0%	76.0%
CLASSROOM SUPPLIES	\$ 20,500.00	\$ 379.29	\$ 20,786.87	\$ (286.87)	\$ (286.87)	75.0%	101.4%
TRAINING SUPPLIES	\$ 2,000.00	\$ 996.00	\$ 1,345.94	\$ 654.06	\$ 654.06	75.0%	67.3%
FOOD	\$ 2,987.00	\$ -	\$ 363.12	\$ 2,623.88	\$ 2,623.88	30.0%	12.2%
CONTRACTUAL							
OTHER							
CONTRACTS	\$ 60,000.00	\$ 7,218.60	\$ 26,035.95	\$ 33,964.05	\$ 33,964.05	75.0%	43.4%
MEDICAL	\$ 27,000.00	\$ 384.00	\$ 3,746.80	\$ 23,253.20	\$ 23,253.20	67.0%	13.9%
DENTAL	\$ 20,000.00	\$ -	\$ 228.00	\$ 19,772.00	\$ 19,772.00	67.0%	1.1%
CHILD TRAVEL	\$ -						
EMPLOYEE TRAVEL	\$ 4,500.00	\$ 758.90	\$ 4,593.42	\$ (93.42)	\$ (93.42)	75.0%	102.1%
CAREER DEVELOP	\$ 7,681.00	\$ 665.00	\$ 5,213.85	\$ 2,467.15	\$ 2,467.15	80.0%	67.9%
PARENT TRAINING	\$ 2,500.00	\$ 50.05	\$ 2,029.15	\$ 470.85	\$ 470.85	75.0%	81.2%
FACILITIES/CONST. *	\$ 376,590.00	\$ 11,506.15	\$ 30,278.63	\$ 346,311.37	\$ 346,311.37	15.0%	8.0%
UTILITIES	\$ 6,200.00	\$ 332.48	\$ 3,545.65	\$ 2,654.35	\$ 2,654.35	67.0%	57.2%
TELEPHONE	\$ 7,219.00	\$ 457.16	\$ 3,295.20	\$ 3,923.80	\$ 3,923.80	67.0%	45.6%
OTHER	\$ 4,168.00	\$ -	\$ 3,556.83	\$ 611.17	\$ 611.17	75.0%	85.3%
TOTAL DIRECT COSTS	\$ 1,382,341.00	\$ 101,421.46	\$ 721,937.28	\$ 660,403.72	\$ 660,403.72	69.9%	52.2%
ADMIN COSTS	\$ 62,330.00	\$ 4,698.83	\$ 44,250.78	\$ 18,079.22	\$ 18,079.22	67.0%	71.0%
GRAND TOTAL	\$ 1,444,671.00	\$ 106,120.29	\$ 766,188.06	\$ 678,482.94	\$ 678,482.94	77.5%	70.2%
IN KIND NEEDED	\$ 272,692.00						
IN KIND GENERATED	\$ 196,824.61	72%	* Includes carryover of \$353,904 for Facilities Construction in Minidoka				
			** Actual percentage does not include the earmarked amount for facilities				
IN KIND (SHORT)/LONG	\$ (75,867.39)						



College Of Southern Idaho
HEAD START/EARLY HEAD START
998 Washington St. N.
PO Box 1238
Twin Falls, Idaho 83303-1238
208-736-0741



July 12, 2011

To: President Beck and the College of Southern Idaho Board of Trustees

From: Mancole Fedder, Director

Re: 2011 Community Assessment

The following is a short description of what the community assessment is and why we engage in completing one in the manner in which we do. Also, we hi-light briefly, some interesting pieces of information that come from the process; A full copy is always available for review.

First, the performance standard that gives Early Head Start/Head Start our direction and the specific guidance that we must follow.

§ 1305.3 Determining community strengths and needs.

(c) Each Early Head Start and Head Start grantee **must conduct a Community Assessment within its service area once every three years.** The Community Assessment must include the collection and analysis of the following information about the grantee's Early Head Start or Head Start area:

- (1) The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;
- (2) Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each;
- (3) The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies;
- (4) Data regarding the education, health, nutrition and social service needs of Head Start eligible children and their families;
- (5) The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and by institutions in the community that serve young children;

(6) Resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessments of their availability and accessibility.

(d) The Early Head Start and Head Start grantee and delegate agency **must use information from the Community Assessment to:**

(1) Help determine the grantee's philosophy, and its long-range and short-range program objectives;

(2) Determine the type of component services that are most needed and the program option or options that will be implemented;

(3) Determine the recruitment area that will be served by the grantee, if limitations in the amount of resources make it impossible to serve the entire service area.

(4) If there are delegate agencies, determine the recruitment area that will be served by the grantee and the recruitment area that will be served by each delegate agency.

(5) Determine appropriate locations for centers and the areas to be served by home-based programs; and

(6) Set criteria that define the types of children and families who will be given priority for recruitment and selection.

(e) **In each of the two years following completion of the Community Assessment the grantee must conduct a review to determine whether there have been significant changes in the information described in paragraph (b) of this section.** If so, the Community Assessment must be updated and the decisions described in paragraph (c) of this section must be reconsidered.

Needs can be defined as the gap between what a situation is and what it should be. A need can be felt by an individual, a group, or an entire community. It can be as concrete as the need for food and water or as abstract as improved community cohesiveness. Examining needs helps us discover what is lacking, and points us in the direction of future improvement.

There are many good reasons to identify needs and resources. These include:

- Understanding the environment in which you will be working.
- Knowing how the community feels about an issue and what members think needs to be done about it. Getting the opinions of community members, while at the same time mapping the resources and limitations of the area, gives a holistic view of the issue.
- Making decisions about priorities for program or system improvement. Once you have assessed the community, it is much easier to make improvements that community members will notice and benefit from.

The process of interviewing community members and different organizations has allowed CSI Head Start/Early Head Start to create many long lasting and very productive partnerships within the communities that we serve. Some examples would be: St. Lukes Magic Valley regional Medical Center, United Way of SC Idaho, many faith based organizations, several substance abuse treatment facilities, dozens of doctors and dentists, school districts, and state government agencies.

A few years back, the developers of the Fawnbrook Apts. (low income housing), actually used our Community Assessment to determine whether a need for that type of housing existed in Twin Falls as well as figuring out how they could fill it. Another example of how the Community Assessment has helped strengthen community ties would be our experience with Cactus Pete's. In completing the Community Assessment we interviewed several staff members of that organization and found that transportation and child care were barriers that many employees faced. As a part of the process, we (CSI Head Start/Early Head Start) continued to collaborate with Cactus Pete's and helped them to find affordable childcare as well as played a role in helping to enhance bussing opportunities for work transportation to the casinos in Jackpot.

Respectfully,

A handwritten signature in black ink, appearing to read 'Mancole Fedder', written in a cursive style.

Mancole Fedder

Xerox WorkCentre 7345
Banner Sheet

LLaird

Date & Time : 07/14/2011 07:53 AM

User Name :

LLaird

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Start Page

Summary of 2011 Community Strengths and Concerns

Strengths

	Businesses		Public Officials		Public Agencies		Faith-based		Schools	
	2008	2011	2008	2011	2008	2011	2008	2011	2008	2011
1	Education	Recreation	Education	Educ.	Educ.	Comm. Inv Education	Faith-based	Faith-based	Early Interv.	Education
2	Faith-based	Education	Economic Growth	Comm Involv	Comm. Involv.	Medical Facilities	Education	Comm. Involv.	Education	Comm. Involv.
3	Employment	Faith-based	Recreation	Recreation	Medical Facilitie s	Recreation	Recreation	Education Youth Programs	Comm. Involv.	Early Interv.
4	Community Involvement	Comm Involv	Comm Involv	Faith-based	Recreati on	Health/ Dental Providers	Youth Programs	Recreatio n	Faith-based	Faith-based
5	Affordable- Accessible Health Care	Youth Programs	Employment	Youth Programs	Faith-based	Faith-based Programs	Comm Involv	Medical Facilities	Recreatio n	Recreatio n

Concerns

	Businesses		Public Officials		Public Agencies		Faith-based		Schools	
	2008	2011	2008	2011	2008	2011	2008	2011	2008	2011
1	Substance Abuse	Employment	Substance Abuse	Employment	Substance Abuse	Employ	Substance Abuse	Employment	Subst Abuse	Emplo yment
2	Housing	Substance Abuse	Child Abuse Neglect/Dom Violence	Substance Abuse	Child Abuse Neglect/Dom Violence	Subst Abuse	Affordabl e Accessibl e Health Care	Child Abuse Neglect/ Dom Violence	Child Abuse Neglect / Dom Violen ce	Sub. Abuse
3	Youth Violence	Housing	Housing	Housing	Youth Violence	Child Abuse Neglect/ Dom Violence	Housing	Substance Abuse	Aff./ Access Health Care	Child Abuse Negle ct/ Dom Viole nce
4	Child Abuse Neglect/Dom Violence	Quality Child Care	Employment	Child Abuse Neglect/Dom Violence	Affordable- Accessible Health Care	Housing	Child Abuse Neglect/ Dom Violence	Finances	Housin g	Youth Viole nce
5	Affordable- Accessible Health Care	Youth Violence	Youth Violence	Finances	Employment	Finances	Youth Violence	Housing	Quality Child Care	Finan ces

Action Plans to Address Concerns

	Businesses	Public Officials	Public Agencies	Faith-based	Schools
1	After-school Programs	Prevention	Prevention	Mental Health/Substance Abuse Screenings	Early Intervention
2	Job training/shadowing	Early Intervention	Job training/shadowing	Violence Prevention Programs	Prevention
3	Mental Health/Substance Abuse Screenings	Job training/shadowing	Early Intervention	Prevention	After-school Programs
4	Prevention	Mental Health/Substance Abuse Screenings	Mental Health/Substance Abuse Screenings	Job training/shadowing	Violence Prevention Programs
5	Early Intervention	Violence Prevention	Violence Prevention Agency Funded Programs	Additional Shelters Early Intervention	Community Literacy

**Summary of 2011 Community Strengths and Concerns
Program- Wide Staff Results**

134 “regular” staff participated with an 87% completion rate

Community Strengths:

1. Education Opportunities
2. Faith-Based Programs
3. Recreation Opportunities
4. Community Involvement
5. Medical Facilities

Community Concerns:

1. Employment
2. Substance Abuse
3. Child Abuse & Neglect
4. Housing
5. Youth Violence

PLAN OF ACTION

1. Job Training/Shadowing
2. Prevention
3. Mental Health/Substance Abuse Screenings
4. After School Programs
5. Violence Prevention

**Summary of 2011 Community Strengths
Parent Survey for 2010/2011 program year**

HS Parents identified the following as strengths of their community

2008	2009	2010	2011
1 Education opportunities	Ed. opportunities	Education opportunities	Education opportunities
2 Health Care Professionals	Medical Facilities	Medical Facilities	Medical Facilities
3 Medical Facilities	Health Care Profession	Health Care Profession	Health Care Profession
4 Child Care	Faith Based Programs	Faith Based Programs	Faith Based Programs
5 Faith Based programs	Child Care	Recreation Opportunities	Involvement in the Comm.

EHS Parents identified the following as strengths of their community

- 2011**
- 1 Education opportunities
 - 2 Health Care Professionals
 - 3 Medical Facilities
 - 4 Child Care
 - 5 Housing

HS Parents identified the following as concerns in their community

2008	2009	2010	2011
1 Employment	Employment	Employment	Employment
2 Housing	Housing	Substance Abuse	Substance Abuse
3 Substance Abuse	Youth Violence	Housing	Housing
4 Affordable Health Care	Substance Abuse	Youth Violence	Youth Violence
5 Youth violence	Child Abuse/D.Violenc	Child Abuse/D.Violence	Affordable Health Care and Child Abuse/D. Violence

EHS Parents identified the following as concerns of their community

- 2011**
- 1 Employment
 - 2 Affordable Health Care
 - 3 Housing
 - 4 Quality Child Care
 - 5 Education

July 14, 2011

To: President Beck and the College of Southern Idaho Board of Trustees

From: Mike Mason



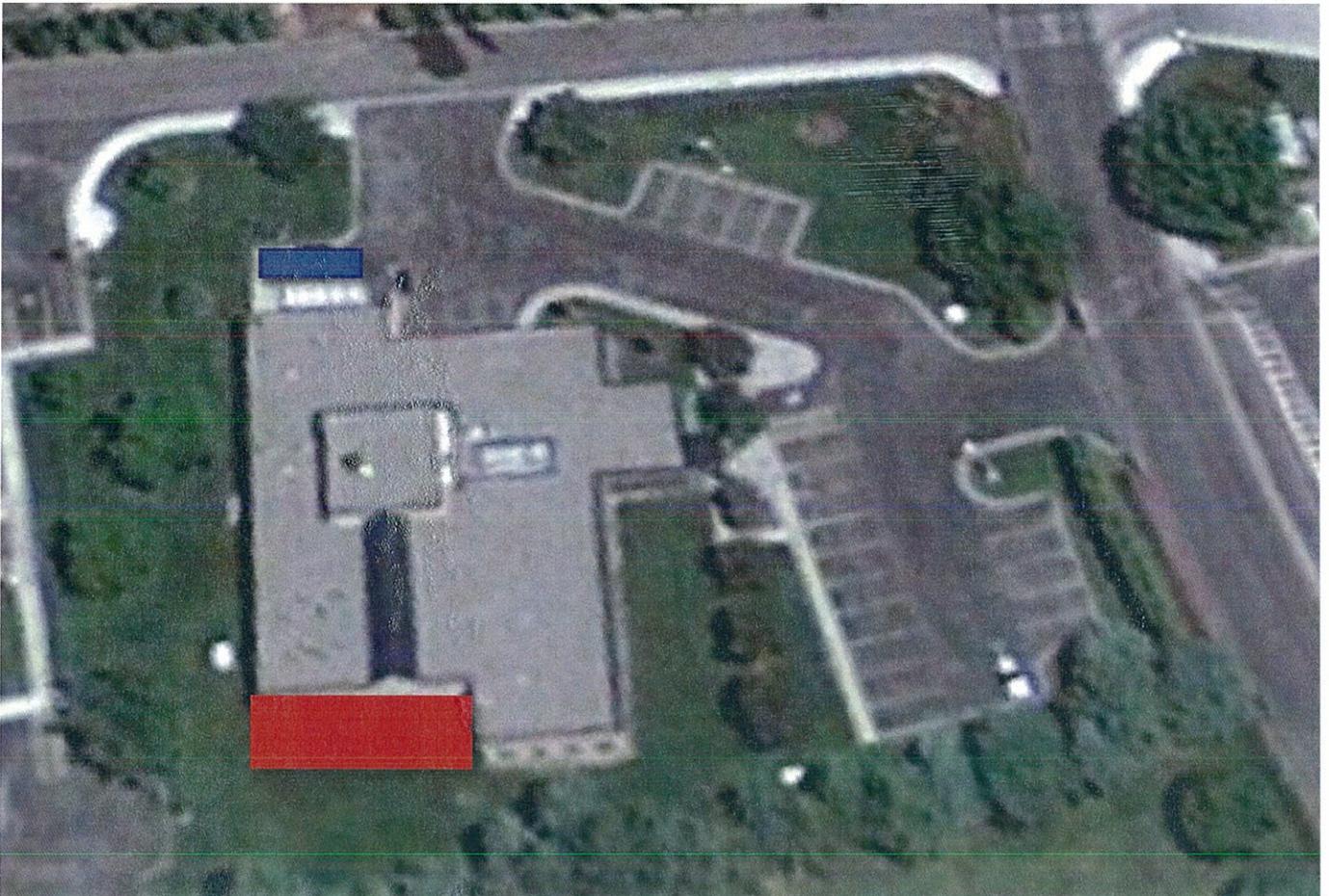
Re: Addition to Idaho Food Quality Assurance Lab

The Idaho State Department of Agriculture has approached us requesting permission to add approximately 1,200 square feet to the Idaho Food Quality Assurance Lab. The addition would be on the south west side of the existing building and would essentially square up the building. They need the area for records storage and offices.

They also requested permission to put an 8 foot by 40 foot storage container in the parking lot on the northwest edge of the property. We recommended they place the storage container where the new construction will be until construction starts and then move it to the northwest location on a temporary basis. They are considering this option.

There is also a possibility of expanded lab operations being moved to the lab from another area in the state. This would probably involve three to four positions. The lab is not asking for more parking. They currently utilize all of their existing parking with overflow going to general college parking areas.

I respectfully request Board permission to allow the Idaho Food Quality Assurance Lab to add on to their existing building and to place a storage container on their site on a temporary basis.





July 14, 2011

To: President Beck and the College of Southern Idaho Board of Trustees

From: Mike Mason

Re: Senate Bill 1207 Funds

As a result of the State of Idaho exceeding its revenue estimates for fiscal year 2011, public education and community colleges will receive a distribution of a portion of the excess funds. This maintenance of effort distribution is a part of the agreement when American Recovery and Reinvestment Act funds were accepted to assist education in the State of Idaho.

The community college distribution is based upon enrollment growth over the past two years. The College of Southern Idaho's enrollment growth has been significantly less than either North Idaho College or the College of Western Idaho. Based upon the standard Idaho State Board of Education formula for calculating enrollment growth, the College of Southern Idaho will receive \$667,700, North Idaho College will receive \$1,796,500 and the College of Western Idaho will receive \$5,037,900 in a onetime fund distribution.

The legislative intent for the use of the funds is to assist with costs associated with enrollment growth. It is my recommendation that we transfer the funds to a separate account and utilize the funds for this purpose. We have 2.3 full time equivalent staff positions in the nursing department that were paid from donated funds in Fy 2011. These positions cost approximately \$134,200 and I would suggest charging them to this account. Additionally, based upon existing staffing and if we see enrollment growth this year, we may need an additional \$100,000 for adjunct faculty. We are also looking at how to fund at least one or two positions that may be required for the Idaho Educational Network (IEN). At the end of Fy 2012, we have at least one position coming off of grant funding for the wind energy program and one position coming off of grant funding for the dental hygiene program. We may also need to utilize a portion of these funds for equipment.

Since this is onetime money, its use for salaries is a short term fix but it does give us a chance to realign programs and find other revenue sources. Utilizing the funds in this manner will provide stability to the programs over the next two years.

I respectfully request permission from the Board to transfer the one time Senate Bill 1207 funds to a separate account and to utilize them over the next two years for enrollment related expenditures.