

COLLEGE OF SOUTHERN IDAHO
BOARD OF TRUSTEES MEETING

MONDAY, JUNE 17, 1996

PRESIDENT'S BOARD ROOM

5:30 p.m.

A G E N D A

MINUTES

TREASURER'S REPORT

Budget Resolution
Bid: Music Instruments

OLD AND NEW BUSINESS

Discussion: 1% Initiative: *President Meyerhoeffer*
Strategic Planning--Performance Evaluation: *Dr. Joan Edwards*
HB 702: *President Meyerhoeffer*

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
JUNE 17, 1996

ATTENDING: Trustees: LeRoy Craig, Dr. Thad Scholes, Dr.

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Robert Alexander, College Attorney
Dr. Jerry Beck, Vice President of Instruction
Dr. Joan Edwards, Vice President of Planning,
Research and Development
Dr. Michael Glenn, Vocational Dean
Ron Shopbell, Director of Continuing Education
Jeff Duggan, Assistant to the President
Annette Jenkins, PUBLIC INFORMATION DIRECTOR

CSI Staff: None

Visitors: Representative Ron Black

Faculty Representatives: Penny Glenn

Times News: Liz Wright

MINUTES OF May 28, 1996 were approved as written on MOTION
by Dr. Charles Lehrman. Affirmative vote was unanimous.

TREASURERS REPORT: Acceptance of the Treasurer's report was
approved on MOTION by Dr. Thad Scholes. Affirmative vote
was unanimous.

BIDS:

The Board awarded bids to the low bidders of various

PRESIDENT'S REPORT:

1. The Board passed a continuing budget resolution for July
and August of fiscal year 1997 on MOTION by Donna Brizee.
Affirmative vote was unanimous.

3. Dr. Joan Edwards discussed the College's methods to measure performance towards the goals set in our strategic plan. She noted that the focus of the State of Idaho was moving towards quantifiable plans with measured factors of success and accountability. The State plans quantify measures of success and reward agencies accordingly in the budget process.

The educational goal of the College is to utilize alternate delivery systems and technology in teaching to

percent in fiscal year 1997.

Dr. Edwards also discussed the faculty retreat and

dollars in revenue if the measure was implemented. LeRoy Craig expressed concern that the initiative could have a significant negative impact on the economy of the State.

The Board resolved to move forward in taking a firm and

economy and the taxpayers of the state. The Board accepted the resolution on MOTION by Dr. Chuck Lehrman. Affirmative vote was unanimous.

community college presidents, community college board
the head of the Division of Financial Management
relier for community colleges.

Representative Black discussed House Bill 702 and verified that it did not provide future inflationary increases. It was generally agreed that the College would give all of its support to one bill in an attempt to get it passed during the next legislative session.

LeRoy Craig, on behalf of the College and the Board, thanked Ron Black for his efforts in bringing community college property tax relief to the forefront of the legislature.

CSI Trustees

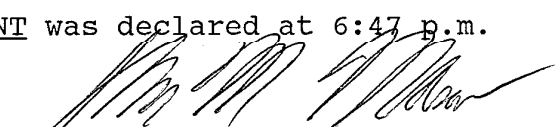
June 17, 1996

Page 3

6. The President and the Board commended Rodeo Coach Shawn Davis for winning the National Inter-Collegiate Rodeo Title.

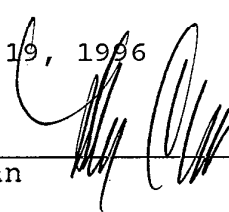
Adult Literacy Program. The Board commended her for this outstanding achievement.

ADJOURNMENT was declared at 6:47 p.m.



John M. Mason, Secretary-Treasurer

APPROVED August 19, 1996



Chairman

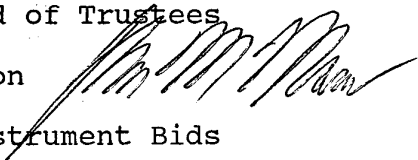


COLLEGE OF
SOUTHERN
IDAHO

BUSINESS OFFICE

June 11, 1996

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

From: Mike Mason 

Re: Musical Instrument Bids

We received responses from twelve bidders for various musical instruments. The bids were analyzed by George Halsell and LaVar Steel. A six page listing of all vendors and bid prices is available for your review upon request.

The listing of the low bidders, cost and instruments to be purchased is on the attached sheet. Based upon a review

attached sheet from the vendors listed in the total amount

Funding for this purchase is from budgeted

CSI Instrument Purchase Recommendations
6/6/96

2	Clarinet, Bb	Tamara TOL-34	\$400.00	Washington Music Center	Do not instrument, needs too much work
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3	Flute	LEWISON U	\$699.00	Taylor Music	Do not own - need to have a decent one
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6	Temple blocks	MUSCO LL-122	\$100.00	International Music	Yes, worn and stained
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11	Horn, F/Bb	Yamaha YHR-567	\$1,450.00	Welch Music	Very worn
12	Horn, F/Bb	Yamaha YHR-567	\$1,450.00	Welch Music	Very worn
13	Horn, F/Bb	Yamaha YHR-567	\$1,450.00	Welch Music	Very worn

18	Baritone, marching	Blessing M-300	\$656.00	Woodwind/Brasswind	Do not own-needed for sound projection
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21	Sousaphone	Yamaha YSH-301WB	\$2,055.00	Washington Music Center	Do not own-needed for sound projection
22	Sousaphone	Yamaha YSH-301WB	\$2,055.00	Washington Music Center	Do not own-needed for sound projection
23	Oboe	Yamaha YOB-411	\$1,435.00	Washington Music Center	OK instrument, worn
24	Piccolo	Dean DP-10	\$295.00	Custom Music	Old one stolen

27	Bassoon	Kroner 350A	\$2,995.00	Custom Music	Not well in tune
28	Trumpet, Bb	Getzen 590	\$434.00	Washington Music Center	Substandard instrument
29	Vibraphone	Yamaha YV-520	\$1,700.00	Welch Music	Do not own-needed for vibraphone parts

33	Drum set	Yamaha YRC0182	\$2,250.00	Woodwind/Brasswind	Current set poor sound - per Jim Mair
34	Synthesizer	Ensoniq KT88	\$2,499.95	Welch Music	Very inadequate sound & features



COLLEGE OF
SOUTHERN
IDAHO

BUSINESS OFFICE

NOTICE OF CHANGE OF MEETING DATE
FOR THE
COLLEGE OF SOUTHERN IDAHO BOARD OF TRUSTEES

THE REGULARLY SCHEDULED JULY BOARD MEETING HAS BEEN
RESCHEDULED FROM MONDAY, JULY 15, 1996 TO **MONDAY, AUGUST 19,**
~~1996~~ ~~AND MEETINGS WILL BE HELD IN CONJUNCTION WITH THE~~

HELD IN THE BOARDROOM IN THE TAYLOR BUILDING AT THE COLLEGE
OF SOUTHERN IDAHO AT 5:30 P.M.

IF YOU HAVE ANY QUESTIONS CONCERNING THE BOARD MEETING,
CONTACT MIKE MASON AT 733-9554 EXT 2203.

John M. Mason,
Secretary/Treasurer



COLLEGE OF
SOUTHERN
IDAHO

June 26, 1996

Shawn Davis
Rodeo Coach and Instructor
College of Southern Idaho
P. O. Box 1238
Twin Falls, ID 83303-1238

Dear Shawn:

On behalf of the College of Southern Idaho Board of Trustees and Administration, I

Best wishes on a great summer and good luck on your program next year.

Sincerely,

A handwritten signature in cursive script that reads "Gerry".

Gerald R. Meyerhoeffler
President

GRM:lf

Potential Fiscal Impact of 1% Initiative

Based on FY96 General Account Appropriations

AGENCY/INSTIT/PROG	General Account	Potential Reduction	% Reduction
OFFICE OF STATE BOARD	974,700	326,600	33.5%
SCHOOL FOR DEAF & BLIND	5,618,000	1,882,700	33.5%
VOCATIONAL EDUCATION	29,741,000	9,965,900	33.5%
COMMUNITY COLLEGES:			
College Southern Idaho *	5,348,250	1,792,100	33.5%
North Idaho College **	5,348,250	1,792,100	33.5%
Total Community Colleges	10,696,500	3,584,200	33.5%
COLLEGE & UNIVERSITIES:			
Boise State University	18,025,700	6,008,600	33.5%

Lewis Clark State College	3,175,100	1,057,400	33.3%
HERC/Systemwide Needs	2,175,000	728,800	33.5%

SPECIAL PROGRAMS:

Scholarships & Grants	2,002,900	671,200	33.5%
Museum of Natural Hist	441,800	148,000	33.5%
Small Business Centers	235,100	78,800	33.5%
Idaho Council for Econ Ed	53,900	18,100	33.6%
Total Special Programs	3,796,100	1,272,100	33.5%

HEALTH PROGRAMS:

FAMILY PRACTICE	670,100	224,500	33.5%
Total Health Programs	5,353,900	1,794,000	33.5%
VOCATIONAL REHAB	3,054,200	1,023,400	33.5%
PUBLIC BROADCASTING	1,321,700	442,900	33.5%
STATE LIBRARY	2,302,700	771,600	33.5%
HISTORICAL SOCIETY	1,428,100	478,500	33.5%
Total Board Excl Dept & Pub Sch	252,547,400	84,626,100	33.5%

PUBLIC SCHOOLS:

Dept of Education	4,159,300	1,393,700	33.5%
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ALL OTHER STATE AGENCIES	423,707,600	141,980,200	33.5%
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TOTAL STATE GENERAL ACCOUNT	1,340,334,300	228,000,000	17.0%
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*NIC could also lose 21% of their property tax support per Tax Commission.

**CSI could also lose 46% of their property tax support per Tax Commission.

FY96 General Account Appropriations taken from the 1996 Legislative Fiscal Report which reflects the FY96 holdback, supplementals and carry-over funds.

COLLEGE OF SOUTHERN IDAHO
GOALS AND INSTITUTIONAL OBJECTIVES
1994 to 1999

still important, remain on the list with initial target dates.

1. **Quality:** The institution will continuously seek to offer programs relevant to student and community needs with effective instruction and services by highly qualified faculty and staff utilizing up-to-date instructional and management technology.

1992-1993 Institutional Objective: Complete certificate and degree programs will be offered at non-traditional times.--Jerry Beck--We will continue to emphasizing this.

1994-1996 Institutional Objective: Quality of the management of quality are to be a factor in every goal which follows--Everyone.

2. **Accountability:** The institution will develop a system to evaluate institutional effectiveness on an ongoing basis to be accountable to accrediting agencies and funding sources.

1995-97 Institutional Objective: Develop and implement a plan that provides for uniform and ongoing assessment of success in meeting the educational goals and objectives at CSI.--Mark Sugden

3. **Student Success:** The institution will improve its capability to serve the growing diversity

academic success, retention, transfer and post-enrollment success.

1996-97 Institutional Objective: Within each networked building, provide computer access to all faculty who desire a personal computer for degree audit.--Jerry Beck

1995-1998 Institutional Objective: Increase faculty and student understanding of Learning Disabilities and increase availability of services.--Nancy Jonsson

1995 Institutional Objective: Pilot Freshman Orientation as a one credit course --Penny Glenn

1995-97 Institutional Objective: 1) To raise campus awareness for the value of diversity and offer training opportunities. 2) To support the well being and success of all participants in a multicultural community enhancing communication styles, teaching practices and materials. 3) To increase recruitment and retention of culturally diverse students and other historically underrepresented students through support services. 4) To create healthy partnerships with public schools and other agencies to support multicultural understanding and success in school.

4. **Faculty and Staff Development:** The institution will seek to provide increased opportunities for participation of all employees in staff development activities to enable faculty and staff to meet changing student and community needs and utilize new technology.

1994, 1996 Institutional Objective: Develop a Faculty/Staff/Administration Advancement System which has professional development as an element of reward.--Rosemary Barta/Din

1994-1996 Institutional Objective: Focus on a yearly theme to create learning communities--
Use of multimedia in the classroom 94-95, Accessing electronic data sources for advising 95-96
and 95-96 teaching/learning styles.--Rosemary Barta

1994- Ongoing Institutional Objective: Infuse multi-cultural and multi-ethnic perspectives in
all focus themes. Jan Middleides

1995-1997 Institutional Objective: Increase access to professional development for faculty,
staff and administration--Rosemary Barta/Joan Edwards

5. **Adequate Funding:** The institution will seek alternative ways to expand their resource base by
development of...
effectively and efficiently?

1994-1999 Institutional Objective: Departments will develop plans usable to seek internal and
external funds for use of computer simulations and computer aided instruction where effective -
-Department Chairs requesting external financial support for same

and business are responded to within available resources to foster economic growth.

1995-1998 Institutional Objective: Negotiate more four-year programs to substantially reduce
the percentage of Magic Valley residents having to travel for a four-year degree and increase
the number of programs students can complete here in a reasonable time.--Jerry Meyerhoeffer

7. **Facilities and Resources:** The institution will plan and utilize the facilities and resources in a
manner consistent with our student-success centered philosophy.

1994-1996 Institutional Objective: The College will develop an Instructional/Technology
the campus networking of computers to facilitate the student success factors for advising.--Ken
Campbell

1994-96 Institutional Objective: The College will develop an Instructional/Technology
mediums. Jerry Beck/Joan Edwards

1995-1998 Institutional Objective: Establish a technology service center to coordinate
technology on campus (including radio station, TV station, multimedia lab etc.)--Jerry
Meyerhoeffer

VISION 2000

A position paper prepared by the College of Southern Idaho Administration

As the 21st Century approaches, the changes which are being brought about in every walk of life by technology are astounding. For many, it has resulted in more efficient and effective ways to conduct business, for others it means not having a business.

At the College of Southern Idaho, we have prided ourselves in leading higher education trends in our response to our community and in innovative delivery. As we hear talk of the virtual

traditional on-campus strictly lecture mode. This includes but is not exclusively the electronic delivery and communication modes, whether on or off campus.

1. How will we decide the most effective delivery systems to use for external transmission?

With the rapidly changing options available for electronic delivery systems for education, we feel it is prudent to develop a mix of capabilities and not focus on one best way. Given that, decisions will be made on a course by course basis on the following two criteria.

- Can the course use an alternative delivery system and maintain quality?
- Is it cost effective or do we need to consider it even if it is not presently cost effective to maintain our competitive stance in the market?

The decisions about the alternatives will be made with a team approach involving faculty and administration, with faculty providing the opinion on maintaining quality, and administration sharing cost factors.

Administration will develop and share their priorities for development of specific delivery systems on an ongoing basis (with understanding that this moving target may necessitate rapid changes in priorities) Input from faculty will be sought in developing those priorities.

This focus on priorities needs to be done so that projects can be completed to a level of efficiency before launching new initiatives. i.e.: The campus network needs to be a first priority because it is a basis for developing other delivery systems.

How broad a market will we seek with the new delivery systems?

Our primary delivery area includes the 8 county district

Our secondary market includes any area which can be effectively served with the infrastructure and courses which were developed to serve our primary service area.

What percentage of our total educational enterprise will be delivered by these means?

Goal: By FY 97, a minimum of 10% of our courses will be taught via alternative delivery systems. (Currently, nearly 4% is delivered by such modes)

What changes will need to be made within the institution to foster the new vision?

- A budget which allows more flexibility in reallocating resources between teaching and program development and allows for contingency planning based upon availability of funds

What will those delivery systems be?

Courses will be developed which are adaptable to multiple delivery systems to be prepared to respond quickly to changes in technology. Those systems include in-class use of multimedia

correspondence, audio, computer programs

How will we measure the success of this initiative?

We will develop a system which rewards development

communication channels and possibly increased remuneration

process will be developed with faculty input which will allow new ideas to be considered for funding and implementation. With faculty given the opportunity to put forth their good ideas and creative energy, they will lead the institution in our efforts to meet the future.

It is anticipated that faculty will want resources to develop their own, or to purchase and adapt programs which are on the market. The administration is committed to providing resources to help faculty improve access for students and to learn new and innovative ways to deliver their quality instruction.

What resources will faculty need to be effective in developing new delivery modes?

First we need to ask them that question.

Our expectation from experience is that they will need time, access to technology, development

The proposal process will be developed based upon the faculty's input of needs.

How will we reallocate resources to allow us to be competitive in the new market?

Recognizing the urgency of this initiative has prompted leadership to seek ways to make additional institutional funds to be available to fund faculty/departamental proposals. This commitment can increase a second year based upon productivity within FY 97.

The capability to provide reward for performance beyond the contracted teaching responsibilities will provide a venue to recognize outstanding faculty and staff. A tough funding year when there

We will, however, request of the Foundation to make it one of their priorities to seek funds to support this vision.

Since time is one of the most precious resources for all of us, we are prepared and willing to change our basic "seat time" configuration, to base credit on learning outcomes (competency based) within the constraints of our governing/accreditation/funding agencies. This means that if we can figure out a way to impart a credit's worth of knowledge and understanding in less than 15 hours, and it can be clearly demonstrated, then the time saved can be used for further development.

faculty's home so that she or he can have the quiet time to create and develop.

All of these ideas can be explored when a faculty member or group develops a proposal for the

The four elements which appear to be vital in our success are

- Time
- Teams
- Dollars
- Vision

If we include representatives from all constituencies within the institution in responding to and helping us to further refine this vision, it should become "ours" and not "theirs." If we provide the opportunity for our people to develop teams to propose changes and allocate dollars and time to development a productive atmosphere is likely to develop. The presence of a cooperative

White Paper

Faculty Vision 2000

Introduction

The College of Southern Idaho, like almost every institution and organization functioning in the 1990's, is experiencing a period of increased demand for changing practices. In response to the need to evolve, several planning activities have taken place during 1996.

One of the first activities was a planning process involving administration from which a white

Faculty Retreat

The next activity was an all faculty retreat held May 14, 1996. The exercises during that meeting of over 80 faculty included development of a summary of repeated themes on the following two

2000?

A few groups of ten recorded their answers on group memory tablets. Group facilitators reported

Identifying Greatest Challenges

When the meeting reconvened, individuals were given the opportunity to identify the five issues

Following is a summary of the items which were identified by the highest number of votes as being issues in each of the general categories:

What should Learning be like at CSI in the year 2000?

- Increased technology in traditional classroom setting.
- Increased student responsibility, empowerment, and choices.
- Learn how to learn - do critical thinking for life long learning.

What should Teaching be like at CSI in the year 2000?

- More technology in traditional classroom setting.
- More teacher education on effective use of new technology.
- Time and resources for teachers to learn about technology.
- We need to maintain the human element in teaching (how is another session).
- Maintain quality in education.

What should a technologically effective environment for learning be like at CSI in the year 2000?

Increase technological support services.

Maintain standards for academic honesty and integrity relating to changes imposed by technology.

What we need to maintain as we decide what technology to use

Proposals for Change

The final exercise was called "If I were in charge". Individuals were asked to develop proposals of solutions for the identified challenges. These proposals were passed to each of the other participants in the original groups of ten and individuals either initialed them as good ideas, or make comments about what they would change to make them endorsable.

The themes which were repeated in these proposals were as follows:

- Full time technical assistance would be made available to faculty to support their efforts to use electronically enhanced modes of education. These proposals varied in the kind of technical expertise that the assistant would possess, the number of support personnel needed, where they would be located, and the services that they would offer.

Technical assistance would be made available in a variety of formats: peer mentors,

delivered instruction.

- The College would offer access to technology that they could take home, use in their offices in docking stations, and connect to projection systems in classrooms equipped with projection systems; opportunities to lease computers for the home, or loan programs.
- The College would provide access to e-mail and internet

included 12 month contracts for those who applied, use of special "down" days like the day

allow cost effective release time of full-time faculty

- A system of faculty reward was included in several proposals which involved evaluation of teaching methods and increased compensation for those faculty who had adopted electronically enhanced methods of delivery.

Faculty and Administration Shared Vision 2000

Computer Implementation of

I. Introduction

After an initial white paper from the administration to define their vision for the year 2000, planning took place with faculty to expand and further delineate that vision and provide strategies for accomplishing the intent of a shared vision.

Specifically, the earlier paper addressed development of alternative delivery of education with the use of technology. That document gave the following definition:

Alternative delivery systems are defined to be any mode of delivery that is time and place independent, or that is not the traditional on-campus strictly lecture mode. This includes but is not exclusively the electronic delivery and communication modes, whether on or off campus.

An all-day faculty retreat took place in May, with varying preplanning activities taking place in departments preceding the retreat. A white paper on the results was presented to the administration to assist in development of strategies to assist faculty with their plans and

discussions lead to conclusions which formed the guiding principles which provide the underpinnings for further planning. These guiding principles are:

- Development of our professional expertise is an ongoing and not strictly compartmentalized process. A great deal of our professional development takes place in our homes on our own time.
- Many also need structured, organized time to learn new technology skills.
- We are all most likely to learn a new skill if we have the technology at our disposal on our own time and choice of place and know that if we learn a new skill that the technology will be available to use in our work.
- Those who are not as intensely into the technology would likely be interested in trying it out

work into a level of proficiency in a logical, sequential progression--learn to walk before we run, then fly.

The commitment by the institution to provide technology for faculty should recognize these various levels of expertise, and allocate resources in a manner which will most immediately impact students, yet assist those who have miles to go before they are able to impact students.

II. Goals

Given these guiding principles, the administration is exploring the following as appropriate goals to address the challenge of incorporating technology into the classroom:

1. 10% of the classrooms on campus will be fully equipped with multimedia capability, including the laptop computers and projectors by the year 1997
2. Every classroom on campus will be equipped at least with a multimedia projection system by the year 2000.

station in their offices, take home, and connect to the multimedia projector in the classroom by the year 2000.

4. Minimum standards will be established each year for instructional and student computer labs as the market demands modernization
5. Instructional support will be made available to assist faculty learn new methods to deliver quality education with electronically enhanced methods.

III. Implementation Strategies

Focus of resources in this direction has already begun. However, it is recognized that these resources need to be further focused to those activities which will most immediately effect students. Therefore it is proposed for discussion that the following alternatives be provided to faculty to help them either to become computer literate to begin development of technology

involved teaching (e.g. use of overhead projector and video) and implementation of programs

These options involve a combination of outright purchase by the institution for faculty, loans to

Scenario #1

The faculty member is ready to begin development of multimedia of other computer assisted

He/she is willing to sign a contract saying that a minimum of

one of these methods. The institution purchases a minimum of one laptop computer for each

faculty member which he or she may take home or wherever the equipment is needed to learn and develop strategies. The faculty member makes available any new technology that they may

have in their offices to faculty at the next level of readiness for use in his or her home. The

faculty with the laptop can then use this machine to take into the projector supplied rooms to

teach. Accomplishment of the agreed upon delivery of instruction will result in appropriate

in a minimum of one year for the entire effort.

This faculty member is not yet at a comfort level with the technology to be willing to commit to delivery of tech based instruction in the classroom. However, he or she does have basic

techniques. This person will be allowed to take the multimedia capable (may need upgraded) units home which were provided by faculty in Scenario #1 when they obtained the laptop. Faculty in Scenario #2 and the next logical folks to move into Scenario #1 when they develop a

own technology. Contracts will also reflect increases for faculty who agree with their department chairs to participate at this level.

Scenario #3

This faculty person does not as yet have the knowledge of electronic delivery to feel comfortable in scenario #2. They have not learned Windows or a basic word processing software. The institution wants to support the professional development of this person by making available a low (or no) interest loan for the purchase of technology. It will be possible for this person to work up through the scenarios either sequentially, or by jumping to #1 as soon as there is enough

Scenario #4

This faculty person has no interest in learning methods for electronic delivery of enhancement of

Scenario #5

This support staff person in a department has been designated by one or more faculty as the person most likely to help develop multimedia materials for those faculty. A laptop pool will be developed at a 5 to 1 computer ratio to allow these staff people to take the technology home and to support the faculty member to use either one of the fully equipped multimedia classrooms, or to

It is difficult to know how many faculty and staff will respond to this offer and, therefore, to

budgeted for as resources become available.

Various versions of these scenarios can be negotiated for those who have already used their own resources to become computer literate and have their own technology. It may, for example, be development and for the classroom. Or, if their technology is very current, they may negotiate

College spread their resources more easily over the next few years.

REPORT

Faculty Reading of

Introduction

The very difficult job of evaluating and recommending funding for the technology grant applications was concluded by a committee of six faculty. Those recommendations were then analysed for budgetary considerations by the administrative team to determine if funding was already budgeted for some of the items requested.

The committee met as a group after scoring each grant individually and discussed the variances they had in scores. The various elements emphasized in the

implementing the project should be place highest on the funding list.

It was also noted that each and every one of the proposals had very fundable elements. were there enough dollars.

The committee determined to give as much as they could to as many of the applicants as they could to encourage forward action. Therefore, very few

Specific Funding Recommendations.

PROJECT	PROJECT DIRECTOR	REQUESTED	GRANTED
Enhance Curriculum			
2. Computer-Assisted Learning for the Life Sciences	Mark Sugden	\$18,900	\$12,900

Potential State General Fund Impact of the 1 Percent Initiative¹

(In millions of dollars)

This scenario describes the potential impact of the initiative as if:

- It had been in effect in FY1996 (since that's the last year for which we have complete data for
- Property tax revenues lost by school districts were replaced by State General Fund revenues (as is required by the initiative).
- No state-level tax increases were initiated to replace lost property tax revenues.
- All State General Fund agencies and programs except public school support absorbed the same

Total FY1996 ² General Fund Budget	\$1,340 million
Minus Public School Support	660 million
Portion of General Fund Budget to Absorb 1 Percent Cuts	\$680 million

Amount to be replaced by General Fund monies³ \$228 million

Impact on Community Colleges³

In addition to losing the above percentage of their State General Fund revenues, the community colleges

Impact on Non-School Local Governments³

Although the 1 Percent Initiative requires the state to absorb school district revenues lost due to property tax cuts, the state would have been an estimated \$75 million in FY1996, which includes the estimated loss of \$2.9 million in property tax revenues by the two community colleges.

¹ State budget figures come from the 1996 Idaho Legislative Fiscal Report. This reports FY1996 General Fund

² The most recent property tax figures available are for FY1996. In order to ensure accuracy in calculating the potential impact of the 1 Percent Initiative, General Fund figures for FY1996 must also be used, even though FY1997 appropriations figures are available.

³ All property tax calculations are based upon the findings of the Idaho Attorney General's Opinion 96-3 and use Idaho State Tax Commission data. The \$228 million tax shift from property tax to state funding includes the following public school property

HOUSE BILL NO. 702

[View Daily Data Tracking History](#)

[View Bill Text](#)

rikethrough and Italic. How these codes are actually displayed will vary based on the browser software you are using.

This sentence is marked with bold and underline to show added text.

This sentence is marked with strikethrough and italic, indicating text to be removed.

Daily Data Tracking History

H0702.....by EDUCATION
COMMUNITY COLLEGES - Amends existing law to increase the distribution from the State Liquor Account to the Community College Account and to decrease the maximum mill levies community college districts may impose.

02/07 House intro - 1st rdg - to printing
02/08 Rpt prt - to Educ
02/27 Rpt out - rec d/p - to 2nd rdg
02/27 2nd rdg - to 3rd rdg
02/29 3rd rdg - PASSED - 58-9-3
NAYS

Field(13), Field(20), Geddes, Gines, Gould, Gurnsey, Hansen, Hofman, Hornbeck, Jaquet, Johnson, Jones(9), Jones(22), Kempton, King, Kjellander, Larsen, Linford, Loertscher, Loosli, Lucas, Mader, McKeeth, Meyer, Miller, Mortensen, Newcomb, Pietsch, Pischner, Pomeroy, Reynolds, Richman, Ridinger, Robison, Sali, Steele, Stoicheff, Stone, Stubbs, Sutton, Taylor, Tilman, Tippetts, Vandenberg, Mr Speaker
NAYS -- Barrett, Bruneel, Christiansen, Crow, Dorr, Kellogg, Schaefer, Wilde, Wood
Absent and excused -- Cuddy, Flandro, Judd
Floor Sponsor - Black(23)
Title apvd - to Senate
03/01 Senate intro - 1st rdg - to Fin
03/08 Rpt out - to St Aff

Bill Text

H0702

|||| LEGISLATURE OF THE STATE OF IDAHO ||||
Fifty-third Legislature Second Regular Session - 1996

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 702

BY EDUCATION COMMITTEE

SECTION 33-2111, IDAHO CODE, TO REDUCE THE LEVY AND TO MAKE
TECHNICAL CORRECTIONS: AND TO PROVIDE EFFECTIVE DATES.

It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 23-404, Idaho Code, be, and
the same is hereby amended to read as follows:

appropriated as follows:

(a) An amount of money equal to the actual cost of purchase of
alcoholic liquor and payment of expenses of administration and
operation of the dispensary, as determined by the superintendent
and certified quarterly to the state controller, shall be
transferred back to the dispensary; provided, that the amount so
transferred back for administration and operation of the

authorized by subsection (a) above:

account, which is hereby created in the trust and agency
fund;

(ii) ~~Three~~ **Five million two**
hundred ~~forty-five~~ thousand dollars
(\$300,000) **(\$5,245,000)** shall be

transferred annually to the community college account,
created by section 33-2139, Idaho Code;

(iii) One million two hundred thousand dollars
(\$1,200,000) shall be transferred annually to the public
school income fund, as defined in section 33-903, Idaho
Code; **and**

(iv) *Four million nine hundred forty-five thousand*
dollars (\$4,945,000) shall be transferred annually to the
general account in the state operating fund; and

(v) Six hundred fifty thousand dollars (\$650,000)
shall be transferred annually to the cooperative welfare
account in the dedicated fund.

(c) Forty percent (40%) of the balance remaining after the
transfers authorized by paragraphs (a) and (b) above have been
made is hereby appropriated to and shall be paid to the several
counties. Each county shall be entitled to an amount in the
proportion that liquor sales through the dispensary in that
county during the state's previous fiscal year bear to total
liquor sales through the dispensary in the state during the
state's previous fiscal year, except that no county shall be
entitled to an amount less than that county received in
distributions from the liquor account during the state's fiscal
year 1981.

(\$600) of the balance remaining after the
transfers authorized by paragraphs (a) and (b) above have been
made is hereby appropriated to and shall be paid to the several

shall be distributed to those cities which have a

through the dispensary in that city during the state's previous fiscal year bear to total liquor sales through the dispensary in the state during the state's previous fiscal year, except that no city shall be entitled to an amount less than that city received in distributions from the liquor account during the state's fiscal year 1981;

(4) Ten percent (10%) of the amount appropriated to the

entitled to an amount in the proportion that that city's population bears to the population of all cities in the state which do not have a liquor store or distribution station located within the corporate limits of the city, except that no city shall be entitled to an amount less

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account during the state's fiscal year 1981.

(2) All transfers and distributions shall be made

apportionments made to any county or city, which may during the succeeding three (3) year period be found to have been in error either of computation or transmittal, shall be corrected during the fiscal year of discovery by a reduction of apportionments in the

subject to judicial review.

SECTION 2. That Section 33-2111, Idaho Code, be, and the same is hereby amended to read as follows:

33-2111. TAXES AND OTHER FINANCIAL SUPPORT FOR JUNIOR COMMUNITY COLLEGES. For the maintenance and operation of each junior community college, in addition to the income from tuition paid by students as hereinbefore provided, the board of trustees may levy upon the taxable property within the district a tax not to exceed sixteen eleven hundredths percent (.16)

of the market value for assessment purposes

excess of sixteen eleven hundredths percent (.16 1 %) of the market value for assessment purposes on all taxable property within the district shall be made unless a supplemental levy in a specified amount be first authorized through an election held, as provided in sections

community college district were a school district and approved by a majority of the district electors voting in such election. Such supplemental levy shall be exempt from the limitations imposed by section 63-923(1), Idaho Code.

force and effect on and after January 1, 1998. Section 1 of this act shall be in full force and effect on and after July 1, 1997.