

P₄...Painting a Picture of the Public Purse

Idaho's 1996 1% Initiative

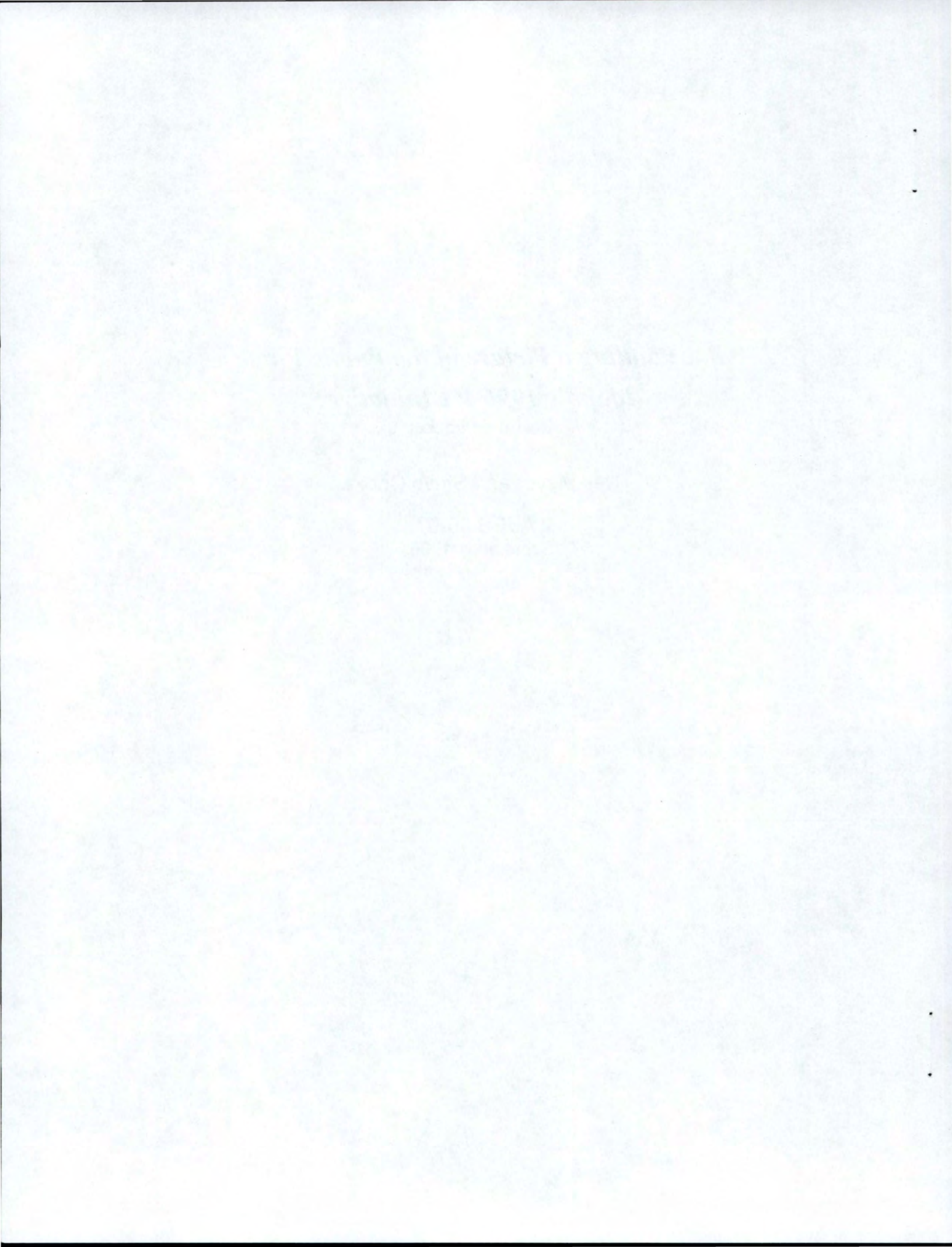
Resource Packet

by

Neil Meyer and Steve Cooke

AEES 96-9

September, 1996



Getting Ready for a Policy Education Program

September, 1996

By Neil Meyer

Extension Economist, Policy and Rural Development

Pre-Program

1. @Review Seven Step Process for planning a Policy Education Program.
2. @Review materials on 1% home page and get data for impacts on local taxing districts in your county and community.
3. @Review materials in this packet.
4. @Contact potential local sponsors who may be interested in jointly sponsoring the program(s).
5. @Set meeting dates and locations.
6. @Prepare/adapt notices and news releases to local print and electronic media. **Be sure to invite media people to the workshop to develop their own local stories about the 1%.**
7. @Set time and date for Neil (885-6335) or Steve (885-7170) to be available for consultation and question response at your meeting if you would like them to be back-up to answer questions by phone.

Preparation for the meeting

1. Prepare meeting location
2. Equipment
 - Chairs
 - VCR and monitor to play video
 - Overhead and screen or blank wall for projection
 - Adequate speaker system and ventilation for room
 - Speaker phone and line to the room for phone question and answer period
3. Materials for workshop
 - Quizzes
 - favorite tax
 - favorite good and/or service
 - Supply of 3x5 cards and pencils for writing questions as they occur to individuals
 - Video (I suggest pre-viewing it before the workshop)
 - Local impacts from Home Page "Impact of the One Percent Initiative" section
 - overheads (see next section for number needed)
 - printed pages for local area
 - Marking pens for overheads

(_____) 1996
Date

IMPACT OF ONE PERCENT INITIATIVE

FOCUS OF PUBLIC WORKSHOP (_____)
Date

(_____), Idaho — (_____) County Extension Educator
City County name

(_____) will discuss the possible impacts of the proposed One
Educator name

Percent Initiative on local property taxes and services at a public workshop

(_____) at (_____).
Date Location

The (_____) workshop will include a short video on the One
Length of workshop

Percent Initiative featuring University of Idaho agricultural economists Neil Meyer and Steve Cooke, handouts and a question and answer session. The primary focus of the workshop will be to relate how the Initiative might affect (_____).
County

There is no charge for the workshop, which will begin at (_____).
Time

For more information, contact the (_____) County
County name

Cooperative Extension System office at (_____) in (_____).
Phone number City

A Seven Step Process for
Planning a Public Policy Education Program
by Verne W. House and Neil Meyer¹

When you want to explore the need for an educational program on a public decision important to your community or state, following the seven steps ensures program planning that will increase the likelihood of success.

Step 1. Identify a concern in your community or state which is likely to require a public decision. Write a brief description of it. Is the concern due to internal or external forces? Is the concern what it appears to be or is there some underlying issue?

Step 2. Document the history as well as the current situation.

a. Involvement. When an issue arises, one is likely to focus first on the current situation. One wants to know who is involved and why, what seemed to generate the issue, etc. These are appropriate questions. But, most issues have a history in the area; in one form or another, they've been around before. For example, concern about land use pops back into the spotlight every few years. In the 1960s, it was called environmentalism. In the '70s, huge purchases of our grain stocks by Russia and China created the fear that we had to preserve our agricultural land base. In the 1980s, we had so much production and such small exports that we paid farmers to take land out of production. The land use issue is not dead, however. It will come back, perhaps under a different label, but it will come back. So, we need to know not only what the current situation is but also the history of the issue.

¹Verne W. House is from Clemson University and Neil L. Meyer is from the University of Idaho.

b. Community connections. A more personal history of an issue is needed, too. One needs to know who was involved in similar issues in earlier years. Its a good idea to talk to a number of old timers in the community to get their perspective and discover if the issue has come up in some form before. Also, information about family and business connections to the issue can be important.

c. Make a political involvement inventory of the issue. Categorize the inventory by using these questions:

- (1) Who will be affected?
- (2) Who will be involved?
- (3) Who is likely to determine the outcome?
- (4) Where or who will make the decision?
- (5) What is motivating those involved?

Step 3. **Analyze the politics of the issue.** Use one of the models of policy making to try to see how the citizens are working on the issue:

- (1) What organizations are affected?
- (2) Are new organizations being formed?
- (3) What influential individuals are involved?
- (4) Is your university affected?
- (5) Have other educators been involved in this issue?
- (6) Where is the decision being made?

Step 4. **Consider information, values, and advocacy.**

a. Inventory the "information" about the issue. Which of it is fact? Myth? Try to categorize the "educational" activities being conducted into those which are persuasion, those which are propoganda, and those which are education. What research has been or is being done on the issue? How

credible is it? How can you access it? How much work is involved in interpreting it for your audiences? Can you do it?

b. What values are involved? Are the values espoused by the executive directors of organizations as strongly held by the organizations' leaders? What educational values are involved?

c. What is your reputation with those involved in this issue? How will you be perceived? Advocate for? Advocate against? Neutral? Objective? No history with them? What is your university's reputation with them? How about your predecessor and your colleagues? How will these reputations affect your ability to educate about this public decision?

Step 5. **What educational role is appropriate?** Is the need principally for information? For a forecast? Can you fill the role? If not, can you access someone who can?

Step 6. **Choose a method for doing an educational program.** Compare the information you have accumulated. What are the educational possibilities? How do we get involvement of those affected? What is the best perspective on the appropriate scope for the educational program? What are the likely results from an educational program? What programs can you implement, using either your own resources or resources available to you?

Step 7. **Design the educational program.** Will you proceed to do a program? You may need to complete this step and consult administrators and peers before you decide. Either way, you will need to decide just how the education should be "packaged." What medium will be used? TV? A conference? Consultations? A series of meetings? Publications? What information is available? How usable is it or what is required to make it usable with your audience? How will you reach the audience(s)? How will you monitor audience involvement? You may

have answered some of these questions above. Now, it is necessary to pull the information together into a program design.

Encouragement

While there has been a continuous and widespread practice of the methods of public policy education for about four decades, most of the literature has been about the practice rather than the methods. The module, Education for Public Decisions² sums up what is known about the methods. There is more to discover. The methods will change to reflect the changes in the ways that our students communicate and otherwise relate to each other, especially in the practice of politics. But, these basic philosophies behind the methods will endure along with our form of government:

- It is the function of education to prepare all members of society to participate in their own governance.
- Effective citizenship requires knowledge about group behavior, communication skills, incentive, and information about the subjects being debated.
- Citizens will have fundamental disagreements about the role of government.
- The two most important words in policy education will continue to be alternatives and consequences.
- The most valuable asset to educate about public decisions will continue to be scientifically developed information.

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²Verne W. House and Ardis A. Young, co-developers. The module is published by North Carolina State University.

Workshop agenda

- 5 min. Welcome and Introductions of program sponsors.
- 3 min. Rules for discussion explained. I suggest using 3x5 cards and having people write their questions on the cards. Then collect the cards and read them to the audience and on campus phone contact during the questioning session.
- 2 min. Why are we doing this program? The answer comes from the quote of Thomas Jefferson. "Informed people make their own best decisions."
- 5 min. Pass out the "My Favorite" quiz and have people fill them out. (I suggest having goods and services on one side of the sheet and taxes on the other side.)
- 5 min. Record audience quiz responses on overhead, blackboard or news print:
@My favorite good or service is...
then My favorite tax is...
(Generally people will laugh a bit as you record people's favorite good/service and then their favorite tax. You may want to add that everything government provides is there because someone wants it. You may want to compare local government to a couple managing a budget. There are always more wants than resources so each wants to be treated fairly.)
- 6 min. Introduce the video and play the first section "The Current Situation and Comparison of Idaho's State and Local Taxes with Surrounding States." (You can play the video part way through and pause to permit questions. Talk about how growth and Idaho's current tax structure causes current residents to subsidize new residential construction. The last 3 years, **Idaho has added the equivalent of 2 Rexburgs, a Twin Falls, a Nampa, or a Lewiston each year.** Ask the audience how much they think a new city of that size would cost. There are two issues here:
(1) investment money for new or expanded community facilities and
(2) operating money to pay teachers, police and firemen and buy gas and utilities for their work.)
- 7 min. Continue playing the second part of the tape which explains the initiative and how implementing the 1% will affect local tax districts and tax code areas.
- 10 min. Using the overhead project and slides:
a. Present the with and without the 1% initiative property tax rates table for your local county (from Home Page section: "Impact of the One Percent.")
b. Present the 1% reductions table for your local county.
c. The impact of the 1%. This table shows the limiting tax code area and the impact under the assumptions used by the Idaho Tax Commission. Tables that exist for each district on Home Page show the dollars lost by the county

or other taxing district if the 1% had been implemented in FY1996.

- d. Summary of average percent and relative loss for counties, cities, schools, roads, etc.
- 5 min. Choices overhead. (Figure 1)
Pass the initiative results in shift to state of K-12 funding and causes choices to cut or to find new revenue sources for state and local governments.
Defeating the initiative offers the choice of thinking the problem is solved or providing relief to property taxes by changing the structure or from some other revenue source.
- 5 min. Unanswered questions
@ What will be reduced to balance local government budgets and cover the shift at the state level?
@ What will be the funding formula used by the state to pay for funding K through 12 schools?
(a) Current formula (implies tax base rich districts would have less money)
(b) Treat all districts the same (makes all school districts the same)
(c) Dollar for dollar (give back what currently collect)
@ If alternative sources of revenue are sought, which ones will be used? How will that affect an individual's overall taxes?
- 5 min. Summarize the presentation
@ Idaho has a balanced state and local government tax system.
@ Taxes paid are slightly below the national average overall.
@ In periods of rapid growth, the current structure forces current residents to pay a major share of the costs expended to accommodate new residents.
- =====
58 min.
- ???? Open Discussion. (I suggest using the note cards and continue till everyone's question is answered.)

Rule of thumb: Multiply local school district tax rate times the state average assessed value fund = \$42 Billion (assessed value ÷ 12,000 classroom units = 3.5 million.
\$ _____ (local funding) = 3.5 million x _____ (local rate) x _____ (# classroom units).

MANDATES TO LOCAL GOVERNMENT (CITY AND COUNTY) FROM STATE AND FEDERAL GOVERNMENT

Environmental:

- Subtitle D Landfill Regulations
- Clean Water Monitoring
- Toxic Substances
- Clean Air Act

Health:

- Medical Indigency
- Funding Public Health Districts
- Mental Health

Justice:

- Juvenile Jail Removal
- Court Ordered Jail Improvements
- Changing Jail Standards
- Mandatory Sentences (DUI, etc.)
- Housing of Prisoners from Other Agencies
- Complying with Judicial Sentences
- Youth Rehabilitation Act
- Payment of Appeals
- Prosecution and Defense Costs
- Court System

Other:

- Fair Labor Standards
- Americans with Disabilities Act (ADA)
- Construction Standards
- Assessment/Collection of Property Taxes for Taxing Districts
- Assessment of Exempt Property
- Bidding Requirements
- Publication Requirements

FEDERAL AND STATE MANDATED COSTS Prepared by AIC September 3, 1996

ADMINISTRATIVE SERVICES

- Workers' Compensation Regulations (State)
- Unemployment Insurance (Federal)
- Tort Liability Protection (State)
- Legal Advertising (State)
- Elections (State)
- Idaho State Administrative Procedures Act (State)
- Idaho Indoor Clean Air Act (State)
- Public Records Laws (State)
- Fair Labor Standards Act (FLSA)
- Labor Management Relations Act (Federal)
- Civil Rights Acts (Federal)
- Age Discrimination in Employment Act (Federal)
- Drug-Free Workplace Act (Federal)
- Americans with Disabilities Act (Federal)
- Family & Medical Leave Act (Federal)

BUS

Federally mandated operating and capital costs include the following items:

- 13 C
- Drug Testing
- Purchasing/Administrative Costs
- Facility Upgrade
- Buses, ADA
- CDL
- ADA Paratransit
- Fueling Station
- Buses, CNG

PARKS AND RECREATION

Park Maintenance

- Americans with Disabilities Act (ADA)
Signage for Parking Lots

Building Maintenance

- Americans with Disabilities Act (ADA)
Remodel Tscemicum Restroom and
Accessible Door Closures

POLICE

Field Operations

- State traffic accident reporting requirement

Communications

- State Law Enforcement Teletype Network
(ILETS)

Records

- Uniform Crime Reports (Federal)
- NCIC entry verifications (Federal)

Records (cont.)

- NCIC missing children and juvenile file
maintenance/reporting
- Federal and state fingerprint card reporting
- Automatic fingerprint identification system
entries (State)
- State mandated reporting system for juvenile
offenders (State)

FIRE

Suppression

- OSHA, Ryan White Act for protection of personnel from infectious and communicable diseases
- EPA for hazardous materials training
- FAA for ARFF coverage and training
- US Coast Guard for fireboat operation

Prevention

- Idaho Department of Insurance for fire inspection certification

Emergency Medical Services

- Idaho Department of Health and Welfare for ambulance licensing and Paramedic/ILS/EMT training
- OSHA, Ryan White Act protection of personnel from infectious and communicable diseases

COMMUNITY DEVELOPMENT

Inspection Services

- Electrical and Mechanical Inspection Programs (State)

Planning and Zoning

- Cities and required by Idaho Code (Local Planning Act) to have in place a zoning ordinance, subdivision ordinance and a comprehensive plan
- Area of City Impact (State) required to establish boundary or loss authority to annex

FINANCE

Administration

- FICA - Based on gross salary - citywide (Federal)
- State Insurance Fund Worker's Compensation - citywide
- Bidding Procedures (State)
- FLSA - Fair Labor Standards Act (Federal)

UTILITIES

Water - Treatment,

- Treatment, sampling, and record keeping for Public Drinking Water Systems (Federal)
- Per connection fee paid to DEQ (State) funds \$1.2 million for State staff

Water - Maintenance and Distribution

- Cross Connection Control Program

SEWER

Administration

- Maintains compliance with all State and Federal rules and regulations governing the Wastewater Treatment Plant, Industrial Pretreatment Program and Sludge Disposal Programs

Treatment

- Compliance with the National Pollutant Discharge Elimination Permit (Federal)
- Compliance with EPA's rules, regulations, codes, and guidelines for laboratory testing and equipment
- Compliance with Sludge Management Disposal Program

Industrial Pretreatment

- Compliance with EPA's rules and regulations concerning discharge of non-domestic waste to the Wastewater Collection and Treatment System (Federal)

SANITATION

Administration

- Solid Waste and Yard Waste Collection
- Solid Waste Disposal
 - Landfill (Including hazardous waste disposal)
 - Transfer Station
 - Transport
- Hazardous Waste Program

Transfer Station

- Recycle Program
 - Recycle Contract
 - Compost - EKO

GOLF COURSE

- Americans with Disabilities Act (ADA)
 - Remodel Golf Course restroom

AIRPORT

Administration

- Maintenance of Federal Airport Operating Certificates
- Operations Management

Landside

- Security

Airside

- Preventative and Corrective Maintenance
- Snow and Ice Control
- Aircraft Rescue and Firefighting

Airside (cont.)

- Safety
- Security

LIBRARY

- Maintains statistics with the Idaho State Library (State)

Research Report on America's Cities

purposes of this study, it was necessary to make some rules about what did and did not constitute a mandate so that the comparability of the numbers would be better. Below is a summary of the decision rules on mandates:

- If the state funds the requirement, it is not a mandate.
- If the state permits localities to raise revenue to fund the requirement, it is a mandate.
- If the requirement restricts local tax rates or bases, it is a mandate.
- If the requirement restricts local programs or activities, it is a mandate.
- If the requirement comes from the federal government, it is not a state mandate.
- If the requirement comes from a state agency empowered by the legislature to make rules and if that agency is not responding to federal requirements, it is a mandate.
- If it was enabling or permissive legislation, it is not a mandate.
- If it is a condition of aid, it is not a mandate.
- If it is special legislation (not affecting all cities or all counties), it is a mandate.
- If the legislature amends an existing mandate or group of mandates (for example, by setting salaries or retirement benefits), it is not a new mandate.
- If the legislature underfunded a recruitment. it is not a mandate.

MANDATED SERVICES FOR COUNTY PROVISION

PUBLIC SAFETY:

LAW ENFORCEMENT

1. Patrol
2. Maintain & Operate Jail
 - require some payment from criminals
3. Maintain and Operate Juvenile Detention Facility
 - require some payment from criminals
4. Service of Civil Process
5. Drug Programs
6. Waterway Patrol
7. Issue Drivers Licenses
8. Juvenile Corrections

COURTS/PROSECUTION/COURTS

1. Prosecute and Defend Criminals
 - may reduce number of defense attorneys allowed
 - may slow down trials (difficult on prosecution)
2. Maintain and Operate Court Room/Law Library
3. Provide for Probation Services (Adults/Juveniles)
4. Mandatory Sentences

EMS

1. Maintain and Operate Emergency Vehicles
- 2.

OTHER MANDATORY FUNCTIONS

1. Solid Waste Collection/Disposal/Clean Air and Water Acts
2. Indigent Medical Care
3. Public Health Districts
4. Planning/Zoning
5. Noxious Weeds
6. Disaster Preparedness
7. Fair District
8. Parks and Recreation
9. County Hospital Operation
10. Collect Taxes/Fees for Other Entities
11. FLSA, ADA, etc.

ASSESSOR

1. (Assessor) Issue Vehicle Registration, Titling, etc.
2. (Assessor) Reappraisal Process

CLERK

1. Conducting Elections (Federal Laws)
2. Recording of All Legal Documents
3. Process Passports

P₄...Painting a Picture of the Public Purse

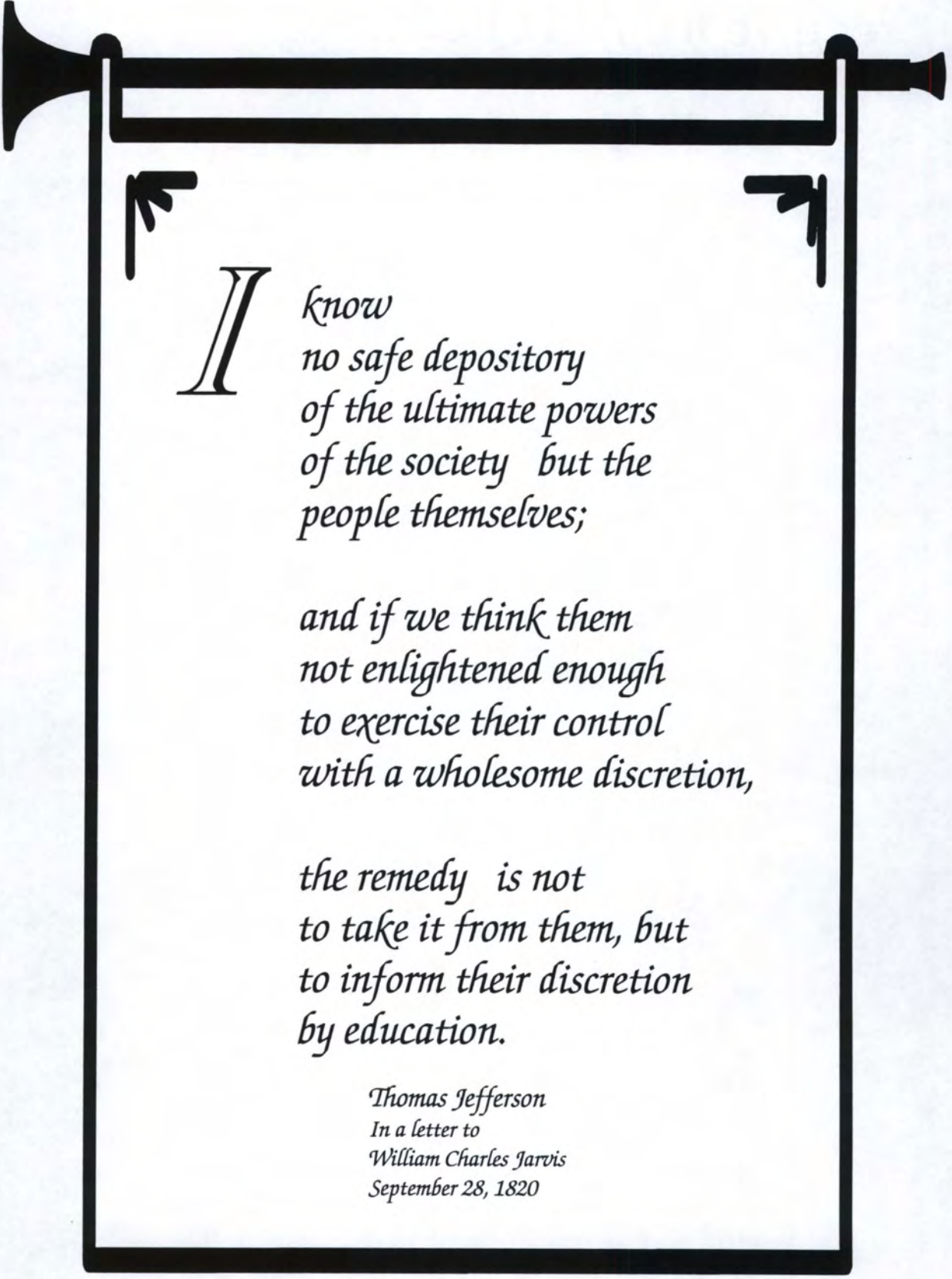
Idaho's 1% Initiative

(1996 Version)



University of Idaho
Cooperative Extension System
Moscow, ID

September, 1996



*I know
no safe depository
of the ultimate powers
of the society but the
people themselves;*

*and if we think them
not enlightened enough
to exercise their control
with a wholesome discretion,*

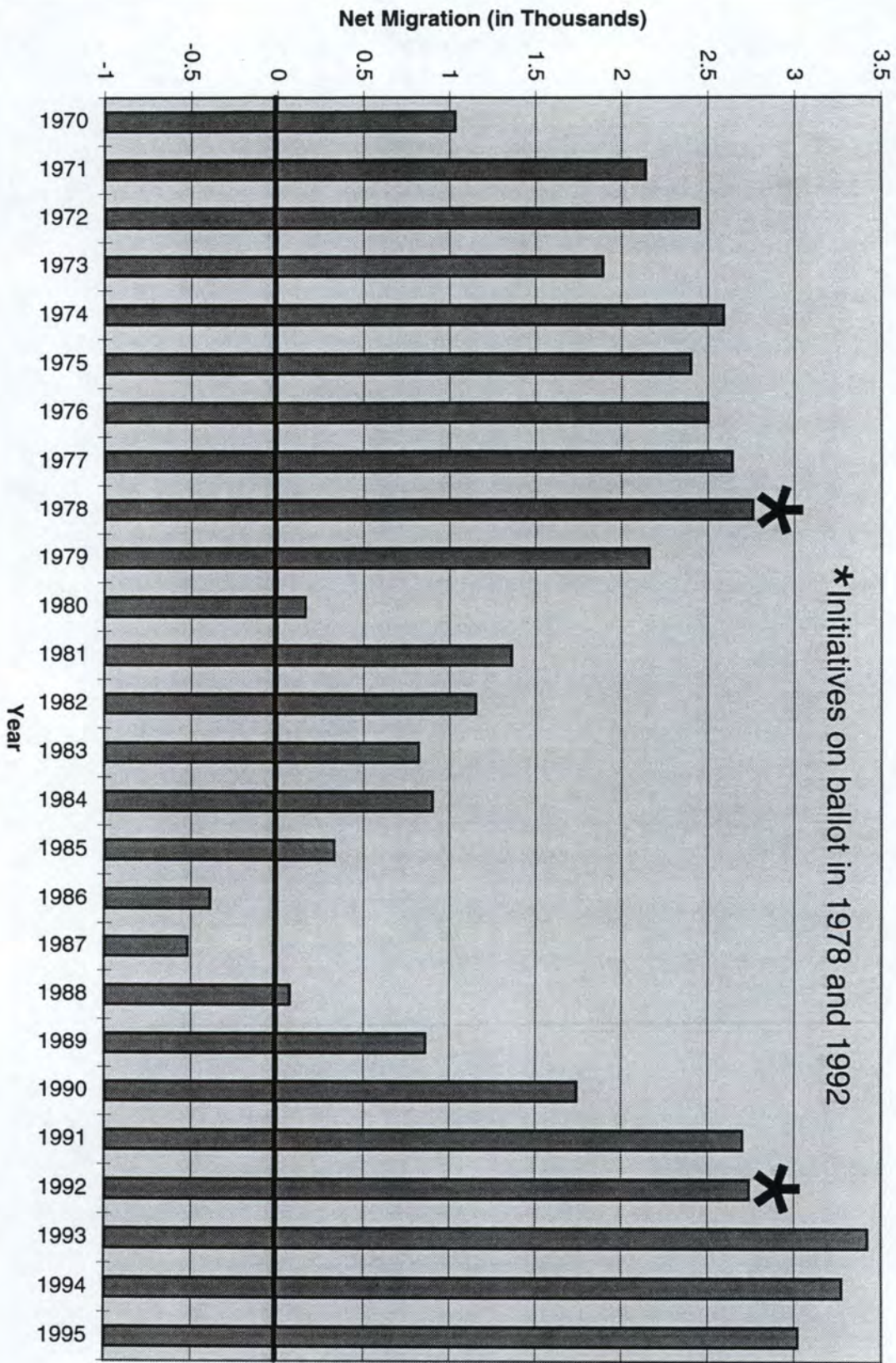
*the remedy is not
to take it from them, but
to inform their discretion
by education.*

*Thomas Jefferson
In a letter to
William Charles Jarvis
September 28, 1820*

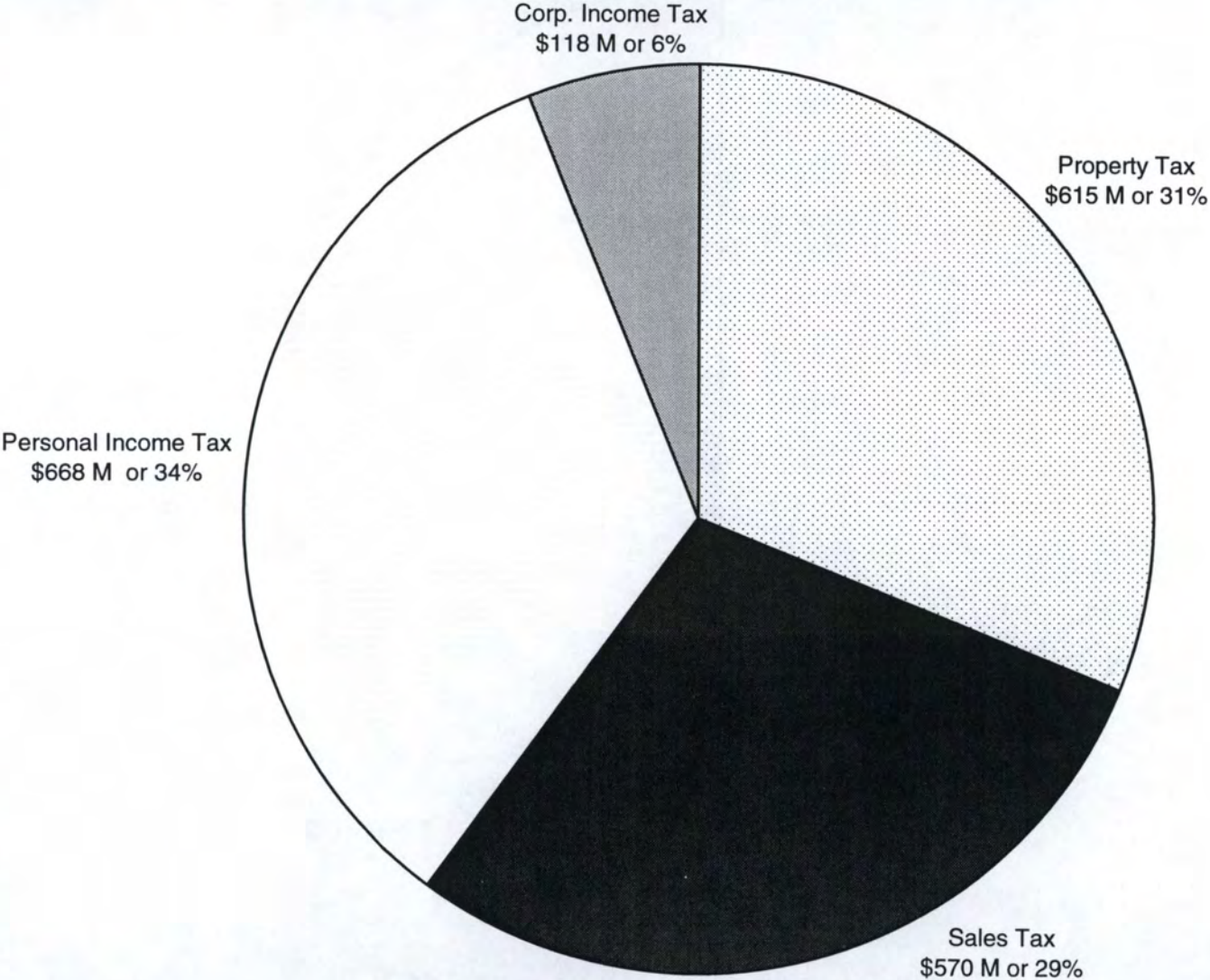
Please list the goods and services you receive from tax dollars

Please list your favorite tax

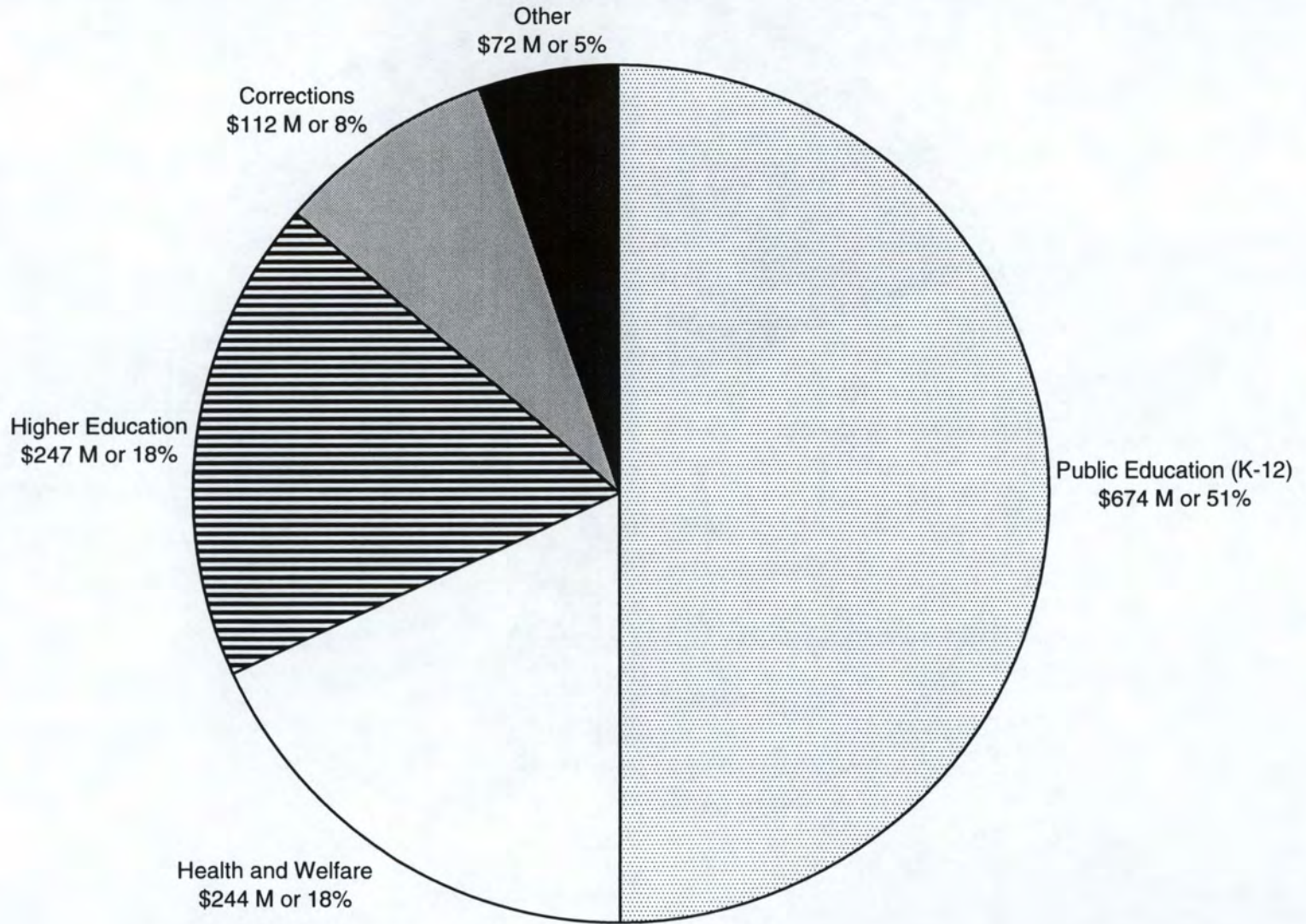
Annual Net Migration (in Thousands).



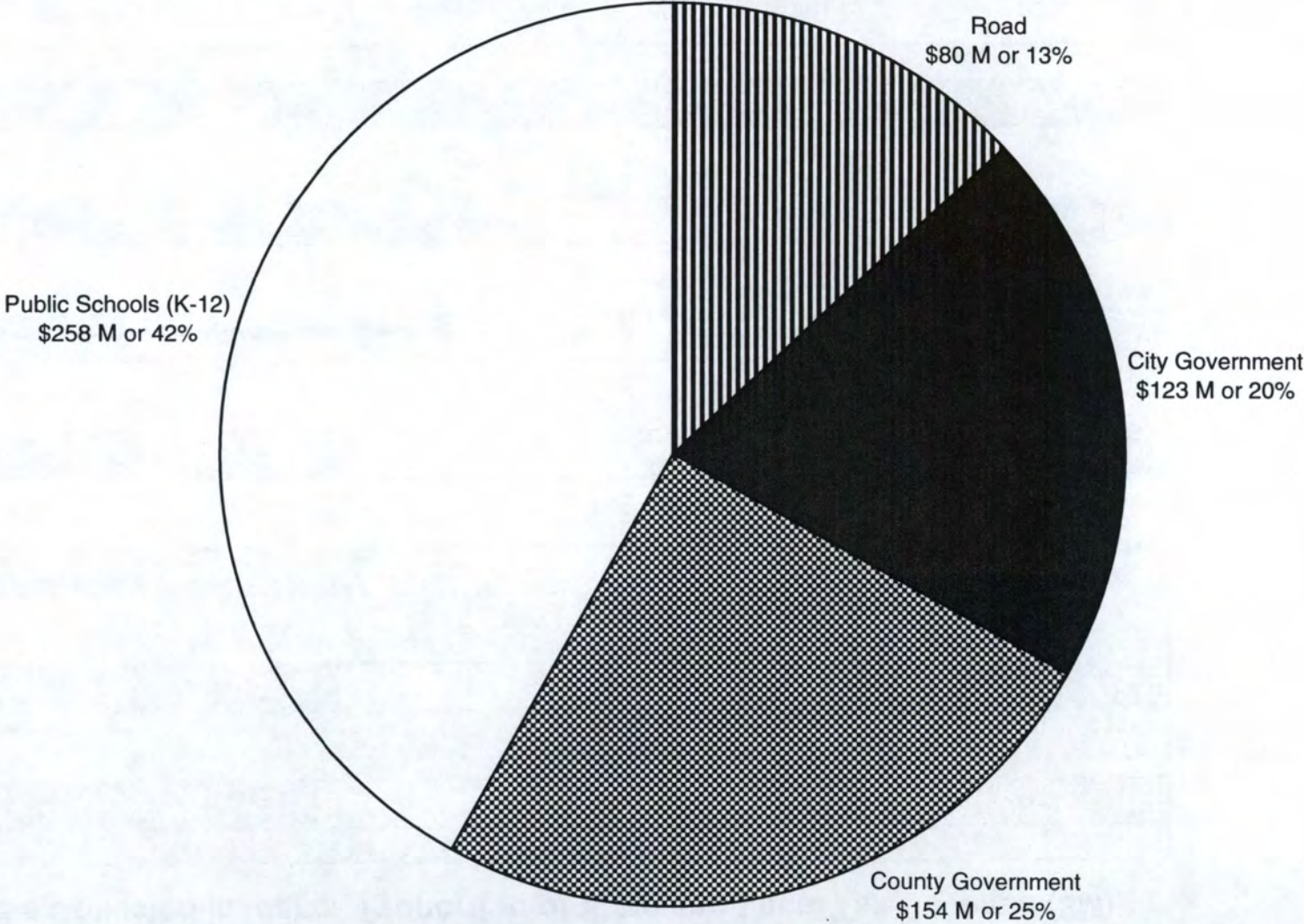
FY 1996 Idaho State and Local Revenue.



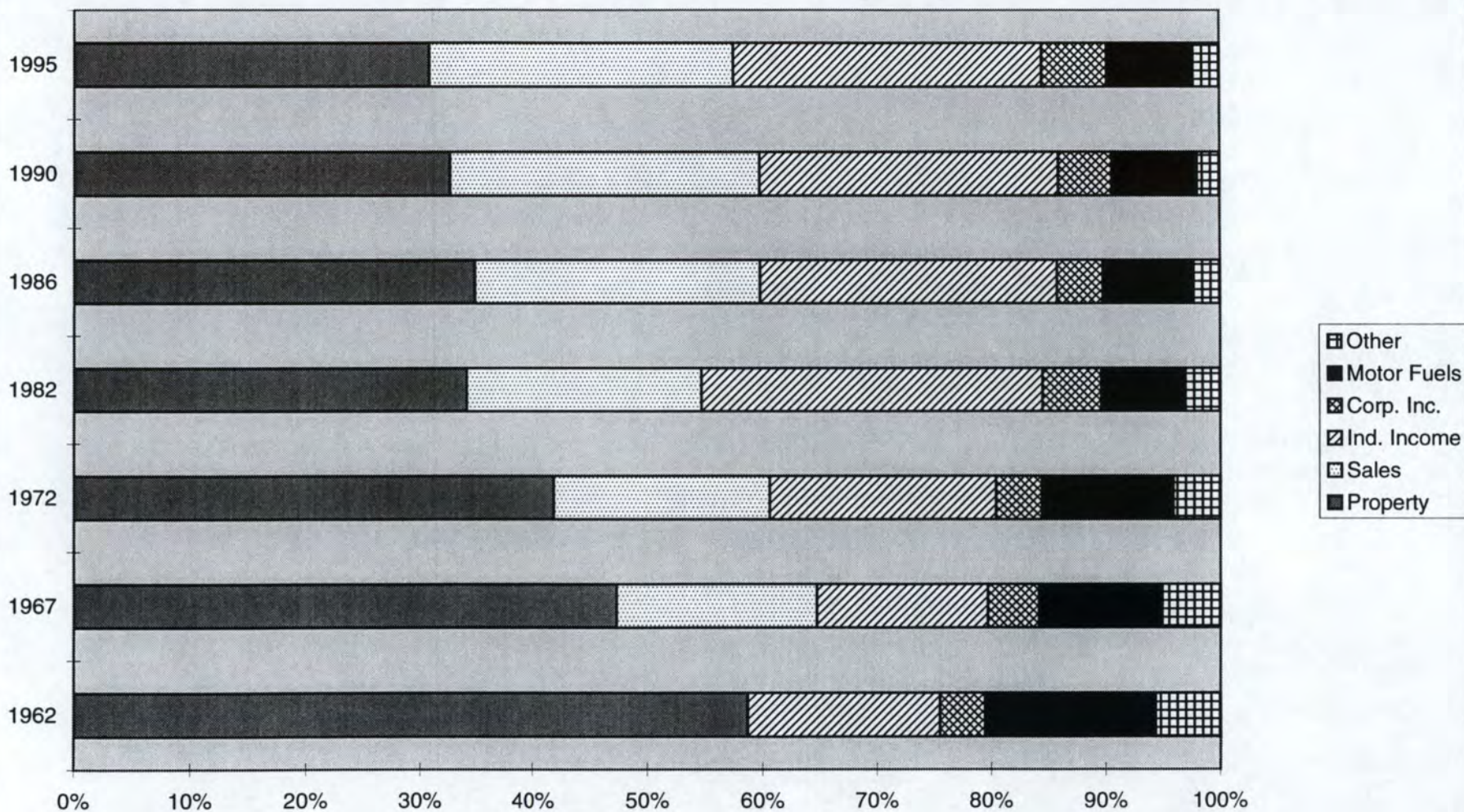
FY1996 Idaho State Expenditures.



FY 1996 Idaho Local Expenditures.



Taxes Collected in Idaho. Proportion of State and Local Tax Revenue (\$M).



Source: Idaho State Tax Commission 1995 Annual Report.

Balance of Revenue Source Among Western States: 1992

	Sales	Property	Income	Other ^a
	%	%	%	%
Idaho	23.4	25.2	28.0	23.4
Utah	32.1	27.5	25.7	16.5
Nevada	33.0	24.5	--	42.6
Montana	--	40.4	22.0	37.6
Oregon	--	40.7	35.4	23.0
Wyoming	21.6	42.4	--	36.0
Washington	48.6	29.4	--	22.9
US	24.1	32.4	20.4	24.1

Source: ACIR, Significant Features of Fiscal Federalism, 1994, vol. 2, table 50, pp. 90-91.

^a. Other includes corporate income tax, selective sales, license tax, death and gift, severance taxes, and other taxes.

1996 One-Percent Initiative

- (1) Maximum property tax rate of 1% (Additional revenue requires 67% majority).
- (2) Maximum change in expenditures increase COLA of Social Security.
- (3) Mandated local emergency services.
- (4) Mandated entitlements: \$50 K homeowners' exemption, ag/timber use, circuit breaker.
- (5) Mandated state funding of all K-12 education.

Revenue Effects FY1996

\$228 Transfer local to state*

\$ 75 Loss revenue to local government

*State will need to find this amount from reductions in other programs or new revenue sources.

November 5, 1996 Choices Concerning Initiative

Pass

Scenario A

- Reduce other areas
 - State government fund K-12
- Reduce non-mandated local services (assumes adequate revenue)
- ?-Budget caps
- ?-Population growth

Scenario B

- Expand sales tax base

Scenario C

- Raise income tax rate
 - personal
 - corporate

Scenario D

- Raise sales tax rate

Not Pass

Scenario E

- Continue as currently operating

Scenario F

- Correct cycle problem
- Charge new construction for off-site improvements

Scenario G

- Shift more state funds to local government

Tax Quiz
(The Tongue-in-Cheek Variety)

1. **My favorite tax is:** (check only one)

- The one someone else pays.
- The one that collects the most revenue.
- Taxes that finance schools so someone else's kids can attend.
- Taxes that finance roads when you don't drive.
- Taxes that penalize sinners.
- The one that's cheapest to administer.
- The cigarette tax (I do _____, don't _____ smoke).
- The alcoholic beverage tax (I do _____, don't _____ drink).
- Auto property tax.
- The one that everyone pays.

2. **My worst tax is:** (check only one)

- Property
- Income
- Sales
- Excise
- Severance
- Inheritance
- I like them all

3. **Most of the taxes I pay are:** (check only one)

- Property
- Income
- Sales
- Excise
- Severance
- Inheritance

Tax Quiz
(The Serious Variety)

1. My favorite tax is:

<u>Federal</u>	<u>State</u>	<u>Local</u>
<input type="checkbox"/> Excise	<input type="checkbox"/> Property	<input type="checkbox"/> Property
<input type="checkbox"/> Income	<input type="checkbox"/> Income	<input type="checkbox"/> Service fees
<input type="checkbox"/> Other (?)	<input type="checkbox"/> Sales	<input type="checkbox"/> Vehicle license
<input type="checkbox"/> Inheritance	<input type="checkbox"/> Excise	
<input type="checkbox"/> Don't know	<input type="checkbox"/> Severance	

2. My least favorite tax is:

<u>Federal</u>	<u>State</u>	<u>Local</u>
<input type="checkbox"/> Excise	<input type="checkbox"/> Property	<input type="checkbox"/> Property
<input type="checkbox"/> Income	<input type="checkbox"/> Income	<input type="checkbox"/> Service fees
<input type="checkbox"/> Other (?)	<input type="checkbox"/> Sales	<input type="checkbox"/> Vehicle license
<input type="checkbox"/> Inheritance	<input type="checkbox"/> Excise	
<input type="checkbox"/> Don't know	<input type="checkbox"/> Severance	
	<input type="checkbox"/> Inheritance	
	<input type="checkbox"/> Don't know	

3. Most of the taxes I pay are: **Federal** **State** **Local**

<input type="checkbox"/> Property	<input type="checkbox"/> Income
<input type="checkbox"/> Sales	<input type="checkbox"/> Excise
<input type="checkbox"/> Severance	<input type="checkbox"/> Inheritance

4. I feel that I get the most for my tax dollar from the:

<input type="checkbox"/> Federal government	<input type="checkbox"/> Local government
<input type="checkbox"/> State government	<input type="checkbox"/> Don't know

Which Public Services do I use:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Put a "+" by those which should be expanded.

Put a "-" by those which should be reduced.

Put a "0" by those which should be eliminated.

Idaho School Districts Classrooms, Market Value and Tax Levy Rate.

	School Dis	1. classro	5. MARKET VALU	Tax levy
BOISE 1	1	1248	\$ 6,854,899,062	0.82%
MERIDIAN 2	2	875	\$ 2,511,526,673	0.67%
KUNA 3	3	117	\$ 225,794,213	0.53%
MEADOWS VALLEY	11	18	\$ 79,062,021	0.33%
COUNCIL 13	13	26	\$ 66,149,800	0.29%
MARSH VALLEY 21	21	92	\$ 188,479,513	0.67%
POCATELLO 25	25	646	\$ 1,450,276,401	0.80%
BEAR LAKE 33	33	94	\$ 208,773,349	0.60%
ST MARIES 41	41	68	\$ 234,249,224	0.68%
PLUMMER/WORLEY	44	37	\$ 221,497,869	0.70%
SNAKE RIVER 52	52	115	\$ 172,344,683	0.94%
BLACKFOOT 55	55	219	\$ 340,668,956	0.85%
ABERDEEN 58	58	51	\$ 149,138,392	0.56%
FIRTH 59	59	56	\$ 94,855,465	0.67%
SHELLEY 60	60	111	\$ 164,223,531	0.77%
BLAINE CO 61	61	141	\$ 2,843,911,898	0.42%
GARDEN VALLEY 71	71	21	\$ 102,590,644	0.35%
BASIN 72	72	28	\$ 94,551,517	0.68%
HORSESHOE BEND	73	21	\$ 56,668,837	0.55%
BONNER CO 82	82	298	\$ 1,957,298,791	0.33%
IDAHO FALLS 91	91	532	\$ 1,364,075,721	0.90%
SWAN VALLEY 92	92	6	\$ 41,347,314	0.53%
BONNEVILLE 93	93	375	\$ 576,806,133	0.77%
BOUNDARY CO 101	101	90	\$ 362,360,686	0.44%
ARCO 111	111	41	\$ 87,740,436	0.55%
CAMAS CO 121	121	15	\$ 47,128,905	0.49%
NAMPA 131	131	415	\$ 988,897,224	0.73%
CALDWELL 132	132	240	\$ 532,362,742	0.70%
WILDER 133	133	29	\$ 82,208,318	0.70%
MIDDLETON 134	134	97	\$ 157,898,169	0.79%
NOTUS 135	135	25	\$ 35,456,292	0.79%
MELBA 136	136	40	\$ 77,978,590	0.56%
PARMA 137	137	52	\$ 111,724,939	0.89%
VALLIVUE 139	139	139	\$ 502,322,698	0.83%
GRACE 148	148	41	\$ 80,097,598	0.62%
NORTH GEM 149	149	16	\$ 72,982,663	0.53%
SODA SPRINGS 150	150	66	\$ 342,377,573	0.67%
CASSIA CO 151	151	268	\$ 651,250,709	0.61%
CLARK CO 161	161	15	\$ 73,326,344	0.32%
OROFINO 171	171	96	\$ 318,160,040	0.50%
CHALLIS 181	181	42	\$ 231,415,624	0.22%

results

	School Dis	1. classro	5. MARKET VALU	Tax levy
MACKAY 182	182	20	\$ 46,864,502	0.42%
PRAIRIE 191	191	1	\$ 4,789,795	0.00%
GLENN'S FERRY 192	192	40	\$ 133,684,073	0.42%
MOUNTAIN HOME 193	193	197	\$ 351,100,679	0.72%
PRESTON 201	201	110	\$ 170,808,894	0.45%
WEST SIDE 202	202	36	\$ 50,090,486	0.70%
FREMONT CO 215	215	135	\$ 437,823,472	0.64%
GEM CO 221	221	139	\$ 354,331,338	0.57%
GOODING 231	231	64	\$ 129,672,686	0.89%
WENDELL 232	232	56	\$ 101,813,080	0.72%
HAGERMAN 233	233	26	\$ 64,850,133	0.30%
BLISS 234	234	14	\$ 32,724,124	0.38%
GRANGEVILLE 241	241	119	\$ 428,877,255	0.31%
COTTONWOOD 242	242	31	\$ 81,219,294	0.32%
JEFFERSON CO. 251	251	193	\$ 280,429,401	0.70%
RIRIE 252	252	45	\$ 54,734,375	0.84%
W. JEFFERSON 253	253	46	\$ 108,142,479	0.80%
JEROME 261	261	145	\$ 374,369,927	0.50%
VALLEY 262	262	41	\$ 116,997,420	0.64%
COEUR D'ALENE 271	271	410	\$ 2,620,210,541	0.50%
LAKELAND 272	272	168	\$ 646,100,120	0.61%
POST FALLS 273	273	185	\$ 727,140,465	0.49%
KOOTENAI 274	274	21	\$ 182,960,186	0.58%
MOSCOW 281	281	128	\$ 588,601,995	1.15%
GENESEE 282	282	21	\$ 92,582,551	0.58%
KENDRICK 283	283	23	\$ 66,885,347	0.76%
POTLATCH 285	285	36	\$ 111,097,993	0.62%
WHITEPINE 286	286	45	\$ 151,960,522	0.71%
SALMON 291	291	69	\$ 233,693,845	0.36%
SO. LEMHI 292	292	14	\$ 38,288,135	0.34%
NEZPERCE 302	302	16	\$ 76,795,100	0.55%
KAMIAH 304	304	40	\$ 91,031,669	0.57%
HIGHLAND 305	305	22	\$ 90,823,690	0.43%
SHOSHONE 312	312	28	\$ 63,611,013	0.65%
DIETRICH 314	314	15	\$ 21,013,329	0.33%
RICHFIELD 316	316	15	\$ 30,103,332	0.37%
MADISON 321	321	212	\$ 366,648,411	0.61%
SUGAR-SALEM 322	322	82	\$ 108,251,508	0.76%
MINIDOKA CO. 331	331	250	\$ 562,512,194	0.51%
LEWISTON 340	340	242	\$ 1,689,078,961	0.80%
LAPWAI 341	341	32	\$ 68,264,655	0.47%

results

	School Dis	1. classro	5. MARKET VALU	Tax levy
CULDESAC 342	342	17	\$ 32,031,018	0.69%
ONEIDA 351	351	56	\$ 107,302,228	0.65%
MARSING 363	363	38	\$ 56,867,447	0.68%
PLEAS. VALLEY 364	364	1	\$ 30,086,194	0.30%
BRUN.GR-VIEW 365	365	33	\$ 135,988,809	0.51%
HOMEDAILE 370	370	63	\$ 86,241,323	0.55%
PAYETTE 371	371	98	\$ 174,521,710	0.71%
NEW PLYMOUTH 372	372	51	\$ 88,280,167	0.75%
FRUITLAND 373	373	65	\$ 162,387,249	0.82%
AMERICAN FALLS 381	381	87	\$ 502,803,520	0.57%
ROCKLAND 382	382	14	\$ 24,499,202	1.30%
ARBON ELEM 383	383	2	\$ 18,489,166	0.50%
KELLOGG 391	391	83	\$ 229,194,390	0.63%
MULLAN 392	392	15	\$ 30,496,359	1.11%
WALLACE 393	393	47	\$ 131,073,381	0.83%
AVERY 394	394	3	\$ 78,371,125	0.31%
TETON CO. 401	401	62	\$ 260,959,869	0.32%
TWIN FALLS 411	411	332	\$ 1,073,625,907	0.47%
BUHL 412	412	77	\$ 247,540,969	0.43%
FILER 413	413	65	\$ 143,548,933	0.66%
KIMBERLY 414	414	64	\$ 92,941,111	0.69%
HANSEN 415	415	24	\$ 58,801,475	0.59%
THREE CREEK 416	416	1	\$ 6,592,360	0.40%
CASTLEFORD 417	417	22	\$ 54,708,798	0.69%
MURTAUGH 418	418	21	\$ 51,239,429	0.59%
McCALLDONNELLY 421	421	63	\$ 883,118,331	0.39%
CASCADE 422	422	27	\$ 220,716,591	0.48%
WEISER 431	431	86	\$ 197,652,342	0.40%
CAMBRIDGE 432	432	22	\$ 69,743,340	0.34%
MIDVALE 433	433	13	\$ 60,835,266	0.31%
TOTALS		12006	\$ 42,016,516,541	0.66%
DOUBLE CHECKING				0.20%
				Standard Dev. of Pop

Idaho Classroom Dollars Per School District.

	classroom dollars per school dist.			
	Total Distri	Equalized	Redistribution per classroom unit	
BOISE 1	\$ 47,789	\$ 28,776	\$ (19,012)	
MERIDIAN 2	\$ 22,733	\$ 23,408	\$ 675	
KUNA 3	\$ 11,204	\$ 18,408	\$ 7,204	
MEADOWS VALLEY	\$ 17,639	\$ 11,536	\$ (6,103)	
COUNCIL 13	\$ 7,884	\$ 10,137	\$ 2,253	
MARSH VALLEY 21	\$ 14,348	\$ 23,461	\$ 9,113	
POCATELLO 25	\$ 16,660	\$ 28,106	\$ 11,446	
BEAR LAKE 33	\$ 13,322	\$ 20,857	\$ 7,535	
ST MARIES 41	\$ 20,441	\$ 23,682	\$ 3,242	
PLUMMER/WORLEY	\$ 21,812	\$ 24,391	\$ 2,580	
SNAKE RIVER 52	\$ 15,113	\$ 32,928	\$ 17,815	
BLACKFOOT 55	\$ 13,136	\$ 29,916	\$ 16,780	
ABERDEEN 58	\$ 17,398	\$ 19,587	\$ 2,189	
FIRTH 59	\$ 12,011	\$ 23,592	\$ 11,580	
SHELLEY 60	\$ 11,583	\$ 27,020	\$ 15,437	
BLAINE CO 61	\$ 87,967	\$ 14,852	\$ (73,115)	
GARDEN VALLEY 71	\$ 17,529	\$ 12,348	\$ (5,181)	
BASIN 72	\$ 23,093	\$ 23,652	\$ 560	
HORSESHOE BEND	\$ 18,394	\$ 19,207	\$ 813	
BONNER CO 82	\$ 23,015	\$ 11,571	\$ (11,444)	
IDAHO FALLS 91	\$ 23,209	\$ 31,489	\$ 8,281	
SWAN VALLEY 92	\$ 33,993	\$ 18,501	\$ (15,492)	
BONNEVILLE 93	\$ 12,613	\$ 26,978	\$ 14,364	
BOUNDARY CO 101	\$ 17,880	\$ 15,436	\$ (2,444)	
ARCO 111	\$ 11,573	\$ 19,117	\$ 7,544	
CAMAS CO 121	\$ 16,338	\$ 17,039	\$ 701	
NAMPA 131	\$ 18,694	\$ 25,403	\$ 6,709	
CALDWELL 132	\$ 16,251	\$ 24,388	\$ 8,137	
WILDER 133	\$ 20,662	\$ 24,517	\$ 3,855	
MIDDLETON 134	\$ 14,251	\$ 27,741	\$ 13,490	
NOTUS 135	\$ 11,606	\$ 27,721	\$ 16,115	
MELBA 136	\$ 12,028	\$ 19,720	\$ 7,692	
PARMA 137	\$ 20,550	\$ 31,259	\$ 10,709	
VALLIVUE 139	\$ 32,000	\$ 29,032	\$ (2,968)	
GRACE 148	\$ 12,106	\$ 21,755	\$ 9,649	
NORTH GEM 149	\$ 24,218	\$ 18,425	\$ (5,793)	
SODA SPRINGS 150	\$ 35,678	\$ 23,565	\$ (12,113)	
CASSIA CO 151	\$ 15,177	\$ 21,238	\$ 6,061	
CLARK CO 161	\$ 14,955	\$ 11,144	\$ (3,811)	
OROFINO 171	\$ 18,738	\$ 17,410	\$ (1,328)	
CHALLIS 181	\$ 16,548	\$ 7,857	\$ (8,691)	

results

	classroom dollars per school dist.			
	Total Distri	Equalized	Redistribution per classroom unit	
MACKAY 182	\$ 10,457	\$ 14,748	\$ 4,291	
PRAIRIE 191	\$ -	\$ -	\$ -	
GLENN'S FERRY 192	\$ 14,602	\$ 14,564	\$ (38)	
MOUNTAIN HOME 193	\$ 13,554	\$ 25,184	\$ 11,630	
PRESTON 201	\$ 7,496	\$ 15,909	\$ 8,413	
WEST SIDE 202	\$ 10,199	\$ 24,670	\$ 14,472	
FREMONT CO 215	\$ 20,310	\$ 22,349	\$ 2,039	
GEM CO 221	\$ 14,303	\$ 19,807	\$ 5,504	
GOODING 231	\$ 19,199	\$ 31,288	\$ 12,089	
WENDELL 232	\$ 14,256	\$ 25,064	\$ 10,809	
HAGERMAN 233	\$ 7,756	\$ 10,490	\$ 2,734	
BLISS 234	\$ 9,378	\$ 13,388	\$ 4,010	
GRANGEVILLE 241	\$ 11,074	\$ 10,952	\$ (122)	
COTTONWOOD 242	\$ 8,879	\$ 11,119	\$ 2,240	
JEFFERSON CO. 251	\$ 10,610	\$ 24,504	\$ 13,894	
RIRIE 252	\$ 10,613	\$ 29,550	\$ 18,937	
W. JEFFERSON 253	\$ 19,034	\$ 28,162	\$ 9,128	
JEROME 261	\$ 13,563	\$ 17,433	\$ 3,870	
VALLEY 262	\$ 18,731	\$ 22,521	\$ 3,790	
COEUR D'ALENE 271	\$ 32,144	\$ 17,630	\$ (14,514)	
LAKELAND 272	\$ 24,004	\$ 21,456	\$ (2,547)	
POST FALLS 273	\$ 19,647	\$ 17,055	\$ (2,592)	
KOOTENAI 274	\$ 44,427	\$ 20,255	\$ (24,172)	
MOSCOW 281	\$ 53,454	\$ 40,076	\$ (13,377)	
GENESEE 282	\$ 27,697	\$ 20,340	\$ (7,356)	
KENDRICK 283	\$ 23,527	\$ 26,614	\$ 3,086	
POTLATCH 285	\$ 21,805	\$ 21,604	\$ (201)	
WHITEPINE 286	\$ 27,705	\$ 24,980	\$ (2,726)	
SALMON 291	\$ 13,620	\$ 12,477	\$ (1,143)	
SO. LEMHI 292	\$ 9,743	\$ 12,010	\$ 2,267	
NEZPERCE 302	\$ 27,830	\$ 19,133	\$ (8,696)	
KAMIAH 304	\$ 13,925	\$ 20,065	\$ 6,140	
HIGHLAND 305	\$ 19,067	\$ 15,098	\$ (3,969)	
SHOSHONE 312	\$ 15,629	\$ 22,867	\$ 7,238	
DIETRICH 314	\$ 4,805	\$ 11,648	\$ 6,843	
RICHFIELD 316	\$ 7,306	\$ 13,072	\$ 5,767	
MADISON 321	\$ 11,132	\$ 21,262	\$ 10,130	
SUGAR-SALEM 322	\$ 10,583	\$ 26,735	\$ 16,151	
MINIDOKA CO. 331	\$ 12,224	\$ 17,747	\$ 5,523	
LEWISTON 340	\$ 54,013	\$ 28,116	\$ (25,897)	
LAPWAI 341	\$ 11,094	\$ 16,549	\$ 5,456	

results

	classroom dollars per school dist.			
	Total Distri	Equalized	Redistribution per classroom unit	
CULDESAC 342	\$ 13,765	\$ 24,096	\$ 10,332	
ONEIDA 351	\$ 12,792	\$ 22,863	\$ 10,071	
MARSING 363	\$ 11,284	\$ 23,905	\$ 12,622	
PLEAS. VALLEY 364	\$ 68,671	\$ 10,603	\$ (58,068)	
BRUN.GR-VIEW 365	\$ 21,473	\$ 17,895	\$ (3,578)	
HOMEDALE 370	\$ 8,228	\$ 19,254	\$ 11,026	
PAYETTE 371	\$ 13,364	\$ 24,948	\$ 11,584	
NEW PLYMOUTH 372	\$ 14,241	\$ 26,235	\$ 11,994	
FRUITLAND 373	\$ 22,057	\$ 28,653	\$ 6,596	
AMERICAN FALLS 381	\$ 33,957	\$ 19,822	\$ (14,135)	
ROCKLAND 382	\$ 24,222	\$ 45,625	\$ 21,403	
ARBON ELEM 383	\$ 45,984	\$ 17,423	\$ (28,561)	
KELLOGG 391	\$ 19,481	\$ 22,218	\$ 2,737	
MULLAN 392	\$ 22,615	\$ 38,844	\$ 16,229	
WALLACE 393	\$ 22,879	\$ 29,078	\$ 6,199	
AVERY 394	\$ 92,271	\$ 10,997	\$ (81,274)	
TETON CO. 401	\$ 15,515	\$ 11,202	\$ (4,313)	
TWIN FALLS 411	\$ 15,213	\$ 16,291	\$ 1,077	
BUHL 412	\$ 14,476	\$ 15,119	\$ 643	
FILER 413	\$ 15,770	\$ 23,258	\$ 7,488	
KIMBERLY 414	\$ 10,835	\$ 24,090	\$ 13,255	
HANSEN 415	\$ 15,401	\$ 20,502	\$ 5,101	
THREE CREEK 416	\$ 23,931	\$ 14,007	\$ (9,924)	
CASTLEFORD 417	\$ 18,648	\$ 24,102	\$ 5,455	
MURTAUGH 418	\$ 16,202	\$ 20,515	\$ 4,313	
McCALLDONNELLY 419	\$ 50,498	\$ 13,476	\$ (37,023)	
CASCADE 422	\$ 37,719	\$ 16,968	\$ (20,751)	
WEISER 431	\$ 10,107	\$ 14,119	\$ 4,012	
CAMBRIDGE 432	\$ 11,194	\$ 11,935	\$ 740	
MIDVALE 433	\$ 14,710	\$ 10,894	\$ (3,816)	
TOTALS	\$ 23,072	\$ 23,259	\$ 45,571	
DOUBLE CHECKING	\$ 14,417	\$ 7,090	\$ 15,705	
	Standard Dev. of Pop.			

Idaho Total Dollars Per School District Local Support.

	Total dollar per school dist. local support		
	Total District Lev	Equalized district	Redistribution
BOISE 1	\$ 59,654,861	\$ 35,921,687	\$ (23,733,174)
MERIDIAN 2	\$ 19,889,118	\$ 20,479,503	\$ 590,385
KUNA 3	\$ 1,313,062	\$ 2,157,377	\$ 844,315
MEADOWS VALLEY	\$ 312,213	\$ 204,181	\$ (108,032)
COUNCIL 13	\$ 204,991	\$ 263,571	\$ 58,580
MARSH VALLEY 21	\$ 1,317,140	\$ 2,153,693	\$ 836,553
POCATELLO 25	\$ 10,755,478	\$ 18,145,026	\$ 7,389,548
BEAR LAKE 33	\$ 1,257,606	\$ 1,968,931	\$ 711,325
ST MARIES 41	\$ 1,379,735	\$ 1,598,564	\$ 218,829
PLUMMER/WORLEY	\$ 813,570	\$ 909,801	\$ 96,231
SNAKE RIVER 52	\$ 1,734,997	\$ 3,780,103	\$ 2,045,106
BLACKFOOT 55	\$ 2,874,249	\$ 6,545,662	\$ 3,671,413
ABERDEEN 58	\$ 885,558	\$ 996,995	\$ 111,438
FIRTH 59	\$ 671,428	\$ 1,318,777	\$ 647,349
SHELLEY 60	\$ 1,290,324	\$ 3,010,033	\$ 1,719,709
BLAINE CO 61	\$ 12,376,971	\$ 2,089,688	\$ (10,287,283)
GARDEN VALLEY 71	\$ 369,872	\$ 260,551	\$ (109,321)
BASIN 72	\$ 648,906	\$ 664,635	\$ 15,729
HORSESHOE BEND	\$ 378,915	\$ 395,654	\$ 16,739
BONNER CO 82	\$ 6,860,888	\$ 3,449,330	\$ (3,411,559)
IDAHO FALLS 91	\$ 12,356,224	\$ 16,764,797	\$ 4,408,573
SWAN VALLEY 92	\$ 203,958	\$ 111,009	\$ (92,949)
BONNEVILLE 93	\$ 4,733,803	\$ 10,124,793	\$ 5,390,990
BOUNDARY CO 101	\$ 1,609,174	\$ 1,389,219	\$ (219,955)
ARCO 111	\$ 477,954	\$ 789,514	\$ 311,561
CAMAS CO 121	\$ 246,698	\$ 257,287	\$ 10,589
NAMPA 131	\$ 7,757,876	\$ 10,542,058	\$ 2,784,182
CALDWELL 132	\$ 3,893,677	\$ 5,843,317	\$ 1,949,640
WILDER 133	\$ 603,321	\$ 715,886	\$ 112,565
MIDDLETON 134	\$ 1,380,945	\$ 2,688,079	\$ 1,307,134
NOTUS 135	\$ 292,467	\$ 698,572	\$ 406,105
MELBA 136	\$ 482,323	\$ 790,761	\$ 308,438
PARMA 137	\$ 1,064,482	\$ 1,619,194	\$ 554,712
VALLIVUE 139	\$ 4,454,469	\$ 4,041,323	\$ (413,146)
GRACE 148	\$ 490,311	\$ 881,096	\$ 390,785
NORTH GEM 149	\$ 375,374	\$ 285,586	\$ (89,788)
SODA SPRINGS 150	\$ 2,340,468	\$ 1,545,864	\$ (794,604)
CASSIA CO 151	\$ 4,073,509	\$ 5,700,329	\$ 1,626,820
CLARK CO 161	\$ 230,303	\$ 171,619	\$ (58,684)
OROFINO 171	\$ 1,800,675	\$ 1,673,096	\$ (127,579)
CHALLIS 181	\$ 690,050	\$ 327,636	\$ (362,414)

results

	Total dollar per school dist. local support		
	Total District Lev	Equalized district	Redistribution
MACKAY 182	\$ 209,133	\$ 294,961	\$ 85,828
PRAIRIE 191	\$ -	\$ -	\$ -
GLENN'S FERRY 192	\$ 588,474	\$ 586,942	\$ (1,532)
MOUNTAIN HOME 193	\$ 2,674,271	\$ 4,968,897	\$ 2,294,626
PRESTON 201	\$ 823,785	\$ 1,748,420	\$ 924,636
WEST SIDE 202	\$ 368,175	\$ 890,601	\$ 522,426
FREMONT CO 215	\$ 2,733,793	\$ 3,008,227	\$ 274,434
GEM CO 221	\$ 1,992,388	\$ 2,759,078	\$ 766,690
GOODING 231	\$ 1,222,976	\$ 1,993,059	\$ 770,083
WENDELL 232	\$ 794,045	\$ 1,396,087	\$ 602,043
HAGERMAN 233	\$ 201,650	\$ 272,736	\$ 71,086
BLISS 234	\$ 133,172	\$ 190,110	\$ 56,938
GRANGEVILLE 241	\$ 1,321,147	\$ 1,306,623	\$ (14,524)
COTTONWOOD 242	\$ 277,023	\$ 346,924	\$ 69,901
JEFFERSON CO. 251	\$ 2,050,948	\$ 4,736,661	\$ 2,685,713
RIRIE 252	\$ 477,572	\$ 1,329,743	\$ 852,172
W. JEFFERSON 253	\$ 873,677	\$ 1,292,638	\$ 418,961
JEROME 261	\$ 1,969,412	\$ 2,531,327	\$ 561,915
VALLEY 262	\$ 771,697	\$ 927,850	\$ 156,153
COEUR D'ALENE 271	\$ 13,169,482	\$ 7,223,018	\$ (5,946,463)
LAKELAND 272	\$ 4,039,826	\$ 3,611,101	\$ (428,725)
POST FALLS 273	\$ 3,626,750	\$ 3,148,330	\$ (478,419)
KOOTENAI 274	\$ 928,515	\$ 423,321	\$ (505,193)
MOSCOW 281	\$ 6,847,438	\$ 5,133,796	\$ (1,713,641)
GENESEE 282	\$ 570,552	\$ 419,011	\$ (151,541)
KENDRICK 283	\$ 541,131	\$ 612,120	\$ 70,989
POTLATCH 285	\$ 787,160	\$ 779,919	\$ (7,241)
WHITEPINE 286	\$ 1,249,514	\$ 1,126,584	\$ (122,930)
SALMON 291	\$ 934,354	\$ 855,951	\$ (78,403)
SO. LEMHI 292	\$ 139,329	\$ 171,742	\$ 32,413
NEZPERCE 302	\$ 448,061	\$ 308,047	\$ (140,013)
KAMIAH 304	\$ 557,002	\$ 802,614	\$ 245,612
HIGHLAND 305	\$ 421,391	\$ 333,675	\$ (87,716)
SHOSHONE 312	\$ 436,042	\$ 637,987	\$ 201,945
DIETRICH 314	\$ 73,040	\$ 177,056	\$ 104,016
RICHFIELD 316	\$ 112,510	\$ 201,316	\$ 88,806
MADISON 321	\$ 2,358,775	\$ 4,505,401	\$ 2,146,626
SUGAR-SALEM 322	\$ 866,781	\$ 2,189,560	\$ 1,322,780
MINIDOKA CO. 331	\$ 3,060,956	\$ 4,443,919	\$ 1,382,964
LEWISTON 340	\$ 13,060,379	\$ 6,798,365	\$ (6,262,014)
LAPWAI 341	\$ 350,559	\$ 522,957	\$ 172,398

results

	Total dollar per school dist. local support		
	Total District Lev	Equalized district	Redistribution
CULDESAC 342	\$ 239,503	\$ 419,277	\$ 179,774
ONEIDA 351	\$ 713,782	\$ 1,275,763	\$ 561,981
MARSING 363	\$ 432,161	\$ 915,571	\$ 483,410
PLEAS. VALLEY 364	\$ 96,140	\$ 14,844	\$ (81,296)
BRUN.GR-VIEW 365	\$ 712,899	\$ 594,118	\$ (118,781)
HOMEDALE 370	\$ 514,279	\$ 1,203,406	\$ 689,127
PAYETTE 371	\$ 1,313,700	\$ 2,452,395	\$ 1,138,695
NEW PLYMOUTH 372	\$ 720,599	\$ 1,327,507	\$ 606,908
FRUITLAND 373	\$ 1,429,295	\$ 1,856,702	\$ 427,407
AMERICAN FALLS 380	\$ 2,957,612	\$ 1,726,476	\$ (1,231,136)
ROCKLAND 382	\$ 326,998	\$ 615,943	\$ 288,945
ARBON ELEM 383	\$ 91,968	\$ 34,847	\$ (57,121)
KELLOGG 391	\$ 1,611,080	\$ 1,837,411	\$ 226,331
MULLAN 392	\$ 341,489	\$ 586,551	\$ 245,062
WALLACE 393	\$ 1,070,732	\$ 1,360,867	\$ 290,135
AVERY 394	\$ 304,494	\$ 36,289	\$ (268,205)
TETON CO. 401	\$ 961,906	\$ 694,529	\$ (267,377)
TWIN FALLS 411	\$ 5,056,900	\$ 5,415,016	\$ 358,116
BUHL 412	\$ 1,108,864	\$ 1,158,082	\$ 49,218
FILER 413	\$ 1,025,060	\$ 1,511,783	\$ 486,723
KIMBERLY 414	\$ 693,427	\$ 1,541,767	\$ 848,340
HANSEN 415	\$ 369,625	\$ 492,044	\$ 122,419
THREE CREEK 416	\$ 26,324	\$ 15,408	\$ (10,916)
CASTLEFORD 417	\$ 406,516	\$ 525,426	\$ 118,910
MURTAUGH 418	\$ 341,863	\$ 432,865	\$ 91,002
McCALLDONNELLY 419	\$ 3,201,602	\$ 854,359	\$ (2,347,244)
CASCADE 422	\$ 1,025,961	\$ 461,539	\$ (564,422)
WEISER 431	\$ 869,198	\$ 1,214,250	\$ 345,051
CAMBRIDGE 432	\$ 240,681	\$ 256,601	\$ 15,920
MIDVALE 433	\$ 189,756	\$ 140,530	\$ (49,226)
TOTALS	\$ 277,005,233	\$ 279,253,643	\$ 2,248,410
DOUBLE CHECKING	\$ 6,300,827	\$ 4,620,412	\$ 2,897,123

P4...Painting a Picture of the Public Purse
Idaho's 1996 One Percent Initiative
Post Session Evaluation

Program goal: To assist Idaho citizens to increase understanding of state and local government finance.

To what extent did the program provide a better understanding of:

(Circle a number for each question)

A Great Deal Some A Little None at All

- | | | | | |
|--|-------|------|----------|------|
| 1. The demands rapid population growth have placed on state and local governments | GREAT | SOME | A LITTLE | NONE |
| 2. Where Idaho governmental units get their funding | GREAT | SOME | A LITTLE | NONE |
| 3. How Idaho governmental units currently are spending money | GREAT | SOME | A LITTLE | NONE |
| 4. What state and local government spending would have been had the 1996 One Percent been in effect this past year | GREAT | SOME | A LITTLE | NONE |
| 5. What information was of most value in helping you understand state and local government finance? | | | | |
| 6. What additional information do you need to help decide how to vote on November 5, 1996? | | | | |

Other comments are most welcome!

