

COLLEGE OF SOUTHERN IDAHO

BOARD OF TRUSTEES MEETING

OCTOBER 21, 1996

PRESIDENT'S BOARD ROOM

5:30 p.m.

AGENDA

MINUTES

TREASURER'S REPORT

FY 96 AUDIT

COMPUTER BID

OLD AND NEW BUSINESS

SOUTH-CENTRAL IDAHO HEALTH DISTRICT BUILDING:

Cheryl Jutonen

NURSING UPDATE

VIDEO CLIP ON WESTERN GOVERNOR'S ASSOCIATION

1% INITIATIVE UPDATE

REVIEW OF STATE BOARD OF EDUCATION MEETING

HOME PAGE: *Dr. Ken Campbell, Ken Bingham, Todd Schwarz*

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
OCTOBER 21, 1996

CALL TO ORDER: 5:30 p.m. PRESIDING: LeRoy Craig

ATTENDING: Trustees: LeRoy Craig, Dr. Thad Scholes, Dr.
Charles Lehrman and Donna Brizee

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Dr. Jerry Beck, Vice President of Instruction
Dr. Joan Edwards, Vice President of Planning
and Development
Dr. Michael Glenn, Vocational Dean
Dr. Ken Campbell, Dean of Information Technology
Dr. John Martin, Registrar
Dick Sterling, Physical Plant Director
Jeff Duggan, Assistant to the President
Annette Jenkins, Public Information Director

CSI Staff: Todd Schwarz and Ken Bingham

Visitors: None

Faculty Representatives: Jan Mittleider

Times News: Liz Wright

MINUTES OF September 3, 1996 were approved as written on
MOTION by Dr. Charles Lehrman. Affirmative vote was
unanimous.

TREASURERS REPORT: The Treasurer's Reports for August and
September were approved on MOTION by Dr. Charles Lehrman.
Affirmative vote was unanimous.

BIDS:

1. The Board approved the low bid of New Technologies of
Santa Fe, California in the amount of \$33,448 for twenty
eight computers on MOTION by Dr. Thad Scholes. Affirmative
vote was unanimous.

Funding for this purchase is from various departmental
budgets.

PRESIDENT'S REPORT:

1. The Board approved the fiscal year 1996 audit on MOTION by Dr. Thad Scholes. Affirmative vote was unanimous.

2. The President reported on developments concerning the Western Governor's Virtual University. The Board viewed a video that demonstrated how a student would access the university. Problems concerning assessment of student skills and the mechanics of the virtual university were discussed by Dr. Beck and Dr. Campbell.

3. The President advised the Board of the efforts of the "Idahoans against the 1%" coalition. He noted that Governor Batt indicated that the passage of the 1% initiative would most likely result in a tax shift rather than a total tax reduction.

The President also stated that the presidents of the colleges and universities were meeting after the election and would be working together to lessen the impact if the 1% passed.

4. The new South Central Health District Building footprint will be staked out for review by the Board. It will take up about half of the current tree farm. The drawings from the architects indicate that the building will fit in with the campus architecture.

5. The President reported that the State Board of Education reduced our maintenance of current operations budget and enhancement requests to fund 3.3 million dollars for the "70% Committee." The "70% Committee" refers to the 70% of students who do not pursue further academic or vocational training after high school. Dr. Mike Glenn represents us on this committee.

6. The State Board of Education created a Legislative Committee to oversee legislation proposed by entities under the State Board. President Meyerhoeffer will present our proposed property tax legislation to this committee in November.

7. Dr. John Martin reported that we had enrolled over seven hundred new students since the tenth day of classes. Our semester headcount is up to 5,300 students. This is up 14% from last year. FTE (Full Time Student Equivalents) are up 8%.

CSI Trustees
October 21, 1996
Page 3

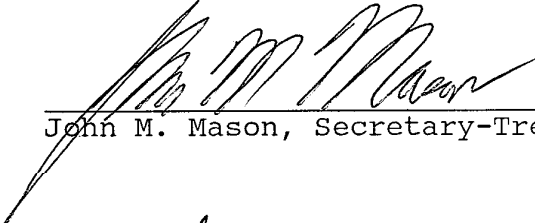
8. The Board commended the College of Southern Idaho Office On Aging for the overall "exemplary" rating they received on a recent compliance review. The review was conducted by the State of Idaho Office on Aging.

9. The President reported that our Forensics team placed second in a recent competition. The team has twice as many members as last year. Chis Bragg was commended for his work with the team.

10. Ken Triplett was elected state president of VICA.

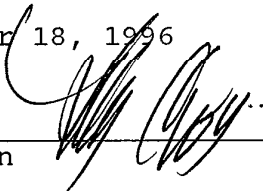
11. Ken Bingham and Todd Schwarz demonstrated the College's web page to the Board. While the page is still incomplete, the framework has been defined and departmental work will continue.

ADJOURNMENT was declared at 6:39 p.m.



John M. Mason, Secretary-Treasurer

APPROVED November 18, 1996



Chairman



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

October 21, 1996

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

From: Mike Mason

Re: Computer Bid

We received seven bids for the specified computers. Based upon a review of the bids by Gary Baum and Dr. Ken Campbell, I recommend that we award the bid to the low bidder of New Technologies of Santa Fe, California for twenty eight machines are in various configurations for a total of \$33,448.

A break down of the bids is provided on the following page.

Funding for this purchase is from budgeted departmental funds from eleven different departments. A listing of those departments is attached.

September 25, 1996 Computer Bid

Vendors	Computer Depot	CSSI	Gateway	Marketing Touch	New Technologies	Eagle Company	Total Peripherals
Base System Price	\$1,300.00	\$1,035.00	\$1,288.00	\$1,045.00	\$935.05	\$1,050.88	\$1,050.00
Upgrades:							
Microprocessor							
Pentium 120 MHz	\$46.00	\$30.00		\$19.25	\$12.00	\$19.37	\$28.00
Pentium 133 MHz	\$106.00	\$80.00		\$75.00	\$88.00	\$79.23	\$75.00
Pentium 166 MHz	\$300.00	\$281.00		\$273.00	\$290.00	\$290.55	\$280.00
Additional Memory							
8 MB (type of memory chip)	\$75.00	\$45.00		\$53.50	\$45.00	\$49.30	\$38.00
	2 @ 4 MB	2 @ 4 MB		2 @ 4 MB	2 @ 4 MB	1 @ 8 MB	1 @ 8 MB
Monitor	Magnovision			TechMedia	AcerView	Impression	Acer
15" SVGA Color	\$100.00	\$80.00		\$16.00	\$78.00	\$71.16	\$70.00
Chassis							
Mid-Size Tower	N/A	N/A		\$12.84	\$30.00	\$5.91	N/A
Full-Size Tower	\$60.00	N/A		\$46.00	\$60.00	\$65.12	\$40.00
Graphics Adapter				Dmd Stealth	Cirrus Logic	Dmd Flower	Dmd Stealth
PCI 64 Bit with 2 MB	N/A	N/A		\$25.68	\$15.00	\$18.79	\$12.00
Network Card							
16 Bit	\$63.00	\$41.00		\$38.50	\$45.00	\$32.96	\$21.00
Multi-Media							
Sound Card	\$140.00	\$69.00		\$66.50	\$64.00	\$28.21	\$66.00
CD-ROM	\$80.00	\$108.00		\$92.00	\$85.00	\$96.12	\$85.00
Dual Speaker System	\$40.00	See Bid		\$14.00	\$12.50	\$22.92	\$14.00
Headphones	\$20.00	N/A		\$5.35	\$9.00	\$5.27	N/A
Applications (Pre-Loaded)							
MicroSoft Office 4.3	\$180.00	\$220.00		\$90.00	\$140.00	\$558.58	\$220.00
Hard Disk Storage							
1.0 GB	N/A	\$40.00		\$19.25	\$35.00	N/A	\$12.00
1.2 GB	N/A	N/A		\$57.00	\$33.00	N/A	\$21.00
1.6 GB	In Base Price	\$100.00		\$85.50	\$68.00	\$226.86	\$48.00
Warranty (Add'l Year)	\$400.00	\$75.00		In Base Price	\$50.00	\$27.00	\$119.00

September '96 Computer Purchase - NEW Technologies

			D	T	Qty.	\$ Per Machine	Total
O1		100 MHz System w/16 MB RAM w/ 1.2 Gig HDD 15" monitors 2 MB PCI Graphics Adapter Win 3.1 and DOS 6.22 (Do NOT Preload)	9	0	9	\$1,207	\$10,863
O2		120 MHz System w/ 16 MB RAM w/ 1.6 Gig HDD 15" Monitor MM (Sound Card, CD-ROM, Headphones) 2 MB PCI Graphics Adapter Win 3.1 and DOS 6.22 AT NIC Mid-Size Tower	0	2	2	\$1,442	\$2,884
O3		120 MHz System w/ 16 MB RAM w/ 850 MB HDD Win 3.11 and DOS 6.22 AT NIC	0	4	4	\$1,093	\$4,372
O4		120 MHz System w/ 16 MB RAM w/ 850 MB HDD Win 3.11 and DOS 6.22 AT NIC	0	3	3	\$1,093	\$3,279
O5		100 MHz System w/ 16 MB RAM w/ 1.0 Gig HDD Multi Media (Sound Card, CD ROM) Win 3.11 and DOS 6.22 AT NIC	0	1	1	\$1,265	\$1,265
O6		100 MHz System w/ 16 MB RAM w/ 850 MB HDD Win 3.11 and DOS 6.22 AT NIC	0	2	2	\$1,081	\$2,162
O7		120 MHz System w/ 16 MB RAM w/ 1.0 Gig HDD Multi Media (Sound Card, CD ROM, Speakers ?) Win 3.11 and DOS 6.22 AT NIC	1	0	1	\$1,277	\$1,277
O8		120 MHz System w/ 16 MB RAM w/ 1.2 Gig HDD Multi Media (Sound Card, CD ROM, Headphones) Windows 95 (Supplied by CSI) AT NIC	0	2	2	\$1,214	\$2,428
O9		120 MHz System w/ 16 MB RAM w/ 1.2 Gig HDD Multi Media (Sound Card, CD ROM) Windows 95 (Supplied by CSI) AT NIC	0	2	2	\$1,205	\$2,410
O10		120 MHz System w/ 16 MB RAM w/ 1.2 Gig HDD Multi Media (Sound Card, CD ROM) Windows 95 (Supplied by CSI) AT NIC	0	1	1	\$1,205	\$1,205
O11		133 MHz System w/16 MB RAM w/ 1.2 Gig HDD 2 MB PCI Graphics Adapter CD-ROM Win 3.11 and DOS 6.22 AT NIC	0	1	1	\$1,302	\$1,302
TOTAL			10	18	28		\$33,448

O1 Library Configuration #1
 O2 Library Configuration #2
 O3 Financial Aid Office
 O4 Jane Brumbach
 O5 Debbie Klimes
 O6 Karl Kleinkopf

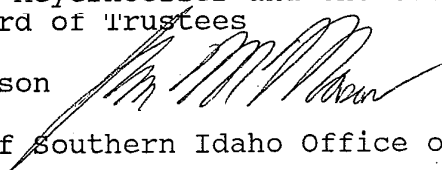
O7 Claudeen Buettner
 O8 Mike Glenn - Burley
 O9 Mike Glenn - Rick Parker
 O10 Mike Glenn - SBDC
 O11 Jeff Harmon - Bookstore



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

October 15, 1996

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

From: Mike Mason 

Re: College of Southern Idaho Office on Aging Compliance
Review

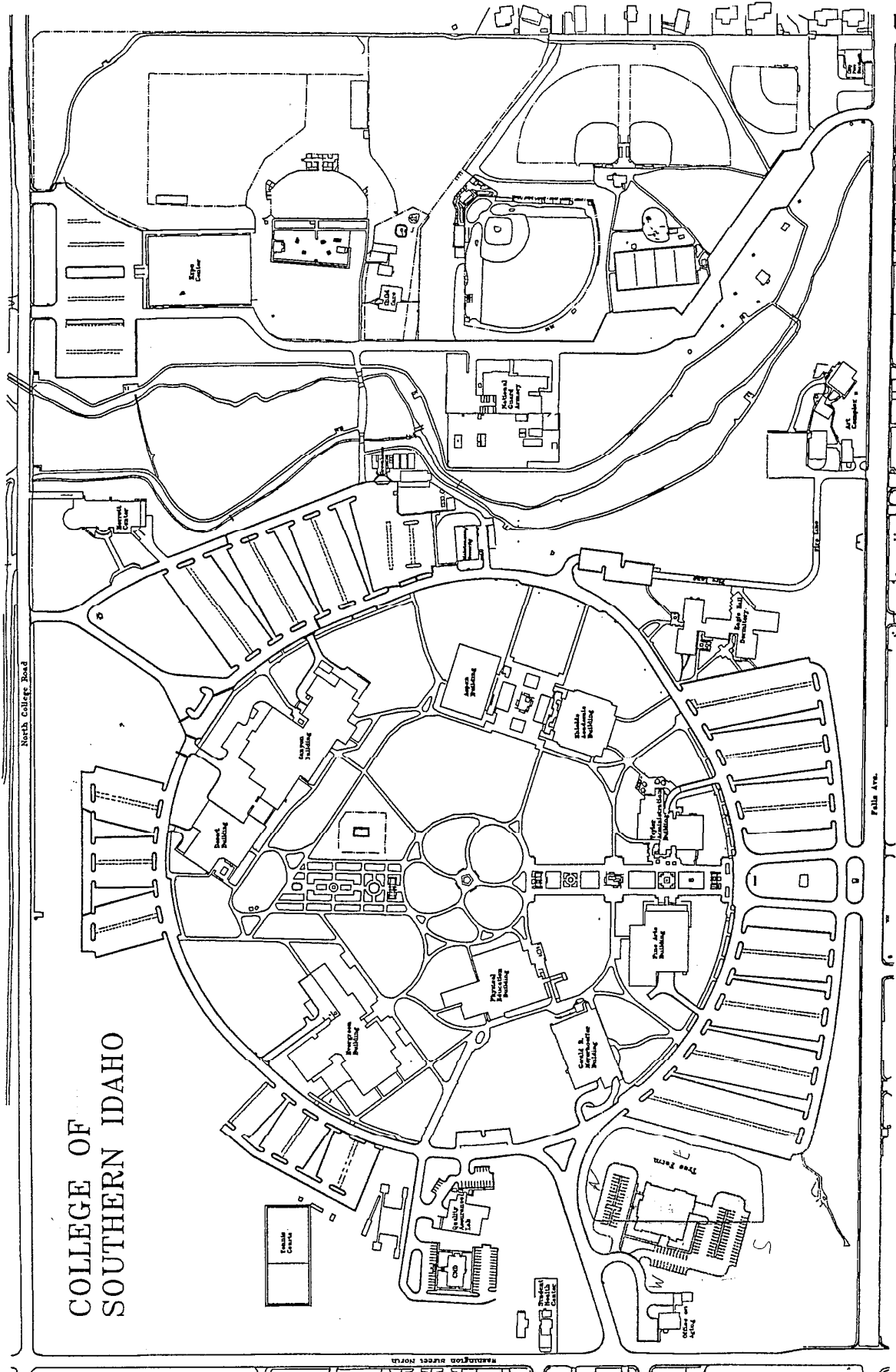
On October 3rd, the State of Idaho Office on Aging completed a compliance review of our regional office. The purpose of the review was to ensure that we were complying with all federal and state regulations in the following six areas:

1. Older Workers
2. Civil Rights
3. Contract Administration
4. Outreach Services
5. Omnsbudsman
6. Adult Protection

The state auditors commended us on our programs listing five of the six as "exemplary" with the sixth program being rated as "excellent". There were no compliance items and only three minor recommendations, all of which have been implemented as of this date.

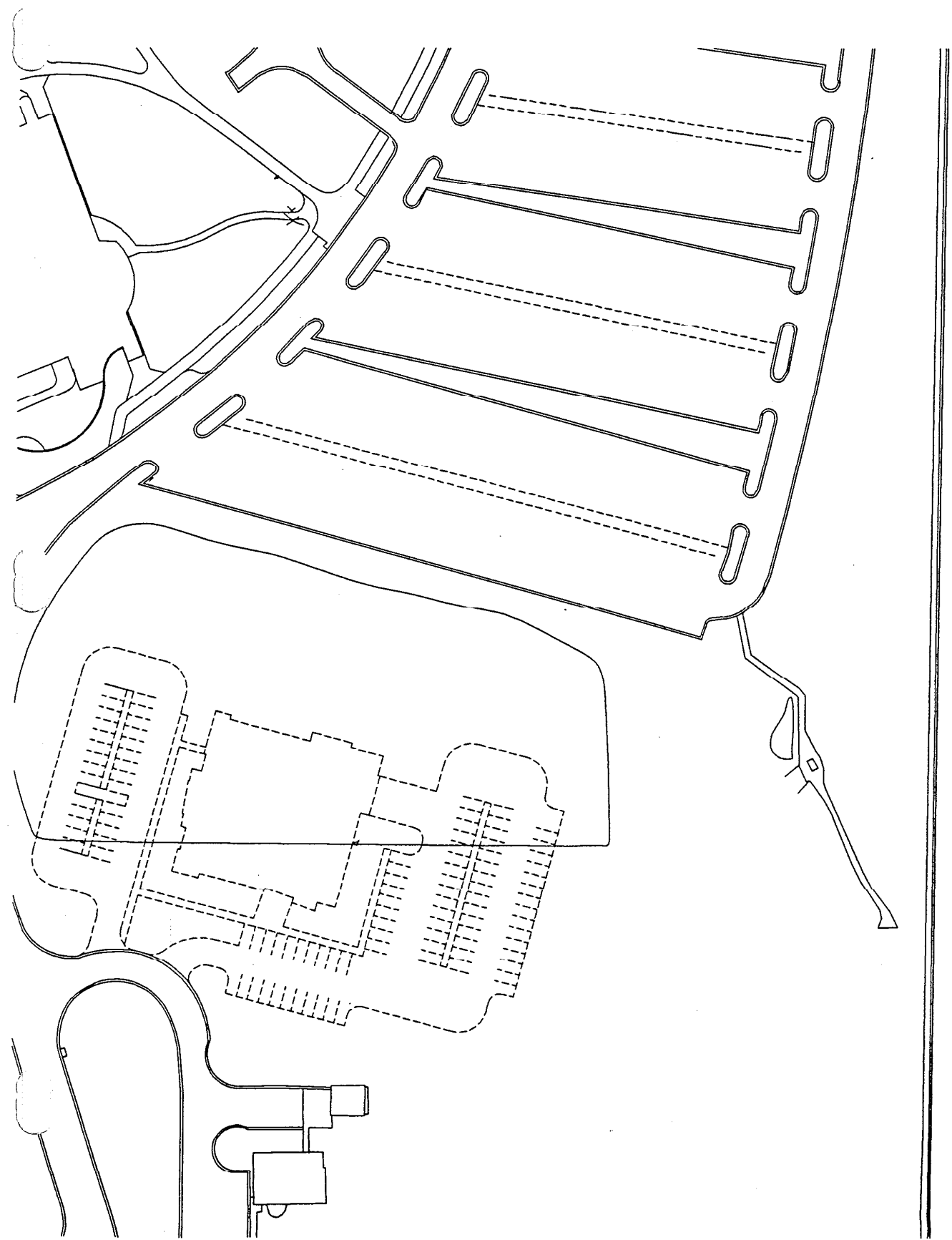
We are the only region in the state to complete the audit with out any compliance items. Our staff was praised by the auditors as being innovative and service driven. The College was also commended for its support of the program.

COLLEGE OF
SOUTHERN IDAHO



No Scale

Washington Street Forum





COLLEGE OF
SOUTHERN
IDAHO

Division of Nursing and Human Services

OUTCOMES ASSESSMENT REPORT ASSOCIATE DEGREE NURSING PROGRAM 1996

Outcomes assessment in the AD nursing program at CSI is ongoing and reflective of our continually striving to meet both student and community needs within the parameters of CSI's mission and philosophy of education. With that goal in mind, the faculty and chairperson meet yearly to evaluate and update, as needed, the nursing department vision statement and philosophy to assure congruence within the program and with the college as a whole.

To the same end, the nursing department faculty and chairperson evaluate yearly the educational goals for the department to make sure they are meeting, and will continue to meet, student and community needs while supporting the overall mission of the college.

In the area of program assessment, the primary tool used by the nursing department is a yearly "Plan for Improvement." In the "Plan for Improvement" goals are set for the department, activities related to reaching these goals are defined, person's responsible are identified, and successes and barriers are delineated. Ongoing evaluation is performed by the faculty and the department chairperson. Updates, encouragement and support for responsible person's are provided as needed. Yearly revision and planning is done by the department in order to maintain a forward movement in new goals and continuing to work on goals not yet met.

Course objectives and assessments is a large area of outcomes assessment for the AD nursing department in which we take a close look at how well we are meeting student and community needs at the course level.

First we look at whether or not students are meeting their objectives for enrolling in the ADN program. With the assumption that their primary goal is employment as an RN, we use a follow-up graduate survey which gives us employment information. With this information we are able to revise course and clinical requirements to meet student needs and prepare them to be employable.

Also with course objectives and assessment, the ADN program strives to keep retention of students at a high level. With the realization that some students successfully meet their objectives without completing the program, we use a tracking form that is begun

at entry into the program and completed when the student leaves during their exit interview. This enables the ADN program faculty to be aware of retention rates and reasons that students may have for leaving the program before completion.

A third outcome desired is student satisfaction with the program. To that end the students are given the opportunity to provide feedback on a regular basis through the use of such things as: clinical agency evaluations, course evaluations, CAI evaluations, faculty evaluations, graduate questionnaires, and student representative's input at faculty meetings. (Two students representatives are appointed by their classmates from both the freshman and sophomore class and are invited to attend all faculty meetings. They are able to give valuable input to faculty from students and enable faculty to make changes and clarifications in a timely manner, as well as giving feedback to the class through their representatives).

Another desired outcome under "Course Objectives and Assessment" is preparing graduates to meet community needs. Community needs are assessed through close contact with the community by the chairperson and faculty, input from the Advisory Committee, and employer questionnaires sent out approximately six months following graduation and employment. With this input we are able to revise curriculum as needed to meet community needs and maintain employability for our ADN graduates. For example, at least two revisions were made in the ADN program freshman course in answer to community agency input: 1) We have added a lab on "Fiscal Accountability" to aid students in understanding health care costs. And, 2) We have added more time on role definition in the course to help students better understand the roles of each health team member.

A fifth outcome criterion that we look for is a high rate of success for ADN student graduates on State Board exams for licensure. We utilize NCLEX reports that break down the test and show in what areas the students were strong or weak. With this information we are able to change our courses and increase faculty strength in areas that need more work. One example of this is a recent two-day workshop put on for the faculty as a refresher in the area of "Physical Assessment." This was arranged for faculty by the chairperson as a direct result of the NCLEX indication of a weakness in this area. We also utilize an Outcomes Assessment Tool to evaluate our courses on an individual basis. This, also, helps us to work on areas of weakness as needed.

A sixth outcome desired is that students will be involved in continuing education after graduating from the ADN program. This might be in the form of workshops, reading professional journals, attending inservices, or going on for a higher degree. This is evaluated through graduate student/employer follow-up questionnaires and is encouraged by faculty role-modeling, teaching focus by faculty, and continued work with other colleges and universities within the state to maintain and update articulation agreements.

And last, but not least, the ADN department is continually striving to support the "at-risk" student. We track these students individually giving them needed support and assistance on a continual basis. We also encourage utilization of the Peer Tutoring program within the department. This has shown great success and has become an invaluable asset in aiding the "at-risk" student.

In conclusion, outcomes assessment is not a sideline for the ADN department, it is a continual focus as we look for new ways to measure how well we are meeting student and community needs. And, also, new ways to in turn fill in areas of deficit and meet the needs in a more complete fashion.



COLLEGE OF
SOUTHERN
IDAHO

Division of Nursing and Human Services

**COLLEGE OF SOUTHERN IDAHO
ASSOCIATE DEGREE NURSING**

PROGRAM OUTCOMES

ADMISSION

1. Of each class admitted to the ADN program, at least 80% will be retained through graduation.

NCLEX-RN RESULTS

2. The performance of ADN fourth semester students on the Mosby Assessment Test will be equal to or greater than the national average of all ADN students.
3. Graduates of CSI ADN program will have a passing rate for first-time test takers equal to or greater than 85%.

EMPLOYMENT

4. Six months after graduation, at least 90% of the graduates will be employed in nursing.
5. One year after graduation, at least 80% of graduates will express positive satisfaction with the ADN program of study (instruction, delivery, and content).

PROGRAM SATISFACTION

6. At the time of graduation at least 80% of graduates will express positive satisfaction related to the ADN program of study (instruction, delivery, and content).
7. One year after graduation and initial employment, 80% of employees will express positive satisfaction with the performance of CSI-ADN graduates.

PROFESSIONAL DEVELOPMENT

8. At least 25% of enrolled students will hold INSA membership.
9. The College will facilitate articulation from LPN to ADN and ADN to BSN for 100% of students.
10. Based on community need, the College will offer at least one class for licensed healthcare professionals each academic year.



COLLEGE OF
SOUTHERN
IDAHO

Division of Nursing and Human Services

VISION STATEMENT CSI NURSING DEPARTMENT

"The nursing department, being an integral unit of the College of Southern Idaho, educates a graduate who: demonstrates knowledge and caring through the nursing process to respond to the holistic needs of individuals in a variety of settings, and interacts professionally with patients, families, and coworkers. The graduate promotes optimum health in a cost-effective manner, as part of a multidisciplinary workforce, and recognizes that learning is a lifelong endeavor."



Division of Nursing and Human Services

**INFORMATION REQUESTED FOR BOARD MEETING
NOVEMBER 18, 1996**

Statistics for the past 5 years.

*Since 1971 - 784 R.N. grads
50 1991
754 graduates*

1. Admissions/graduates:

Admitted 1989	46	Graduated 1991	38
Admitted 1990	50	Graduated 1992	45
Admitted 1991	46	Graduated 1993	35
Admitted 1992	48	Graduated 1994	38
Admitted 1993	50	Graduated 1995	42
Admitted 1994	50	Graduated 1996	40

2. Pass rate on Board exams:

1996	5 have not passed
1995	2 have not passed
1994	1 has not passed
1993	100% pass rate
1992	100% pass rate
1991	100% pass rate

Number of majors in program - Fall 1996

RN's (freshmen)	50
RN's (sophomores)	<u>47</u>
	97

In-house pre-nursing students: Approximately 300 majors

3. Outcomes - tied to accomplishments:

BDTRUST.NOV

4. Admissions/graduates - PN's:

1952-1965 there were 10 classes that graduated from Magic Valley Regional Medical Center for a total of 136 graduates.

From 1965-1996 we have had 498 graduates for a **total of 634 PN graduates.**

<u>Year</u>	<u>Admitted</u>	<u>Graduated</u>		<u>Pass Rate</u>
		<u>Full-time</u>	<u>Part-time</u>	
1990-91	20	16		100%
1991-92	20/10	17	7	100%
1992-93	20/10	20	8	100%
1993-94	20/10	17	10	100%
1994-95	20/10	18	10	98%
1995-96	20/10	19	6	100% (full-time)

Idaho Board of Nursing

PROPOSED CONSENT ORDER ITEMS

1. SCHOOL IS REINSTATED TO FULL APPROVAL FOR ONE YEAR (OCT. 11, 1996 TO OCT 11, 1997)
2. SCHOOL ALLOWED TO IMPLEMENT PLAN TO COMPLY WITH ALL BOARD RULES
3. FULL RE-EVALUATION OF ALL CRITERIA NOT FULLY MET IN LAST SURVEY IN ONE YEAR
4. IF SCHOOL NOT IN COMPLIANCE, THEN STRAIGHT TO CONDITIONAL APPROVAL WITHOUT FURTHER HEARING OR PROCESS
5. NEW CONDITIONAL APPROVAL WILL BE FOR ONE YEAR, IF NOT IN COMPLIANCE BY THEN - APPROVAL MAY BE WITHDRAWN, BUT SCHOOL WILL HAVE HEARING RIGHT IF THAT IS THE SUGGESTED ACTION
6. MINDFULL OF YEAR 2000 REQUIREMENT, BOARD WANTS TO SEE PROGRESS TOWARD FULL MASTERS IN NURSING FACULTY
7. SCHOOL WAIVES ALL APA APPEAL RIGHTS OR RIGHT TO CONTESTED HEARING LATER ON THIS CASE, EXCEPT AS NOTED IN #5

Rationale:

For a variety of reasons, 20 percent of all high school students fail to complete the requirements for a high school diploma and fewer than 30 percent of those who do graduate possess the academic skill levels required for successful completion of postsecondary education or training programs, particularly in the areas of math, science, communication, and human relations competencies.

Idaho's postsecondary educational system is currently burdened with the necessity of providing an increasing array of under-funded remediation services. The community and technical colleges are perceived as a viable option for unprepared and under-prepared youth coming from secondary schools. A partial consequence is that remediation activities are currently one of the fastest growing segments of community and technical colleges.

The basic academic skills necessary for postsecondary program success must be

communicated to high school students. They must be made aware of the need for developing strong basic academic skills required to continue their education.

The concept of open admission is misunderstood. Any student may attend a community or technical college; however, they must meet basic skill requirements in order to complete a vocational-technical program. Time spent in remediation extends the time required to complete a program.

In addition, it must be recognized that the level of basic academic skills/workplace literacy/ESL of adults returning for training/retraining is equally critical.

Business and industry increasingly rely on Idaho's education system to provide meaningful assistance in raising the level of their workers' workplace literacy to that required for them to remain competitive in a global marketplace.

BARRIER

Idaho's postsecondary system is unable to meet the needs of academically deficient adults seeking to continue their education and/or training.

Recommendations:

Postsecondary Remediation of Unprepared/Under-Prepared Students

- Evaluate the current ability of postsecondary institutions to provide for the remediation needs of unprepared and under-prepared students.
- Consolidate administrative and delivery responsibilities for postsecondary remediation programs and adult basic education, including workplace literacy and ESL, to a single entity.
- Adequately fund programs for academically deficient adults.

- FTE enrollment of technical colleges should reflect service to unprepared/under-prepared adult students.

Technical College Admission Testing Standards

- Direct the technical college system to develop realistic admission standards consistent with the rigors of technical education. The Board should widely publish those standards.
- Accept nationally normed admissions tests (CPT, SAT, ACT, ASSET, etc.) as meeting college/university admission testing requirements.

Adult Basic Education in Idaho 1993-95/96

Purpose

ABE (Adult Basic Education) provides adults with a second chance to master basic skills necessary for functioning more effectively in society.

- *to obtain the reading, writing, and arithmetic skills needed to get or keep a job*
- *to study in preparation for the GED or high school equivalency*
- *to meet entrance requirements for vocational training courses and other higher education*
- *to learn to help children with their school homework*
- *to become wiser consumers and better citizens*

Students pay nothing for instruction. The rationale behind the authorizing legislation, including restrictions against charging tuition or fees for materials, is that adults who need basic education the most can least afford to pay for it.

Authority

The Adult Education Act, which was amended and reauthorized by the National Literacy Act passed by the 102nd Congress in 1991, continues federal support for ABE through fiscal 1995. A year's extension was made pending new legislation. Budgets approved by Idaho Legislature provide supplemental support under similar guidelines as the federal legislation.

Administration

The Idaho Department of Education has the responsibility of administering ABE in accordance with an approved state plan. This plan includes assurances and provisions related to program requirements and management needs.

Local project proposals which address administration, supervision, and expenditures, are submitted to the Department of Education. Direct student instruction receives the highest priority. Administration costs are very limited at both the state and local level.

Federal Role

The federal role is set forth in the authorizing legislation. Congress appropriates money in the budgetary process. The U. S. Department of Education makes certain that state plans are compatible with the intent of the law.

State Role

The Idaho State Plan for Adult Basic Education outlines how the state grant is to be redistributed to eligible local agencies and ensures effective delivery of instruction to students. The Adult Education Director is responsible for providing leadership and technical assistance, assuring compliance with regulations and coordinating activities with other agencies. A Participatory Planning Committee reviews local applications and advises the Adult Education Director.

Local Role

Local programs provide direct student instruction in basic skills, English as a Second Language, GED preparation, and a variety of life skills. They are mandated to coordinate with other agencies and local employers in serving undereducated adults.

Eligibility

Federal law and regulations authorize services for individuals who (1) do not have a high school diploma or who have not achieved an equivalent level of education, and (2) are beyond the age of compulsory school attendance (age 16 in Idaho).

STUDENTS AND PROGRAMS

There is no typical ABE student. They vary widely in entering level, goals, learning styles, and the amount of time they can spend in instruction. Despite all their differences, some motivators are common to all - the desire for self-improvement, the betterment of their lives, and that of their families.

Through a cooperative agreement between the Department of Education and the Division of Vocational Education, the post-secondary vo-techs have provided facilities and other support for Adult Learning Centers which have a responsibility to provide instruction in their geographic service regions to the level possible. During program years 1993 and 1994, the regional centers reported the following enrollment:

	<u>93-94</u>	<u>94-95</u>
NIC Region I	792	644
CSI Region IV	1926	2306
LCSC Region II	803	616
ISU Region V	1245	1631
BSU Region III	1701	2080
EITC Region VI	1040	1047

In addition the Department of Corrections and the IMC have received grants to provide instruction for specific populations.

Dept. of Corrections	978	1286
Idaho Migrant Council	206	218

Class Sites

In both fiscal years 1994 and 1995, 100 different sites were used for adult instruction in small communities in addition to the six main centers on vo-tech campuses. These included public libraries, public schools, correctional facilities, and shopping malls. Enrollments by types of class sites are shown below:

SITES	STUDENTS	
	93-94	94-95
Main Learning Center	5710	5767
Outreach Sites	1796	2314
Correctional Institutions	1185	1747
TOTAL	8691	9828

Recruitment

Priority is given to those adults who are most in need of instruction and who seek educational assistance. The following table includes only those who attended 12 or more hours, or accomplished their objectives. Others (2536 in 95 and 2355 in 94) were not included because they did not exceed the 12 hour requirement.

Student Statistics*

ENTERING LEVEL	STUDENTS		ETHNICITY	STUDENTS		AGES	STUDENTS	
	93-94	94-95		93-94	94-95		93-94	94-95
Beginning Level	2507	2449	White	6198	6651	16-24	4492	4943
Intermediate	2902	3082	Hispanic	1869	2456	25-44	3472	4064
ESL	1816	1936	Am Ind	369	352	45-59	574	711
Adult Secondary	1900	261	Asian	200	283	60+	153	110
TOTAL	9125	9828	Black	55	86	TOTAL	8691	9828

* Students are categorized according to the lowest score on either reading, math, or written English upon entering the program if they are native English speakers. Beginning ABE indicates performance below an equivalent of 5.9 grade level; intermediate, 6.0 - 8.9; and adult secondary, 9.0 - 12.0. English as a Second Language (ESL) students have been grouped since 64% of those entering are in the beginning ESL level.

Sources of Funds

Funds for ABE come primarily from two sources, federal and state funds. Federal regulations require maintenance of effort with funds that come from state and local sources. Most local support is "in-kind" in the form of financial administration, space, and utilities from the vo-techs.

Fund Source	95-96	94-95	93-94	92-93
ABE Federal Grant	\$1,030,375	\$1,037,759	\$1,037,758	\$969,358
State Grant	396,400	296,400	196,400	196,400
*Federal Set-Asides				
Teacher Training	\$156,566	\$155,665	\$155,664	\$145,403
Institutional and/or Incarcerated	\$103,038	\$103,776	\$103,776	\$96,935

*Federal regulations require that a minimum of 10% of the total state allocations be spent on programs for the institutionalized and/or incarcerated and that a minimum of 15% be spent on teacher training and special projects.

Student Costs

ABE is an educational bargain with the cost per student from all sources (federal, state, and a local 25% match) averaging less than \$150 per person. Idaho ranks 50th among the states in its state and local contributions to Adult Basic Education. Yet the level of service is commendable as evidenced by four programs' receiving national recognition during the last seven years.

The total number of full-time staff statewide (excluding Department of Corrections)--administrative, teaching, or support--is approximately 15. Part-time personnel numbered 158 in 94 and 167 in 95.

Life Impact *... improved earnings, skills, self-esteem*
 ... empowerment, parental participation in school
 ... self-sufficiency, fulfillment of life-long dreams

Shared Impact *Interagency coordination fulfills program purposes and benefits students.*
 An additional 4608 adults received instruction at Centers and business sites
 through contracts, such as JOBS, JTPA, worksites and others during the
 last two years

Educational Impact

The following statistics for fiscal 1994 & 1995 illustrate some of the ways ABE provides services and helps adults help themselves.

Educational Outcomes	Number of Students	
	93-94	94-95
Completed initial instructional level	3630	3882
Advanced to higher instructional level (beginning or intermediate)	2078	2355
Received GED or high school equivalency	1816	2586
Received instruction to learn the English language	1381	1936

Volunteer Impact

Over 688 in 94 and 460 in 95 active volunteers provided services to Idaho's ABE students. The majority of these volunteers are recruited by VISTA Literacy Volunteers that ABE sponsors. Volunteers' average number of hours spent tutoring range from 49 -106. Volunteers donate essential support in serving underprepared youth and adults.

ADULT BASIC EDUCATION NEEDS WITHIN IDAHO & LEVEL OF SERVICE BASED ON 1990 CENSUS DATA AND FY 96 ENROLLMENT

	Institutions	# of People 18+ w/o a High School Diploma	% of People 18+ w/o a High School Diploma	# of ABE Students	# of People not Speaking English Well	# of ESL Students
Region I	NIC	20,404	20.20%	802	395	49
Region II	LCSC	12,593	18.60%	642	214	6
Region III	BSU	53,052	20.00%	2,449	3,590	582
Region IV	CSI	24,015	25.60%	2,217	1,803	747
Region V	ISU	17,822	20.30%	1,624	945	369
Region VI	EITC	16,536	17.90%	1,140	1,547	316
Dept. of Corrections				1,176		167
IMC						413
State Subtotals		144,422	21.00%	10,050	8,494	2,649