

Kamiah Community Review

April 15-17, 2008



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A report presented to the City of Kamiah and its citizens by the Idaho Community Review Program

The Idaho Community Review Program is a collaboration of federal, state, tribal, and local governments along with the private sector. It is coordinated by the Idaho Rural Partnership. For more information call 208-334-3131 or visit www.irp.idaho.gov.



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Acknowledgements

The Kamiah Community Review Visiting Team and Coordinators wish to thank the citizens and leaders of Kamiah for sharing their opinions and ideas. The depth of caring for the community and each other showed.

The Visiting Team also thanks Mayor Dale Schneider, Kamiah Grant Writer Debbie Evans, and the rest of the Kamiah Home Team for their gracious hospitality. The professional, organized nature of the review, and the large public turnout, were due to their efforts and are a model for other communities. Thanks also to the Nazarene Church, Kamiah School District, Upper Clearwater Community Foundation, Kamiah Chamber of Commerce, Eggen Signs, the Nez Perce Tribe, City of Kamiah, and the Clearwater 12 Motel for sponsorship of meals during the Review.

**Thank you to the following Kamiah Community Review
sponsoring agencies and organizations.**



Larry Craig
U.S. Senator
for Idaho



Rural Community Assistance
Corporation
Lewis-Clark State College
University of Idaho
North Idaho Manufacturing
Association



Part 1 Introduction

This report describes activities, community concerns, observations, recommendations, and resources associated with the community review that occurred in Kamiah from April 15-17, 2008. Kamiah is the 18th community to participate in the Idaho Community Review program.

The Kamiah Community Review Visiting Team encourages the community to re-convene the Home Team upon receipt of this report to discuss its recommendations and set a course of action for each of the three focus areas: education, economic development, and infrastructure.

Individual organizations like the Upper Clearwater Community Foundation, Kamiah School District, and Ida-Lew Economic Development Council will also glean insight from the practical, outside perspective found in these pages.

While some members of the Visiting Team are available to help you consider this report's recommendations and follow up with available resources, it is ultimately up to you, the community, to determine the path that makes sense and brings about the positive changes you desire.

Description of Idaho Community Review Program

The Idaho Community Review program provides observations, recommendations, and potential resources to Idaho communities with populations of 10,000 or less seeking to better understand how they might effectively approach long standing and emerging community issues and opportunities. This information is provided by a team of 15-20 professionals. These professionals are referred to as the "Visiting Team" and have expertise in various aspects of community and economic development. Hosted by a local "Home Team," the Visiting Team spends three days in the community learning about issues through tours, meetings, and interviews with community leaders and residents. The review concludes on the evening of the third day with a presentation to the community.

The program cannot instantly resolve all issues, but it has been evaluated as an invigorating, validating, unifying, and vision-creating experience by the communities that have participated. Community reviews additionally provide invaluable networking opportunities, setting the stage for future resource referrals and follow up activities. Additional information about the Idaho Community Review program can be found at <http://irp.idaho.gov> or by calling the Idaho Rural Partnership at 208-334-3131.

Coordinated by the Idaho Rural Partnership (IRP), the Kamiah Community Review was a collaborative project of IRP, City of Kamiah, Kamiah Chamber of Commerce, Upper Clearwater Community Foundation, USDA Rural Development, Idaho Department of Commerce, Idaho Transportation Department, Idaho Housing and Finance Association, University of Idaho, Office of Senator Larry Craig, Monsanto, Idaho National Laboratory, and other federal, state, local, and private organizations.

Monetary Value and Costs Paid by City of Kamiah

While the in-kind value of each community review varies, it is always substantial as it includes the cost of hiring 20 professionals in land use planning, transportation, civil engineering, economic development, arts and other cultural resources, communication, grant funding, and other fields of expertise for three 14-hour work days. Pre-review planning, travel, staff time, report writing, and review follow up are all generously donated to the community by various state and federal agencies, or are underwritten by private industry donations.

The in-kind value of community reviews are estimated at \$50,000-\$75,000. For more information on the in-kind value associated with the Kamiah community review, please contact the Idaho Rural Partnership. As with other community reviews, the direct costs to the City of Kamiah were limited to food and transportation for the Visiting and Home teams during the actual review, and any city staff time involved with coordination.

Recent Community and Economic Development Efforts in Kamiah

Community reviews do not happen in a vacuum. In fact, reviews are designed to add to and advance a community's efforts. Kamiah's recent and ongoing initiatives related to community and economic development are particularly impressive. Notable recent achievements include the creation of the **Upper Clearwater Community Foundation** and subsequent completion of the 2006 **Kamiah Community Action Plan** by the Foundation and the Kamiah Gem Team. Both of these accomplishments are at least partially related to the community's participation in the Idaho Horizons community leadership program through University of Idaho Cooperative Extension. Other recent and ongoing planning and improvement projects of note include:

- Horizons Program and Leadership Training
- Study Circle facilitator training
- Poverty reduction workshops
- Completion of Riverfront Park stage and kiosk project
- Mural restoration project
- Save the Pool effort and associated crab feed
- New playground equipment and shade trees in city parks
- Partnership established between City, Chamber, and School District to hire grant writer
- Completion of water system study, emergency service building, and wastewater treatment plan upgrade
- Hiring a Planning and Zoning Administrator
- Tommy Robinson pond restoration started



Pre-Review Survey

A survey was completed prior to the Visiting Team's April 15 arrival in Kamiah by combining a survey on social capacity obtained from Idaho Horizons with an Idaho Rural Partnership-provided survey used in previous community reviews that was sent as an insert in the Clearwater Progress. In addition to the Clearwater Progress survey, forms were made available to the 9th grade life skills class, and distributed at local public meetings. Completed surveys were collected at the Kamiah Welcome Center, City Hall, True Value Hardware store and by the Upper Clearwater Community Foundation. In all, 137 area residents completed the survey. Twenty-six of them were teenagers. Excluding the teenagers, the average age of survey respondents was 62 years old. According to information provided to the Visiting Team, the median age of Kamiah residents is 45.6 years old, as compared to the statewide median of 34.3. The Visiting Team feels comfortable saying that the age of survey respondents were generally older than the community's overall population.

"The people make this place what it is."

- Kamiah resident

While not scientific or a representative random sample, the survey provided the Visiting Team insight into the values and amenities residents appreciate and helped identify areas for needed improvement. A complete summary of survey results is included as Appendix A. A few community assets and challenges identified through the survey are important to note because respondents widely agreed on them.

Survey respondents indicated a generally high level of satisfaction with:

- Friendliness of residents
- Quiet, safe, small-town atmosphere that's good for kids
- Progressive, can-do spirit
- Fire and ambulance service
- Quality of K-12 education
- Nearby natural areas and related fishing, hunting and other recreational opportunities

Survey respondents felt there is room for improvement in the following areas:

- Jobs that pay a livable wage
- Public transit
- Recreation and other activities for teens
- Vocational and higher education opportunities
- Availability of mental health care
- Availability of housing affordable for a family earning working wages
- Entertainment and cultural options

Community Expectations and Identification of Focus Areas

In its application to the Community Review Program, the City of Kamiah expressed a desire for professional guidance and resources to help implement the community's newly update Gem Plan (the Kamiah Community Action Plan adopted in 2006). The community also expressed openness to insights on issues not addressed by the Plan.

Community reviews concentrate on three focus areas identified by the community on their application. Kamiah's application is attached as Appendix B. The focus areas selected by Kamiah leaders for the review are summarized below.

Education

In the context of the Community Review, "education" includes not just K-12 education, but also pre-school, after school, post high school vocational training and other types of higher education, and adult education. With some exceptions, citizens and parents seem generally satisfied with the quality of available K-12 education. Curriculum development, vocational education within the schools, sources of funding, and increased post-secondary education opportunities were needs communicated to the Visiting Team before its April 15 arrival.

Economic Development

Like many of Idaho's traditionally resource-based rural communities, Kamiah's is an economy in transition. While forest products remain an important part of the economic picture, the community requested ideas and resources that would increase economic diversification through increased workforce training, business development and retention, a business or vocational education park, tourism, and recreation. Such efforts would help the community achieve the goal of providing younger individuals and families with opportunities that would allow them stay in or return to Kamiah.



Infrastructure

Infrastructure refers to the variety of services and facilities that residents need and enjoy. Improvements over time are often a regulatory necessity, an economic development strategy, a way to avoid greater expense down the road, or all three. Just as importantly, well maintained infrastructure and related programs help make Kamiah a great place to live. The community asked the Visiting Team to provide advice related to infrastructure costs vs. revenue, telecommunication needs, personnel and equipment needs. While not traditionally thought of as infrastructure, per se, the City's application also expressed interest in input concerning revitalization and expansion of downtown, growth management, and treatment of the Highway 12 scenic by-way.

Community Listening Sessions

Prior to the Kamiah Community Review, Community Review Program leaders identified a need to increase opportunities to interact with citizens outside of the traditional focus area structure. In response to this desire, the Kamiah Community Review was the first to include “community listening sessions.” These sessions were open-ended conversations with selected groups in the community. These were facilitated by three members of the Visiting Team who were assisted and accompanied by three members of the Home Team. In essence, the facilitators simply turned on the “microphone” and then recorded what Kamiah residents said. To stimulate discussion, the following questions were posed:

- What DON'T you want to see in Kamiah in 2, 5, 10 years?
- What challenges could potentially lead to this outcome?
- What DO you want to see in Kamiah in 2, 5, 10 years?
- What opportunities and assets do you have to make these things happen?

Community listening sessions were held with:

- Members of the high school student council
- The 9th grade life skills class at the High School
- Seniors at the Kamiah Senior Center
- Nez Perce students taking classes through the Northwest Indian College

Observations, recommendations and available resources related to the Community Listening Sessions begin on page 34.

Key Participating Individuals

The Kamiah Community Review would not have happened without the commitment, time, and knowledge demonstrated by the Home Team. Identified in the tables below, these local individuals coordinated the Visiting Team's time in Kamiah, served as tour guides, shuttled team members, answered endless questions and, most of all, served as excellent representatives for the community.

The Visiting Team was comprised of 22 community and economic development professionals from the region and across the state. Also identified below, each Visiting Team member was assigned to one of the three focus areas based on their expertise. Biographies and contact information for all Visiting Team members are found in Appendix C.

Home and Visiting Team Members by Focus Area

| EDUCATION | |
|---|---------------------------------|
| Visiting Team | Home Team |
| Valdasue Steele, <i>University of Idaho Extension</i> (team lead) | Julee Harper (co-team lead) |
| Heather Leach, <i>Idaho Department of Labor</i> | Sharlene Johnson (co-team lead) |
| Linda Stricklin, <i>Workforce Training, Lewis Clark State College</i> | Amy Woods |
| David Paul, <i>University of Idaho</i> | John Strombeck |
| Dave Bonfield, <i>North Idaho Manufacturer's Association</i> | Fred Mercer |
| | Vickie Jackson |
| | Cheryl Breshears (youth) |

| ECONOMIC DEVELOPMENT | |
|--|--------------------------|
| Visiting Team | Home Team |
| Kit Kamo, <i>Idaho Department of Commerce</i> (team lead) | Greg Johnson (Team Lead) |
| Tim Rubio, <i>Clearwater Economic Development Assoc.</i> | Gil Bates |
| John Lane, <i>Clearwater Economic Development Assoc.</i> | Kay Kidder |
| Kelly Dahlquist, <i>North Central Idaho Travel Association</i> | Terry Evans |
| Kathy Ray, <i>Four County Alliance of SE Idaho</i> | Robert Simmons |
| | Scott Garrett |
| | Kristina Wilkins |
| | Ricky Simmons (youth) |
| | Farren Penney |

| INFRASTRUCTURE | |
|--|----------------------------|
| Visiting Team | Home Team |
| Jerry Miller, <i>Idaho Dept. of Commerce</i> (team lead) | Virginia Davis (team lead) |
| Mark McNeese, <i>Idaho Transportation Department</i> | Angela Langston |
| Jim Phillips, <i>Rural Community Assistance Corporation</i> | Barb Whitcomb |
| Howard Lunderstadt, <i>USDA Rural Development</i> | Bill Dillon |
| Kathryn Dallas, <i>Idaho State Department of Agriculture</i> | Bill Kispagh |
| | Dan Millward |
| | Howard Daughtery |
| | Gwen Carter |
| | Doug Warrington |
| | Tara Morris (youth) |
| | Willie Walker (youth) |

| COMMUNITY LISTENING SESSIONS | |
|---|--------------------------|
| Visiting Team | Home Team |
| Lorie Higgins, <i>University of Idaho Extension</i> (team lead) | Angie Massey (team lead) |
| Erik Kingston, <i>Idaho Housing and Finance Association</i> | Tyrnee Nakano (youth) |
| Shelby Kerns, <i>Idaho Rural Partnership</i> | |

As members of the Coordinating Team, the following individuals are recognized for their extra efforts to help coordinate review logistics. During the Review many of them floated between the three focus areas.

| COORDINATORS AND FLOATERS | |
|---|-----------------------------------|
| Visiting Team | Home Team |
| Shelby Kerns, <i>Idaho Rural Partnership</i> | Mayor Dale Schneider |
| Jon Barrett, <i>Clearstory Studios</i> | Debbie Evans |
| Jeff Sayre, <i>Office of Senator Larry E. Craig</i> | Christine McNall |
| Lorraine Roach, <i>Hingston Roach Group</i> | Helen Hadley |
| Vickie Winkel, <i>Idaho Rural Partnership</i> | Joe Newman |
| | Linda Ctibor (meals) |
| | Kim Berdar (publicity) |
| | Kelly Lineberry (tour bus driver) |

Publicity and Public Participation

The City, Chamber, and Upper Clearwater Community Foundation worked together to build public awareness of the review through the Clearwater Progress and various reader boards. The more than 100 area residents who turned out for the public forum on the second night of the review and again for the presentations on the final night can be directly attributed to this publicity. The Kamiah Community Review received the following publicity prior to the Visiting Team’s arrival. All of these pieces are attached as Appendix D:

- ‘Public forum to help Kamiah develop strategies for future’, article by Clearwater Progress staff, page 1, March 27, 2008.
- ‘Help make the future better’, letter to the editor by Kamiah resident Janet Cruz, Clearwater Progress, page 5, March 27, 2008.
- “Let’s revitalize our town”, letter to the editor by Kamiah resident Denise Halliday, Clearwater Progress, April 3, 2008.
- ‘Community Review Why here? Why now?’, opinion piece by Mayor Dale Schneider and Robert Simmons, Clearwater Progress, April 10, 2008.

“We need you to voice your concerns and ideas during the community review so that we can have the information needed to plan for Kamiah’s future.”

- Mayor Dale Schneider
and Chamber President
Robert Simmons

Review Itinerary

Working together, the Coordinating Teams representing the Idaho Community Review program and the Kamiah community created an agenda that gave the Visiting Team the opportunity to experience Kamiah's assets, challenges, and opportunities while also allowing both planned and informal conversations with Kamiah residents. Review activities are summarized below. A more detailed review itinerary is included as Appendix E.

Day One – April 15

- Visiting Team arrival , introductions, and orientation at Kamiah Welcome Center
- Heart of the Monster educational tour
- Bus tour of Kamiah
- Dinner and presentation about the history of the downtown revitalization project at Kamiah Nazarene Church

Day Two –April 16

- Breakfast at elementary school
- Community listening session with student council members; visit to LCSC Head Start
- Tour/walk along Clearwater River trail and Lawyer's Creek levy
- Visiting Team members meeting within focus areas
- Visit and lunch at Senior Center
- Community listening session with High School life skills class
- Meetings and field trips with stakeholders by focus area
- Dinner at Kamiah Welcome Center
- Tour of American Legion Community Building
- Public Forum at American Legion Building

Day Three- April 17

- Breakfast at Wa a'Yas Tribal Community Center
- Community listening session with Tribal members
- Meeting with city council members
- Report/presentation development by focus area
- Lunch at elementary school
- Continue report/presentation development by focus area
- Dinner at The Hub Bar & Grill
- Visiting Team presentations by focus area at American Legion Building, followed by Q and A

*"I want to see more meetings like this where
different groups of people are talking together."*

-Kamiah resident attending community
review final forum

Part 2 Team Reports

Education

Community Concerns and Comments

Of the 18 Idaho communities in which community reviews have been conducted, Kamiah is only the second to choose education as one of its focus areas. In this context, education includes not only K-12 education, but also pre-school, after school, post high school vocational training and other types of higher education and adult education. Curriculum development, student achievement, vocational education within the schools, sources of funding, and increased post-secondary education opportunities were all needs communicated to the Visiting Team before its April 15 arrival.

“More options in school helps kids get more experience and decide what they want to do in college and life.”

- Kamiah Parent

During their time in Kamiah, the Visiting Team members assigned to this focus area talked with students, parents, school board members, administrators, and a few teachers. The observations and recommendations below represent the end product of these conversations. With new leadership coming into the superintendent’s office in the near future, the community seems to recognize that the next few months are an excellent time to evaluate school district policy and program priorities.

Enrollment in the Kamiah School District decreased from 596 in 2001 to 524 in 2005 (a 13.5% reduction). Enrollment has increased slightly since 2005. Several people stated that the new people moving into the District tend not to have school-age children. The team was also informed by District officials that only 18 out of every 100 kids graduating from the high school are completing two- or four-year degrees. Finally, it was also conveyed that a relatively large number of Kamiah area families home school (approx. 200 families).

Providing high-quality educational opportunities for both youth *and* adults is explicitly stated as one of the Kamiah Community Action Plan’s top eight goals. Also, the Kamiah School District has the goals from its strategic plan, which are primarily focused on improving academic achievement, available on its website. Most of the input received from citizens, parents, students, and leaders concerned pre-school, K-12, and after school/extra curricular activities and vocational education. The intent of the report is to provide recommendations and resources to help address the issues spoke about during the community review, not to repeat the same recommended actions found in the Kamiah Community Action Plan. Consequently, readers of this report are encouraged to look at the plan for additional and complementary ideas and resources.

VISITING TEAM OBSERVATION 1: The relationship between the schools and the community needs to be strengthened.

More could be done to bring the community into the schools and/or bring the schools out into the community. Building this relationship would likely increase local volunteer and financial resources directed toward youth and schools. It would also help address the challenge of recruiting and retaining teachers by clearly establishing Kamiah as a community committed to supporting its schools. High teacher turnover was identified as a particular problem (and a key to improving academic performance) at the high school level. This turnover is thought to be at least partially due to teachers finding more favorable contract terms (e.g. higher pay) with other school districts. The increased community awareness and support would also put the community in a more attractive position to receive additional youth and education-related grant funding and greater local support for future school levies.

The Visiting Team’s observation was that the existing relationships primarily center on athletics. People in the community are likely to be able to tell you the score of last night’s football game, but they might be totally unaware if a social studies class is trying to organize a trip to Boise to tour the legislature. Greater community awareness of what’s happening in the schools, student achievement, and needs would improve support for youth inside and outside the classroom and give the students and faculty the confidence to set and accomplish greater goals. In short, the Visiting Team suggests that the community needs more opportunities to experience and understand the school’s needs and accomplishments and to be **part of** its success.

“It seems as though many events take place and I never heard about them until afterwards.”

- Kamiah resident

Recommendations

- Create District-wide newsletter. Some articles could be written by students. Alternatively or in addition, students could create a community newspaper. In either case, even a newsletter published once a year would be a good start.
- Increase collaboration between education and youth-related organizations and agencies. Perhaps the clearest opportunities for greater collaboration are between PTA groups and the Indian Parent Education Committee and between the School District and Nez Perce Tribe regarding joint use of facilities and development of programs. The fact that the School District no longer maintains membership in the Jurisdictional Alliance may help encourage such collaborations.
- Expand community use of school facilities for recreation, community education, and other appropriate community gatherings and meetings. When such uses conflict with school-related programs and activities, the school-related activities should have priority.
- Create community tutor program that encourages Kamiah residents to support young people by volunteering in the schools. This can be done at little to no cost to the School District.
- Encourage senior projects (now required for all students entering the ninth grade in the fall of 2009 or later) that involve community service. Such projects would increase the visibility of student effort in the community. Nonprofit and other community organizations should make potential senior project ideas known to the high school.

- Encourage faculty to be more active and visible in the community. Many community members felt that participation of teachers in community activities is modest, athletics being the notable exception. This expectation and encouragement must come from school district leadership. The administrators could add community involvement as part of teacher evaluations.
- Make it easy for potential volunteers to find where they are needed in schools and other youth programs (e.g. KAP). This kind of information could be communicated in the Clearwater Progress, on the School District's website, and in the recommended District newsletter.
- Bring more residents, business owners, and leaders into the classroom as guest lecturers. Bringing the community into the schools exposes students to more points of view and exposes citizens to school accomplishments and needs. It would also help increase the pool of volunteers for a variety of activities.
- Sponsor workshops on intergenerational differences and relationships – for both the school and the community.
- The School District should communicate its 2004 decision to end its membership in the North Central Idaho Jurisdictional Alliance in the Clearwater Progress and to the appropriate Nez Perce print publications (see Appendix F).
- Encourage students to conduct outreach to new citizens and to the senior citizen community to increase support for the schools. Ideas to consider include service projects, a student 'Welcome to Kamiah' committee, and senior/community appreciation events at the schools.

Available Resources

- Learn and Serve Idaho program, Tina Naillon, Coordinator, tmnaillon@sde.idaho.gov, 800-432-4601, Idaho Department of Education, <http://www.sde.idaho.gov/LearnAndServe/default.asp>.
- High Schools That Work/Making Middle Grades Work program, Rob Sauer, Deputy Superintendent, RCsauer@sde.idaho.gov, <http://www.sde.idaho.gov/Innovation%20and%20Choice/hstw.asp>.
- Challenge Day, Concord, CA, www.challengeday.org, 925-957-0234. Organization that facilitates "Be the Change" workshops and other events with students. Contact school counselor at Timberline High School in Boise to get information about one Idaho high school's experience.
- Idaho Human Rights Education Center, <http://www.idaho-humanrights.org/Education/education.html>, 208-345-0304, info@idaho-humanrights.org. The center offers lesson plans and a reading list to help teachers in diverse communities.
- Project Tutor program, Boise School District, Dr. Ruth Calnon, 208-854-4161, ruth.calnon@boiseschools.org, <http://www.boiseschools.org/title/ptutor.html>.

- Association of Idaho Cities' Youth Engagement Resources, an excellent collection of available resources to involve youth in community decision-making and strengthen youth and families. <http://www.idahocities.org/index>, 208-344-8594.
- AmericaCorps Vista program, Tina Naillon, Coordinator within Idaho Department Education, tmnaillon@sde.idaho.gov, 800-432-4601, <http://www.sde.idaho.gov/Vista/default.asp>. Each year, AmeriCorps NCCC engages teams of members in projects in communities across the United States. Service projects, which typically last from six to eight weeks, address critical needs in education, public safety, the environment, and other unmet needs. Members tutor students, construct and rehabilitate low-income housing, respond to natural disasters, clean up streams, help communities develop emergency plans, and address countless other local needs. Vaneitta Goines, Assistant Projects Director, AmeriCorps NCCC Western Region, vgoines@cns.gov, 916-640-0314 http://www.americorps.gov/for_organizations/apply/nccc.asp.

- Search Institute, an independent national nonprofit organization that provides leadership, knowledge, and resources to promote healthy children, youth, and communities. The Institute is most known for its 40 Developmental Assets, which are positive experiences and personal qualities that young people ages 12-18 need to grow up healthy, caring, and responsible, <http://www.search-institute.org/>.



- Rural School and Community Trust, info@ruraledu.org, 703-243-1487, www.ruraledu.org.
- "Better Schools Through Public Engagement," published by the Heartland Center for Leadership Development, <http://www.heartlandcenter.info/publications.htm>, 800-927-1115. The Heartland Center is a non-profit organization based in Lincoln, Nebraska, that provides information and assistance to rural communities regarding collaboration, leadership development, and strategic planning.
- Kathee Tiff, University of Idaho Extension Educator in Nez Perce County, is available to conduct presentations and workshops on understanding generational differences and needs. Ktiff@uidaho.edu, 208-799-3096.
- Idaho Humanities Council's Teacher Incentive grants, 888-345-5346, info@idahohumanities.org.
- Idaho Commission on the Arts, community development grants, info@arts.idaho.gov, 800-278-3863, www.arts.idaho.gov/grants/orgoverview.aspx Arts Commission.

- Glens Ferry School District, Laron Billingsley and Wayne Rush, wrush@gfpilots.org, 208-366-7436, <http://www.gfpilots.net/>. Contact about District newsletter.
- Filer High School (<http://www.filer.k12.id.us/HighSchool/fhs2.htm>, 208-326-5944) and Jerome High School (Jim Cobble, Superintendent, 208-324-2392, (http://www.d261.k12.id.us/index.php?option=com_content&task=blogcategory&id=18&Itemid=367, 208-324-8137). Contact both schools about model senior project/service learning project programs.
- Project CDA Alternative Middle and High School in Coeur d'Alene, 208-667-7460, <http://www.cdaschools.org/project/index.htm> and Twin Falls High School, 208-733-6551, <http://www.tfhsbruins.com/>. Contact both schools about successful community involvement efforts.
- Laura Moore Cunningham Foundation is a statewide funder of nonprofits, mostly for education and healthcare. Laura Bettis, Director, lmcf_idaho@msn.com.

VISITING TEAM OBSERVATION 2: There is a need and desire to increase educational opportunities in a variety of subject areas.

The Visiting Team understands the need to demonstrate academic achievement through test scores, especially in the areas of math and reading. At the same time, parents, teachers, and students expressed a strong desire for increased access to education and mentoring on a variety of topics, any one of which could spark an interest in further study or career direction. Examples include art, music, foreign language, and vocational skill building. As discussed under Observation #1 above, teacher recruitment and retention was noted as a significant challenge that, if successfully addressed, would measurably improve student achievement in the core subjects.

Recommendations

- Survey students in Idaho colleges and universities currently earning their teaching credentials to determine how the Kamiah School District and community in general could position themselves to be more attractive to new teachers. Through letters or other forms of communication, market Kamiah and the schools to these teachers in training. All things being equal, young, talented teachers in the job market are inclined to pursue opportunities in communities that say “we want you!”
- Use student teaching as a recruitment tool. By working with colleges and universities to provide opportunities for student teachers, the School District creates an opportunity to sell its school and also to ‘try out’ new teachers.
- Place an emphasis on recruiting teachers with dual certifications.
- Use student loan forgiveness programs as a recruitment tool.
- Re-institute *Edesk*. Parents commented that this useful tool helped students turn in homework and improve communication with teachers.

- Re-prioritize “teacher collaboration time.” It’s stated that this important time is a priority, but too often it seems to take a back seat to other activities and responsibilities. Opportunities for collaborative efforts between teachers, and between the schools and the community, are sacrificed as a result. Changing when and how teacher collaboration time is scheduled may be necessary.
- Explore/develop curriculum and experiential opportunities that incorporate Native culture and history and the history of Native/non-Native relations in schools.
- Create ‘School to Work’ apprenticeship or mentorship program that would allow students interested in learning a specific vocational skill to be mentored by a professional in the community. Begin it modestly as a pilot program.
- Increase efforts that encourage parents to regularly read with their kids.

Available Resources

- Mary Jane Oatman-WakWak, Indian Education Coordinator, Idaho Department of Education, 208-332-6968, MOwakwak@sde.idaho.gov.
- Idaho School Districts, <http://www.idaho.gov/education/dist.html>, this is a State of Idaho page that links to all school districts in the state.
- Idaho Child Care program, Idaho CareLine, 800-926-2588, <http://www.healthandwelfare.idaho.gov/DesktopModules/ArticlesSortable/ArticlesSrtView.aspx?tabID=0&ItemID=87&mid=10274>.
- Waterford Institute, <http://www.waterford.org/>, 801-349-2200, info@waterford.org. Variety of programs, including a program used by some Idaho schools to encourage reading at home.
- The following school districts have summer reading programs at the high school level: Jerome, Twin Falls, Glens Ferry, Filer, Gooding, Wendell.
- Buhl Reading Foundation, a program of the Buhl School District, Dr. Margaret Cox, Superintendent, mcox@buhlschools.org, 208-543-6436.
- Caldwell Rotary Literacy Program. Contact is Dr. Gerald (“Jerry”) Conger, 208-459-9655.
- Wendell High School, John Goss, Principal, 208-536-2100, Contact about their use of “teacher collaboration.”
- Qwest Foundation for Education grant program, Corey Simpson at 208-332-6992, crsimpson@sde.idaho.gov. This is a grant program funding innovative use of technology (e.g. edesk).

VISITING TEAM OBSERVATION 3: Primarily due to funding, the future of existing supervised educational and recreational programs outside of the K-12 classroom is uncertain.

Maintaining, let alone expanding, programs are a challenge. This observation primarily applies to the after school program (KAP), pre-school (Head start) and all-day kindergarten. To a lesser extent, it also applies to recreational and cultural opportunities at the pool and skate park, Wa-a-yas Tribal Community Center, and through the Kamiah Youth Recreation Association. To sustain and grow them, these programs need additional grant funding and/or additional forms of support (financial and otherwise) from the community and other funding sources.

Recommendations

- Explore partnership with the Tribe to model a Kamiah Boys and Girls Club after the Boys and Girls Club in Lapwai.
- Increase efforts to ensure parents know that available Idaho Child Care funds can be used to fund participation in the KAP.
- Continue conversion of American Legion Hall into community center. This project has the potential to create a long-lasting legacy that would build community and positively touch the lives of Kamiah's families for decades by providing an affordable venue for a wide variety of public functions. This recommendation and related resources are also addressed in the Infrastructure focus area.
- Create "sponsor a kid" program in which Kamiah residents provide a scholarship for a child to participate in the KAP program. Focus on residents who don't have children in the school system, but who may be willing to help families in need of scholarships. Scholarships could be solicited by the Upper Clearwater Community Foundation or other appropriate organization.
- Evaluate the value and importance of maintaining all-day kindergarten. The Nez Perce Tribe has been funding half the cost of the all day kindergarten program, but it is unknown whether this situation can continue indefinitely. The Visiting Team has several suggestions. A half-day kindergarten could be offered for free and a fee could be required of those parents wanting the all-day option (see Moscow resource below). Another option would be to have most students in a half-day program, with a full day option available to those needing additional support to be ready for 1st grade (see Jerome resource below). Combining these two ideas, parents could choose to pay a fee to have their children in kindergarten all day if they do not need the extra time. The fee could be set high enough to subsidize students who need all day-kindergarten but cannot afford it.
- Investigate alternative fundraising techniques. Businesses often feel that they have contributed as much as possible and it is becoming more difficult to fund school and extra-curricular activities. For example, students and/or parent groups could sell athletic practice clothing before the start of the sports season or other items that have a known-need and cannot currently be purchased in Kamiah. Another idea is to set up a community fund (possibly within the Upper Clearwater Community Foundation) to which businesses and individuals would give once a year. The fund committee would then create a list of community improvements and associate a dollar amount from the fund with each improvement. Clubs and teams needing money would then complete a task on the list. This would instill a greater appreciation for community service among both youth and adults.

Available Resources

- Boys and Girls Clubs. In addition to Lapwai, Boys and Girls Clubs exist in the small cities of Mountain Home (208-828-2501) and Twin Falls (208-736-7011, <http://www.bgcmv.com>).
- The Station Youth Recreation Center, Soda Springs. Information available through Soda Springs City Hall, 208-547-2600. This is a successful, award-winning, volunteer-run youth center housed in the former police station.
- KidSource Online, Karen Dillon, 408.253.0246, <http://www.kidsource.com/kidsource/content3/full.day.kinder.p.k12.3.html>, information about the efficacy of all-day kindergarten. Links to related information.
- Moscow School District, <http://www.sd281.k12.id.us/>, 208-882-1120. Contact about fee for all day kindergarten policy.
- Jerome School District, <http://www.d261.k12.id.us/>, Jim Cobble, Superintendent, 208-324-2392). Contact about full-day kindergarten program for kids who need additional time for academic or other reasons.
- Idaho Department of Commerce Community Development Manager, Dennis Porter, <http://commerce.idaho.gov/communities/block-grants.aspx>, 208-334-2470, dennis.porter@commerce.idaho.gov. Dennis and his team have recently helped communities including Deary, Blanchard, Worley, and Blaine County explore interest in building a community center and will be able to provide local contact information as well as funding options. The program has also funded Boys and Girls Clubs in Lapwai and Garden City.
- Idaho Department of Commerce *Show Me the Money* funding newsletter often features grant opportunities for youth, education and recreational programs. Email jerry.miller@commerce.idaho.gov to get on the mailing list.
- Ronald McDonald House Charities. Ronald McDonald House Charities provides grants to not-for-profit, tax exempt organizations whose national or global programs help children reach their fullest potential. Go to: www.rmhc.com/grant/ for details.



VISITING TEAM OBSERVATION 4: Educational opportunities for graduating students and adults who choose not to seek a formal college education, and for others in the community who want to develop skills and knowledge, are limited.

Like many education-related issues, this observation is closely tied to economic development. Community members said most graduates from Kamiah High School (approx. 70 percent) do not pursue a college education. If they stay in Kamiah, they find little opportunity to gain vocational skills or learn how to develop and run a business. The modest workforce training opportunities that are available require travel to Kooskia or Lewiston. In addition, Kamiah area residents in various age groups desire opportunities to gain skills and education to support a career change, advancement, or personal enrichment.

Recommendations

- Expand partnerships with the Tribe to increase use of classes available through Northwest Indian College.
- Coordinate workforce training efforts with economic development organizations so potential employees have opportunities to gain skills and knowledge employers being recruited to the area need most.
- Continue to develop life skills and career counseling at middle and high school levels.
- Create community education program. Many people living in Kamiah have skills and knowledge other residents are looking for, whether it be home gardening, hunting, playing a musical instrument, or learning to create a website. School facilities are a great place to offer such classes at reasonable cost while providing yet another reason for the community to support the schools.
- Provide ‘career day’ assemblies with a large number of speakers from varied industries ranging from those requiring advanced degrees to those requiring specific workforce training to expose students to career possibilities and provide a roadmap for achievement.
- Bring entrepreneurial training programs into the schools.

“We need more jobs and stuff for kids to do to stay away from the drinking and drugs and other bad things out there.”

- Kamiah resident

Available Resources

- Idaho Rural Partnership, Shelby Kerns, 208-334-3131, coordinates career day assemblies and workshops.
- Idaho Digital Learning Academy, 208-342-0207. IRP has funded an online high school entrepreneurship course that meets the state economics requirement. An elective focusing solely on entrepreneurship is in the design stages.
- Idaho Department of Labor, Heather Leach, Manager, 208-476-5506, ext. 3751, heather.leach@labor.idaho.gov.
- Lewis Clark State College, Workforce Training, Linda Stricklin, 208-792-2225, lsspricklin@lcsc.edu.

- Workforce Training and Community Education Program, Eastern Idaho Technical College, <http://www.eitc.edu/pdf/catalog/Workforce%20Training%20Community%20Edu%20Division.pdf>, 800-662-0261. While in Idaho Falls and not available to residents of Kamiah, this program may be a good model to bring to the Upper Clearwater or to help improve opportunities currently available through LCSC.
- Community Education Program, Boise School District, <https://www.boiselearns.org/>, 208-854-4047.
- Community Education Program, Buhl School District, Dr. Margaret Cox, Superintendent, mcox@buhlschools.org, 208-543-6436.
- Idaho School to Work, <http://www.d261.k12.id.us/Technology/stw/about.html>, <http://www.d261.k12.id.us/Technology/stw@cyberhighway.net>. Program based in the Magic Valley (Twin Falls/Southern Idaho).
- Nez Perce Tribal Resource and Distance Learning Center, Kay Kidder, Director, kayk@nezperce.org, 208-935-4118.
- Nez Perce Reservation Extension, U of I, Valdasue Steele, Extension Educator, 208-621-3514, vsteele@uidaho.edu.
- High School NX Level Entrepreneurial Training , Chris Kuykendall, Clearwater Economic Development, 208-476-9829.
- Kuna High School (<http://www.kunaschools.org/schools/khs/home/home.php>, (208) 955-0200, Gayle Patten), Weiser High School (<http://www.sd431.k12.id.us/hs.htm>, 208-414-2595, Lori Mooney), and Project CDA Alternative School in Coeur d'Alene (208-667-7460, <http://www.cdaschools.org/project/index.htm>). All have strong reputations in the area of vo-tech and post high school workforce training.

Economic Development

Community Concerns and Comments

Like many of Idaho's traditionally resource-based rural communities, Kamiah's is an economy in transition. While forest products remain an important part of Kamiah's employment base, the community hungers for ideas and resources to increase economic diversification through improved workforce training, business development and retention, a business or vocational education park, tourism, and recreation. Such efforts would help the community achieve the goal of providing younger individuals and families with opportunities that would allow them stay in or return to Kamiah.

Throughout the Kamiah Community Review, residents and leaders expressed a desire for more jobs and opportunities to purchase goods and services within the community. The team also heard some ambivalence about efforts to attract more tourism and recreation dollars. Support for such efforts exists, but some of it is qualified by fears that, if not done carefully, additional tourism could adversely change the small town quality of life Kamiah residents' value.

Unfortunately, the Home Team did not include anyone representing a major employer (i.e. one of the mills) nor did the Visiting Team meet with anyone from one of the mills to get their perspective on the community's economic development priorities.

VISITING TEAM OBSERVATION 1: The community overwhelmingly recognizes the need to increase good paying jobs by diversifying the local economy.

Successfully accomplishing this goal will allow young people to stay in or return to Kamiah as educated and skilled adults. It will also help increase the tax base, support the development of desired recreational and cultural amenities, and encourage the development of new businesses and housing.

Recommendations

- Continue to work with the Idaho-Lewis County Economic Development organization, Clearwater Economic Development Association and Idaho Department of Commerce to market the community as a desirable place to locate a modest manufacturing facility or other appropriate business that exports value-added goods or services. These may or may not be associated with forest products or agriculture.
- Determine the types of businesses Kamiah residents want to attract, and the location criteria of those businesses, through surveys or other types of research. Existing major employers also need to be surveyed to understand what they need to grow and diversify.
- Identify a group of stakeholders to explore the creation of an urban renewal district. Urban renewal districts are a way to help fund creation of a business or light industrial park without raising property taxes on current residents.
- Create a community-owned co-op store or other business that would offer products or options not currently available in Kamiah (e.g. clothes, furniture, or small movie theatre). Another type of co-op store could feature arts and crafts made by local artists (Tribal and/or non-Tribal).
- Encourage local businesses to support each other. It may sound like a simple idea but residents noted that most Kamiah businesses will buy products and services they need in Lewiston, rather than from the business down the street.
- List any available commercial and industrial buildings and land on Gem State Prospector. Prospector is a website that provides business locators not only listings for available properties but maps and demographic information as well. There is no charge for placing a listing on Prospector.



Available Resources

- Art Source Gallery (in Boise), 208-331-3374, mrptfisher@msn.com, <http://www.artsourcegallery.com/>. This is a co-op art gallery.
- Economic Development professionals in both Clark and Fremont Counties are trying to create co-op stores in their communities. Kerri Ellis, Clark County Economic Development, 208-374-5304, Cathy Koon, Fremont County Economic Development, 208-624-1548, http://www.co.fremont.id.us/departments/economic_development/Front%20page%20CD/Action%20Strategies/Community%20Improvements/CI5.doc.
- There are stores in Powell, WY, Plentywood, MT, and Ely, NV, which are successful built on the community-owned or co-op model. Here is a CBS News story about the community owned department store in Powell, WY: <http://www.cbsnews.com/stories/2005/12/19/earlyshow/series/main1134875.shtml>.
- Training on starting cooperative businesses sponsored by Two Degrees Northwest: Where Art Meets the Land, and Horizons, June 25, 2008, Lorie Higgins, 208-885-9717, Higgins@uidaho.edu.

"I want to go away to college and come back here to live."

- Kamiah student
- *'Community-Owned Department Stores Replace Chains.'* This is an article about community-owned stores on the New Rules Project's Hometown Advantage website, http://www.newrules.org/retail/news_archive.php?browseby=slug&slugid=162
- RUPRI Center for Rural Entrepreneurship, taina@e2mail.org, 402-323-7339, <http://www.energizingentrepreneurs.org/>.
- Rural Development Initiatives, rdi@rdiinc.org, 541-684-9077, <http://www.rdiinc.org/>. RDI is Eugene, Oregon, based nonprofit organization that helps towns and rural partnerships develop and diversify their economies by creating inclusive, long-term strategies and identifying and managing crucial projects. RDI's work is focused in Oregon but also reaches six western states (including Idaho) and British Columbia.
- Many Idaho communities have urban renewal districts. The Cities of Driggs and Payette are recent examples, Driggs: http://driggs.govoffice.com/index.asp?Type=B_BASIC&SEC=%7B0618856B-48A4-4FF5-8BA1-AA2A4E718BA2%7D, 208-354-2362. Payette: Mary Cordova, mcordova@cityofpayette.com, 208-642-6024.
- City of Council Business Park, Francee Wassard, Economic Development Coordinator and Site Administrator, 208-253-4201.

- Community Reinvestment Act funds. Information available through Idaho Housing and Finance Association, http://www.ihfa.org/investors_community.asp.
- USDA Intermediary Relending Program (IRP), <http://www.rurdev.usda.gov/rbs/busp/irp.htm>. Information available through Clearwater Economic Development Association, Tim Rubio, 208-746-0015.
- City of Jerome Economic Development Program, www.ci.jerome.id.us/econdev/, Marlin Eldred, Economic Development Director, meldred@ci.jerome.id.us, 208-324-8189.
- Gem State Prospector, www.gemstateprospector.com, Jerry Miller PCED, Idaho Department of Commerce, jerry.miller@commerce.idaho.gov, 208-334-2470.
- Idaho Department of Commerce, Hank Ebert, hank.ebert@business.idaho.gov, 800-842-5858, ext. 2141.
- Ida-Lew Economic Development, Gil Bates, 208-983-1025.
- Clearwater Economic Development Association, Tim Rubio, 208-746-0015, trubio@lewiston.com. Contact regarding EDA regional plan.
- Small Business Development Center, Judy Shoemaker, 208-792-2186.
- Vandal Innovation and Enterprise Works (VIEW), University of Idaho, Linda Morris, ljmorris@uidaho.edu, 208-885-0199, <http://www.view.uidaho.edu/default.aspx?pid=85294>.
- USDA Rural Development, Margaret Hair, 208-762-4939 ext. 117.
- Nez Perce Tribal Economic Development, 208-843-7324, http://www.nezperce.org/content/Programs/economic_development_planning.htm.



VISITING TEAM OBSERVATION 2: There are opportunities and community support for developing tourism in a manner consistent with Kamiah's character and quality of life.

This can be done by creating community development projects and events that provide amenities desired by local residents and attract tourism.

Recommendations

- Create a diverse group of agencies, landowners, Nez Perce Tribe, and other stakeholders to develop a multi-use trail plan focused on trails from Kamiah to “Heart of the Monster” and along Lawyer’s Creek.
- Expand marketing of the Clearwater Valley to tourists in nearby urban areas by, for example, purchasing banner ads on media and travel website and publications. With less discretionary income and higher fuels costs, people in Boise, Spokane, and other cities will be more interested in taking vacations closer to home. Also, a growing percentage of the population is increasingly interested in authentic cultural experiences that feed them emotionally, intellectually, and spiritually. This recommendation includes expanding Kamiah/Clearwater Valley’s presence on the web.
- Encourage participation in University of Idaho Extension’s Two Degrees Northwest: Where Art Meets the Land (2DNW) program. 2DNW recently finished a series of three small business workshops and will be conducting more training in the future (artist cooperative development in June 2008, and more small business trainings in the fall of 2008). 2DNW is also identifying, enhancing and promoting local cultural, heritage and place-based businesses such as artist studios and galleries, locally-produced foods, agricultural tourism, historical tours and sites, and businesses offering unique lodging and cuisine that is tied to the heritage of the community and region.
- Work with Tribe, National Park Service, Upper Clearwater Community Foundation, and others to expand interpretive programs and cultural events related to the Tribe and Lewis and Clark Expedition, placing emphasis on spring and fall shoulder seasons. Emphasis should be placed on systematic visitor information and customer service.
- Incorporate public art and other culturally appropriate design elements to increase visibility of Nez Perce culture and Lewis and Clark history along Highway 12 and in downtown area.
- Long term, consider relocating Welcome Center or creating a satellite visitor information center on a site within the Highway 12 corridor. To minimize costs, the satellite visitor information center could be staffed only when tourist travel is heavy.
- Implement a family and friends marketing campaign in which the Chamber or other appropriate organization solicits names and contact information for friends and family of Kamiah residents. Residents who submit names could be entered to win a substantial prize (e.g. an ATV) or given a smaller symbol of appreciation such as a small gift certificate or “Kamiah Bucks” to spend locally. The organization collecting the names would then send tourism marketing material to the identified friends and family.
- Work with the existing Kooskia/Kamiah Farmer’s Market at Longcamp RV Park to expand or move it, or develop a second market in Kamiah’s downtown area.
- Continue building on the downtown re-revitalization project. Kamiah is known for its downtown theme and it’s important to keep the store fronts in good repair, improve signage to Main Street,



and encourage more activities to draw tourists downtown. This recommendation is also addressed within the Infrastructure focus area.

Available Resources

- Idaho Commission on the Arts, www.arts.idaho.gov, 208-334-2119. Inquire about community development programs and grant funding.
- Idaho Foundation for Parks and Lands, 208-344-7141, ifpl@mindsprings.com, www.idaholands.org/index, 5657 Warm Springs Avenue, Boise, Idaho, 83716 (for protecting private lands and providing for public access).
- National Park Service Rivers, Trails, and Conservation Assistance Program provides technical grants to assist with planning, design and implementation of trails, <http://www.ncrc.nps.gov/programs/rtca/>.
- National Park Service Preserve America Grants, 202-354-2020, Preservation_Grants_Info@nps.gov <http://www.nps.gov/history/hps/hpg/PreserveAmerica/index.htm>.
- North Central Idaho Travel Association, Kelly Dahlquist, Regional Tourism Coordinator, 877-364-3246, Kelly.ncita@gmail.com.
- Nez Perce Tribal Tourism, Farren Penney, Director, 208-843-7333, farrenp@nezperce.org.
- Idaho Division of Tourism Development grant program, Cathy Bourner, cathy.bourner@tourism.idaho.gov, 800-842-5858 ext. 2153, http://www.visitidaho.org/press/about/idaho_tourism_staff.htm.
- Two Degrees Northwest: Where Art Meets the Land, Lorie Higgins, 208-885-9717, higgins@uidaho.edu, and Elizabeth Carney, 208-596-5975, ecarney@uidaho.edu.
- Mainstreet Idaho (a proposed state program), Idaho Dept. of Commerce, Hank Ebert, hank.ebert@business.idaho.gov, 208-334-2470.
- Farmers' Market Promotion Program, www.ams.usda.gov/FMPP/. Additional resources and funding opportunities: www.ams.usda.gov/farmersmarkets.
- Idaho Preferred®, Idaho State Department of Agriculture, Leah Clark, lclark@agri.idaho.gov.
- Farmers' Markets and AgriTourism, Idaho State Department of Agriculture, Lacey Menasco, lmenasco@agri.idaho.gov.

VISITING TEAM OBSERVATION 3: To successfully attract new employers and keep and expand existing business, Kamiah residents must have access to workforce training programs that allow them to gain necessary skills and knowledge. There are some workforce training offerings available through LCSC but more needs to be conveniently and affordably available.

Recommendations

- Evaluate use and performance of existing workforce training available through LCSC and the Tribe.
- Establish a business visitation program whereby existing firms are asked about their needs and given information on resources.
- Increase opportunities for entrepreneurial training to help residents start new businesses.
- See recommendation regarding school to work/apprenticeship program under the Education focus area.

Available Resources

- Idaho Department of Labor, Heather Leach, Manager, 208-476-5506, ext. 3751, heather.leach@labor.idaho.gov.
- Lewis Clark State College, Workforce Training, Linda Stricklin, 208-792-2225, lsspricklin@lcsc.edu.
- Workforce Training and Community Education Program, Eastern Idaho Technical College, <http://www.eitc.edu/pdf/catalog/Workforce%20Training%20Community%20Edu%20Division.pdf>, 800-662-0261. While in Idaho Falls and not available to residents of Kamiah, this program may be a good model to bring to the Upper Clearwater or to help improve opportunities currently available through LCSC.
- Idaho Small Business Development Center, Lewis and Clark State College, Jill Thomas-Jorgenson, 208-792-2465, <http://www.lcsc.edu/isbdc/>.

VISITING TEAM OBSERVATION 4: There are opportunities to recognize and strengthen the relationship between land use planning, community design, and economic development.

Achieving this goal would make the community more attractive to both tourists and employers being recruited to the area.

Recommendations

- Evaluate potential sites for a business or industrial park and reach consensus on a preferred location. This process would need to involve ascertaining from the Corps of Engineers exactly what can be built in the river's floodplain and under what conditions. If a business or industrial park is not established, the community should find another way to identify "shovel ready" land that has city services and is potentially available for commercial or light industry development. The U.S Department of Agriculture- Rural Development Rural Business Enterprise Grant Program and the Idaho Department of Commerce Idaho Gem Grant program could help fund engineering studies needed to create business and industrial parks.

- Using funding and other leverage provided by the recent designation of Highway 12 as an “All American Road,” work with the Idaho Transportation Department to complete improvements along Highway 12 to make the corridor more walkable and bikable. This recommendation includes creating visual cues and signage that make it difficult for a traveler to miss the location of Main Street and the downtown as they pass through. As it is, the downtown is easy to miss. See related recommendation under Infrastructure focus area (below).
- Work with landowners to explore developing tourism amenities and possibly retirement housing along the waterfront.
- Follow through on effort to modify new emergency services building to be consistent with Western Victorian theme. City should lead by example.
- Complying with new design standards ordinance for new development in downtown core should be required. It should be encouraged with appropriate, reasonable incentives along the Highway 12 corridor. If it has not been done yet, a companion document full of drawings or photographs should be created so that owners and tenants of commercial properties know exactly what is being asked of them. Define “compliance” as clearly as possible.
- Informal discussions between Tribal staff and the city should be encouraged to explore the incorporation of native cultural elements (e.g. forms, colors, objects, symbols, etc) into the commercial development standards.
- Work towards making both new and existing buildings in Kamiah energy efficient. Both the State of Idaho and Avista offer free advice, financial incentives and low-cost loans in this area. Every dollar saved is one more available to the local economy.
- See recommendation above regarding public art, etc., under Visiting Team Observation 2.
- See recommendation about land use planning in adjacent unincorporated areas under Infrastructure focus area, below.

“It’s easy to walk to the post office but walking across Highway 12 is difficult because of traffic.”

- Survey respondent

Available Resources

- National Trust for Historic Preservation, 202-588-6219, mainstreet@nthp.org, www.nationaltrust.org/community/resources.html and <http://www.mainstreet.org/>.
- Idaho Heritage Trust, Gaetha Pace, 208-549-1778, gaetha@mindspring.com. Inquire about conducting funding research.
- University of Idaho College of Art and Architecture, Wendy McClure, wmclure@uidaho.edu, and Rula Awwad Rafferty, rulaa@uidaho.edu, are two faculty members who frequently work with communities on community design issues.
- United States Department of Agriculture, Rural Development, Rural Business Enterprise Program, Margaret Hair, 208-762-4939.

- Idaho Department of Commerce, Idaho Gem Grant Program, Jerry Miller, PCED, jerry.miller@commerce.idaho.gov, <http://srvwww1.commerce.idaho.gov/communities/idaho-gem-grants.aspx>.
- Avista Corporation, Energy Efficiency Audits and Incentives, www.everylittlebit.com/Idaho.aspx.
- Idaho Office of Energy Resources Funding and Incentives, Sue Seifert, 208-287-4800, www.energy.idaho.gov/.
- U.S. Forest Service Fuels for Schools Program, David Atkins, 406-329-3134, www.fs.fed.us/r1-r4/spf/Fuelschools.html.

“My daughter lives in Nampa and she hates it. She’d love to come back but there’s no opportunities.”

--Kamiah resident

Infrastructure

Community Concerns and Comments

Infrastructure refers to the variety of services and facilities that residents need and enjoy. Improving them over time is often a regulatory necessity, an economic development strategy, a way to avoid greater expense down the road, or all three. Just as important, well-maintained infrastructure and related programs help make Kamiah a great place to live. The community asked the Visiting Team to provide advice related to infrastructure costs vs. revenue, telecommunication needs, and personnel and equipment needs. While not traditionally thought of as infrastructure, per se, the City’s application also sought input concerning revitalization and expansion of downtown, growth management, and treatment of the Highway 12 scenic by-way. These issues are addressed more directly in sections of this report regarding local economic development.

Not surprisingly, residents the Visiting Team spoke with were more likely to speak of infrastructure they could see, touch, and feel – such as streets, parks, sidewalks, and pathways - as opposed to facilities that are underground like sewer and water. That said, concerns were expressed by both business and home owners about the perceived high cost of water. Often, infrastructure issues are not so much a matter of knowing WHAT needs to be done as a matter of HOW to fund it.

With respect to transportation, the community seems as, or even more, concerned with pedestrian and bike safety and a lack of regional public transportation than with issues related to motor vehicle transportation. The difficulty of safely crossing and walking along Highway 12 as a pedestrian is an example of a concern often heard. The Visiting Team was informed that the Nez Perce Tribe is poised to begin offering transit ultimately connecting to Lewiston. For this reason, transit needs are not addressed by this report.

VISITING TEAM OBSERVATION 1: Various components of the drinking water treatment and delivery systems need upgrades starting with the drinking water production plant.

Also, the water rate structure needs to be evaluated and adjusted, if appropriate. There have been no significant upgrades of the drinking water plant since it was built in 1952 and it's likely that a large amount of water is being unnecessarily wasted as a result.

Recommendations

- Install chlorine leak alarm system and auto dialer; develop confined space entry plan and acquire related equipment.
- Use RFP/RFQ process to commission a phased facility plan for the entire water system.
- Conduct a water rate study to determine if rates are equitable to landowners, covering costs, and allowing growth of a reserve account.
- Explore the feasibility of offering users level or budget billing. Level billing allows the user to pay a fixed dollar amount based on average estimated annual usage. The billing rate is annual adjusted to reflect actual water usage.
- Aggressively solicit funding for water system upgrades. A partnership with the Tribe in which water could be provided to Tribal communities west of Kamiah will increase the success of funding requests. Plant replacement costs will be in the \$2-\$4 million range.
- Grow reserve accounts for both the water system and wastewater treatment system. Such accounts help make the case (to funding agencies) that the City takes its infrastructure maintenance and operation responsibilities seriously.
- Develop water meter testing and phased replacement plan. Currently, the community's very old meters may be miscalculating actual water usage.

Available Resources

- Idaho Department of Commerce, Idaho Community Development Block Grant Program, Public Facility Grants, Dennis Porter, Tony Tenne, 208-334-2470, <http://srvwww1.commerce.idaho.gov/communities/block-grants.aspx>.
- Idaho Department of Environmental Quality, Drinking Water Planning Grants and Construction Loans, John Cardwell and Thomas Moore, 208-799-4370, http://www.deq.state.id.us/water/assist_business/grants_loans_overview.cfm.
- USDA Rural Development, Construction Loans, Howard Lunderstadt, 208-762-4939, <http://www.rurdev.usda.gov/id/rus.htm>.
- US Army Corps of Engineers, Construction of Municipal and Industrial Water Supply Projects, Greg Graham, 509-527-7316.
- Rural Community Assistance Corporation, Engineering and Technical Assistance, Jim Phillips, 208-855-2310, <http://www.rcac.org/doc.aspx?157>.

- Office of Senator Larry Craig, Jeff Sayre, Regional Director for North Central Idaho, 208-743-0792, jeff_sayre@craig.senate.gov. (see Appropriations Request Form, Appendix G)



- City of Jerome, Residential Level Pay Utility Billing, Kathy Cone, 208-324-8189, <http://www.ci.jerome.id.us/>.
- Environmental Finance Center, Boise State University, Sustainable Rate Setting, Bill Jarocki, 208-426-1567, <http://efc.boisestate.edu/watershed/contactus.asp>.
- California Urban Water Conservation Council, Residential Water Savings Ideas, <http://www.h2ouse.org/>.
- University of Idaho Extension Service, Landscaping Advice, Lewis County Extension Office, 208-937-2311, <http://www.extension.uidaho.edu/homegard.asp>.
- Idaho Rural Water Association, Kevin McCloud, 208-343-7001. Source of assistance with leak detection and setting up reserve account.

VISITING TEAM OBSERVATION 2: Recreational amenities were a priority for every group interviewed by the Visiting Team. Specifically mentioned amenities not otherwise addressed elsewhere in this report include the pool, skate park, and American Legion Hall. With respect to the pool in particular, it is important that children know how to swim and that they have an alternate location for swimming given the town’s proximity to a river.

Recommendations

- Initiate a second effort at establishing a park and recreation district. Reduce the size of the proposed district to reduce the number of people who have a perceived reason to vote in opposition. For example, have the rec. district boundaries follow the fire district boundaries. People living outside the district would then pay higher fees to use the pool and participate in recreational programs.
- Identify a group of stakeholders to explore the creation of an auditorium district. Such a district could help convert the American Legion Hall into a community center and develop other tourist and recreation-related amenities by slightly increasing the sales tax on hotel and motel rooms. Property taxes of existing residents would not be affected.
- Create a pool fundraising plan that pursues funding from a greater variety of sources. These sources might include, for example, planned giving, business sponsorships, payroll deductions, or engraved bricks or pavers. Engage people who grew up (but no longer live) in Kamiah.
- Develop pool capital improvement program to address both immediate and long-term needs.

- Use a survey or other evaluation tool to determine whether area residents would financially support the development of a community wellness center with a year-round pool rather than supporting the existing pool. Include Tribal members in this assessment. Partnering with the Tribe on a major project such as this would potentially open up otherwise unavailable funding sources.
- Form a committee of youth to locate, design, plan, construct and maintain a new skate park. Involving young people in all facets of the skate park will provide the users with a sense of ownership and reduce the incidence of vandalism and other bad behavior that adults fairly or unfairly associate with skate parks. A youth-led effort will leverage funding opportunities that might not otherwise be available to a city or a recreation district.

Available Resources

- Idaho Department of Commerce, Rural Community Peer Program, Gloria Mabbutt, 208-334-2470, <http://srvwww1.commerce.idaho.gov/communities/rural-community-peer-program.aspx>.
- Idaho Non Profit Development Center, Assistance with fundraising planning and funding sources, Fundraising Resources, Russ Lowder, 208-424-2229, <http://www.idahononprofits.org/>.
- USDA Rural Development, Community Facilities Loan Program, Community Programs Specialist, 208-762-4939, howard.lunderstadt@id.usda.gov.
- Payette County has a successful park and recreation district, Payette Recreation District, 1300 Pennsylvania Ave., Fruitland, ID, 208-452-3542.
- Garden Valley Recreation District (in Boise County), 91 Old Crouch Rd, Garden Valley, ID, 83622, 208-462-3439.
- The Tony Hawk Foundation funds skate parks, http://www.tonyhawkfoundation.org/grant_application.asp.
- US Bank Foundation will fund recreation projects, Julie Norris, 208-383-7765.
- Idaho Community Foundation, grants@idcomfdn.org, 208-342-3535, <http://www.idcomfdn.org/>.
- Ronald McDonald House Charities, www.rmhc.com/grant/.



VISITING TEAM OBSERVATION 3: While it effectively provides for the efficient movement of cars and trucks, there is room for improvement in the city's transportation infrastructure, especially as it applies to the safety of pedestrians and bicyclists.

Such improvement would positively contribute to economic development and downtown revitalization efforts.

Recommendations

- Install pedestrian crossings on Highway 12 and incorporate use of a pedestrian crossing flag system. Potential locations for these crossings are at Hill Road and the western entrance to Cloninger's. This effort needs to be well coordinated with ITD's District 2 Traffic Engineer, Dave Couch.
- Long term, develop a street revitalization plan along the Highway 12 corridor to include curb, gutter, sidewalk, landscaping, and public art. All such streetscape improvements should be consistent with cultural and historical significance of the corridor's scenic byway designation. These "gateway" changes would help calm traffic by making entry to the city limits more obvious and make the corridor more safe and pleasing for both residents and visitors.
- Review speed limits in all school zones for appropriateness and consistency. Around one school there are different speed limits on different streets. School zone speed limit signs should also define when the speed limit is in force (e.g. "when children are present" or during specific times during the day). Such signs are more likely to be obeyed.
- The school zone along State Highway 162 is particularly problematic. The City and ITD should cooperate to correct problems associated with speeding (especially by drivers of large trucks), and lack of clearly marked crosswalks. Traffic calming measures should be considered.
- Better organize the school drop off zone at the elementary. At present, this zone is unorganized and confusing.
- See recommendations regarding Heart of the Monster and Lawyer's Creek pathways under the economic development focus area.

Available Resources

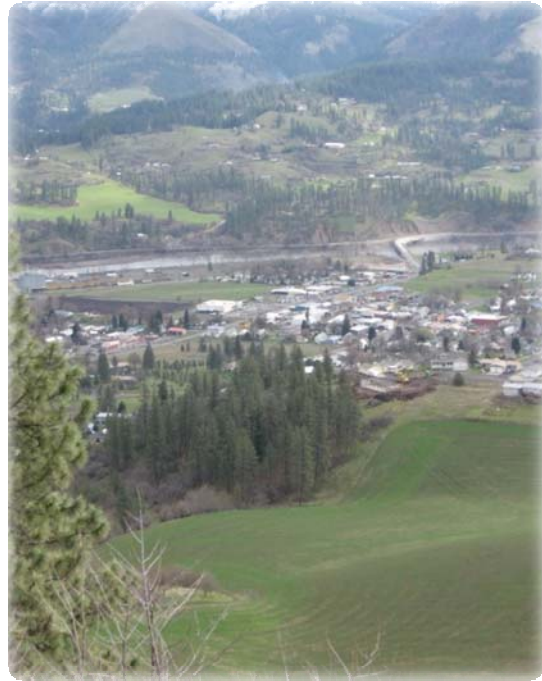
- *"Main Street: When a Highway Runs Through It,"* book published in 1999 by the Oregon Department of Transportation to educate communities about pedestrian safety and community design associated with highways within city limits.
<http://www.contextsensitivesolutions.org/content/reading/main-street/resources/main-street-when-a-highway/>.
- Idaho Transportation Department District 2, Traffic Engineer Dave Couch, 208-799-5090.
- Safe Routes to School grant program, Idaho Transportation Department, Josephine O'Connor, 208-334-4475, jo.o'connor@itd.idaho.gov.
- Mark McNeese, ITD, State Bicycle and Pedestrian Coordinator, mark.mcneese@itd.idaho.gov, 208-334-8272.

- Local Highway Technical Assistance Council, Lance Holmstrom, 208-344-0565, lholmstrom@lhtac.org, www.lhtac.org/.
- National Center for Safe Routes to School, <http://www.saferoutesinfo.org/>, 919-962-7412.
- International Walk to School Day, www.walktoschool.org.
- *Manual on Uniform Traffic Control Devices* for Streets and Highways, (2003) [aka MUTCD]. Part 7 is titled 'Traffic Controls for School Areas.' The document can be viewed online at <http://mutcd.fhwa.dot.gov/pdfs/2003/pdf-index.htm>.
- National Park Service Preserve America Grants, 202-354-2020, Preservation_Grants_Info@nps.gov, <http://www.nps.gov/history/hps/hpg/PreserveAmerica/index.htm>.
- FHWA's A Resident's Guide for Creating Safe and Walkable Communities, http://safety.fhwa.dot.gov/ped_bike/ped_bike_order.htm.
- Walkable Communities, <http://www.walkable.org/>.
- Communities that use pedestrian flags at crosswalks include Twin Falls, Hailey, Bellevue, and McCall.
- Bikes Belong, <http://www.bikesbelong.org/>.
- Appaloosa Express Transit, 208-843-7324, <http://www.nezperce.org/content/Programs/Appaloosa%20Express.htm>.

VISITING TEAM OBSERVATION 4: Due to the complexities of dealing with two counties and a sovereign entity (Nez Perce Tribe), as well as resistance from property owners outside of city limits, there seems to be a reluctance to have a meaningful discussion about expanding Kamiah's city boundaries. Property rights which allow the property owner(s) to decide if or when their property is developed complicate matters further. This is particularly true in areas within Idaho County. While this issue is politically complex, a desire to manage and pay for growth equitably warrants forward thinking collaboration between the various entities, including the Nez Perce Tribe.

Recommendations

- Hold informal conversations with Tribal and non-Tribal landowners in Idaho County to exchange information and questions related to land use planning and the possibility of establishing an area of city impact and related agreement. Annexation issues aside, the City of Kamiah has a legitimate interest in seeing that development just beyond city limits is coordinated because it is reasonable to anticipate that these areas may one day become part of the City. If interest in establishing an area of city impact is established among landowners, this conversation can be taken to Idaho County for further exploration.
- Idaho state law authorizes counties and cities to establish an area of city impact and an associated area of impact agreement. Under Idaho law, with some exceptions, properties must be in an area of impact before they can be annexed into a City (Idaho Code 50-222).
- Complete an analysis to determine if residents in currently unincorporated areas are benefiting from city-provided services they are not paying for (e.g. police, fire, parks, library, street maintenance, etc.). Any such benefits are being subsidized by residents in the city limits, raising fairness and sustainability questions.
- When city services are provided outside city limits, higher rates and fees should be charged to offset the overhead costs that would otherwise be recovered through property taxes.



Available Resources

- *“Idaho Land Use Handbook: The Law of Planning, Zoning, and Property Rights in Idaho,”* a publication of Givens Pursley Law Offices, www.givenspursley.com, 208-388-1200. This publication should be on every P and Z Administrator’s desk and should be provided to every P and Z commissioner and city council member.
- Smart Towns Land Use Planning Handbook and DVD, Association of Idaho Cities, www.idahocities.org, 208-344-8594.
- Western Planning Resources. This organization publishes the *“Western Planner”* publication and hosts an annual conference. It has a western, rural focus. <http://www.westernplanner.org/>, 307-234-9442. In 2008 their annual conference will be held Aug. 5-8 in Cheyenne, WY.

- “Zoning Practice.” A publication of the American Planning Association, <http://www.planning.org/ZoningPractice/>.
- Planners Web and Planning Commissioner’s Journal. Planner’s Web is a website; Planning Commissioner’s Journal is an excellent publication. <http://pcj.typepad.com/>.
- Building Sustainable Communities Initiative, University of Idaho, <http://www.bioregionalplanning.uidaho.edu/default.aspx?pid=97844>, 208-885-7448, bioregionalplanning@uidaho.edu.

Community Listening Sessions

Community Concerns and Comments

As described on page 5, four Community Listening Sessions were conducted during the review. This is the first time such sessions were included as part of the process. See Appendix H for a complete summary of comments made during the Listening Sessions.

Beyond the open-ended questions below, the participants were not prompted to talk about any specific subjects, nor were the Listening Sessions associated with any of the three previously described focus areas. The role of the session facilitators was limited to making sure they understood and recorded comments correctly and to ensure everyone in attendance was given the opportunity to participate equally.

Participants in each session were asked to share their thoughts and views on the following questions:

What DON’T you want to see in Kamiah in 2, 5, 10 years?

Responses to this question fall under four main categories. Listening Session participants do not want to see damage done to the environment through new heavy industries and unplanned rapid growth. Secondly, they do not want a community where poverty, crime and drug/alcohol abuse, and graffiti are major problems or where young people have no economic opportunities. Thirdly, participants are not interested in a community that has dead or dying businesses, dilapidated or inadequate housing choices, or declining shopping opportunities. They do not want unnecessary restrictions that inhibit businesses. Finally, Listening Session participants generally do not want to live in a community where energy is wasted and economic development opportunities are lost because of cultural barriers, lack of trust, lack of cooperation, and litigation between Tribal and non-Tribal interests.

What challenges could potentially lead to this outcome?

The challenges identified by Listening Session participants included a lack of activities and opportunities of all kinds for youth. Some thought this at least partially explained the community’s relatively high dropout rate. The current lack of funding and volunteer resources needed to address these issues was also widely identified as a challenge. Regarding intercultural relations, the existing inability of Tribal and non-Tribal communities to work together was brought up by several people as a challenge. Finally, a few

people mentioned a sense of hopelessness, bitterness, fatalism, and lack of local commitment and civic involvement as a challenge.

What DO you want to see in Kamiah in 2, 5, 10 years?

At all four Listening Sessions, citizens expressed a desire for Kamiah to become a more open community where all cultures and ages feel welcome to interact and develop relationships. Participants recognized that realizing this vision likely requires cultural education and intergovernmental cooperation between the city, counties, Nez Perce Tribe, and schools. In short, participants want less arguing, less segregation, less distrust, and less discrimination.

The need for more and better paying jobs was often mentioned during the Listening Sessions. Related comments reflected an interest in more cultural tourism development, and more shopping and recreation opportunities.

Listening Session participants expressed a strong desire to live in a community that protects its air, land, and water resources through education and responsible planning. Community gardening projects, updated comprehensive plans and zoning ordinance, more local food products, and more affordable housing choices all fall under this general heading, as do culturally inclusive community design projects. Some felt that environmental protection and planning could be an issue around which intergovernmental and intercultural cooperation could be focused.

"I want Kamiah to be a place where everyone is accepted, where no one judges you on what you look like."

"I want to see everyone getting along...no arguments...no segregation."

- Kamiah students

A fourth wish expressed involved a greater variety of educational opportunities for the community's young people. Additional college prep or advanced placement classes, more career counseling, more students staying in school and going to college, more teacher involvement in clubs and extracurricular activities, apprenticeship opportunities, and an overall greater variety of classes to choose from in high school are all part of this goal.

In addition to formal education opportunities, a desire for well-developed recreational and cultural activities for youth and families came out of the Listening Sessions. Re-using the American Legion Hall as a community center and an expanded after-school program would support these outcomes.

What opportunities and assets do you have to make these things happen?

The existing after school program, the U of I Bioregional Planning program, Upper Clearwater Community Foundation, past and ongoing Safe Schools, Healthy Students grants, and Key Club were all identified as opportunities and assets available to help achieve the ambitions described above.

Summarized below, several observations were developed by the Visiting Team after reviewing Listening Session input. Many of the issues, including some listed below, are addressed in preceding sections of this report. Resources for implementing these recommendations can also be found in those sections.

VISITING TEAM OBSERVATION 1: There is a need for additional employment, education, and recreational opportunities for youth. The Visiting Team refers to this observation as “Activities Battling Crime and Drugs”

Recommendations

- Expand community support for more options to achieve desired outcomes
- Develop youth-oriented retail, recreation, and employment
- Encourage and reward local business, school and teacher engagement

Available Resources

- Valdasue Steele, U of I Cooperative Extension, vsteele@uidaho.edu, 208-621-3514.
- Small Business Development Center, Judy Shoemaker, 208-792-2186.
- Idaho Rural Partnership, Shelby Kerns, 208-334-3131, Shelby.Kerns@irp.idaho.gov.
- Nez Perce Tribe
- Kamiah School District

VISITING TEAM OBSERVATION 2: Progress in the areas of intercultural and intergenerational communication, cooperation and relationship-building in the schools; among Tribal, city, and county officials and staff; and between residents in general would provide important long-term community and economic development benefits.

Tribal and non-Tribal interests and well-being are intertwined. The Visiting Team invites the community to ask itself to reflect on the cost (in time, resources, energy, stress and lost opportunities) of the conflict and lack of cooperation mentioned by residents.

The Visiting Team noticed a lack of information about who does what and how decisions are made within the various government entities. People involved in community development seemed not to know who to call to advance a certain goal or find an answer to a question. Beyond this need for basic information and understanding, there is opportunity for a more in-depth effort to improve intergovernmental efforts.

According to researcher Keith Allred, the most successful collaborations in Indian Country tend to have these qualities or conditions:

- The parties do not cede their jurisdictional claims. Cooperative agreements signed by the parties often explicitly reserve their rights to assert their jurisdictional claims in front of a judge.
- The parties commit to address the issue of competing jurisdictional interests through cooperative efforts before resorting to litigation whenever possible.
- The parties dedicate considerable time and attention to developing a process for effective intergovernmental communication. Reaching agreement on how we are going to respect and communicate with each other must be done before any particular issue at hand can be resolved.

“There should be more meetings between non-Indians and the Nez Perce Tribe to understand one another’s views and culture.”

- Survey respondent

Recommendations

- **Listen more, share meals and stories.** Sometimes it’s important to put aside difficult topics and simply get to know one another. Start by focusing on common interests and take time to cultivate trust, respect and understanding before exploring cooperative solutions to historic problems.
- **Focus on generational progress and potential.** Think long-term, and consider the importance of community actions and relationships on future generations.
- **Keep trying/reaching out.** Don’t let past behavior or experience limit future opportunities.
- **Explore more inclusive community events.** Ensure that community-sponsored events include a mix of activities in order be inclusive of all ages, cultures, and religious groups – i.e., have activities for children and families in addition to adult activities such as a beer garden.
- **Celebrate cultural history and diversity.** Create a small group, comprised of a mix of native and non-native high school students to increase intercultural understanding and develop recommendations about how progress in this area can be made on a larger scale. This recommendation can also be pursued through local church youth groups.
- **Create and celebrate arts and crafts** from the various cultures represented in the Clearwater region.
- **Codify collaboration.** Establish memorandums of understanding that outline communication processes; joint community and economic development and planning efforts will follow.
- **Establish lines of communication and accountability.** Initiate an intergovernmental information exchange effort to make sure all agencies involved in community and economic development understand who is responsible for what, identify the nature ongoing projects and priorities, and explore opportunities for partnerships.

Available Resources

- The Idaho Rural Partnership is available to facilitate workshops on intergovernmental (local governments and tribal government) cooperation to help build a better government-to-government process and increase awareness of the structure of the tribal government, Shelby Kerns, 208-334-3131, Shelby.Kerns@irp.idaho.gov.

- “Idaho Tribes’ Relations with Local Governments,” by Keith Allred, PhD, keithallred@boisestate.edu, www.boisestate.edu/history/issuesonline/fall2004_issues/4f_beyond.html.
- Ute Indian Tribe, P.O. Box 190, Fort Duchesne, UT, 84026, 435-722-5141, christinet@utetribes.com. The Ute Tribe and surrounding county and state agencies have successfully collaborated and jointly development memorandums of understanding and cooperative agreements on a variety of issues and services, resolving jurisdictional questions in the process.
- Swinomish Indian Tribal Community, Planning and Community Development, PO Box 817, 11404 Moorage Way, LaConner, WA, 9825, 360-466-7280, <http://www.utetribes.com/>. Skagit County Planning and Development Services, 1800 Continental Place, Mt. Vernon, WA, 98273, 360-336-9410, <http://www.skagitcounty.net/Common/asp/default.asp?d=PlanningAndPermit&c=General&p=main.htm> htmpds@co.skagit.wa.us. The Swinomish Tribe and Skagit County in Northwest Washington have successfully engaged in joint land use planning and coordinated building permit ordinances/processes.

VISITING TEAM OBSERVATION 3: The continued prosperity and development of Kamiah depends on efforts that promote economic, social, and cultural sustainability.

Recommendations

- **Pursue strategic land use that values open space and respects property rights.** Recognize the inherent environmental and aesthetic value of green/open space in your community, regardless of ownership. Focus efforts on identifying land that is publicly owned or available, and work to ensure the most efficient use of that land to create sustainable community and economic benefits. Treat those resources you do have as legacy assets and remember that every action will result in either a net gain or a net drain on the community. Don’t waste time thinking about land that is unavailable for development.
- **Address poverty explicitly.** Every community in America has poverty; acknowledge the issue and address it - denial is not a strategy. Look for ways to increase the net purchasing power of lower-income residents through workforce development, education and supporting employers that pay a living wage. Creating quality affordable housing in town or near employment centers also makes sense for the community and helps lower-income households achieve greater stability. Affordable/workforce housing can be viewed as a wage subsidy for local employers and treated as essential infrastructure like sewer and water. Affordable housing is a great recruitment/retention tool for economic development and supports more productive employees and students.



- **Support creative/complementary economic development.** Target economic development that does not rely too heavily on finite resources or that imposes indirect environmental or other costs on your community.

Available Resources

- Upper Clearwater Community Foundation Study Circles, Debbie Evan, kamiahgrants@msn, 208-935-0764.
- USDA Rural Development, Margaret Hair, 208-762-4939 ext. 117.
- Building Sustainable Communities Initiative, University of Idaho, <http://www.bioregionalplanning.uidaho.edu/default.aspx?pid=97844>, 208-885-7448, bioregionalplanning@uidaho.edu.
- Idaho Housing and Finance Association's *Workforce Housing Toolkit*, Erik Kingston, ErikK@ihfa.org, 208-331-4706.
- Northwest Community Development Institute, Gloria Mabbutt, 208-334-2470, gloria.mabbutt@commerce.idaho.gov, <https://secure.meetingsystems.com/nwcdi/>.
- www.housingidaho.com, a housing resource website sponsored by the Idaho Housing and Finance Association and IdaMortgage.

VISITING TEAM OBSERVATION 4: Leadership development, follow-up, and accountability will build trust, credibility and civic participation.

Recommendations

- **Identify and honor commitments and timelines.** It is not uncommon for communities to rely extensively on a handful of volunteers for many civic projects. The challenge is to ensure that projects, goals and expectations are both realistic and clearly understood by everyone involved. A focus on accountability and follow through can be tough, but it is the best way to instill a sense of accomplishment and hope.
- **See plans as living documents.** Kamiah, like other communities, has its share of studies and plans created over time. It is critical to make use of planning documents and recommendations to help gauge progress and make needed course corrections. Strategic planning is a process that **begins** once the plan is created. While plans should be flexible enough to accommodate unforeseen situations, they should not gather dust on a shelf somewhere. While in Kamiah we learned that Kooskia still refers regularly to its Community Review report from the beginning of the century!
- **Diversify/expand leadership and action groups.** There are other challenges faced by rural communities with limited volunteer and leadership pools: when the same people are doing all the work, it's easier for them to get burned out. It's also easy for the group to forge ahead each year

without new ideas or energy from the rest of the community. Consider new volunteer recruitment a priority as you gear up to tackle some of the challenges outlined in this report. New voices may emerge from local youth, seniors, tribal members or new arrivals to the community. Make sure you are open to new ways of thinking and doing before enlisting these folks; there's nothing more frustrating than a clash of cultures or values that leaves everyone cynical. Share the work, share the responsibility and share the success!

Available Resources

- Association of Idaho Cities' Youth Initiative, 208-344-8594, www.idahocities.org.
- The Cities of Rexburg (<http://www.rexburg.org/government/committeesboard/myab/default.aspx>, <http://www.rexburg.org/government/committeesboard/pdf/myabbrochure.pdf>) and Caldwell (<http://www.cityofcaldwell.com/>) are two cities that have Mayor's Youth Advisory Councils.
- Upper Clearwater Community Foundation, Debbie Evans, kamiahgrants@msn.com, 208-935-0764.
- Nez Perce Tribe, 208-935-2525/4103.
- New community members and organizations
- You!

Part 3 Final Thoughts

The Visiting Team enjoyed the opportunity to learn about Kamiah, and appreciated the welcome that it was given by the city. It is clear that Kamiah residents love where they live and are committed to its continued improvement and prosperity. The team leaves you with a few specific “Big Ideas” for special attention as Kamiah moves forward on recommendations and resources found in this report.

Education

It warrants repeating: find ways to bring the schools into the community and welcome the community into the schools. The Visiting Team saw efforts in this area and wishes to encourage more to increase community awareness of school accomplishments and needs. Perhaps most importantly, these efforts allow everyone in the community to see Kamiah’s young people mature into responsible, self-assured, and creative adults and community leaders.

Economic Development

Kamiah is not unique in its desire for good jobs that allow young people to stay and provide for the development of amenities and infrastructure residents want and need. The Visiting Team encourages the community to put significant effort into supporting its own businesses AND into assisting local residents who have a vision for starting businesses. In other words, don’t put all of your hope and energies into landing that one big industrial employer: fertilize and water what you have.

In the area of tourism development, put more energy into developing opportunities related to your diverse cultural heritage and environment. More and more people are bypassing the trip to Disneyland and cruise ships in favor of authentic experiences of places and people. Make it easy for them to find you through the web. You can’t hand people that great brochure at the Welcome Center unless they first learn about you – and the internet is where they learn. Kamiah is a unique and beautiful place – share it with others.

Infrastructure

Overall, the City does a good job of maintaining and improving infrastructure but it’s not news that the water system is old and in need of an update. Hopefully the recommendations and resources offered in this report will help make upgrading a smooth and cost effective process.

Some ratepayers may feel water rates are excessively high - more can be done to help these ratepayers understand their utility bill is for more than just water. The bill also includes sewer, solid waste, street lights, etc. It also makes sense to produce information comparing Kamiah's water rates to other



communities of the same size. Finally, the importance of upgrading the water system to economic development and community health must also be communicated to ratepayers.

Regarding the future of the pool, talk with Idaho communities Kamiah's size to see how they pay for pool operation and improvement. Having these conversations would generate a list of best practices that could help answer these challenging questions. This research could make an excellent high school senior project.

On the subject of transportation, the Visiting Team's recommendations focus on the Highway 12 corridor and around school zones. Sources that will help you make these areas more safe and walkable for pedestrians and bike riders have been identified. Such modifications help create a more livable and inviting community for both residents and visitors.

Community Listening Sessions

Kamiah has some tremendous human capital and native talents. Based on what we heard and observed, we recommend a few basics:

- Get to know one another better;
- Respect diverse opinions and resist stereotypes, then pass these values on to the next generation;
- Keep your collective focus on leaving your community's social, economic, and environmental systems in better shape than you found them.

A Resource for Rural Community Development in General

The Heartland Center for Leadership Development is a non-profit organization based in Lincoln, Nebraska, that provides various types of publications and training opportunities related to rural community development and capacity building. For more information, go to <http://www.heartlandcenter.info/whoware.htm>. Among other things, they are widely known for their "20 Clues to Rural Community Survival". These rules are presented below for reference when you finding yourselves asking "what do we do next?" The Heartland Center also has an excellent list of rural community development resources and organizations at <http://www.heartlandcenter.info/liaisons.htm>.

20 Clues to Rural Community Survival: An Annotated List

1. **Evidence of Community Pride** Successful communities are often showplaces of care, attention, history and heritage.
2. **Emphasis on Quality in Business and Community Life** People believe that something worth doing is worth doing right.
3. **Willingness to Invest in the Future** In addition to the brick-and-mortar investments, all decisions are made with an outlook on the future.
4. **Participatory Approach to Community Decision Making** Even the most powerful of opinion leaders seem to work toward building consensus.
5. **Cooperative Community Spirit.** The stress is on working together toward a common goal and the focus is on positive results.
6. **Realistic Appraisal of Future Opportunities** Successful communities have learned how to build on strengths and minimize weaknesses.
7. **Awareness of Competitive Positioning** Local loyalty is emphasized, but thriving communities who know who their competitors are and position themselves accordingly.
8. **Knowledge of the Physical Environment** Relative location and available natural resources underscore decision-making.
9. **Active Economic Development Program** There is an organized, public/private approach to economic development.
10. **Deliberate Transition of Power to a Younger Generation of Leaders** People under 40 regularly hold key positions in civic and business affairs.
11. **Celebration of Diversity in Leadership** Women, minorities, youth and newcomers are welcomed into leadership circles where their ideas are treated as opportunities.
12. **Strong Belief in and Support for Education** Good schools are the norm and centers of community activity.
13. **Problem-Solving Approach to Providing Health Care** Health care is considered essential, and smart strategies are in place for diverse methods of delivery.
14. **Strong Multi-Generational Family Orientation** The definition of family is broad, and activities include younger as well as older generations.
15. **Strong Presence of Traditional Institutions that are Integral to Community Life** Churches, schools and service clubs are strong influences on community development and social activities.
16. **Sound and Well-Maintained Infrastructure** Leaders work hard to maintain and improve streets, sidewalks, water systems, and sewage facilities.
17. **Careful Use of Fiscal Resources** Frugality is a way of life and expenditures are considered investments in the future.
18. **Sophisticated Use of Technology Resources** Leaders access information that is beyond the knowledge base available in the community.
19. **Willingness to Seek Help from the Outside** People seek outside help for community needs, and many compete for government grants and contracts for economic and social programs.
20. **Conviction that, in the Long Run, You Have to Do It Yourself** Thriving rural communities believe their destiny is in their own hands. Making their communities good places is a pro-active assignment, and they willingly accept it.

List of Appendices

- Appendix A: Results of Pre-Review Survey
- Appendix B: City of Kamiah’s application to Idaho Community Review Program
- Appendix C: Visiting Team Biographies and Contact Information
- Appendix D: Kamiah Community Review publicity in Clearwater Progress
- Appendix E: Detailed Review Itinerary
- Appendix F: Letter from Kamiah School District
- Appendix G: Appropriations Request Form, Office of Senator Larry Craig
- Appendix H: Transcriptions from four Community Listening Sessions

Appendix A: Results of Pre-Review Survey

SUMMARY RESULTS FOR KAMIAH COMMUNITY REVIEW SURVEY 137 SURVEYS RETURNED

Gender: 62 Number of Male Replies 75 Number of Female Replies

 26 Number of Teen Replies

Average Age of Replies: 62 (not counting 26 teenagers)

Average Years Lived in the Community: 21 (not counting 26 teenagers)

Where do you currently live? In Kamiah Other Area in Idaho County

Do you commute to work in another city or town? 18 Yes 108 No 11 No Response

If yes, to what city or town to you commute to work in? _____

Listed on the next several pages are 75 community features and resources. Please rate your perception of the quality of these features in you community. If you don't have an opinion about it, simply do not respond to that item.

Replies are italicized.

| Item | Community Feature | Quality Rating |
|--|---|---|
| <i>Transportation and Roads</i> | | |
| 1. | City Streets and Roads | <div style="display: flex; justify-content: space-around; width: 100%;"> 1234567 </div> <div style="display: flex; justify-content: space-around; width: 100%; font-weight: bold;"> 110173223216 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Very poor Very good </div> |
| 2. | Airport <i>Ok-leave as is</i> <i>We have an airport?</i> | <div style="display: flex; justify-content: space-around; width: 100%;"> 1234567 </div> <div style="display: flex; justify-content: space-around; width: 100%; font-weight: bold;"> 5412201587 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Very poor Very good </div> |
| 3. | Traffic Conditions <i>Remove Main Street center strip signs</i> | <div style="display: flex; justify-content: space-around; width: 100%;"> 1234567 </div> <div style="display: flex; justify-content: space-around; width: 100%; font-weight: bold;"> 35718253517 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Very poor Very good </div> |
| 4. | Parking Downtown <i>Gets congested (post office</i> <i>Put post office elsewhere)</i> | <div style="display: flex; justify-content: space-around; width: 100%;"> 1234567 </div> <div style="display: flex; justify-content: space-around; width: 100%; font-weight: bold;"> 1017242216175 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Very poor Very good </div> |

| | | |
|---|--|--|
| 5. | Public Transit | 1 2 3 4 5 6 7 53 13 3 3 2 2 0 Very poor Very good |
| 6. | Bicycle and Pedestrian Access | 1 2 3 4 5 6 7 13 18 19 17 11 17 4 Very poor Very good |
| Community Protection | | |
| 7. | Police Protection <i>Need training, people skills</i> | 1 2 3 4 5 6 7 9 9 14 22 20 17 9 Very poor Very good |
| 8. | Crime Prevention Programs | 1 2 3 4 5 6 7 9 8 10 24 20 17 9 Very poor Very good |
| 9. | Fire Protection | 1 2 3 4 5 6 7 0 2 5 18 21 37 23 Very poor Very good |
| 10. | Building Code Enforcement & Inspection | 1 2 3 4 5 6 7 7 8 9 14 19 14 9 Very poor Very good |
| Water/Wastewater Resources <i>These guys work their butts off to fix a worn out system as far as I can see.</i> | | |
| 11. | Water Supply | 1 2 3 4 5 6 7 4 3 5 21 17 38 12 Very poor Very good |
| 12. | Water Quality | 1 2 3 4 5 6 7 10 7 16 14 18 29 9 Very poor Very good |
| 13. | Sewage Collection and Disposal | 1 2 3 4 5 6 7 1 4 12 16 22 28 11 Very poor Very good |
| 14. | Flood Control Measures | 1 2 3 4 5 6 7 4 4 11 21 14 8 6 Very poor Very good |
| Parks & Recreation | | |
| 15. | Community Parks and Playgrounds <i>Keep pool open</i> | 1 2 3 4 5 6 7 3 5 13 17 23 30 17 Very poor Very good |
| 16. | Sufficient Planning for Future Recreational Facilities | 1 2 3 4 5 6 7 7 14 17 25 15 8 3 Very poor Very good |

| | | |
|------------------------------|---|--|
| 17. | Recreation for Children 12 and under | 1 2 3 4 5 6 7 8 14 18 20 18 8 11 Very poor Very good |
| 18. | Recreation for Teenagers | 1 2 3 4 5 6 7 24 17 26 14 12 1 3 Very poor Very good |
| 19. | Recreation for Adults | 1 2 3 4 5 6 7 10 15 25 19 16 8 10 Very poor Very good |
| Local Leadership | | |
| 20. | Responsiveness of Local Government | 1 2 3 4 5 6 7 6 10 9 27 22 14 4 Very poor Very good |
| 21. | Cooperation Among Local Government and Civic Groups | 1 2 3 4 5 6 7 9 16 7 20 21 18 2 Very poor Very good |
| 22. | Community Involvement in Decision Making | 1 2 3 4 5 6 7 5 18 19 17 18 13 2 Very poor Very good |
| 23. | Cooperation between City and County | 1 2 3 4 5 6 7 9 13 18 21 12 9 2 Very poor Very good |
| 24. | Effective Community Leadership | 1 2 3 4 5 6 7 3 9 18 17 19 21 6 Very poor Very good |
| 25. | Long-Range Planning <i>Keep junk off streets and private front yards and driveways</i> | 1 2 3 4 5 6 7 7 8 23 16 16 12 2 Very poor Very good |
| 26. | Planning and Zoning of Real Property | 1 2 3 4 5 6 7 3 12 14 13 16 11 1 Very poor Very good |
| Educational Resources | | |
| 27. | Quality of City Library | 1 2 3 4 5 6 7 0 2 10 15 18 36 23 Very poor Very good |
| 28. | Local Arts and Cultural Opportunities | 1 2 3 4 5 6 7 6 13 25 17 21 9 5 Very poor Very good |
| 29. | Condition of School Buildings | 1 2 3 4 5 6 7 1 5 11 17 28 23 10 Very poor Very good |

| | | |
|-------------------------|--|--|
| 30. | Quality of Elementary Education | 1 2 3 4 5 6 7 1 3 6 17 30 22 9 Very poor Very good |
| 31. | Quality of Middle School Education | 1 2 3 4 5 6 7 2 4 3 15 34 24 8 Very poor Very good |
| 32. | Quality of Junior High Education | 1 2 3 4 5 6 7 1 4 4 16 27 25 8 Very poor Very good |
| 33. | Quality of High School Education | 1 2 3 4 5 6 7 2 5 4 23 23 25 5 Very poor Very good |
| 34. | Vocational Education - Job Training Opportunities | 1 2 3 4 5 6 7 18 14 21 21 8 3 0 Very poor Very good |
| 35. | Higher Education Opportunities | 1 2 3 4 5 6 7 25 16 14 18 5 7 2 Very poor Very good |
| Health Resources | | |
| 36. | Ambulance Service | 1 2 3 4 5 6 7 0 0 2 13 20 40 35 Very poor Very good |
| 37. | Availability of Emergency Care | 1 2 3 4 5 6 7 5 6 9 17 26 31 15 Very poor Very good |
| 38. | Access to Hospital(s) | 1 2 3 4 5 6 7 8 10 14 23 21 21 8 Very poor Very good |
| 39. | Availability of Doctors | 1 2 3 4 5 6 7 5 10 15 21 24 21 12 Very poor Very good |
| 40. | Availability of Mental Health Care <i>Need diabetes self help group</i> | 1 2 3 4 5 6 7 16 17 14 10 8 5 6 Very poor Very good |
| Housing | | |
| 41. | Availability of Homes to Purchase | 1 2 3 4 5 6 7 5 8 9 25 24 22 9 Very poor Very good |

| | | |
|-----------------------------|--|--|
| 42. | Condition of Homes Available | 1 2 3 4 5 6 7 5 6 25 33 16 9 2 Very poor Very good |
| 43. | Availability of Rental Housing Options | 1 2 3 4 5 6 7 13 20 26 18 7 2 2 Very poor Very good |
| 44. | Condition of Rental Housing | 1 2 3 4 5 6 7 7 24 16 20 9 2 1 Very poor Very good |
| 45. | Availability of Affordable Income Housing Options | 1 2 3 4 5 6 7 10 17 21 15 8 2 2 Very poor Very good |
| 46. | Condition of Affordable Income Housing Options | 1 2 3 4 5 6 7 7 16 19 26 7 4 1 Very poor Very good |
| Community Appearance | | |
| 47. | Appearance of Downtown | 1 2 3 4 5 6 7 2 5 7 22 26 37 12 Very poor Very good |
| 48. | Appearance of Public Buildings | 1 2 3 4 5 6 7 2 3 9 18 33 35 11 Very poor Very good |
| 49. | Appearance of Neighborhoods <i>Junk vehicles in front yards and driveways</i> | 1 2 3 4 5 6 7 3 4 20 29 35 13 5 Very poor Very good |
| 50. | Appearance of Gateways into Community | 1 2 3 4 5 6 7 10 14 13 22 15 18 8 Very poor Very good |
| Social Climate | | |
| 51. | Friendliness of Residents | 1 2 3 4 5 6 7 0 1 4 11 24 34 25 Very poor Very good |
| 52. | Progressive Community Spirit <i>Getting better!</i> | 1 2 3 4 5 6 7 1 3 11 17 28 36 10 Very poor Very good |
| 53. | Welcome Given to Newcomers | 1 2 3 4 5 6 7 5 9 7 22 22 20 16 Very poor Very good |
| 54. | Acceptance of Minorities | 1 2 3 4 5 6 7 3 6 7 24 28 22 11 Very poor Very good |

| | | |
|--------------------------|--------------------------------------|---|
| 55. | Involvement of Churches in Community | 1 2 3 4 5 6 7 1 4 5 19 26 33 20 Very poor Very good |
| Jobs and Industry | | |
| 56. | Availability of Local Jobs | 1 2 3 4 5 6 7 28 30 32 7 5 1 1 Very poor Very good |
| 57. | Quality of Available Local Jobs | 1 2 3 4 5 6 7 26 24 26 17 6 3 1 Very poor Very good |
| 58. | Variety of Local Industry | 1 2 3 4 5 6 7 30 34 26 11 5 2 0 Very poor Very good |
| 59. | Business Involvement with Community | 1 2 3 4 5 6 7 7 10 12 23 25 22 5 Very poor Very good |

| | | |
|---------------------------------|---|--|
| Local Goods and Services | | |
| 60. | Variety & Quality of Goods in Stores | 1 2 3 4 5 6 7 3 6 13 31 24 22 11 Very poor Very good |
| 61. | Number of Places to Eat Out | 1 2 3 4 5 6 7 9 17 21 25 14 17 8 Very poor Very good |
| 62. | Quality of Places to Eat Out | 1 2 3 4 5 6 7 7 12 18 30 16 15 13 Very poor Very good |
| 63. | Accessibility of Community for People With Disabilities | 1 2 3 4 5 6 7 6 8 17 22 17 16 5 Very poor Very good |
| 64. | Availability of Day Care for Children | 1 2 3 4 5 6 7 4 11 11 22 9 9 5 Very poor Very good |
| 65. | Availability of Senior Programs | 1 2 3 4 5 6 7 3 4 13 20 20 23 8 Very poor Very good |
| 66. | Availability of Drug and Alcohol Treatment Programs | 1 2 3 4 5 6 7 8 13 17 12 6 6 7 Very poor Very good |

| | | |
|----------------------------|---|--|
| 67. | Banking and Financial Services | 1 2 3 4 5 6 7 2 1 10 16 22 40 20 Very poor Very good |
| 68. | Local Newspaper Service | 1 2 3 4 5 6 7 4 5 6 18 23 37 16 Very poor Very good |
| 69. | Hotel and Motel Accommodations | 1 2 3 4 5 6 7 0 5 11 29 30 21 12 Very poor Very good |
| 70. | High Speed Internet Access & Quality | 1 2 3 4 5 6 7 9 8 15 18 15 18 8 Very poor Very good |
| 71. | Entertainment Options | 1 2 3 4 5 6 7 26 22 25 15 12 3 1 Very poor Very good |
| 72. | Garbage Collection and Disposal <i>Need ecological choices</i> | 1 2 3 4 5 6 7 12 5 11 18 13 33 12 Very poor Very good |
| Overall Perceptions | | |
| 73. | Overall Community Quality | 1 2 3 4 5 6 7 0 3 9 24 30 34 9 Very poor Very good |
| 74. | City staff response to challenges in Kamiah | 1 2 3 4 5 6 7 7 8 14 25 19 17 4 Very poor Very good |
| 75. | Usability and helpfulness of city website www.kamiahidaho.com <i>Didn't know there was one (Common Answer)</i> | 1 2 3 4 5 6 7 1 4 9 18 6 6 2 Very poor Very good |

For complete documentation of survey results, including responses handwritten by Kamiah residents, please contact the Idaho Rural Partnership at 208-223-3131, www.irp.idaho.gov.

Social Capacity Segment

Civil Engagement

Participation and involvement by community members in their community provides opportunities to further a cause or push the ideas of the community to public action. Official membership in formal organizations is only one facet of social capital but does not prove useful to describe community involvement. How civically engaged are people in your community?

| | | Yes | No |
|--------------------------------|---|-----|----|
| <u>Civic Engagement</u> | | | |
| 1 | Have you donated your time to do volunteer work of any kind in your community in the last twelve months? | 44 | 23 |
| 2 | Have you contacted a local tribal/public official in the last twelve months? | 40 | 26 |
| 3 | Have you attended a celebration or parade in your community or neighborhood in the last twelve months? <i>Absolutely</i> | 59 | 7 |
| 4 | Have you attended a local sports event or played on a local team in the last twelve months? | 42 | 22 |
| 5 | Have you been involved in any recreation, sports, investment, garden or hobby groups in the last twelve months? | 40 | 20 |
| 6 | Have you been involved in any political and civic groups in the last twelve months? | 26 | 36 |
| 7 | Have you been involved in any activities related to religious or church sponsored groups in the last twelve months? | 35 | 23 |

Trust

Trust is often forged with specific people through common participation in groups, neighborhoods, associations and activities. Generalized social trust becomes important in getting things accomplished and creating positive realities for all people and may involve the government leaders in your community. Do people trust and feel safe in your community?

| | | Yes | No |
|---|--|-----|----|
| <u>Trust</u> | | | |
| <i>Trust must be earned! It can't be voted for with much success, it is mainly a gimmick at</i> | | | |

election time.

| | | | |
|---|--|----|----|
| 1 | Do you feel safe walking down the street at night in your community? | 89 | 7 |
| 2 | If you took a two-week trip, could you ask a neighbor to watch your home, taken your mail, or water your plants? | 87 | 7 |
| 3 | Does your local government play favorites in how it treats certain individuals and groups of people? <i>Old boys need to die! Mentality is bad!</i> | 46 | 21 |
| 4 | Do your local elected officials care about what happens to people like you? Overall, can you trust your local government to do what's right? <i>Too much bickering</i> <i>Getting better!</i> | 36 | 34 |
| 5 | <i>They are divided amongst themselves – each as own 'agenda'</i> <i>Not always</i> | 34 | 26 |

Civic Responsibility

How frequently are community members engaged in groups, clubs, and discussions of community affairs, and are they taking leadership roles in any of these? Are residents voting, feeling a sense of civic duty and responsibility to make their community a better place?

| <u>Civic Responsibility</u> | Yes | No | |
|-----------------------------|---|-----|----|
| 1 | You lost your wallet with two hundred dollars in it. Would people in your community return it with the money, if they found it? | 55 | 42 |
| 2 | Imagine that local tribal/public officials asked everyone to conserve water for three weeks during an emergency in your community. Would people cooperate? <i>No if tribe asked, yes if city asked</i> <i>Tribe – no; city -yes</i> | 94 | 23 |
| 3 | A terrible storm hits your community and left many people temporarily homeless. Would the people in your community help out in any way? <i>I would hope so</i> | 124 | 4 |
| 4 | Do people care what the community looks like? Do you personally vote in city, county and other local elections? <i>Not city/not in city limits</i> | 88 | 30 |
| 5 | <i>Have not been here long enough</i> Overall, are people of different races and ethnicities welcomed and | 92 | 34 |

| | | |
|---|-----------|-----------|
| involved together in the same groups, organizations and activities in your community? | <u>85</u> | <u>30</u> |
|---|-----------|-----------|

The Power of Community Members

You can make a difference! Each person has an important role in their community’s social capital – youth, senior citizens, new resident, or locally born. This role can be as diverse as attending a program at the school to taking a leadership role in an organization’s board of directors. Your ideas, voice and thoughts are needed.

| <u>The Power of Community Members</u> | | Yes | No |
|--|---|-----------|-----------|
| 1 | Do you or your friends think you can impact where you live and make it a better place? <i>I wish!</i> | <u>96</u> | <u>25</u> |
| 2 | Have you served on a committee or as an officer of any local club or organization in the past twelve months? | <u>56</u> | <u>70</u> |
| 3 | Have you helped plan or lead a meeting or activity? | <u>65</u> | <u>60</u> |
| 4 | Have you been involved in a community or neighborhood project in the past twelve months? | <u>65</u> | <u>61</u> |
| 5 | Have you been involved in any support or self-help program? | <u>40</u> | <u>76</u> |
| 6 | Do people in your community feel a sense of duty or responsibility to help people in need? <i>Not sure – churches do it seems</i> | <u>94</u> | <u>23</u> |
| 7 | Say that you are involved in helping solve a local community problem or issue; do you have any connections or resources outside the community that you could draw upon to help? | <u>55</u> | <u>63</u> |

Networks and Connections

Building social capital includes having neighbors or friends over to dinner, joining a bowling league or musical group; individuals are “bonding” with people who are similar to themselves. Other times, community members are “bridging” with people who may be very different from themselves. Community members working together can create energy and avenues for individuals to learn, build friendships, establish support systems, identify job or economic opportunities, and live healthier lives.

| <u>Networks and Connections</u> | | Yes | No |
|--|---|-----------|-----------|
| 1 | During the past twelve months has your involvement in any clubs, organizations, and community groups increased? | <u>40</u> | <u>85</u> |

| | | | |
|---|---|----|-----|
| 2 | During the past twelve months has your involvement in any clubs, organizations, and community groups decreased? | 18 | 102 |
| 3 | During the past twelve months has your involvement in any clubs, organizations, and community groups remained the same? | 76 | 38 |
| 4 | Have you or have you helped a friend or family member to be involved in a local service or fraternal organization? | 52 | 72 |
| 5 | Have you been involved in any recreations, sports, investment, and garden or hobby groups in the last twelve months? | 62 | 59 |
| 6 | Have you been involved in a job-related group such as a professional association or trade, farm, or business group in the past twelve months? | 38 | 82 |
| 7 | Have you been involved in any activities related to religious, spiritual, or church- sponsored groups in the past twelve months? | 62 | 59 |
| 8 | Have you been involved in a youth or parents' organization in the past twelvemonths? | 36 | 83 |

Collective Community Vitality

Each person no matter the age, ethnic background, religious belief, income level, or language spoken, is important to the energy and vitality of the community. Sociologists have discovered that communities who have built strong social capital are healthier and are better able to handle change and challenges when they arise.

Collective Community Vitality

| | Yes | No |
|---|---|----|
| 1 | Do young people move away from your community to find better opportunities? <i>Hope so – nothing here</i> | |
| | 124 | 0 |
| 2 | In your community do people of different races and ethnicity get along with one another? | |
| | 80 | 23 |
| 3 | Overall, are people of different races and ethnicity welcomed and involved Together in the same groups, organizations, and activities? | |
| | 87 | 23 |
| 4 | Have you ever worked with your neighbors to solve a neighborhood problem? | |
| | 69 | 54 |
| 5 | Would you guess that there are many people and families in your community who cannot pay for basic living costs, such as food, housing, electricity, heating, telephone or health care? | |
| | 105 | 17 |

Appendix B: City of Kamiah Application to Community Review Program

Please complete this application and return to:
Idaho Rural Partnership
821 West State Street, Boise, Idaho 83702 -- (208) 334-3131

Idaho Community Review Application **A Community Visitation Program**

Offered in Partnership by the
Association of Idaho Cities, Idaho Rural Partnership,
Idaho Department of Commerce, Idaho Housing & Finance Association, Boise State University, & U.S. Department
of Housing & Urban Development

Please submit the answers to the following questions to the Association of Idaho Cities, 3314 Grace Street, Boise, ID, 83703. Cities with populations under 10,000 are eligible to apply.

The community review program is an excellent in-kind value for its cost. Idaho Cities such as Heyburn, Jerome, Hayden, Kooskia, Priest River, Weiser, and Buhl have conducted successful community reviews for under \$2,500. Estimated costs for a community review through a private consulting firm, including salary, travel, lodging, site visit, data collection, and report fees, is well over \$20,000 for equivalent expertise from 15-18 community development professionals.

Your community must agree to accept the following responsibilities to ensure the success of the review:

- Arrange for large and small group meeting sites throughout the review with community leaders and citizens
- Appoint a home team leader for each of the three focus areas you identify who is willing to work with the visiting team leaders to plan and coordinate the community review
- Arrange community tours and meeting agendas in the three focus areas you identify
- Pay for group transportation during the community tours and all team meals (many communities have partnered with school districts and civic groups to share transportation and meal costs)
- Make lodging reservations for the visiting team
- Publicize the community review to maximize community participation
- Assist with survey data collection prior to the community review
- Provide one or two individuals during the review to assist with data entry
- Designate at least two community members to facilitate the follow-up process

Community: City of Kamiah

Main Contact Person: Dale Schneider, Mayor

Address/City/State/Zip: PO Box 338/507 Main Street Kamiah, ID 83536

Phone, Fax, Email: (208) 935-2672, (208) 935-0697, kamiahgrants@msn.com

Names/phone numbers/Email addresses of the three Focus Area Team Leaders:

Economic Development: Greg Johnson – (208) 935-2569, johnjewl@yahoo.com

Planning & Infrastructure: Virginia Davis – (208) 935-2672, cityclerk@connectwireless.us

Education: Sharlene Johnson – (208) 935-7813, ohmysharlenea2@hotmail.com

3) Circle, or write in, the three focus areas that your community would like to emphasize. Focus areas might include some combination of the following:

- | | |
|--------------------------------------|--|
| (Local Economic Development/Tourism) | Housing |
| (Infrastructure & Planning) | Community Design & Identity |
| Land Use Planning | (Education) |
| Health Care | Arts, Historic, and Recreation Resources |
| Seniors and Youth | Civic Life and Community Involvement |

Other Focus Area(s): _____

In the Focus Areas identified, what specific issues does your community want to address?

1.) Local Economic Development – Workforce Training, Entrepreneur Business Development and Retention, Business and/or VocEd Park, Tourism, Recreational Opportunities

2.) Planning & Infrastructure – Growth Management, Scenic Byway/All American Road/Main Street, Downtown Revitalization & Expansion, Infrastructure Costs vs. Revenues, Telecommunication Needs, Personnel & Equipment Needs, Community Building

3.) Education – Generating Alternative Revenue Sources, Vocational Education, Extra Curriculum Needs, Student/Teacher Ratio & Class Structure, Post-Secondary Education Awareness for Students & Their Families

What is the best possible outcome resulting from a community review in your town?

The outcome for Kamiah would be three-fold: Determine where the community is with regard to the Kamiah Community Action Plan adopted in 2006, provide additional insight and guidance to accomplish the actions and goals identified within said plan and identify other areas not previously identified needing improvement.

What strategic planning, business development, enhancement, revitalization, clean-up, contracted or consulting efforts have occurred in your community in the last one to three years? (attach additional sheets, documentation, brochures, or report summaries as necessary)

1. Development, adoption and implementation of Kamiah Community Action in 2006
2. Riverfront Park Stage and Kamiah Kiosk Projects completed
3. Mural restoration project.
4. Save the Pool
5. Shade trees planted at DuPont City Park
6. New playground equipment installed at Riverfront and DuPont City Parks
7. Partnership formed between City, School District and Chamber of Commerce to hire community grant writer & administrator – received Association of Idaho Cities 2006 City Achievement Award for replicable program
8. Water System Study completed
9. City Planning & Zoning Administrator hired
10. Kamiah Emergency Services Building completed
11. Kamiah Waste Water Treatment Plant completed
12. Tommy Robinson Pond Restoration Project started and in process

What other projects has your community completed in the last one to three years? (attach additional sheets or information as necessary)

1. Kamiah Horizons Leadership Program completed with 23 graduates – featured in University of Idaho “Programs & People” Winter 2007 publication
2. Upper Clearwater Community Foundation (UCCF) formed
3. Poverty Reduction Specialist, Donna Beegle, presented three workshops; Teacher In-service, Community Leaders and Town Meeting
4. Regional and community volunteers completed Study Circle Facilitator Training
5. Individual community volunteers (including school based youth group) completed study circle series entitled “Thriving Communities” that identified poverty issues, actions and goals. UCCF, Chamber and Kiwanis hosted 1st Family Fun Swim activity. Chamber, UCCF and Nez Perce Tribe hosted two career days for area students and residents featuring local employers and occupations. Both of these were immediate action activities identified by the study circle process.
6. Hosted National Park Service “Corps of Discovery II”
7. Local church established “Helping Hands” Thrift Store and assistance program
8. Annual Crab Feed will celebrate its 29th year in 2007. This event has raised enough money since 2001 to keep the City swimming pool open.
9. 2006 was the 58th year of the Kamiah BBQ Days Celebration on Labor Day.
10. Established an annual Heritage Days event and Lewis & Clark Museum display that is a lasting legacy to the Lewis & Clark Bicentennial.
11. Kamiah Youth Recreation Association (KYRA)

Has your community completed and implemented a Gem Plan? If so, please describe to what extent and attach a copy of the Gem Plan to this application.

Yes. In 2006 the Kamiah Gem Team joined with the Upper Clearwater Community Foundation under their Planning Committee as the Gem Action Team. The Kamiah Community Action Plan is the current Gem Plan.

What possible dates do you propose for a community review?

Late Spring or Early Fall 2008

Mayor's Signature: Dale Schneider Date: 2-6-07

Please complete this application and return to:
Idaho Rural Partnership
821 West State Street, Boise, Idaho 83702 -- (208) 334-3131

Dale Schneider 5-7-07

Appendix C: Visiting Team Contact and Biographical Information

Coordinating Team and Floaters

Shelby Kerns

Executive Director

Idaho Rural Partnership

821 W. State St.

Boise, ID 83702

208-334-3131

shelby.kerns@irp.idaho.gov



Shelby Kerns was named executive director of the Idaho Rural Partnership (IRP) on January 2, 2008. Prior to joining IRP, Kerns was a trade specialist with the Idaho State Department of Agriculture where she promoted Idaho agriculture products both domestically and internationally, primarily in China, Japan, and Korea. She also worked to address issues impacting international trade such as biotechnology, transportation, and food safety. Kerns has also served as the Program Director for the Idaho Association of REALTORS®, the Director of Communication for the Washington Wheat Commission, and the Assistant Director of the Idaho Wool Growers Association. Originally from Potlatch, she has a B.S. in Political Science from the University of Idaho and a Masters in Business Administration from Northwest Nazarene University.

Jon Barrett

Owner

Clearstory Studios

2412 W. Bannock

Boise, ID 83702

208-343-1919

clearstorystudios@cableone.net



Jon Barrett has been professionally involved in community planning, design, and development for 16 years as a city planner, consultant, and citizen advocate. He was the Co-Executive Director of Idaho Smart Growth from 1997-2006. In 2004 he was named Idaho Planner of the Year by the Idaho Planning Association. He graduated from Washington State University in 1986 with a degree in Landscape Architecture. In 2007 Jon created Clearstory Studios to provide planning, design, and facilitation services to Idaho communities.

Lorraine Roach

Principal

The Hingston Roach Group

P.O. Box 400

Grangeville ID, ID 83530

208-983-2175

lroach@thrgroup.com



Lorraine Hingston Roach is President of The Hingston Roach Group, Inc., a strategic planning firm founded in 1990 serving public, private, tribal and non-profit clients throughout the U.S. Lorraine is a third generation Idahoan (originally from Moscow), with 25 years of experience in strategic planning for economic and tourism development, vibrant downtowns, and targeted marketing. She formerly was a Marketing & Public Relations Director in Europe, involving frequent travel in eighteen countries.

Lorraine graduated from the University of Puget Sound in Business Management and French, and has professional certifications from the International Economic Development Council and the National Main Street Center. Her clients include numerous communities, businesses, development organizations, trade associations, tribes, states, and multi-state coalitions, for whom she has developed realistic solutions and helped acquire millions of dollars for successful implementation. She is passionate about Idaho's authentic rural places and people, and has worked with communities throughout the state, from Island Park to Duck Valley, Twin Falls to Bonners Ferry, and many points in between. She currently serves on the Board of the Idaho Rural Partnership and represents six Rocky Mountain states on the Board of the Partners for Rural America.

Jeff Sayre

Regional Director for North Central Idaho

Senator Craig's Office

313 D Street Suite 106

Lewiston, ID 83501

208-743-0792

jeff_sayre@craig.senate.gov



Jeff has been married to his wife Jackie for 20 years this June. They have two children, Andrea age 14, and Evan, age 12 and two yellow Labrador Retrievers that keep them busy. He has been working for Senator Craig in Lewiston as the North Central Idaho Regional Director for 3 1/2 years. It's the most rewarding job he has had because it allows him to help people on so many different levels. Jeff is a graduate of Eastern Washington University where he received a BA in Radio & Television Production and Direction. He worked in broadcasting for 23 years and still freelances as a camera operator for sporting and news events in the Pacific NW whenever the call comes and it does not interfere with working for Senator Craig and running kids to sporting events. He is also a certified location scout for television and film and has logged some 800 hours shooting video from helicopters on forest health and dams and rivers. He has shot many documentaries in Hells Canyon and helped many of the jet boat companies and tour operators in Lewiston market their products by video.

Education Focus Area

Valdasue Steele (team lead)

Extension Educator

Nez Perce Reservation Extension, U of I

P.O. Box 365

Lapwai, ID 83540

208-621-3514

vsteele@uidaho.edu



Valdasue Steele is originally from LaCrosse, WI, and received two B.S. degrees from Virginia Tech in Agronomy and Agricultural Education. After two years in environmental consulting as a soil scientist she attended New Mexico State University and received her M.S. degree in Agronomy. Valdasue began her extension career with the University of Arizona on the Navajo Reservation in Shiprock, then became the Yavapai County Extension Educator. In 1999, Valdasue moved to Idaho to fill the Benewah County Extension Educator position and in January 2008 transferred to Lapwai to open a new extension office that is serving the Nez Perce Reservation. Valdasue's interests outside the workplace include horseback riding, canoeing, various sports, outdoor recreation, and quilting.

Heather Leach

Manager

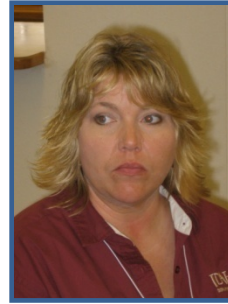
Idaho Dept of Labor

P.O. Box 391

Orofino, ID 83544

208-476-5506, ext3751

heather.leach@labor.idaho.gov



Heather Leach has worked for the Department of Labor for 10 years. She began as a consultant in the Orofino office, becoming the manager of that office in 2001. In January of 2004, Heather became manager of both the Orofino and Grangeville office. Allowing small rural offices to remain open was a priority to Director Madsen, therefore this was the first such position in the state. Along with her other duties, Heather serves on both the Ida-Lew Economic Development Council and the Clearwater County Economic Development Council. This experience in the 3 rural counties of North Central Idaho allows an opportunity to leverage resources for economic development and other such challenges faced by the area. Heather is married to Clearwater County Commissioner Stan Leach and they have a 4 year old son.

Linda Stricklin

Director

Workforce Training, LCSC

120 3rd Ave N

Lewiston, ID 83501

208-792-2225

lsspricklin@lcsc.edu



Linda Stricklin, RN, BSN, MHS, PhD, has lived in Idaho most of her life. Her professional life began as a nurse in the Boise valley in 1982. She worked as a clinical nurse until she took a position at Boise State University as the Allied Health Program Manager for the Larry G Selland College of Applied Technology Workforce Training. During this time Linda attended the Leadership program through the Idaho State Division of Professional Technical Education, earning her Idaho State Administrator's and Occupational Specialist Teaching certificates. Linda moved into the position of Allied Health Coordinator at Lewis-Clark State College Workforce Training in 2003 and in 2005 accepted the position of Director of Workforce training. She is currently enrolled in a Master's of Nursing Educator program through ISU.

David Paul

Assistant Professor

Dept of Health, Physical Education, Recreation,
and Dance, University of Idaho

P.O. Box 442401

Moscow, ID 83844

208-885-5537

dpaul@uidaho.edu



David has a PhD in Exercise Physiology with an emphasis on nutrition. After graduation, he spent seven years conducting nutrition and physical activity research at the U.S. Department of Agriculture in Beltsville Maryland. He came to the University of Idaho in July 2007 to study physical activity behavior. Overall, he is interested in the factors that contribute to the health of communities, particularly preventable diseases like diabetes.

Dave Bonfield

North Idaho Manufacturer's Association

dvbonfield@cableone.net

208-243-4514 cell 790-4948

Bio. not available



Economic Development

Kit Kamo (team lead)

ED Specialist

Idaho Commerce

P.O. Box 83720

Boise, ID 83720

334-2650 ext. 2130

kit.kamo@commerce.idaho.gov



Kit Kamo is a Business & Economic Development Specialist for the state of Idaho Department of Commerce covering regions V and VI and two counties in region III. Kit was previously involved in rural community and economic development in Eastern Oregon for over 9 years. She has worked as an

administrator in the private industry sector for several years as well. She holds a Bachelor of Science Degree in Ag-Business Management and Natural Resource Management. Although Kit was born and raised an Oregonian, she had been in Idaho for over 32 years. Kit, her husband Curt and their son, David, live in Idaho's Western Treasure Valley.

Tim Rubio

ED Specialist

Clearwater Economic Development Assoc

1626 6th Ave. North

Lewiston, ID 83501

208-746-0015

trubio@lewiston.com



Tim has worked with the Clearwater Economic Development Association (CEDA) since December, 2001 to present. He is the Rural County ED representative, Workforce Board liaison and Economic Development Specialist. Prior to working with CEDA, Tim spent 29 years with the Idaho Department of Labor working on workforce development & training programs, veterans service officer, employment & unemployment insurance programs, state & federal program compliance monitoring, and supervision and management. He has lived in North Central Idaho since 1984 and enjoys working and playing in each of the five counties of the north central Idaho region. He says it's a great place to be!

John Lane

Business Finance Director

Clearwater Economic Development Assoc

1626 6th Ave North

Lewiston, ID 83501

208-746-0015

johnlane@lewiston.com



John is a life-long resident of north central Idaho. He has been married 30 years and has three adult children and one grandchild. He received a degree in Business Administration with accounting emphasis from Lewis Clark State College. Since 1996, John has been a Business Finance Specialist for CEDA where he administers a Revolving Loan Fund (RLF) program with a current capital base of \$2.5 million that typically has a portfolio of 45 to 50 active loans. He has closed well over one hundred loans ranging in size from \$1,700 to \$183,000 for business development projects (or portions of projects) that do not

meet conventional bank guidelines. Prior to join CEDA, John was an Associate Business Consultant with ISBDC at LCSC.

Kelly Dahlquist

Regional Tourism Coordinator
North Central Idaho Travel Assn
P.O. Box 2018
Lewiston, ID 83501
877-364-3246
kelly.ncita@gmail.com



Kelly joined North Central Idaho Travel Assn in January as Regional Tourism Coordinator, which includes the 5-county region of Latah, Lewis, Clearwater, Nez Perce, and Idaho counties. She brings over 12 years experience in the tourism/hospitality sector to the position. For the better part of 20 years, Kelly has made her home outside of White Bird.

Kathy Ray

ED Professional
4CASI Economic Development
PO BOX 32
Malad, ID 83252
208-766-9230
fourcasi@hotmail.com



An Idaho native, Kathy was born and raised in Pocatello, and received a bachelor's degree in secondary education from Idaho State University. Kathy has been involved in economic development in rural Idaho for 13 years ever since she served as a VISTA volunteer in 1995. Since then she worked with Malad City/Oneida Economic Development Foundation until last year when she became the regional economic development specialist for the Four County Alliance of Southeastern Idaho. She loves living and working in rural Idaho where the people are down to earth and committed to their communities.

Infrastructure

Jerry Miller (team lead)

ED Specialist

Idaho Commerce

P.O. Box 83720

Boise, ID 83720

208-334-2650 ext. 2143

jerry.miller@commerce.idaho.gov



Born and raised in Des Moines, Iowa, Jerry attended the University of Iowa receiving an undergraduate degree in history and political science and a graduate degree in Urban and Regional Planning. Since 1992 Jerry has toiled in the fields of community and economic development; and is currently employed by the Idaho Department of Commerce as an economic development specialist. Jerry is the co-creator of the Idaho Rural Partners Forums and is editor and chief of the **Show Me the Money** funding newsletter. Jerry serves on the board of the Idaho Human Rights Education Center (the Anne Frank Memorial) and will be a class leader at this year's Northwest Community Development Institute. Jerry's passions include Iowa Hawkeye sports, dogs, movies, travel, blogging and the performing arts.

Mark McNeese

Senior Transportation Planner

Idaho Transportation Dept

P.O. Box 7129

Boise, ID 83707

208-334-8272

mark.mcneese@itd.idaho.gov



Mark has been a Senior Transportation Planner and the Idaho Transportation Department's Bicycle and Pedestrian Coordinator since 1996. He also manages the department's Transportation Enhancement Program. In his spare time, Mark enjoys bicycling, going on walks, fishing, reading, playing with his 16-month-old granddaughter, and an "occasional" trip to Jackpot. He has been married for 34 years and has three children, all housebroken (as in out of the house).

Jim Phillips

Rural Dev Specialist - Environmental

Rural Community Assistance Corp

595 East State Street Ste A

Eagle, ID 83616

208-855-2310

jphillips@rcac.org



Jim has been an environmental specialist with RCAC since 1997. He provides technical assistance to rural communities in the management, operations and maintenance of water and wastewater systems. Jim is excellent at assisting communities to achieve compliance with USDA-RD and IDEQ funding requirements. He has provided numerous trainings and one-on-one technical assistance to rural communities on security and emergency response plans. He facilitates meetings between community leaders, state agencies and funding organizations and provides training through workshops, classes and field demonstrations.

Jim has 15 years experience working with water and wastewater utilities and has worked exclusively with small utilities since 1997. He has an extensive training background and has made numerous presentations at IDEQ, AWWA, USDA, and RCAC conferences. He has conducted more than 70 workshops under previous contracts with Region 10 EPA-E9 Program, Nevada SRF, Colorado SRF and Idaho IDEQ operator certification program. Expertise includes the following categories: Water System Operations and Maintenance: Basic and Advanced; Electrical Controls/Pumps and Motors; Security/Vulnerability Assessments; Emergency Response Plans; Operator certification (general subjects); and Utility Management.

Howard Lunderstadt

Community Programs Specialist

USDA Rural Development

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Coeur d Alene, ID 83815

208-762-4939

howard.lunderstadt@id.usda.gov



Howard is an Area Specialist for USDA Rural Development. He has been with the agency for 10 years and in his current position for the last year. Prior to working for USDA, he worked for Pine Tree Credit Union in Grangeville. Howard graduated from Lewis-Clark State College with a degree in Business Administration in 1989.

Kathryn Dallas

Program Manager, Water Program

Idaho State Department of Agriculture

208-332-8603

P.O. Box 790

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kdallas@agri.idaho.gov



Kathryn is an Idaho native, born and raised in Boise, Idaho. She attended the University of Idaho where she received a B.S. in Environmental Science with an emphasis in Water and Aquatic Ecology and an M.S. in Hydrology with an emphasis in Hydrogeology. She is currently employed by the Idaho State Department of Agriculture (ISDA) in the Water Section as the Program Manager of the Implementation and Education Program. Her responsibilities include implementing the Idaho Ground Water Plan and the Agricultural Ground Water Quality Protection Program, working with various partners to provide ground water quality education around the state of Idaho and conducting ground water investigations with the other ISDA Water Section Program Managers.

Community Listening Sessions

Lorie Higgins (team lead)

Assistant Professor

Rural Sociology, Uof I

P.O. Box 442334

Moscow, ID 83844

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Lorie Higgins is an assistant professor in the Agricultural Economics and Rural Sociology Department at the University of Idaho. Lorie's work at the University of Idaho combines extension and research activities. As an Extension Specialist, she assists community organizations serving rural areas with community, organizational and leadership development. She is currently directing the Two Degrees Northwest: Where Art Meets the Land program that is identifying, enhancing and promoting the unique arts, foods, cultures, heritage, sites and experiences of north central Idaho.

Erik Kingston

Housing Resources Coordinator

Idaho Housing and Finance

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Erik manages IHFA's Housing Information and Resource Center, coordinates fair housing initiatives and assists in strategic planning for housing and community development efforts. He is project coordinator for www.housingidaho.com and co-author of IHFA's *Workforce Housing Toolkit: Simple Steps for Stronger Communities*. Erik is a long-time planning member with the Idaho Community Review Team, a graduate and faculty member of the Northwest Community Development Institute, and currently serves as a member and web moderator for the Idaho Fair Housing Forum (www.fairhousingforum.org) and the East End Neighborhood Association's Historic Armory Committee (www.reservestreetarmory.com). With over 25 years of professional experience in the areas of nonprofit management, grant administration, the performing arts and grassroots community activism, Erik has also spent time above ground driving thirsty cattle through dry country and underground in a Central Idaho hard rock mine, and prefers the view from his current job.

Appendix D: Publicity

Help make the future better

In the past, Kamiah people have come together to craft a vision for a new and better future. They have imagined a medical clinic, a new swimming pool, a revitalized Western Victorian theme for the downtown area, a new track and football field for the school, an attractive library, a modern Senior Citizens Center, a stage and a nature trail in Riverfront Park, a new Fire Station and Emergency Services Building, and a cleaned up and revitalized Tommy Robinson's Pond.

After coming together and refining an idea, they got to work and got it done. The success rate of improvements that have been envisioned for Kamiah is truly astounding.

But we cannot rest on our laurels. We face new and greater challenges today, such as a changing economy, an aging public community building (the old Legion Hall), poverty, lack of educational opportunities, and lack of commitment to community activities (lack of volunteers). Kamiah's future as a vibrant and growing community requires new vision and creative ideas.

The chance to be part of this conversation is coming in April, when a Community Review is scheduled, to which the public is invited to create a new vision for the future.

Two public forums on April 15 and 16 at 7 p.m. are to be held at the American Legion Community Building. If you are enthusiastic about Kamiah's great quality of life, if you are excited about the possibilities of a remodeled Legion Hall, if you want to see Kamiah shine, I hope to see you there.

March 27, 2008

Janet Cruz
Kamiah

Lets revitalize our town

On April 16-17 Kamiah will be welcoming a team of diverse leaders and experts from across the state to come and tour and observe our community.

These visitors will come and offer a fresh perspective and make observations by listening to local community members

April 3, 2008 See Letters on page 5

Letters —

and leaders. Kamiah will participate in this community review that will allow our community to be seen through the eyes of an objective observer.

There will be three main focus groups; Infrastructure, Economic Development and Education. The visiting team will use their experience in community and economic development to offer suggestions and strategies to increase our community's health, wealth and vitality through a series of interactive meetings with community members. They will then conduct a follow up report and prepare an oral presentation for the community.

Wouldn't you like to discuss what is next for the community center building (Legion Hall)? Where Kamiah is going? If so, join us at the American Legion Hall April 16 at 7 p.m. This is a wonderful opportunity to be a part of revitalizing Kamiah. For more information you can go to <http://irp.idaho.gov> and click on Community Review.

Denise Halliday
Kamiah

Public forum to help Kamiah develop strategies for future

Ideas welcome for April 16-17 meetings

The times, they are a changin' ...rising costs for food and fuel, plunging lumber prices, possible sawmill layoffs, inadequate city funds to handle the infrastructure needs of a growing community.

Then there is the growing interest for marketing locally grown foods and for converting the American Legion Hall into a new community center.

Will residents have education opportunities they need for the jobs of the future? How will Kamiah as a whole respond to changing times and plan for a richer future?

Ideas are being sought to help Kamiah be ready for what promises to be a challenging future. A public forum is planned for Wednesday, April 16 at the American Legion building on Main

Street from 7-8:30 p.m. and then a follow-up meeting for April 17.

Here is your chance to bring ideas and suggestions that could help shape Kamiah's future. Do you favor a local business incubator to promote entrepreneurship? Would you like to see more computer education and adult education offered in the area?

How about a youth center? Or do you favor annexing outlying areas to the city of Kamiah to increase the tax base? Or perhaps you favor an emphasis on the arts to attract more tourists.

Join the conversation April 16-17 and hear from a visiting group of trained professionals who will be on hand to assess potential solutions.

To learn more, contact the Welcome Center at 935-2290.

The Clearwater Progress - 417 Main Street March 27, e-1

Community Review – Why here? Why now?

April 10

By Dale Schneider
Kamiah Mayor
and
Robert Simmons
Kamiah Chamber President

Like any small, rural community throughout Idaho, Kamiah is experiencing growth and decline issues. This in itself is confusing as to how do you experience growth and decline simultaneously.

Kamiah has done better than most in addressing this dilemma, however we could and should do better. One of the ways is to invite others into our community and impart to them our thoughts on the issues. Then they relate their observations and offer sugges-

tions.

A community review does just that.

Two years ago the need for outside assistance was identified. At that time the City of Kamiah applied for an Idaho Rural Partnership community review. Three areas of concern we identified: City Infrastructure, Education and Economic Development/Tourism.

We all know the city is having difficulty accommodating the increased demands of community services (water, streets, lighting, etc.) and that some of our existing services are either in need of immediate repairs/improvements or will be in the near future.

See Review on page 18

Review

Our schools, due to reduced finances and increased achievement standards, are no longer able to offer much more than basic education. Vocational education and extracurricular activities have fallen by the wayside.

Our local businesses are doing the best they can, but there are still those that don't make it and there are some things you just can't buy locally. To top it off, everyone desires to retain the small town atmosphere.

A commitment was made that if and when our community review happened that various local organizations would need to

step up and assist with the nominal costs associated with having this review.

If we contracted for someone else to do a comprehensive study like this the cost would be about \$15,000. The Idaho Rural Partnership Community Review takes a community working together to offset the nominal requirements at a significantly less cost to the community. We would be responsible for the cost of printing and distributing a survey about our community to our residents, provide breakfast, lunch and dinner, during the two full days and two half days of the review, furnish transportation for any local "tours" during the review, provide meeting/work room space for each team, and conduct two public meetings during the review.

To make the review possible the City of Kamiah, Kamiah Joint School District, the Kamiah Chamber of Commerce, the Upper Clearwater Community Foundation, the Nez Perce Tribe and the Nazarene Church in partnership with others, all stepped up to make it happen. Everyone that was asked to help

has. It has taken these two years for it to be Kamiah's turn for our community review. Idaho Rural Partnership has gathered a field of "experts" in our three areas

of concern and they will be in Kamiah April 15-18.

Participants on the visiting team include representatives from Idaho Rural Partnership, Housing & Urban Development (HUD), Idaho Housing & Finance, University of Idaho, Idaho Dept. of Commerce, USDA Rural Development, LCSS, North Idaho Manufacturers Association, Clearwater Economic Development Association, Idaho Dept. of Labor, the Hingston Roach Group, Clearstory Studio, North Central Idaho Travel Association, ISDA and 4CASI Economic Development.

This is quite an impressive group with lots of experience and talent. While they are here they will be joined by home team representatives that will act as their counterparts in delving into these three areas of concern for Kamiah. Included in our home team are local residents representing various entities including education, youth, tribal, elected officials and businesses.

Now I bet you are asking, "where do I come in to all of this?" There are several ways you can participate. If you are a student, the review teams will be having breakfast at Kamiah Elementary School April 16 at 7:45 a.m. hosted by the High School Student Council. If you are a

Senior citizen we will be meeting with you at the Senior Center on the 16th at 11 a.m. and then joining you for lunch at noon.

The Education team will meet with members of the PTO and Indian Education Parent Committee at the high school library on the 16th at 3 p.m.

Times have also been scheduled to meet with students, teachers, district office staff, preschool and after school programs, and the school board.

The Economic Development team will meet with local business owners and potential business owners at the Welcome Center building on the 16th at 2 p.m. Times have also been scheduled to meet with the Idaho Lew Economic Development Council and the Chamber of Commerce Board.

The City Infrastructure team has had times scheduled to gather information with regards to drinking water, airport, swimming pool, emergency services, law enforcement and wastewater treatment. All of the teams will have the opportunity to meet with the City Council.

On April 16 if you are in downtown Kamiah and are approached by someone with a nametag and a notepad, pen in hand, chances are it is one of the review teams. There are a couple of other times during the review

Continued from page 5 days that the teams will "take to the streets" to gather information.

There will be another team called the Focus team that will be visiting with various entities during the course of the review that are tasked with asking four specific questions regarding our areas of concern.

A big opportunity for you to give your input will be on April 16 at a public forum being held at the American Legion Building from 7:8-30 p.m.

On April 17, after the teams have had a day to review all of the information that has been accumulated, a second public forum will be held at the American Legion Building from 7:8-30 p.m. The teams will give a very "preliminary" overview of their findings and make a few immediate recommendations. A written complete final report will follow in about six weeks.

It cannot be stressed enough the importance of your input to the success of the Kamiah Community Review. Please plan to take some time within the course of these days to participate. We need you to voice your concerns, dreams and ideas during the community review so that we can have the information needed to plan for Kamiah's immediate and long-term future. Your opinion in these areas

Appendix E: Detailed Itinerary

| | | Focus Group | City Infrastructure | Economic Development | Education |
|------------------------------|--|-------------|---------------------|----------------------|-----------|
| <u>Tuesday, April 15th</u> | | | | | |
| 4:30 PM | Meet at Kamiah Welcome Center, 518 Main Street Introductions and orientation | X | X | X | X |
| 5:00 PM | "Heart of the Monster" Tour Scott Eckberg - National Park Service, Presenter | X | X | X | X |
| 5:30 PM | Driving Tour of Kamiah | X | X | X | X |
| 6:30 PM | Reconvene @ Welcome Center for Dinner (Nazarene Church) Orientation Continues - Includes 10 minute Western Victorian Downtown Revitalization CD Viewing - Greg Johnson or Larry Nims, Presenter | X | X | X | X |
| <u>Wednesday, April 16th</u> | | | | | |
| 7:45 - 8:30 AM | Breakfast at Elementary School - High School Student Council to Host (Kamiah Joint School District) | X | X | X | X |
| 8:30 - 9:30 AM | Meet with Student Council Members | X | | | |
| 8:45 - 9:15 AM | LCSC Head Start Visit - optional | | | | X |
| 8:45 - 10:00 AM | Interactive discussion with Visitor/Home team members while walking proposed levy walk | | X | X | X |
| 10:15 - 11:45 AM | On the street community-at-large conversations downtown - notice murals, museum, L& C | X | X | X | X |
| 11:00 - Noon | Meet with Senior Citizens | X | | | |
| Noon - 1:00 PM | Lunch at Senior Citizen Center (Upper Clearwater Community Foundation) | X | X | X | X |
| 1:15 - 2:00 PM | Meet with High School Life Skills Class | X | | | |
| 1:15 - 4:15 PM | Infrastructure Information Gathering at home base - resources available: Drinking Water, | | | | |
| | Airport, Swimming Pool, Emergency Services, Law Enforcement & Waste Water | | X | | |

| | | | | | |
|----------------|--|---|---|---|---|
| | Education Information Gathering at HS library - resources available: Teachers, PTO, KAP, | | | | |
| | Indian Education Parent Committee, School Board, District office staff @ district office | | | | X |
| | Economic Information Gathering at home base - resources available: Ida-Lew Economic | | | | |
| | Development Council, Chamber Board , Local Business Owners | | | X | |
| 4:15 - 5:15 PM | "Take a breath" time | | | | |
| 5:15 - 6:15 PM | Dinner @ Kamiah Welcome Center (Kamiah Chamber - Eggen Signs) | X | X | X | X |
| 6:15 - 6:45 PM | American Legion Community Building Tour - Greg Johnson, Presenter | | | | |
| 7:00 - 8:30 PM | Public Forum - American Legion Building | X | X | X | X |

| | | | | | |
|-----------------------------|---|---|---|---|---|
| <u>Thursday, April 17th</u> | | | | | |
| 7:45 - 8:45 AM | Breakfast at Wa-a-yas (Nez Perce Tribe) | X | X | X | X |
| 9:00 - 9:45 AM | Meet with Tribal Members | X | | | |
| | Tribal Head Start Visit - optional | | | | X |
| | Meet with City Council - optional | | X | X | X |
| 9:00 - 11:45 AM | Work on Group Reports | X | X | X | X |
| Noon - 1:00 PM | Lunch at High School (Mrs. Woods Life Skills classes) | X | X | X | X |
| 1:15 - 4:45 PM | Work on Group Reports | X | X | X | X |
| 4:45 - 5:30 PM | "Take a breath" time | | | | |
| 5:30 - 6:45 PM | Dinner @ the Hub Bar & Grill (City of Kamiah) | X | X | X | X |
| 7:00 - 8:30 PM | Public Forum - American Legion Building | X | X | X | X |

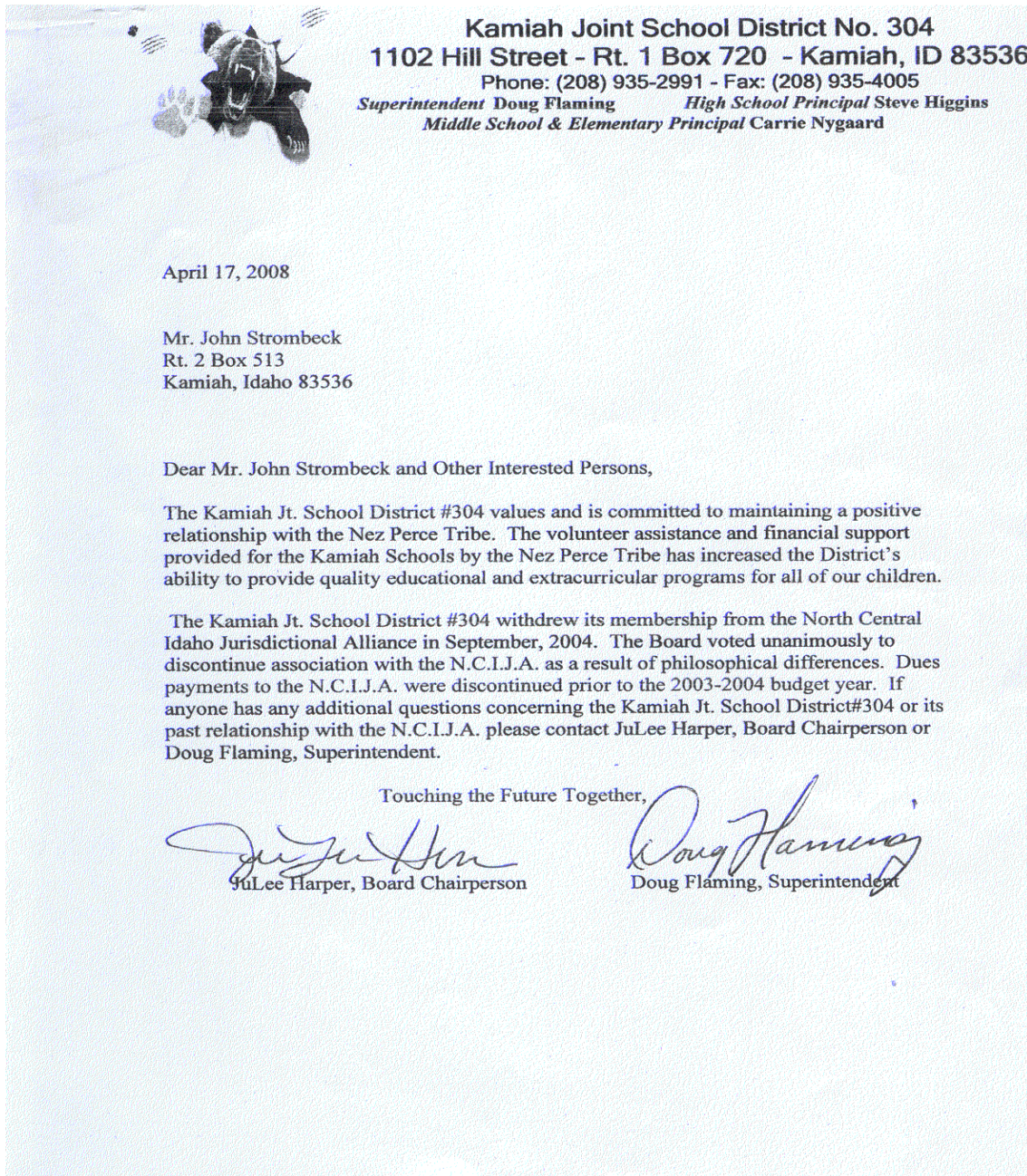
Friday April
18th

| | | | | | |
|--------------------|--|---|---|---|---|
| 8:00 - 9:00 AM | Continental Breakfast @ Clearwater 12 Motel (Clearwater Motel) - team leaders | X | X | X | X |
| 9:15 - 11:00 AM | Debriefing Meeting - Clearwater 12 Motel - team leaders | X | X | X | X |

Team Home Bases

- City Infrastructure -
- Emergency Services Building
- Back Meeting Room
- Economic Development -
- Kamiah Welcome Center
- Education - Emergency
- Services Building - Front
- Meeting Room
- Focus - TBD

Appendix F: Letter from Kamiah School District



Appendix G: Appropriations Request Form from Office of Senator Larry Craig

October 2007

Dear Friend:

Thank you for your interest in applying for congressional appropriations for Fiscal Year 2009. Attached you will find a copy of the ***Appropriations Application for Fiscal Year 2009*** form. Please take a moment to read the instructions and application carefully.

Each year, we receive hundreds of applications for assistance in securing federal funding for specific Idaho or regional projects and programs, as well as for national programs. **This process is intensely competitive on a national level, and each year, the Senate and House Appropriations Committees are unable to fund most requests.** Please note that submitting an application after the deadline may seriously decrease chances of funding.

We firmly believe in the principles of limited government and maintaining a balanced budget, and have worked diligently to return the federal government to firmer financial footing. Within those limitations, we will fight for Idaho priorities, and for Idaho projects that are fiscally responsible, cannot be accomplished without federal help, and demonstrate a national benefit or are consistent with already-authorized national programs.

In order to provide the information required of us by the Appropriations Committees throughout the legislative process, we have developed the attached application form for your use. Please fill out the form (and, if applicable, the relevant appendix) as completely as possible for **each item or project** you want considered. Submit electronic copies of the form and appendix, in Word format, to Senator Craig's office and Congressman Simpson's office no later than **February 11, 2008**. Early submissions are welcome and encouraged.

Also enclosed is a copy of frequently asked questions, instructions, and other material explaining the congressional appropriations process and the contents of this form. If you have additional questions, please do not hesitate to contact the staff of either of our offices with questions about this process. We look forward to working with you.

Sincerely,

Senator Larry Craig

Congressman Mike Simpson

Appropriations Contacts:

Sen. Craig Doug Taylor 202-224-2752

doug_taylor@craig.senate.gov

Rep. Simpson Megan Milam 202-225-5531

megan.milam@mail.house.gov

FREQUENTLY ASKED QUESTIONS AND ANSWERS

How many appropriations requests may I make?

You are limited to a **maximum** of **2** requests in each appropriations bill. Please note that this is a **new** limitation being put into effect this year. This does not mean that you need to submit more than one request—it does mean that we will only be accepting two requests in any individual bill.

For how many years can an individual project receive a Congressional appropriation?

Congressional appropriations are designed to assist with funding for projects for a limited amount of time. Projects should limit their funding requests to a **maximum** of three fiscal years. Projects should not expect to receive federal funding beyond three years—the combination of extremely limited resources and high demand for funding means that projects eventually should be able to financially support themselves without having to rely on Congressional appropriations.

Who is eligible to receive a Congressional appropriation?

All funds must be administered by or through a federal agency and are subject to additional regulations or policies that vary by agency. The ultimate recipient/beneficiary may be a federal agency, state or local government agency, quasi-governmental entity (e.g., council of governments), or a not-for-profit organization. A private business is never specifically designated in an appropriation, but may be involved in the earmarked activity, through a publicly transparent contracting or other “partnership” arrangement with the entity receiving the appropriation. An application process will likely be required after the appropriation is made, and may require applicants to compete for funds.

To whom do I send the completed application form and by what date?

Please submit ***an electronic copy, in Word format***, to Senator Craig’s office AND Congressman Simpson’s office no later than ***February 11, 2008***. If you have questions or need help as you develop your application, please call or e-mail with your questions as early as possible. An electronic copy is ***required***. We realize some supporting documents may be available only in hard copy, but an electronic copy, in Word format, of the actual application is required.

Are new projects at a competitive disadvantage in securing funding compared to ongoing or previously appropriated projects?

Yes. Overall spending limits are set by budget laws and by an annual Congressional budget resolution. Within these limits, new projects must compete with both ongoing projects and Presidential requests for new initiatives. Appropriations bills cannot support all of these. Ongoing projects and the President's budget are usually given preference by Congressional Appropriators.

How important is the relevant particular federal agency in the appropriations process?

Very. Every request received by a Congressional Appropriations Committee is forwarded to the relevant agency for evaluation. The Appropriations Committee usually gives great deference to the recommendations of agency professionals.

Will partnering with other communities, organizations, or institutions increase my chances of securing funding for my project?

Yes. Congressional appropriators usually prefer programs with a wider regional interest or a more diverse community of interests.

What is the significance of "authorization" in the appropriations process? Why does the form request information about the authorization status of projects?

Congressional rules require that projects can only be funded if authority for the appropriation **already** exists in a separate law. In some cases, a project will need its own authorization. In others, a project may be funded under the already-existing authority of an ongoing program. (For example: Most Defense projects must be individually authorized in an annual Defense Authorization Act before they can be funded in a separate Defense Appropriations bill; some EPA water projects may be funded under already-existing, general authority in the Safe Drinking Water Act.)

Does success at one stage during the process guarantee funding at the end?

No. Because of the long and complex congressional appropriations process, it is possible that funding for projects will go up, go down, or be eliminated entirely.

If funds for a particular project are successfully appropriated, how are funds distributed and when can the funds be expected?

After funds are appropriated or "earmarked," the grantee must complete an application process with the agency that has jurisdiction over the funds. ***Most earmarks must be successfully***

claimed within a certain period of time, so it is critical that the application process begin as soon as possible after the bill is signed into law. Availability of funds may vary greatly – by several months – depending on other laws, the nature of the program, agency procedures, and agency discretion.

Appropriations Application for Fiscal Year 2009

(Oct. 1, 2008 - Sept. 30, 2009)

******Please read this page carefully before proceeding******

- DO NOT change the format, rearrange question order, or otherwise alter this form. Use as much space under each heading as needed. Attach separate sheets if necessary.
- **An email address is required.** Email will be the primary means we will use to communicate with you about your project.
- Fill out the form in its entirety.
- If you are submitting multiple requests, you must provide an overall priority ranking for each request.
- Forms must be submitted electronically in Microsoft Word format.
- The Appropriations Committees require additional, specific information in requests for **agriculture, defense, transportation, community water projects, and economic development** appropriations. Please complete the appropriate, accompanying Appendix if this application relates to one of these types of project.
- Most Defense projects require a PE Number, Line Number, or other budget activity number. Defense projects submitted without this information will not be considered.

THE DEADLINE FOR SUBMITTING APPLICATIONS IS FEBRUARY 11, 2008

Organization Completing Application:

Please include organization name, mailing address and a street address if different (We must have a physical address that is NOT a PO box as well as a PO box mailing address).

Contact person(s) in organization including email address and phone number:

Include any Washington, DC representatives.

Appropriations Bill/Subcommittee:

Department (if applicable):

Agency:

Agency subdivision, program, account, activity, etc., through which this project would be funded:

Please be specific; e.g.: Department: USDA; Agency: Forest Service; Program: Road and Trail Construction

Project Name:

Priority Ranking (if applicable):

If you are submitting more than one request, you must rank the requests in order of priority. You are limited to a MAXIMUM of two projects per appropriations bill.

Amount desired for project for FY 2009:

How will funds be used? (Be specific – e.g. planning and design, construction, salaries, research and development, etc.):

Amount desired for project in future years (by year):

Total project cost:

Including federal share and non-federal share.

Total desired federal share (including previous years):

E.g. \$500,000 in FY 2007, \$250,000 in FY 2008, \$250,000 in FY 2009 for a total of \$1million

Anticipated start date and finish date of project:

Bill / Report language required (if any):

Please keep language as short and concise as possible.

Amount/policy included specifically for this item in the President's budget request for FY 2009:

Federal funding history:

E.g. \$100,000 in FY08, \$150,000 in FY07.

If this project has received Congressional appropriations in previous years, please provide the exact report or bill language as it appears in most recent House, Senate or Conference report:

Did you complete a similar application last year (for FY 2008)? Yes / No

What other sources of funding have you pursued before applying for an appropriation, and with what success?

E.g.: Foundation grants, competitive grants or contracts, state appropriation, bond issue, etc.

Does the federal program through which this project would be funded require a non-federal match in funds: Yes / No

Please list sources and amounts of matching funds:

Many federal programs require varying amounts of non-federal matches.

Relevant authorization law/bill/status (Must answer this):

E.g.: "Public Law 107-111"; "FY 2008 DOD Authorization"; "Currently pursuing authorization through Agriculture Committee"; "Safe Drinking Water Act"; "Hatch Act"

BRIEF description of project (maximum 5 sentences):

Current status and additional background / justification for this project:

Include information such as location of project, work that has been completed to this point, budgets, etc.

How many jobs in Idaho would be created, preserved, or supported if this project is funded? (And, if applicable, how many jobs outside of Idaho?)

What other organizations, in the state, Washington DC, or nationally, publicly support this application?

What other organizations, in the state, Washington DC, or nationally, might oppose this application?

Consider all possible factors, such as ideological differences, competitor organizations, federal agencies protecting their turf or budgets from "carve-outs," etc.

Other Comments/Misc. information?

Agriculture Project Appendix

Organization Completing Application:

Project Name:

Project Goal:

(What do you hope to accomplish with this project?)

Federal Mission:

Distribution of Funds:

(Describe how the funds will be distributed and spent.)

Defense Project Appendix

Organization Completing Application:

DoD Supporting Program Manager/Agency (office contact information)—if you have a contact person at DoD who supports this project, please put that information here:

Project Name:

| | |
|---------------|--|
| Line # | |
| PE # | |

Economic Development Project Appendix

For HUD-EDI and CJS-EDA projects

Organization Completing Application:

Project Name:

| | |
|---|--|
| 1. Does the project create jobs or meet a compelling human need? Please explain. | |
| 2. Does the project benefit low or moderate-income neighborhoods? Please explain. | |
| 3. Does the project eliminate physical or economic distress? Please explain. | |
| 4. Is this a one-year request that will complete a project? Please provide details. | |

| | |
|--|--|
| <p>5. Does this request have a funding match from a non-federal source? Please explain.</p> | |
| <p>6. Have you also directly contacted any other government agency (e.g. ID Dept. of Commerce & Labor, U.S. Economic Development Administration) about this project?</p> | |

Transportation Project Appendix

Organization Completing Application:

Project Name:

If this is a highway request, is the project on the State's transportation plan?

If this is a highway request, you MUST either include a letter of support for the request from the Idaho Transportation Department or local metropolitan planning commission with this application or explain in the space below why you were not able to include a letter of support.

| | |
|--|--|
| 1. Other federal funds that have been or will be committed to this project (TEA-21, other appropriations bills, etc.) | |
| 2. Amount of anticipated non-federal match in FY2009, prior years, and future years. How much of the request can be spent in FY09? | |

| | |
|---|--|
| <p>3. Please identify any reason why the funding requested could not be obligated in full on the date of enactment of this Act.</p> | |
| <p>4. If this is a highway, transit, rail, or aviation request, did you check eligibility with the Idaho Department of Transportation, FTA, FRA, or FAA? If yes, did they indicate the project is eligible under the account requested?</p> | |

Community Water Project Appendix

For EPA-STAG and Army Corps of Engineers projects

Organization Completing Application:

Project Name:

| | |
|--|--|
| <p>1A. Is the proposed project eligible for a loan from its State's Clean Water or Drinking Water State Revolving Fund?</p> <p>1B. Have the potential grant recipients applied for an SRF loan?</p> <p>1C. What priority ranking did the state assign to this project as the result of that application?</p> <p>1D. If the community did apply for a loan, how large an SRF loan did the state determine potential grant recipients could afford to repay?</p> | |
| <p>2A. What is the percentage of individuals in the community below poverty level?</p> <p>2B. What is the percentage of individuals in the community unemployed?</p> <p>2C. What is the percentage of individuals in the community over 65 years and older?</p> <p>2D. How will the requested funds benefit low or moderate-income communities?</p> | |
| <p>3A. Will the requested funds be used for construction, not debt relief?</p> <p>3B. Will this be a one-year request that will move a</p> | |

| | |
|--|--|
| <p>project into construction?</p> | <p>Yes / One-year / Multi-year / Moving into construction / Construction is underway</p> |
| <p>4A. What is the purpose of the project? Wastewater treatment or drinking water?</p> <p>4B. Does the community currently hold water rights for the designed future capacity of the proposed water system improvements?</p> <p>4C. What is the status of the community's compliance with applicable State and federal regulations (e.g. certified operator, under consent order, cease and desist)?</p> <p>4D. Does the community have more than one environmental compliance issue (e.g. water and wastewater, water and solid waste, etc.)?</p> <p>4E. Does the community need to make more than one mandated infrastructure improvement?</p> | <p>Wastewater / Drinking water / Both</p> |
| <p>5A. Average monthly household utility (water or sewer) bill = ____</p> <p>5B. Median Household Income (per month) = ____</p> <p>5C. $5A \div 5B = _ \times 100 = _ \%$ (Affordability Index)</p> <p>5D. What is the estimated average annual user fee as a percent of the estimated median annual income of households that will be served by the project if the community constructs the proposed project without the requested grant funds?</p> <p>5E. With an SRF loan?</p> <p>5F. With municipal funding at market rates?</p> | |
| | |

| | |
|---|--|
| <p>6A. Does the community have a detailed project cost estimate and how those costs will be phased in and budgeted over time?</p> <p>6B. What are the community's plans for providing the required non-federal matching funds (bonding, State funds, private sources, community funds, etc.)?</p> | |
| <p>7. Does the project serve a broad public purpose or is it intended for a more limited (or private) purpose that could more appropriately be funded by a private party or local financing?</p> | |
| <p>8. Does the project address an immediate need or is it predicated on future growth/development?</p> | |

Appendix H: Community Listening Session Documentation

| Listening Session with 9 th grade Life Skills Class, Kamiah High School | | |
|--|--|--|
| | Don't Want/Challenges | Want/Opportunities |
| A | Lack of youth involvement; youth opinions dismissed. Our opinions are requested every so often in these meetings, then no one ever pays any attention | To be taken seriously; to be involved in community |
| B | Absence of jobs leading to exodus of population. | Apprenticeships, more high school classes to choose from. |
| C | Drug use. Boredom; lack of alternatives. | Facility for dance classes, karate, etc. Put money into winterizing community pool, covering sports field bleachers, bowling alley, karaoke, arcade, etc. |
| D | Poverty, businesses shutting down. | More jobs in general; entry-level skill-building employment, |
| E | Racism, discrimination. Slower economy could increase tension. (One kid kept calling everyone 'Jew' during the session; didn't see that as offensive) Anti-native graffiti on bridge. | Place for everyone to get together and build relationships. Place where everyone is accepted, where no one judges you on what you look like. Boys and Girls club (2) Upper Clearwater Community Foundation |
| F | | Wal-Mart (huge opposition from other students, who perceived downsides), Denny's, IHOP, Food court |
| F | | Subway, movie theater, shopping options |
| F | | Ice skating rink, 24/7 basketball court, go-cart track rock-climbing wall. |
| G | | Emergency clinic (24/7). |
| H | | Ski club, Community ski transit on weekends. |

Listening Session with Student Leadership Council, Kamiah High School

| Group | Don't Want/Challenges | Want/Opportunities |
|--|---|--|
| Student Leadership Council: Table A | Don't want it to become a retirement place; no ghost town for retired people or those who aren't contributing in a purposeful way to the economy. Don't want students who graduate to stick around without any purpose. | <p>More college-prep or college-level (AP) classes.</p> <p>Move Theater, restaurants that will attract/retain diners and dollars.</p> <p>More programmatic choices and career counseling.</p> <p>More integrated Indian history / education.</p> <p>More housing choices; more affordable housing.</p> <p>More teacher involvement in clubs and extracurricular activities</p> |
| | Challenges more retirees moving in, not enough activities for H.S. graduates; lack of funding. | Capture additional support and interest from transient tourist / fishing population. |
| Table B | Don't want class sizes getting too big | More jobs. More funding. |
| | Not enough teachers; teachers are spread too thin with multitasking. | More teachers who are able to specialize and create more elective options outside the core curriculum. |
| Table C | Waning community support for local sports and extracurricular activities for youth. Want to avoid increasing crimes. | |
| | Retiree population doesn't typically support these areas. Gas prices and depressed economy may be culprits. Not enough activities for youth, whether they are into sports or not. | <p>Intergenerational activities to explore mutual interests.</p> <p>Special invitation to new community members to participate in targeted activities.</p> <p>Youth volunteer corps to help with yard/house chores.</p> <p>4H, FFA, increased funds. Valdasue Steele</p> |
| Table D | Don't want to see sports get cut. | More activities for youth. Involve kids more in community processes and projects. Expanded training opportunities to combat underage drinking; more funding. |

Listening Session with Student Leadership Council, Kamiah High School

| Group | Don't Want/Challenges | Want/Opportunities |
|---------------------------------|---|--|
| | <p>Move towards 'pay to play', which requires activity card and increased fees. Lack of funding. Challenge is in making a case for more support to reduce crimes, and in making a connection between newcomers/retirees and locals/youth to build relationships and demonstrate linkages. Note. Ad campaign that shows the same kids doing crimes/doing sports. You pay either way.</p> | <p>Youth Activity Center!</p> <p>Boys and Girls Club</p> <p>Midnight Hoops</p> <p>After School Programs for all kids</p> <p>Assets include Safe Schools, Healthy Students grant (From Nez Perce tribe). Other grants are being pursued.</p> <p>Key Club through the Kiwanis;</p> <p>KAP – Kids After Schools Program (Vicki Jackson)</p> |
| <p>Top three things:</p> | | |

Listening Session with Students in Northwest Indian College Class

| Tribal Session | Don't Want/Challenges for Reservation | Want/Opportunities |
|----------------|--|--|
| A | Huge (heavy) industry | Job opportunities, work for youth and adults in both tribal and non-tribal communities. Historic, arts and crafts, and hands-on tourism. Community gardening project. |
| | Unregulated growth in county | Strategic land-use planning Cultural center, local food products, traditional home building, oral history project. U of I Bioregional Planning |
| B | High dropout rate | More students staying in school and pursuing higher education |
| C | Damage to landscape resulting from lack of planning and zoning strategy | Loving the beautiful land surrounding community. Self-determination of land-use strategy |
| | | Update zoning ordinances in and around Kamiah with tribal direction. |
| D | Loss of focus or interest in current conversation; personnel turnover that distracts and diverts energy. Continuation of Alliance v. Tribe | Keep the enthusiasm of group moving forward; sustain energy and focus. |
| | | Living documentation that focuses on future for youth. |
| E | Long-standing cultural barriers persist; negative receptions between cultures. | More community involvement in cross-cultural relationship building and removing barriers. Build an open community where all cultures feel welcome to interact: city/county government, tribal groups, and schools. More conversations involving all parts of the community: intercultural, intergenerational, etc. Conversations between tribal leadership and city/county: cross deputization, water quality and wastewater treatment, community center. |
| | | |
| | | |
| F | More garbage, pollution. | Environmental consciousness; focus on land, water and air quality. Awareness of global warming. Recycling is something everyone can do; individuals |

Listening Session with Students in Northwest Indian College Class

| Tribal Session | Don't Want/Challenges for Reservation | Want/Opportunities |
|----------------|--|--|
| | | who make regular trips to Moscow and Lewiston can use their empty cars to transport/divert recyclables. |
| F | | Awareness of global |
| F | Increase in drug and alcohol use; insufficient treatment and educational opportunities. | Increase in mental health, drug and alcohol prevention and treatment program. Funding priorities from tribe |
| G | Rise in high school dropout rate, suicide; Adults are doing more drugs, and they don't think twice about passing that on to local children and youth. Challenge with lack of communication and cooperation among law enforcement. Community focus on alcohol as part of local fundraisers | More activities for youth to divert them from negative pursuits. Summer camping; outdoor focus |
| H | Increased water and air pollution, soil erosion | More activities, environmental education. Expand classroom space Four-year degree opportunities through additional funding. NW Indian College (NWIC) is planning a four-year program beginning in 2010. |

Listening Session with Seniors at Senior Center

| Senior Center | Don't Want/Challenges | Want/Opportunities |
|---------------|---|--|
| A | Fast growth | |
| B | Doesn't want influx of low-income households or those on public assistance 'plain old bums.' | |
| C | Restrictions that inhibit new businesses | Relaxing or eliminate building codes |
| D | Loss of regulation that lets things fall apart; insufficient support | |
| E | Lack of access to properties because of tribal land; direction established by the casino | |
| F | Depressed narrowing economy Transportation, tribal land | More housing, improved infrastructure, additional |
| F | Inability for tribal and non-tribal communities to work together Seniors appear hopeless, fatalistic and bitter, and have given up on trying to work collaboratively. Several are resigned to finger-pointing as a strategy. | |
| F | Lack of local commitment and civic involvement, or 'esprit de corps.' | Repurpose American Legion facility for community center. |
| G | Increasingly limited shopping options, lack of public transportation alternatives. Seniors face additional challenge of driving to get shopping done. | Clothing store, regional transportation New van service in the works. |
| H | No opportunities for youth to find gainful employment and activity | Intergenerational Hope to see a Youth Center in American Legion facility. |