

MINUTES OF THE MEETING
SENATE COMMITTEE ON EDUCATION AND CULTURAL RESOURCES
FEBRUARY 11, 1981

The Senate Committee on Education and Cultural Resources met Wednesday, February 11, 1981, in Room 402 of the Capitol Building. Senator Bob Brown, Chairman, called the meeting to order at 1:00 p.m.

ROLL CALL

Committee members present were Senators Brown, Smith, Mazurek, Thomas, McCallum, Severson, Haffey, Hammond, and Blaylock.

The Committee heard the following bills: Senate Bill 122
Senate Joint Resolution 12.

CONSIDERATION OF SENATE BILL 122

"AN ACT TO ESTABLISH THE TIME FOR CONDUCTING A SCHOOL DISTRICT ELECTION FOR THE AUTHORIZATION TO IMPOSE AN ADDITIONAL LEVY FOR THE GENERAL FUND BUDGET; AMENDING SECTION 20-9-353, MCA."

Senator Tom Hager, District 30, sponsor of the bill, stated the bill had already passed the Taxation Committee and second reading on the floor. A problem arose during discussion on the floor of the Senate which caused him to have the bill rereferred to the Education Committee. The problem being unless the school district knows what the foundation program is, it can't set the budget; without a budget, the district can't set a levy. He therefore asked that the bill be killed unless the Committee could find some way to save it.

There were no proponents or opponents to the bill.

ACTION ON SENATE BILL 122

Senator Thomas moved to table Senate Bill 122. The motion carried unanimously.

Senator Smith assumed the Chair.

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Senate Committee on Education and Cultural Resources

February 11, 1981

CONSIDERATION OF SENATE JOINT RESOLUTION 12

"A JOINT RESOLUTION OF THE SENATE AND HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA REQUESTING AN INTERIM STUDY OF WAYS TO ACHIEVE OPTIMAL LEARNING ENVIRONMENTS IN KINDERGARTEN AND GRADES ONE THROUGH THREE; AND REQUIRING A REPORT OF THE FINDINGS OF THE STUDY TO THE LEGISLATURE."

Senator Bob Brown, District 10, sponsor of the bill, said the resolution calls for an interim study on class sizes for grades kindergarten through three. He said he introduced the bill at the request of a third grade teacher, Mrs. Orel Miller, who wrote him expressing concern about the size of first grade classes. She felt if they were smaller, the need for competency testing later on would disappear. Senator Brown introduced Mrs. Miller as a proponent of the bill.

PROPONENTS

Orel Miller, a third grade teacher from Great Falls, presented materials to the committee in support of the resolution (attachments 1-10). She presented testimony indicating reducing the size of the class to 15 results in optimal learning for the students. She said it also affects the teacher morale and effectiveness, the children are more easily controlled, and attention, receptivity, and excitement are heightened. She said to neglect to provide children the opportunity to personally develop to their best potential borders on child abuse.

John Board, President, Montana Education Association, stated he supports the bill and agreed with Mrs. Miller's testimony. He said he has taught school for 21 years, teaching grades 7-12. Twenty years ago, while teaching 7th grade English and reviewing some problem students' records, he discovered the problems the students had had been identified by the end of the third grade. He strongly felt that if children get a bad start or have problems that are not remediated in K-3 grades, they will continue to have problems all through school. He said spending money in high school for remedial reading programs is spending money at the wrong end; preventative work needs to be done at the beginning of the school career, not remedial work at the end. Mr. Board quoted statistics from "The Costs to the Nation of Inadequate Education" compiled by the Select Committee on Equal

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Educational Opportunity of the United States Senate (attachment #11). He closed by saying if Montana is truly concerned about saving dollars and putting better and quality educated children into society, then we have to look at early education programs. The long term effects of this study could serve as an example for all other states to follow. Children, he said, need a good beginning in education, and that in itself will solve many of the problems they could encounter later in life.

There being no opponents to the resolution, Senator Brown closed, and the hearing was closed.

EXECUTIVE SESSION

Senator Blaylock moved the proposed committee bill (attachment #12) on bus transportation costs be introduced as a committee bill. The motion carried unanimously with Senator Thomas absent.

Senator Mazurek asked the committee to consider introducing a committee bill which would require school isolation only if the ANB has dropped for 2 consecutive years, rather than annually.

Senator Mazurek moved a bill on school isolation be drafted and presented to the committee for introduction as a committee bill. The motion carried unanimously.

J. D. Holmes, representing the Montana Institute of the Arts and Montana Arts Advocacy, asked the committee to consider a problem which has arisen since the 1979 session with the Montana Folk Life Project. The Project was put under the sunset law provision and is due to expire July 1, 1981. According to the people who administrate the sunset provisions, the Montana Folk Life Project does not require sunset review. He said the bill was quite popular and passed both houses with very little opposition in 1979. The action he wants the committee to take would be to repeal the expiration date. He said this only affects the enabling legislation as funding is under the cultural and esthetic projects of the coal tax monies which is currently being handled by the Long Range Building Committee of the House.

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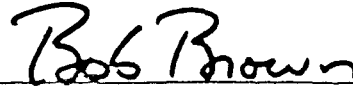
February 11, 1981

Mike Korn, Montana Folklorist, told the committee about the activities of the Folk Life Project. He is a full time employee and uses 3 university students when needed in a liasion with the University of Montana, and Eastern and Northern Montana Colleges. He said initially he and a team from the Library of Congress collected samples of traditional culture in the expressive arts across the state. That collection is documented and is now being shared through radio series, classroom demonstrations, magazine articles, records, and technical assistance to local communities.

Senator Blaylock moved to introduce a committee bill to eliminate the expiration provision. The motion carried unanimously.

Senator Haffey moved SJR 12 Do Pass. After discussion, the committee members decided to wait until the next meeting to take final action. Senator Haffey withdrew his motion.

There being no further business, the meeting adjourned to reconvene Monday, February 16, 1981, at 1:00 p.m.



Senator Bob Brown, Chairman

jdr

SENATE COMMITTEE ON EDUCATION AND CULTURAL RESOURCES

BILL SUMMARY

SENATE BILL 122, Sen. Hager, Sponsor

This bill clarifies that an election for authorization to impose an additional levy for the school general fund budget must be held at the annual school election on the second Tuesday in April, except that if such a levy fails, other special elections may be held before August 1 for this purpose. Under 20-20-204, notice of such a special election must be given not less than 20 days or more than 30 days before the election by posting notice in three public places in the district. A district may attempt to pass such a levy as many times as necessary before August 1.

ROLL CALL

SENATE EDUCATION COMMITTEE

47th LEGISLATIVE SESSION - - 19'81

Date 2/11/81

NAME	PRESENT	ABSENT	EXCUSED
Senator Ed Smith	X		
Senator George McCallum	Y		
Senator Elmer Severson	X		
Senator Swede Hammond	X		
Senator Chet Blaylock	X		
Senator Bill Thomas	X		
Senator Joseph Mazurek	X		
Senator Jack Haffey	X		
Senator Bob Brown, Chairman	X		

Each day attach to minutes.

NAME: Carl Hill DATE: 2-11-81

ADDRESS: 1704 5th St New Grand Falls NJ 07444

PHONE: 761-4294

REPRESENTING WHOM? self

APPEARING ON WHICH PROPOSAL: Resolution 13

DO YOU: SUPPORT? 2 AMEND? OPPOSE?

COMMENTS: I am interested in improving
education by lowering class size in
first grade, and as a teacher and
as parent of a child

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY

APR 30, 1980

1. What can we do get children who are right at the longed-for
 stage of development. We also get the ² child who (emotionally, physically,
and/or academically) the ³ emotionally disturbed ⁴ or learning disabled,
⁵ the over ⁶ those who operate at top speed and those who work deliberately ⁷
⁸ slow who have been given far more responsibility and/or freedom
than most and find the school situation very confusing and ⁹ or double
ones who need to be led every step because they are afraid
that if they go wrong. And
we get ¹⁰ those who are brighter than most and very used and desire to be
encouraged to at least allowed to express their or learning ideas other than
the normal ways and are not allowed to do so by the teacher

to any situation where a child is not learning. It is no longer a question of determining what kind of help or what kind of situation professional or other help in the classroom or out of it until middle or late first grade, at the very earliest, except in cases of obvious extreme need.

First grade children need much more individual attention than do older youngsters. There must be teaching going on every minute of the time they are in the classroom if they are to learn correctly the skills that they will need in order to work by themselves.

Elementary programs are allowed five children in a learning group. Studies have also shown that as a significant step in the learning process is a group larger than seven to one teacher. The real maximum is drop in at 2:30-1.

No more than three or four groups can be scheduled into a first grade school day without cutting time shorter than it should be for optimum learning. In addition there are the special problems of those who face a one-to-one situation every now and then. Early in first grade there are "always" several who learn hardly at all except one-to-one. Math in first grade should be a small group situation a good share of the time. There just is not time in the day for one teacher to adequately teach a large group of first grade children. The larger the group the more time must be spent in providing or dealing with individual problems, leaving even less time for the individual child. One-to-one or failure is accepted by children. He would have had to feel if his teacher had had just a little more time for him.

We have high school classes that are of necessity limited to very small groups - laboratory classes, for example. It seems to me that first grade should be considered a laboratory situation. If it isn't, it is a situation that requires as low a student-teacher ratio.

if a first grade classroom were held to top enrollment of fifteen students, this would allow for three reading groups (the maximum number) of five each (the number that is maximum for optimum learning). Fifteen should be the absolute maximum number of students in any first grade classroom. There would certainly be less failure both in first grade and in succeeding years, and fewer resultant drop-outs and poor students.

The feeling of pride and accomplishment returns not only from "flunking" but from day after day not being able to do satisfactory work. If a child in first grade can have the help he needs to solve his problems when they occur, he can have a positive feeling about himself in relation to school which is of paramount importance to his later success. If a child or an adult expects to fail, or is a job that isn't quite good enough, that's all he'll do no matter how easy the job is. If he expects to be able to do an outstanding job, he'll work a little harder and turn out an outstanding job.

Studies have finally shown as reported earlier this year that anyone who has ever been around children in any capacity already knows, that, within wide limits, the factor which in the great majority of cases determines whether or not learning occurs.

I strongly recommend that the number of children in a first grade classroom be held to an absolute top limit of fifteen.

Perhaps you are familiar with a bill that has been brought in the Governor of Minnesota providing for drastic cuts in student-teacher ratio in primary grades. His bill proposes a top limit of fifteen students in first grade.

Education must be improved. Let Minnesota be a leader.

Thank you for your serious consideration.

Yours very truly,

Carl Miller

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion. The number of people aged 65 and over is expected to increase from 200 million to 400 million. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion.

As appropriate to this point in the discussion, the point in the study of learning theory the doubt is well known to most of you. It is the question of the relationship between the individual's learning ability and the learning environment. The question is whether the learning ability is a fixed characteristic of the individual, or whether it is a variable characteristic that can be developed. The answer to this question is the key to the understanding of the learning environment. It is a question of the relationship between the high and low achievers in each grade level. It is concluded that the environment of the high achievers is the key to the understanding of the learning environment. The environment of the high achievers is the key to the understanding of the learning environment. The environment of the high achievers is the key to the understanding of the learning environment.

1. I believe that we can find some other ideas, suggest, and
have to study whether the new idea can succeed in a new
field where it is a genuine finding of what nature
demands. I suggest that it is better to work with the
idea of a new idea, to work with it, as it is able
to develop into a new idea, and in the end of a high
level with better results than in your circumstances.

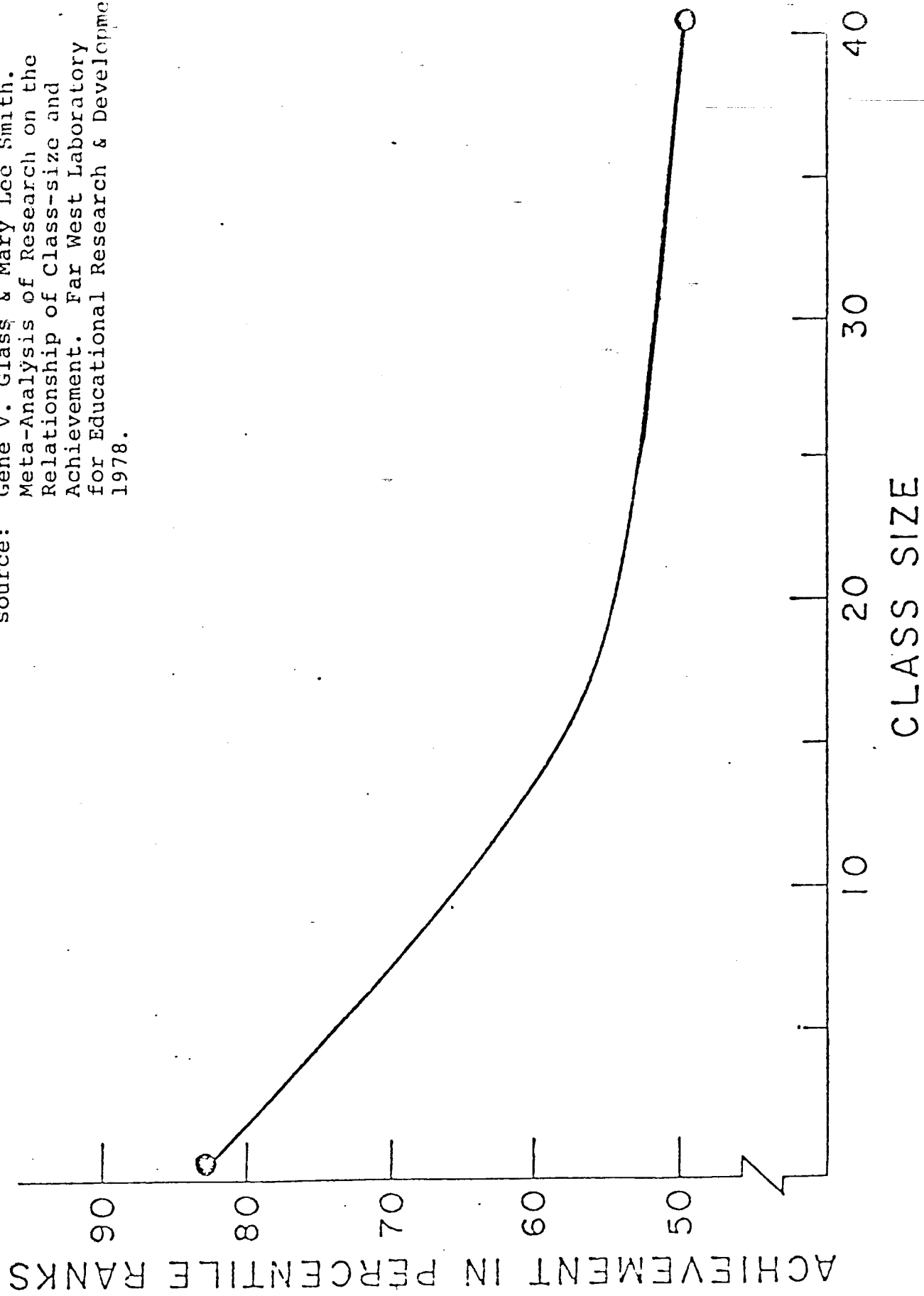
I suggest it that you could find an entire concentration in the desirable learning curve, and for your children at a time when to know it will have a significant impact on their enrollment upon education, in their receptivity to the absorption of the skills which are the keys to their success. I suggest that this investment will have long range advantages or "pay-offs" for all levels of education, for the old language arts, for the continuing growth and evolution of the child's mind.

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source: Gene V. Glass & Mary Lee Smith.
Meta-Analysis of Research on the
Relationship of Class-size and
Achievement. Far West Laboratory
for Educational Research & Development,
1978.



Introduced by Sillers, Anderson, Dunn, Sielooff
March 19th, 1979

S.F. No. 938

Ref. to Com. on Education

Companion H.F. No.
Ref. to H. Com. on

Reproduced by PHILLIPS LEGISLATIVE SERVICE, INC.

1 A bill for an act

2 relating to education; establishing primary grade
3 instructional improvement programs; appropriating
4 money; amending Minnesota Statutes 1978, Section
5 124.17, Subdivision 1.

6

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

8 Section 1. [PURPOSE.] The legislature finds that

9 primary grade instructional programs have a significant
10 educational impact on young children. It is the purpose of
11 this program to (a) improve the quality of instruction in
12 the primary grades by providing additional resources to
13 school districts to reduce class size in grades
14 kindergarten through three, (b) provide in-service training
15 for primary grade teachers and administrators, (c)
16 establish closer relations between the school and home and
17 (d) provide for additional instructional materials designed
18 to meet the program objectives.

19 Sec. 2. [DEMONSTRATION PROGRAM FOR PRIMARY GRADE
20 INSTRUCTIONAL IMPROVEMENT.] Subdivision 1. The state board
21 of education shall choose a minimum of 25 school districts
22 which together serve not more than 50,000 kindergarten

1 through third grade students to participate in a
2 demonstration primary grade instructional improvement
3 program for the 1979-1980 school year.

4 Subd. 2. A district may apply to the state board to
5 be included in the demonstration primary grade
6 instructional improvement program by June 15, 1979 and
7 shall be notified by the state board of its acceptance or
8 rejection by July 15, 1979.

9 Subd. 3. Districts chosen by the state board to
10 participate in the demonstration program shall represent
11 all district enrollment sizes and all geographic regions of
12 the state. The department of education shall define
13 district enrollment sizes and state geographic regions for
14 the purpose of this section.

15 Subd. 4. A district which participates in the
16 demonstration program for the 1979-1980 school year shall
17 for that school year count each kindergarten pupil an
18 additional one-tenth pupil unit and each elementary pupil
19 in grades one, two and three an additional two-tenths pupil
20 unit, when computing pupil units under section 124.17,
21 subdivision 1. The additional funds available to a
22 district because of this subdivision shall be used to
23 improve instruction in kindergarten through third grades.

24 Subd. 5. A district participating in the
25 demonstration program authorized by this section shall
26 receive grants for the purposes of subdivisions 6, 7 and
27 8. The grants shall be computed by the state board on or
28 before October 1, 1979 and may not be adjusted for any
29 reason after that date. The grants shall be paid to a
30 district by November 1, 1979.

31 Subd. 6. For the purpose of improving the
32 instructional program in kindergarten through third grades,
33 for the 1979-1980 school year the state shall pay :

1 district selected for the demonstration grant program
2 authorized by this section \$550 for each classroom teacher
3 and each administrator teaching or administering any of
4 grades kindergarten through three. Funds paid pursuant to
5 this subdivision shall be used to conduct teacher and
6 administrator training workshops for the teachers and
7 administrators for whom the funds were paid. The workshops
8 shall emphasize methods of improving instruction,
9 techniques of individualized instruction and parent-teacher
10 communications. In the 1980-1981 school year a district
11 which received a grant for the purpose of this subdivision
12 shall conduct follow-up workshops to analyze the progress
13 of the district in improving kindergarten through third
14 grade instruction and parent-teacher communications between
15 parents and teachers of pupils in kindergarten through
16 third grades. For the 1980-1981 school year the state
17 shall pay a district selected for the demonstration program
18 authorized by this section \$275 for each classroom teacher
19 and administrator teaching or administering any of grades
20 kindergarten through three for the purpose of the follow-up
21 workshops.

22 Subd. 7. To Improve communication between parents and
23 teachers of kindergarten through third grade pupils, for
24 the 1979-1980 school year the state shall pay a district
25 selected for the demonstration program authorized by this
26 section \$400 for each classroom teacher in that district of
27 any of grades kindergarten through three. The funds
28 provided under this subdivision shall be used for purposes
29 which will improve communication between parents and
30 teachers of pupils in kindergarten through third grades,
31 including additional compensation for teachers to work with
32 parents.

33 Subd. 8. In the 1979-1980 school year the state shall

1 pay a district selected for the demonstration program
2 authorized by this section \$10 for each of its pupils
3 enrolled in any of grades kindergarten through three, for
4 the purpose of providing instructional materials to improve
5 the instructional program in kindergarten through third
6 grades. Materials purchased with funds provided pursuant
7 to this subdivision shall be available solely for
8 kindergarten through third grades.

9 Sec. 3. [EXPANSION OF THE PRIMARY GRADE INSTRUCTIONAL
10 IMPROVEMENT PROGRAM.] Subdivision 1. For the 1980-1981
11 school year the state shall pay a school district which did
12 not receive a grant under section 2, subdivision 5 \$550 for
13 each classroom teacher and each administrator teaching or
14 administering any of grades kindergarten through three.
15 Funds paid pursuant to this subdivision shall be used to
16 conduct teacher and administrator training workshops for
17 the teachers and administrators for whom the funds were
18 paid. The workshops shall emphasize methods of improving
19 instruction, methods of individualized instruction and
20 parent-teacher communication. In the 1981-1982 school year
21 a district which received a grant for the purpose of this
22 subdivision shall conduct follow-up workshops to analyze
23 the progress of the district in improving kindergarten
24 through third grade instruction and parent-teacher
25 communication between parents and teachers of pupils in
26 kindergarten through third grades. For the 1981-1982
27 school year the state shall pay a district which received a
28 grant pursuant to this subdivision for the 1980-1981 school
29 year \$275 for each classroom teacher and administrator
30 teaching or administering any of grades kindergarten
31 through three for the purpose of conducting the follow-up
32 workshops.

33 Subd. 2. For the 1980-1981 school year and each

1 school year thereafter the state shall pay each district
2 \$400 for every classroom teacher in that district of any of
3 grades kindergarten through three. The funds provided
4 under this subdivision shall be used for purposes which
5 will improve communication between teachers and parents of
6 pupils in kindergarten through third grades, including
7 additional compensation for teachers to work with parents.

8 Subd. 3. In the 1980-1981 school year and each school
9 year thereafter the state shall pay each school district
10 \$10 for each of its pupils enrolled in any of grades
11 kindergarten through three. The funds shall be used to
12 provide instructional materials to improve the
13 instructional program in kindergarten through third grades.
14 Materials purchased with funds provided pursuant to this
15 subdivision shall be available solely for kindergarten
16 through third grades.

17 Subd. 4. Grants under this section shall be computed
18 by the state board on or before October 1 of a school year
19 and may not be adjusted for any reason after that date. The
20 grants shall be paid to the school districts by November 1
21 of a school year.

22 Sec. 4. [DUTIES OF THE STATE BOARD.] Subdivision 1.
23 Insofar as possible, the state board shall provide
24 technical assistance to a school district which wants to
25 improve its instructional program in kindergarten through
26 third grades.

27 Subd. 2. The state board shall monitor and evaluate
28 all kindergarten through third grade programs each year. An
29 evaluation shall include an analysis of class size, student
30 performance, instructional techniques and parent-teacher
31 communications.

32 Subd. 3. Before March 1, 1980 and before January 15
33 of each year thereafter the state board shall report to the

1 education committees of the legislature on the
2 effectiveness of the primary grade instructional
3 improvement program. A report shall contain
4 recommendations concerning the continuance of the program.

5 Sec. 5. Minnesota Statutes 1978, Section 124.17,

6 Subdivision 1, is amended to read:

7 124.17 [DEFINITION OF PUPIL UNITS.] Subdivision 1.

8 Pupil units for each resident pupil in average daily
9 membership shall be counted as follows:

10 (1) In an elementary school:

11 (a) For handicapped pre-kindergarten pupils, as
12 defined in section 120.03, enrolled in programs approved by
13 the commissioner, one-half pupil unit;

14 (b) For kindergarten pupils enrolled in one-half day
15 sessions throughout the school year or the equivalent
16 thereof, one-half pupil unit; and

17 (c) For other elementary pupils, one pupil unit.

18 (2) In secondary schools, one and four-tenths pupil
19 units. Pupils enrolled in the seventh and eighth grades of
20 any school shall be counted as secondary pupils.

21 (4) To meet the problems of educational overburden
22 caused by broken homes, poverty and low income, each pupil
23 in clauses (1) and (2) from families receiving aid to
24 families with dependent children or its successor program
25 who is enrolled in the school district on October 1 shall
26 be counted as an additional five-tenths pupil unit. By
27 March 1 of each year the department of public welfare shall
28 certify to the department of education, and to each school
29 district to the extent the information pertains to it, that
30 information concerning children from families with
31 dependent children who were enrolled in the school district
32 on the preceding October 1 which is necessary to calculate
33 pupil units. Additional aids to a district for such pupils

1 may be distributed on a delayed basis until the department
2 of education publicly certifies that the information needed
3 for paying such aids is available on such a timely basis
4 that such aids may be paid concurrently with other
5 foundation aids.

6 (5) In every district where the number of pupils from
7 families receiving aid to families with dependent children
8 or its successor program exceeds five percent of the total
9 actual pupil units in the district for the same year, as
10 computed in clauses (1) and (2), each such pupil shall be
11 counted as an additional one-tenth of a pupil unit for each
12 percent of concentration over five percent of such pupils
13 in the district. The percent of concentration shall be
14 rounded down to the nearest whole percent for purposes of
15 this clause, provided that in districts where the percent
16 of concentration is less than six, no additional pupil
17 units shall be counted under this clause for pupils from
18 families receiving aid to dependent children or its
19 successor program and provided further that no such pupil
20 shall be counted as more than one and one-tenth additional
21 pupil units pursuant to clauses (4) and (5). Such
22 weighting shall be in addition to the weighting provided in
23 clauses (1), (2), ~~(3)~~ and (4). School districts are
24 encouraged to allocate a major portion of the aids that
25 they receive on account of clauses (4) and (5) to primary
26 grade programs and services, particularly to programs and
27 services that involve participation of parents. Each
28 district receiving aids on account of both clauses (4) and
29 (5) shall establish and maintain accounts separate from all
30 other district accounts for the receipt and disbursement of
31 all such aids received.

32 (6) Where the total pupil units of a district are used
33 as a multiplier in determining foundation aids and spending

1 and levy limitations and where the actual number of pupil
2 units has decreased from the prior year, the number of
3 pupil units shall equal the greater of (a) the quotient
4 obtained when the sum of the numbers of actual pupil units
5 in the district for the two prior years and the current
6 year and one quarter of the number of actual pupil units in
7 the district for the third prior year, is divided by 3.25
8 or (b) the number of actual pupil units for the current
9 year increased by .6 times the difference between the
10 actual pupil units for the prior year and the current
11 year. Only pupil units as computed in clauses (1) and (2)
12 shall be included for purposes of computations made
13 pursuant to this clause.

14 (7) In districts maintaining classified secondary
15 schools where the actual number of pupil units has
16 increased from the prior year by two percent or more, the
17 additional pupil units over the prior year, as computed in
18 clauses (1) and (2), shall be multiplied times one-tenth
19 for each percent of increase over the prior year and a
20 number of pupil units equal to the product shall be added
21 to the other units for the district. The percent of
22 increase shall be rounded up to the next whole percent for
23 purposes of this clause, provided that in districts where
24 the percent of increase is less than two, no additional
25 pupil units shall be added to the other units for the
26 district and provided further that the number of pupil
27 units of increase over the prior year shall under no
28 circumstances be multiplied by more than five-tenths.

29 (8) Only pupil units in clauses (1) and (2) shall be
30 used in computing adjusted maintenance cost per pupil unit.

31 (9) For the purpose of improving the instructional
32 program in kindergarten through third grades, each
33 kindergarten pupil shall be counted an additional one-tenth

1 pupil unit and each elementary pupil in grades one, two and
2 three shall be counted an additional two-tenths pupil
3 unit. Funds provided by this clause shall be available
4 only upon development and adoption of a written educational
5 policy, as provided in section 123.741, which establishes
6 the goals and priorities of the district for improving the
7 instructional program in kindergarten through third grade.
8 This weighting shall be in addition to the weighting
9 provided in clause (1).

10 Sec. 6. [APPROPRIATIONS.] Subdivision 1. The sums
11 set forth in this section are appropriated from the general
12 fund to the department of education for the purposes
13 specified in the subsequent subdivisions of this section
14 for the fiscal years ending June 30 in the years designated.

15 Subd. 2. For payments resulting from increased pupil
16 unit weighting pursuant to section 2, subdivision 4,
17 \$10,200,000 for fiscal 1980.

18 Subd. 3. For payments resulting from increased pupil
19 unit weighting pursuant to the change made by section 5,
20 \$43,150,000 for fiscal 1981.

21 Subd. 4. For the purpose of providing in-service
22 training for teachers and administrators for kindergarten
23 through third grades pursuant to section 2, subdivision 6
24 and section 3, subdivision 1, \$1,412,400 for fiscal 1980
25 and \$5,536,200 for fiscal 1981.

26 Subd. 5. For the purpose of improving parent-teacher
27 communications as provided in section 2, subdivision 7 and
28 section 3, subdivision 2, \$1,027,200 for fiscal 1980 and
29 \$4,240,000 for fiscal 1981.

30 Subd. 6. For providing instructional materials
31 pursuant to section 2, subdivision 8 and section 3,
32 subdivision 3, \$500,000 for fiscal 1980 and \$2,000,000 for
33 fiscal 1981.

1 Subd. 7. For technical assistance pursuant to section
 2 4, \$530,000 for fiscal 1980 and \$530,000 for fiscal 1981.

3 Of the amounts appropriated in this subdivision, the
 4 department of education may spend in each fiscal year a sum
 5 not to exceed \$200,000 to staff one clerical position and
 6 not more than four professional positions.

7 Of the amounts appropriated in this subdivision, the
 8 department may allot an amount not to exceed \$330,000 in
 9 each fiscal year to educational cooperative service units
 10 to provide assistance to districts for improving
 11 instruction in kindergarten through third grades.

12 Any unexpended balance remaining from the
 13 appropriation in this section for 1980 shall not cancel but
 14 shall be available for the second year of the biennium.

15 Sec. 7. [EFFECTIVE DATE.] Sections 1 to 4 of this act
 16 are effective the day following final enactment. Section 5
 17 is effective July 1, 1980.

Class Size	% Ranks in Achievement	Avg. age in yr. (Grade equivalents)
40	50 th percentile	1.00 yr.
30	52	1.07 yr. (+.07)
25	53	1.10 yr. (+.10) (+.10)
20	55	1.15 yr. (+.15) (+.15)
15	58	1.24 yr. (+.24) (+.24)
10	65	1.45 yr. (+.45) (+.45)
5	74	1.72 yr. (+.72) (+.72)

The Effect of Class Size on What Happens in Classrooms

MARY LEE SMITH and GENE V GLASS

In Relationship of Class Size to Classroom Processes, Teacher Satisfaction, and Pupil Affect: A Meta-Analysis

AMONG techniques designed to improve education, decreasing class size is the most controversial. Teachers have lauded the benefits of smaller classes. Administrators have demonstrated their high cost. Because of the costs of decreasing class size, policymakers have demanded that it be justified on the basis of increased achievement. Yet researchers have, through many studies, been unable to resolve the controversy by providing an unequivocal answer to the class-size question.

Teachers have always been frustrated by this failure of research to confirm what, from their personal experience and their knowledge, seems so obvious. They feel that it is more difficult to work when confronted with greater numbers of students. It is harder to know each student. The range of possible teaching strategies is restricted in large classes. With greater numbers it is harder to be effective and, hence, in the teacher's view, the pupils learn less.

But anecdotal evidence is not honored by policymakers. In the present political climate, one must demonstrate "scientifically" that

decreasing class size has social utility—that it produces higher achievement test scores at a reasonable cost.

In 1978 and 1979 we presented the results of a statistical integration of the research—drawing from 80 studies—on the relationship between class size and achievement, and we demonstrated a substantial relationship between class size and achievement. These studies which employed rigorous control yielded results that—taken together—showed that the difference in being taught in a class of 20 versus a class of 40 is an advantage of 10 percentile ranks.

• • • • •

Mary Lee Smith is Assistant Professor of Education and Gene V. Glass is Professor of Educational Research at the Laboratory of Educational Research, University of Colorado, Boulder. Condensed from Relationship of Class-Size to Classroom Processes, Teacher Satisfaction, and Pupil Affect: A Meta-Analysis, published by the First Laboratory for Educational Research and Development, pp. 4, 39-46.

Improved academic achievement, however, is not the only justification for decreasing class size. In a climate less influenced by the systems approach to evaluation, one might argue that achievement is not even the best criterion for judging the value of decreasing class size. After all, it is not class size *per se* which directly affects achievement, nor is class size the sole determinant of achievement. Achievement reflects the pupils' intellectual abilities and levels of effort as well as the classroom processes to which they are exposed. Furthermore, an assessment of school effectiveness based on achievement tests ties us to all the limitations inherent in such tests. Achievement is at best a distal effect, several steps removed from class size. More directly affected by varying class sizes, so the argument goes, are the opportunities the teacher has for doing different things. This is not to say that each teacher will avail himself of these opportunities with those teaching strategies chosen will inevitably be more propitious. But on the average, the environment and teaching processes afforded by increased class size may produce, in turn, higher achievement test results.

Differing class sizes may affect the workload, morale, and perceptions of teachers, thus producing differences in teaching performance, which again lead to variation in achievement. Furthermore, pupils' self-esteem, their satisfac-

tion with school, and a favorable affective and social climate in the classroom are desirable effects in themselves. They may also produce or be produced by improved achievement. To the extent that decreased class size is related to a favorable affective climate, one may defend class size as an important condition, and one that is within the power of educators to manipulate.

Opposing Positions

Against these arguments for the benefits of small classes, the opposing positions must be weighed. First is the notion that teaching processes do not change as class size decreases—some teachers lecture even with a class size of 10. Nor is teacher knowledge of pupil characteristics necessary for pupil learning to take place. Second is that the positive effects of small classes on teachers merely reflect laziness or worse—a political ploy to make teaching less work, or to increase the number of teachers and hence the power of unions. The third argument is that small classes actually harm students by, for example, reducing their independence and self-discipline.

These arguments were interesting enough for us to pursue the question of whether decreasing the size of classes produces improvements on nonachievement outcomes—teaching processes, and student and teacher effects in the affective domain. As before, we addressed the question with meta-

results—a synthesis of several studies; and even so, in the previous study, we found an extensive error. On all measures, reduction in class size is associated with higher quality schooling and more positive attitudes.

In the achievement study it was shown that more than 30 percentile ranks exist between the achievement of a pupil taught individually and a pupil taught in a class of 40. In this more recent study, the difference in the quality of the educational environment between a class size of one and a class size of 40 was measured in 45 percentile ranks.

Positive Effects

The class-size effect is positive, no matter how that effect was measured. The most dramatic effects were those relating to teachers; smaller but still substantial were effective effects on pupils and effects on the instructional process. The class-size effects were related to age of pupils, with effects most notable for children 12 years and under, and least apparent for pupils 18 or over.

Some features of the study interacted with the class-size effect. Well-controlled studies produced slightly smaller class-size effects than uncontrolled studies. But the difference in effects produced between the two sets of studies amounts to only about 10 percentile ranks even at the extreme points (fewer than 5 or more than 20 pupils) of the class-size scale.

Studies produced before 1963, or from sources other than dissertations, produced higher class-size effects than later studies or studies gleaned from dissertations. Even with these few qualifications made, however, one may still have confidence that class size is related to pupil and teacher effect and to instructional process.

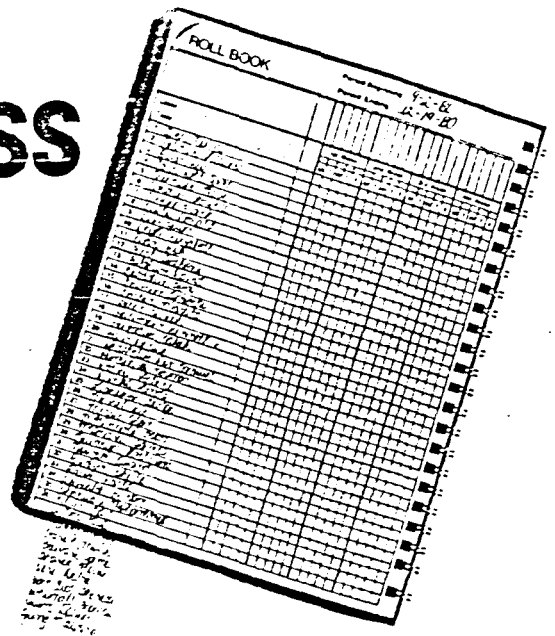
Class size affects the quality of the classroom environment. In a smaller class there are more opportunities to adapt learning programs to the needs of individuals. Chances are good that the climate is friendlier and more conducive to learning. Students are more directly and personally involved in learning.

Class size affects pupils' attitudes, either as a function of better performance or as contributing to it. In smaller classes, pupils have more interest in learning. Perhaps there is less distraction. There seems to be less apathy, friction, frustration.

Class size affects teachers. In smaller classes their morale is better; they like their pupils better and have time to plan and diversify; they are more satisfied with their performance. Does this mean that class size is merely a selfish, political issue for teachers? Or is the happier teacher the one who performs better? This we cannot unravel, except to cite the other evidence—that the smaller the class is, the greater is the effect on the instructional process, on pupil affect, and on achievement.

NEA
FOCUS:
**CLASS
SIZE**

A critical factor
in quality education.



CLASS SIZE AND THE CLASSROOM TEACHER

Researchers prove what teachers know

Teachers have always known that the number of students they have to teach dictates how they teach, how well they can teach, and how many opportunities students have to learn. But for many years, a continuing frustration for teachers has been that research on class size has been reported in ways that resulted in contradictory conclusions.

Now, however, two researchers from the University of Colorado have concluded two landmark re-analyses of a large number of studies. From these bases, they conclusively document not only that smaller classes produce increased student achievement, but that smaller classes also have a positive effect on classroom processes and environment, student attitudes and behavior, and teacher satisfaction.

The studies are part of a class-size and instruction project funded by the National Institute of Education and based at the Far West Laboratory for Educational Research and Development in San Francisco.

For their "Meta-Analysis of Research on the Relationship of

Class Size and Achievement," the first study, Drs. Gene Glass and Mary Lee Smith first searched the entire body of literature on class size, gathering some 300 reports, publications, theses, and research reviews.

They found that about 80 studies included usable data related to class size and achievement test scores. These studies spanned more than half a century and involved 900,000 students of all ages and aptitudes. They then subjected the data to the most advanced and sophisticated methods of research ever applied in order to resolve earlier mixed findings.

The results were clear and conclusive: *regardless of grade level, subject taught, or ability of pupils, students achieve more as class size is reduced.* Or, to look at it another way, they state: "As class size increases, achievement decreases. A pupil who would score at about the 63rd percentile on a national test when taught individually would score at about the 37th percentile in a class of 40 pupils. The difference

in being taught in a class of 20 versus a class of 40 is an advantage of 10 percentile ranks. . . . Few resources at the command of educators will reliably produce effects of that magnitude."

In their second study, "Relationship of Class Size to Classroom Processes, Teacher Satisfaction, and Pupil Affect: A Meta-Analysis," Glass and Smith followed the same rigorous procedures, using about 130 documents that fit their selection criteria. Their three major conclusions:

1. **Class size affects the quality of the classroom environment.** In a smaller class, there are more opportunities to adapt the learning programs to the needs of individuals. Many teachers avail themselves of these opportunities; others would need training to do so, since they have been forced to deal with large classes for so long. The report also notes that the likelihood is greater for a friendly classroom climate that is more conducive to learning and that students are more directly and personally involved in learning.

2 Class size affects pupils' attitudes.

In smaller classes, students have more interest in learning, either as a function of better performance or contributing to it. The researchers note that there is generally less distraction and that there seems to be less apathy, friction, and frustration.

3 Class size affects teachers. In smaller classes, teacher morale is better. Teachers like their pupils better, have time to plan and diversify instruction, and are more satisfied with their performance.

Taking the two studies together, Glass and Smith summarize their findings by stating that "on all measures, reduction in class size is associated with higher quality schooling and more positive attitudes."

Why did these conclusions escape some of the earlier researchers? Glass and Smith point out several reasons, among them that the sophisticated meta-analysis technique had not been developed and applied; that literature searches were haphazard (as demonstrated by the fact that Glass and Smith turned up half again as many studies as any previous reviewer); and that crude classifications of class size were used.

The meta-analysis technique basically involves synthesizing the data from existing studies, although Glass and Smith also did field studies which supported their research findings. From the 80 studies in the first meta-analysis, they drew about 700 comparisons of student achievement scores in classes of differing sizes. They sorted out the results and converted those results to a common statistical scale so that they wouldn't be dealing with apples and oranges. Then they integrated the data into a single curve that revealed the definite inverse relationship between class size and achievement.

The researchers also fed into the process a number of other factors, such as grade level, subject taught, and ability of pupils. But only one factor substantially affected the curve: whether the original study controlled adequately (in the experimental sense) for initial dif-

ferences among pupils and teachers in smaller and larger classes.

The next question, of course, is, "What is small?" In the achievement study, Glass and Smith found that the amount of increase in achievement is substantially higher for each student by which class size is reduced below 20 than for each student by which class size is reduced from 30 to 20. The relationship is evident across the board but appears dramatically when classes drop to 15 students.

In the second meta-analysis, they found that the most significant improvements in individualization of instruction, student participation, quality of instruction, and student attitudes occur when class size is reduced below 20. A particularly strong relationship was found between reduced class size and teacher satisfaction, and the positive results were evident throughout the range of class sizes studied. This goes to show, again, what teachers have always known—even one more student, or one less, makes a difference.

WHERE NEA STANDS

NEA's resolution on "Time to Teach," drawn up prior to publication of the Glass and Smith studies, also demonstrates that teachers were right on the mark through their experience in the classroom.

NEA teachers set 15 as the ideal class size—the point at which, the research shows, the most dramatic improvements occur. The resolution states, in part: "Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. Class size should not exceed 15 students per certified classroom teacher." NEA policy also commits the Association to lobbying Congress so that federal funds may be used directly to reduce class size.

THE QUESTION OF ALTERNATIVES

As Glass and Smith point out, however, "giving all teachers classes of 15 for the full school day would be very expensive." The education community, and most especially parents and other citizens, must squarely face the question of whether the demonstrated advantages are worth the costs. The class size and achievement study suggests that "in a country that prides itself on quality education for all, the answer might be straightforward: schools cannot afford the consequences of maintaining large classes all the time, and ways must be found to finance smaller classes, at least for some pupils, or for all pupils for part of the school day."

Glass and Smith discuss a number of alternatives to give at least some students the benefits of smaller classes at least part of the time. Among them are:

- employment of reading specialists;
- use of additional teachers for reading and math periods;
- use of paraprofessionals to help the professional teacher and thereby increase the actual amount of professional teaching received by individual students;
- experimentation with different scheduling and grouping plans within the classroom to reduce each instructional group.

They also point to the importance of identifying the situations in which there is the greatest need or benefit, such as in remedial classes or in the primary grades, "to get more students off to a good start."

One of the most widely publicized alternatives thus far has been the "weighted class load" system negotiated by some NEA affiliates, such as those in Lodi, Calif., and Denver, Colo. Under these plans, teachers' classes are reduced or teachers receive extra help when classes exceed a particular number of actual students in various grade ranges; or, more importantly, when a weighted class load, considering student needs, is exceeded.

Weighting begins with evaluating students, and assigning an "average" achieving student as 1.0, and students with different needs with higher numbers. In Denver, those counted in the 1.5 student category included slow learners, bilingual children with language problems, transients, and chronically absent students. Weighted at 2.0 were those with reading disabilities, disciplinary problems, or significantly limited intellectual capacity. At 2.5 were the non-English speaking, emotionally disturbed, hyperactive, and those with identifiable perceptual and communicative disorders.

Once either the student count or weighted class size goes beyond the agreed-upon limits, this triggers the availability of relief for teachers, ranging from smaller classes to teacher aides or additional materials and/or equipment.

A special caution for those interested in a weighted student plan is that they must avoid labeling children. In Denver, for example, no records were kept of how individual students were weighted. How one teacher weighted a student was not passed on to another teacher; the process started anew in each situation. And, of course, all students remain in the heterogeneous classroom environment, which means they aren't "tracked."

THE POLITICS OF CLASS SIZE: MONEY AND COMMITMENT

There are many creative ways to reduce class size or at least deal with some of the more burdensome aspects of large classes; teachers are just waiting for the opportunity.

The major job ahead is winning an understanding from other educators, parents, and the general public that it is important to work and spend some funds to attack the class-size problem now. This must be coupled with gaining support for the long-term goal of reducing all classes to the number that teachers judge to be the most productive for a particular group of students based on individual needs, availability of

materials and resources, and the most suitable teaching technique to reach the desired instructional goal.

The issue of money is going to come up even when teachers suggest modest ways to improve class size or ameliorate the results of large classes. Economic conditions and inadequacies in the ways schools are financed guarantee this. But despite the wave of criticism and skepticism that schools and teachers have had to face in recent years, it is clear that many of these critics are motivated by genuine concern about the quality of education. The commitment of the American public to public schools still exists; it has simply been blurred by confusion about what schools are really doing and about what methods or changes would really increase student learning.

A recent Gallup poll found that 80 percent of the parents queried, most of whom were taught in classes of up to 45 students, felt that smaller classes would make a great deal of difference in how much their children could achieve.

But there are two factors to keep in mind: parents with children currently in public schools make up less than a third of the adult population; and there's a world of difference between saying that small classes sound good in a poll and actually making an intellectual and financial commitment to that concept.

Some parents are willing to pay more to send their children to private schools, with a primary reason being their children are taught in smaller classes. What they would have to pay for that same advantage in the public schools would be much less.

With that in mind, teachers must now make a concerted effort to bring directly to the public the hard facts about class size that research has discovered, plus more awareness of the specific improvements teachers could make in their own classes with smaller numbers of students. The average person doesn't read research reports or educational journals. Nor does he or she gener-

ally have a clear idea of what actually goes on in the classroom, or of the preparation and evaluation that is essential for real student learning.

The public must also be made aware that pupil/teacher or pupil/adult ratio is not the same thing as class size. There are many school districts that compute these ratios to include every member of the instructional staff—from the curriculum director to the band director or even paraprofessionals or community volunteers. While these people certainly contribute to the instructional process, the important difference, as Glass and Smith calculate it and as common sense indicates, is the size of the instructional group for which *the classroom teacher* is directly responsible. Teachers must not let school officials play this numbers game.

Teachers must come into the campaign for smaller classes armed with not only research but with information about the breadth of the classroom teacher's duties and the specific, positive results that would accrue to students in their communities from smaller classes. For example, the individual learning program discussed elsewhere in this kit can demonstrate how individual diagnosis and evaluation could benefit each student if teachers had the time to individualize instruction.

FOCUSING ON THE VALUES OF SMALL CLASSES

Another major selling point for smaller classes is their role in reducing discipline problems. Gallup's annual polls of public attitudes toward the public schools have shown discipline to be the schools' biggest problem—in the minds of both parents and nonparents—for 10 of the last 11 years. Glass and Smith state in their second meta-analysis that students' attitudes improve in smaller classes; they have more interest in learning and are less likely to disrupt class.

A number of earlier studies make the same point. Martin Olson, who did much of the bedrock research on class size, states that "students commit fewer aggressive acts like fighting, shoving, pushing, crowding, and striking. Their frustrations are fewer and teachers are better able to diagnose causes of misbehavior and deal effectively with individuals before major problems occur." Olson's conclusions were based on observations made in 18,528 elementary and secondary classrooms in 112 school systems over a seven-year period, with supportive data from other studies.

In addition to improvements in discipline, Olson presents eight other generalizations about the results of smaller classes:

- teachers use a wider variety of instructional strategies and are more effective;
- students have the benefit of more individualized instruction;
- students engage in more creative thinking processes;
- students learn how to function more effectively as members or leaders of groups of varying sizes and purposes;
- students develop better human relations;
- students learn basic skills better;
- teacher attitudes and morale are more positive;
- student attitudes and perceptions are more positive.

Olson also focuses attention on a basic difference in educational philosophy that must accompany support for smaller classes. He compares what one researcher dubbed "the learning school" to "the opportunity school." In the learning school, "the school takes the responsibility to see that each individual child has self-fulfilling experiences, both academically and for personal development, from year to year. Each child's needs, aspirations, and personal development see realization as educators become highly individual and personal in their instructional behavior."

Contrast this to the opportunity school, which represents most American public schools today. This is basically the "cafeteria approach." Through mass-education type teaching, with limited direct interaction between students and teachers, the door is open to all. Real learning opportunities, however, are available only to those who are ready at the "right" time, willing to struggle through generalized instruction directed to the crowd, and able to select their own education from a cafeteria-line school structure.

Small class size is, of course, the foundation of the learning school. That is the message teachers must get across to parents and members of the community at large, who also have a stake in better education, whether they're business leaders who complain about the quality of high school graduates they hire or other community members concerned about the high costs of crime and unemployment. These people must become convinced that teachers already know how to improve day-to-day instruction. What teachers need is simply the opportunity to do what they know how to do and want to do, in smaller classes.

Parents and others *do* want to know how to improve schools. Teachers *do* have the answers. To make the learning school a reality, teachers must make their answers heard and understood.

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National Education Association
1201 16th Street, NW
Washington, DC 20036

State Requirements

School day must be 4hrs.

Language Arts

- Reading 40% *
- Writing
- Speaking
- Listening

- Arithmetic 11% *

- Science 9%

- Social Studies 9.5%

- Art 4.5% *

- Music 4.5% *

- P.E. 8% *

- Health 4.5%

- Unallocated 9%

9

9.5

4.5

23 %

Helena Guidelines

Grades 1-3

Language Arts 600 min

Math 165 min

Science & Health 172 min

SS 142 min

Art 68 min

Music 90 min.

P.E. 135 min

Opening 60 min.

Misc. 90 min.

1522 min wk

8:45 - 11:15

12:45 - 3:15

5 hrs 35 min

1595 min wk.

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requirement

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3-21⅔ 3-21⅔ 2-31½

28½ 3-21 2-22

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23 2-27 2-19½

27 3-25 2-27½

25½ 2-26½ 2-22

22 2-29½ 2-28½

26 26 27

980 1008 897

28 30 30

Great Falls Enrollment

projected kg 1981-82 960

kg 1980-81 952

1st " 931

2nd " 849

3rd " 890

23-24 pupils per classroom

Instructional cost per student \$1123.
(90% - Teachers' salaries) \$1010.

Funding figure - ^{12% - building}
^{4% - interest}
^{book fees}
^{Capital improvement}
1979-80 \$10,778.56 per pupil

23-24 pupils per classroom. 40 classrooms \$1010 = \$969,60.

15 pupils per classroom - 64 classrooms \$1010 = \$1,511,360

THE COSTS TO THE NATION OF
INADEQUATE EDUCATION

SELECT COMMITTEE ON
EQUAL EDUCATIONAL OPPORTUNITY
UNITED STATES SENATE



FEBRUARY 1972

Printed for the use of the Select Committee on
Equal Educational Opportunity

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WASHINGTON : 1972

72-095

SUMMARY OF FINDINGS

An inadequate education for a substantial portion of the population not only handicaps those persons who are undereducated, but also burdens society with reduced national income and government revenues as well as increased costs of crime and welfare. The purpose of this study was to estimate the costs to the Nation of such educational neglect where an inadequate education for the latter third of the 20th century was defined as an attainment of less than high school graduation. Using data from the U.S. Department of Commerce and other sources in conjunction with extensive research literature from the social sciences, this report obtained the following findings:

1. The failure to attain a minimum of high school completion among the population of males 25-34 years of age in 1969 was estimated to cost the Nation:

- \$237 billion in income over the lifetime of these men; and,
- \$71 billion in foregone government revenues of which about \$47 billion would have been added to the Federal Treasury and \$24 billion to the coffers of State and local governments.

2. In contrast, the probable costs of having provided a minimum of high school completion for this group of men was estimated to be about \$40 billion.

- Thus, the sacrifice in national income from inadequate education among 25-34-year-old males was about \$200 billion greater than the investment required to alleviate this condition.
- Each dollar of social investment for this purpose would have generated about \$6 of national income over the lifetime of this group of men.
- The government revenues generated by this investment would have exceeded government expenditures by over \$30 billion.

3. Welfare expenditures attributable to inadequate education are estimated to be about \$3 billion *each year* and are probably increasing over time.

4. The costs to the Nation of crime that is related to inadequate education appears to be about \$3 billion *a year* and rising.

5. Inadequate education also inflicts burdens on the Nation in the form of reduced political participation and intergenerational mobility, as well as higher incidence of disease. It is difficult to attempt any monetary estimate of these costs.

(ix)

NAME:

DATE:

ADDRESS:

PHONE:

REPRESENTING WHOM?

APPEARING ON WHICH PROPOSAL:

DO YOU:

SUPPORT?

AMEND?

OPPOSE?

COMMENTS:

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY

1 BILL NO. _____
2 INTRODUCED BY _____

3 BY REQUEST OF
4 THE SENATE COMMITTEE ON EDUCATION AND CULTURAL RESOURCES

5
6 A BILL FOR AN ACT ENTITLED: "AN ACT TO REVISE THE LAW
7 GOVERNING THE TERMS OF A CONTRACT NEGOTIATED BETWEEN THE
8 TRUSTEES OF A SCHOOL DISTRICT AND THE CURRENT SCHOOL BUS
9 CONTRACTOR; AMENDING SECTION 20-10-125, MCA."

10
11 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

12 Section 1. Section 20-10-125, MCA, is amended to read:

13 "20-10-125. Bid letting for contract bus -- payments
14 under transportation contract. (1) Before any contract with
15 a private party for the provision of school bus
16 transportation is awarded, the trustees shall:

17 (a) secure bids by publishing during a period of 21
18 days at least three calls for bids in a newspaper of the
19 county that will give notice to the largest number of people
20 of the district or in the official newspaper of the county;
21 the trustees shall let the contract to the lowest
22 responsible bidder, and the trustees shall have the right to
23 reject any and all bids; or

24 (b) negotiate a new contract with the current school
25 bus contractor, provided the negotiated contract costs do

1 not exceed by more than 8% 12% per year the basic costs of
2 the previous year's contract ~~and-provided-the-duration-of~~
3 ~~the-negotiated-contract-is-no-longer-than--the--duration--of~~
4 ~~the--previous--contract.~~ Such a negotiated contract can be
5 entered into only at a public meeting of the trustees at
6 which meeting the patrons of the district may appear and be
7 heard. Notice of the meeting must have been published in a
8 newspaper of wide circulation within the district at least 1
9 week prior to the meeting.

10 (2) The provisions of this section for awarding a
11 contract for school bus transportation shall be subject to
12 the provisions of 20-9-204.

13 (3) The trustees shall not expend any moneys of the
14 district for school bus transportation by a private party or
15 for individual transportation unless:

16 (a) a contract for such transportation services has
17 been completed; and

18 (b) such contracted services for school bus
19 transportation by a private party have been actually
20 furnished except that the failure to perform may be excused
21 by the trustees for reasons not under the control of the
22 contractor; or

23 (c) such contracted services for individual
24 transportation have been actually furnished as confirmed by
25 the actual attendance of school by the eligible transportees

1 and recorded on the school attendance records or, in the
2 case of a supervised correspondence course or supervised
3 home study, as confirmed by the trustees; except that the
4 contracted services furnished one way on any school day
5 shall be reimbursed at one-half the daily contract amount."

-End-

NAME: J. D. Holmstrom DATE: 2/11/81

ADDRESS: Hf 1c 173

PHONE: 442-3295

REPRESENTING WHOM? *Institute of the Arts Foundation*

APPEARING ON WHICH PROPOSAL: *Committed*

DO YOU: SUPPORT? ☒ AMEND? ☐ OPPOSE? ☐

COMMENTS: _____

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY

NAME:

DATE:

ADDRESS:

PHONE:

REPRESENTING WHOM?

APPEARING ON WHICH PROPOSAL:

DO YOU:

SUPPORT?

AMEND?

OPPOSE?

COMMENTS:

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY