

HOUSE EDUCATION COMMITTEE

January 17, 1983

The meeting was called to order by Chairman Fritz Daily in room 420 of the Capitol Building at 12:40 p.m., with all members present.

Chairman Daily opened the meeting to a hearing on House Bills: 93, 105, and 110.

HOUSE BILL 105

REPRESENTATIVE CAL WINSLOW, District 65, Billings, opened by stating this bill comes out of the Montana Tax Oversight Committee. We have been examining very closely the expenditures of the coal tax. It amounts to \$100,000,000. per year. \$50,000,000. has been put into the constitutional trust, and the other half is used for various programs. The bill you have before you pertains to the funds that are in the Educational Trust Fund. 10% of the money that goes into the educational trust has been taking the interest for a period of time, and 67.5% has been going to the foundation program. 22.5% has been used for the university system, and 10% of the interest has been put back into the trust as it has grown. This is an attempt to use all of the interest in that trust. With the importance of our Vo-tech programs in the state, and with this money being put back into the principal, we need to look at what programs really need this 10%. The committee has looked very closely at the Post-secondary Vo-tech. There is an amendment from the Office of Public Instruction which calls for a split in the 10% between the Vo-tech centers and Adult Basic Education. As the trust grows, the interest grows and creates a funding source that will help these programs for years to come.

PROPONENTS

SENATOR DAVID FULLER, District 15, Helena, stood in support of House Bill 105 because of experience in relation to adult education and job training. As a former teacher and Director of the Montana Job Training Program, I support this bill from a job training perspective. We find ourselves limited in our ability to provide remedial job training for job trainees. This is a positive way to get at these kinds of problems within the state.

GENE CHRISTIAANSEN, Office of Public Instruction, stated that we have, within the Post-secondary Vo-tech system, a need to address the high unemployment rates. We also have needs for the replacement and purchase of new equipment. I support the bill and the amendment with the split, because I support both Adult Basic Education and the Vo-tech program.

HOUSE EDUCATION COMMITTEE MINUTES
January 17, 1983, page 2

BILL CUNNEEN, adult education specialist, Office of Public Instruction, said I am in support of House Bill 105, particularly as amended. Should the amendment be approved, the necessity for going to the general fund for Adult Basic Education could be removed, and the money used from the interest on the Education Trust Fund would take the place of what is currently a general fund appropriation.

PAT LEE, Montana Adult Education Association, said each of the five Vo-tech centers has an Adult Learning Center very close by. There are 40 adult education sights which can offer basic skills training. The student is able to get the basic skills training necessary before moving to the Vo-tech school. Adult Basic Education and the Vo-tech Centers are partners in providing remedial and technical instruction. Montana Adult Education offers the following amendment, 90-6-211. (see exhibit 1)

JIM RENO, School District No. 2, JACK SCOTT, Director of Adult Education, Vo-tech in Great Falls, DIANE DOHRMANN, Dawson Community College, and LINDA HOINES, Montana Adult Education Association, Havre, all stood in support of House Bill 105 as amended for the above-stated reasons.

PAT O'LEARY, Adult Learning Center, Helena, said Adult Basic Education has not been adequately funded in our state. In the past 10 years, we have grown from a program of about 200 students to now over 1,000 per year. In the same amount of time, I have lost 4 adult education teachers.

DELORIS WHITE, Adult Learning Center, Helena, said the Adult Education Center means everything to me. In 1977, my husband became disabled and we could no longer exist in this economy. I went to the Adult Learning Center. After 12 weeks, my grade level has improved to 12.7. I am now in vocational training and things look bright.

DEBRA CRIDER, Adult Learning Center, Helena, said I went to Adult Basic Education for eight weeks and was able to get my GED. Now I am in the vocational education program. At the center, I am learning to type and file so I am better qualified for a job.

DOUGLAS FRANK, Adult Learning Center, Helena, said I entered the program two years ago because I was out of work. Through Adult Basic Education I got my high school diploma.

EDWARD KUJALA, Adult Learning Center, Helena, said I am a recovering alcoholic from a split home. I have now been sober for three years. With the Adult Basic Education Program, I feel good about myself and where I am going.

HOUSE EDUCATION COMMITTEE MINUTES
January 17, 1983, page 3

KATHRYN PENROD, Montana Advisory Council for Vocational Education, said this is one of the best investments that can be made with the state dollar. There are good benefits that develop when the people power is developed. Written testimony, (see exhibit 2)

There were no opponents to House Bill 105

Rep. Winslow closed by saying we are not taking away from any other programs. Vocational Education is a very worthy program. After the decision to fund Vocational Education was made, I went down to the Adult Basic Education site. I seen how closely the two work, and how they can work together. We are looking at a time of high unemployment. We may be facing the fact that some of the jobs that have previously been in the state may not be in the future. Adult Basic Education is a way to get people into jobs and fill the job market with the openings that are now available.

Questions from committee. Rep. Nilson asked Rep. Winslow, what is the termination date of this? There are some programs that have been started with coal tax dollars that are going to go on forever, was the response.

Rep. Yardley said on Section 3, which goes into effect in 1988, you deleted the 10%. Is the intent to put it back to it's original status? Rep. Winslow replied no, the intent is to re-evaluate.

Rep. Yardley asked Rep. Winslow what would be the status of the law when this goes into effect? The reply was 1988 is the time they would re-evaluate. At this time, if they found this is not a proper source, we would go to a 75/25 rather than a 90/10. Three quarters to the foundation program, and one quarter to the university system.

Rep. Eudaily said statewide, what is the basic requirement for Adult Basic Education, are there some programs that are conducted outside the Vo-tech centers. Rep. Winslow answered yes, there are approximately 50 adult basic education classroom sites in the State of Montana.

Mr. Cuneen explained that there are 5,000 people in the adult level vocational education programs statewide. In Helena alone, there 1,000 people enrolled. He also pointed out that there are approximately 170,000 adults aged 18 and older without a high school education.

Chairman Daily closed the hearing on House Bill 105 at 1:10 p.m.

HOUSE BILL 110

HOUSE EDUCATION COMMITTEE MINUTES
January 17, 1983, page 4

REPRESENTATIVE CAL WINSLOW, District 65, Billings, chief sponsor, opened by stating that considering the coal tax, there is an ear-marking which amounts to 2.5% of the trust fund which amounts to about 2.5 million dollars per year, which goes into an ear-mark trust fund. Of this, there is a breakdown of the interest of that fund. 66.75% goes for the purchasing and maintenance of the parks. 33.33...% goes to the arts and aesthetics programs for the State of Montana. These funds are allocated out and appropriated to qualified and good arts and aesthetics programs here in this state. This is one of the problems that faces us as legislators. Right now we are reviewing 83 projects. As this funding becomes more and more a known source of grants for these types of projects, our long-range building program in the years to come, may increase to 300-400 projects. The difficulty lies in deciding which projects are the best and most qualified to receive the funds that are available. This bill creates a committee made up of the Arts Council and Historical society, with an equal number from each, to review these projects and present to the long-range building committee a budget priority list. It still would not restrict the legislature from appropriating money for worthy projects.

PROPOSONENTS

BOB ARCHIBALD, director, Montana Historical Society, said we have worked closely with Representative Winslow's Coal Tax Over-sight Committee to come up with this proposal, and we support it.

REPRESENTATIVE GENE DONALDSON, District 29, Helena, said I have an amendment relative to the procedure used in allocating these funds. Previously, people came in from all over the state and had three minutes each to talk for their program. Those people who had expertise in testifying in front of a committee did rather well. I think that the Arts Council is better qualified to deal with these problems. (Donaldson amendment see exhibit 3)

DAVID NELSON, executive director, Montana Arts Council, spoke in favor of both the bill and the amendments. This bill advocates the development of a criteria and review process, which we think is a workable way to deal with 5,000,000.00 worth of grant money.

J.D. HOLMES, Montana Arts Advocacy, said we are extremely interested in everything to do with arts and cultural resources. We went through some very hectic times trying to allocate money without a good procedure. The procedure outlined in the amended bill is a good one.

OPPONENTS

JOHN SCULLY, representing self, said this is money that ought to be available for the public. There ought to be one avenue for the public to go to the legislative body. There will be bills along with this one to cap coal tax money. This committee has to decide whether to make money available for people or to see it eroded away. Eventually, this money will become part of budgets and used for general maintenance. This money does not belong in long-range building, it does not belong as an administrative tool for an agency's operation. It should be used for projects from the people and not from the departments and institutions. I think we should put it in the hands of the legislature and leave it there. Don't take away the only dollar the community has available for a project they feel needs to be taken care of.

Rep. Winslow closed by saying it is not the case that this money would become a funding source for institutions. It is moving to the appropriations subcommittee, the responsibility to hear the budgets for those areas. If they are listening to what the Historical Society's needs are, and what the Arts council's needs are, they are going to be much better equipped to understand the field. You and I are not better equipped to understand which ones are the best projects. The purpose is to come up with an advisory opinion as to which projects are the most appropriate. This is a better system than what we have now. The evaluation is done by people who are trained in the field.

Questions from committee. Rep. Keenan asked Rep. Winslow how much the committee would meet at \$25 per day with 16 members? He answered the committee will meet five times a year. They collect grant requests prior to a legislative session and meet for a one to two day session prior to the legislative session, to review these requests and get the advisory opinions. There is no need to meet on a continual basis.

Rep. Keenan asked Rep. Winslow if this money would be coming out of the actual appropriations that are designated for the projects. The response was yes, that is part of the pressure for them not to meet so often. Rep. Winslow also said that travel expenses are standard.

Rep. Sands asked what is the difference in administration, do requests have to be submitted to the Board of Trustees? Rep. Winslow answered that a request comes before the long-range building committee for review by people of their peers. Lists of the costs would be submitted to the appropriate committee.

HOUSE EDUCATION COMMITTEE MINUTES
January 17, 1983, page 6

Rep. Donaldson explained that before there was a list of all of these requests and the legislative body tried to give everybody a chance to make an equal presentation. The Historical Society and the Fish and Game Department were very hesitant to give any direction because they were trying to follow the letter of the law, which basically said they shouldn't give advice. We didn't even have an appraisal. I think it's ridiculous to buy property that hasn't been appraised.

Rep. Sands asked Rep. Donaldson if the long-range building is a committee. He replied yes, it is actually a part of the appropriations committee and it is appointed from the appropriations committee members.

Mr. Scully made the comment that long-range building played the official role last session as a matter of choice by the committee chairman of appropriations.

The hearing on House Bill 110 was closed at 1:50 p.m.

HOUSE BILL 93

REPRESENTATIVE GENE DONALDSON, District 29, Helena, opened by saying when you have 18 students or less, you are funded for one teacher only. The problem is with Kindergarten and Special Education students, the curriculum has to be updated. We propose that the requirement of 18 students be moved down to 14 or more students to be eligible for a two-teacher funding program. (a copy of the fiscal note for this proposal is attached, see exhibit 4)

PROPONENTS

RICHARD TRERISE, Montana Association of County Superintendents, said there is an increase of requirements on teachers in rural schools. It is extremely difficult to do an effective job in the circumstances this bill addresses. In order to provide quality education, lesson plans must be made. Mr. Trerise presented a copy of a letter from teachers in a small rural school located 20 miles north-west of Helena. (see exhibit 5)

HAL HAWLEY, Office of Public Instruction, said we are opening the door for discipline problems because the teacher is spending all of her time with the younger grade students.

TRUDI DOWNER, Molt Elementary School, said we are presenting a case study of what we have faced as an elementary school district. For the school year 1981-1982, we went over the limit of 10 students. After our teacher contracts had been

HOUSE EDUCATION COMMITTEE MINUTES
January 17, 1983, page 7

negotiated with what appeared to be four grade levels, we ended up with three more students. At this point, we went to an emergency ANB funding increase. By the time school started the next year, we had doubled our school population. We were unable to plan a suitable budget because things were changing so fast. Each student made a difference and the changes came after our budget process had begun. Our ability to do anything with the mill levy had already passed.

FRAN MASTERS, Molt Elementary School, said I am an elementary teacher and I have taught in Molt for the past three years. Ms. Masters then handed out a sample of lesson plans for one day's instruction. (see exhibit 6) I had 43 preparations per day. Divide this by six teaching hours per day, and I was left with 8 1/2 minutes per subject per day. I personally do not feel this gives children an adequate education. Three hours a day were spent on correction and remediation. In a one-teacher school, I had administrative and janitorial duties also. I professionally believe in quality education. In order to do this, you need teachers, students, and time. I feel that time is very essential with the student. Taken advantage of, the rural school provides an excellent opportunity for individual instruction. Because of present conditions, I declined accepting a tenure contract at Molt.

BOB JOHNSON, Deer Lodge County Superintendent, said the maintenance of buildings and utilities does not decline just because enrollment declines. If the state does not fund these schools, the taxpayers are forced to pay the costs to maintain quality education for the children. Rural schools in Montana need your support.

WAYNE BUCHANAN, Montana School Board Association, said rural schools are part of the Montana educational picture, and I am sure they will be for a long time to come. If we are going to have small schools, we ought to try to maximize education for those schools. We encourage favorable consideration of this bill.

DAVE SEXTON, Montana Education Association, said children from rural districts should be provided with a comparable education to those within a large school district.

RALPH KROON, Montana Rural Education, said Montana is a very rural state. This legislation would be very positive for the state.

MARSHA SILLIVAN, Molt School District, said the quality of education has changed. There is more of a need for reading materials, etc. The work load has definitely increased.

HOUSE EDUCATION COMMITTEE MINUTES
January 17, 1983, page 8

EARL WOHLFOR, Trinity, School District #4, said being allowed the option of receiving two-teacher funding would be one of the greater benefits to rural districts. I encourage your support.

Rep. Donaldson closed.

Questions from committee. Rep. Yardley asked how far the town of Molt is from another elementary public school. Ms. Downer answered at least 22 miles.

Rep. Peck asked Rep. Donaldson if there are only 19 schools this legislation would affect, and if the expenditure would be this great for 19 schools. The answer was this is the maximum amount that would be spent.

Rep. Sands said the the increases that are proposed in the fiscal note go into effect, there will be \$2,000. per year, per student in these rural schools. What average per cost per student exists in the larger schools? The reply was for Lewis and Clark County, as an entire county, it is approximately \$2,900. per student.

Rep. Peck explained that this pertains only to permissive and basic funding levels.

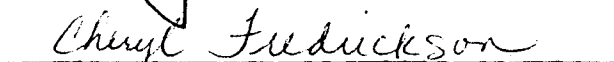
Rep. Yardley asked Rep. Donaldson if we raise the foundation schedules and fund them, isn't part of the procedure to go through and raise the basic amount going to the isolated schools. The response was yes, the whole schedule would be adjusted and that is why we need both years of the biennium.

Chairman Daily closed the hearing on House Bill 93 at 2:35 p.m.

Chairman Daily adjourned the meeting at 2:35 p.m.



Fritz Daily, Chairman



Cheryl Fredrickson, secretary

ADDITIONAL INFORMATION ATTACHED

VISITORS' REGISTER

HOUSE

COMMITTEE

BILL

HB 105 as amended

Date

1-17-83

SPONSOR

NAME	RESIDENCE	REPRESENTING	SUP- PORT	OP- POSE
W. Lunnell	220 Graham	Office of Pub. Inv.	X	
Pat Lee	820 Circle Dr. Billings	Mt. Adult Ed. Assoc.	X	
Kathryn Benson	Helena	Mt. Ad. Council Occ. Ed.	X	
John Brown	Mt. 54057	Mt. Elementary Sch. 12-13	X	
Aylene Johnson	600 Oak St. P.	Newson Comm. College	X	
Deloris White	Journal, Mt.	Adult Ed. Center	X	
Debra Cader	325 Bommer Rd. Helena	Adult Learning Center	X	
Patricia O'Leary	2009 E. 6th Helena	Adult Learning Center	X	
Dave Nelson	2232 E Summit	MT. Ad. Council	110	
Kenneth Small	2913 Village Rd.	adult learning center	X	
Edward Leijala	1000 poplar	adult learning center	X	
Jim Reno	1141 Tode Ct Billings	Sch. Dist No. 2	X	
Linda James	930 7th St - Havre	Mt. Adult Ed. Assn	X	
Jack Smith	3116 1st Ave. N. GF	Sch. Dist #1	X	
Douglas Paul	106 N. Sanborn Bozeman	Adult Learning Center	X	
Barb De Martin	Toston, Mt	School Dist 15 Broadwater Co.	X	
Renee Barber	" "		X	
David Sexton	Helena	MEA	✓	
Ann Christensen	Helena	OPI	X	
Jerry Minow	Helena	MFT		
Pat Kibler	Helena	MFT		

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Education

COMMITTEE

110

Jan. 17, 1983

Winslow

Dave Nelson	Missoula	MT. Arts Council	X	
J.D. Holmes	Helena	MT. Arts Advocacy	X	
John Sully	Borwin	Self		X
Paul Christopher	Helena	OPI	X	
Louise Fox	Helena	MT. School Creative Arts	X	

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

HOUSE _____

COMMITTEE _____

BILL HB 93Date Jan 17SPONSOR Donaldson

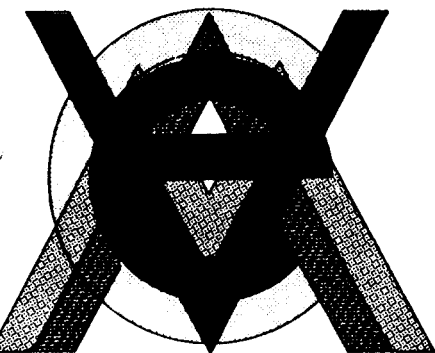
NAME	RESIDENCE	REPRESENTING	SUP- PORT	OP- POSE
Judd Downer	Molt, MT. 59057	Molt School Dist 12-12	X	
Iran Masters	2148 Lake Elmo. Blys. MT.	Molt School Dist 12-12	X	
Marsha Sullivan	Box 69 Molt, MT 59057	Molt School Dist 12-12	X	
Earl Wahlpa	Box 476 Canyon Ch. 5968	Piney Dist. #4 22 Ch 6	X	
Robert K. Skinn	504 Hoffman B. 15-01	Mont. Rural Education	X	
Robert Johnston	626 Mill St. Deer Lodge	Powell Co. Supt. School	X	
Nanne Rankin	Bozeman	MT. Farm Bureau	X	
Hal Hawley	1540 Easy Rd, Helena	Office of Public Instruct.	X	
Richard Trevis	316 N Park Helena	MT Assoc of Co Supt	X B	
Louise Forz	316 N. Park Helena	Lewis and Clark Co Supt Office	X	
Alice Stanley	Helena	Montana University System		
David Sexhu	Helena	MFA	✓	
Lang Kinan	Helena	MFT	XXXXXX	
Pat Fairbank	Helena	MFT		
Wayne Buchan	Helena	MSBH	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Section 2. Section 90-6-211, MCA, is amended to read:

(b) "90-6-211. Of the income from such investments each year 5% shall be annually paid into the earmarked revenue fund for use by the Superintendent of Public Instruction for purposes of conducting state-wide Adult Basic Education classes. This may include but not be limited to the Adult Basic Education instructional needs of vocational technical students. 20-7-701 (b)



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Exhibit 2

Kathryn M. Penrod
Executive Director

January 17, 1983

TO: Fritz Daily, Chairman & Committee Members
Education and Cultural Resources Committee

FROM: Kathryn Penrod, Executive Director
Montana Advisory Council for Vocational Education

RE: House Bill 105

The key issue, as I see it, regarding H.B. 105 is establishing a specific type of investment the state will be making during the next five years. I know that those of you sitting here as state legislators carefully investigate the advantages and disadvantages of potential statutory investments i.e., the earmarking of funds. The discussion regarding H.B. 105 must focus on the need for and the value of this proposed investment.

Let me suggest that investing in Montana's Postsecondary Vocational-Technical Centers is one of the best investments the Legislature can make. There will be a larger return on the invested dollar in that the money is being invested in people preparing to be employed. If you choose to support this bill, you will be supporting training/education programs such as:

- Licensed Practical Nursing
- Consumer Electronics
- Business Data Processing
- Respiratory Therapy Technology
- Aviation Mechanics
- Accounting and Bookkeeping

During their schooling, students learn and practice skills and abilities they can and will use on the job. Recognize that every day of your lives you rely on people who use skills that are taught at Montana's Vocational-Technical Centers. You expect these people to be competent and skillful. These are people who manage and process data and information for you and repair or maintain your personal property. Vocational-Technical Centers provide quality training and education for these people. Graduates of Vo-Tecs become employed members of Montana's workforce. Last year the average Billings graduate earned over \$11,000 the first year after school and consequently paid appropriate state income tax.

Nationally, postsecondary vocational education is growing and states are recognizing the value of this kind of investment evidenced by increased state support. Graduates rate their experience very highly and encourage others to seek vocational training if they need retraining because of a forced career change. Our changing technological world demands vocational-technical training if people are to be competent workers and remain employed. Vocational education needs equipment and materials for student practice and skill developments. Additional and expanding opportunities for instructors to participate in inservice education is also vital.

Presently the Vocational-Technical Centers are in desperate need of financial support. The Vo-Tecs must rely on state general funds, federal dollars, local mills and tuition for financial support. In addition, federal CETA funds have been eliminated past FY83 and because in some cases vocational education has been cooperating with CETA activities this money is no longer available. Local taxpayers and students have been picking up a greater portion of the money each year and are feeling a real burden. The Vo-Tecs are providing an important service to Montana and deserve financial security including this proposed additional support.

The coal tax money should be invested wisely so that there will be a good return on the investment. May I suggest that vocational education at the post-secondary level is a good investment since the profits are manifest in people

power and employment. The Montana Advisory Council for Vocational Education strongly urges your support of H.B. 105 and sincerely believes it is an excellent investment.

1 cultural or aesthetic project is awarded.
2 (2) Costs incurred by the ~~Montana Historical Society~~
3 ~~and the Montana arts council~~ for accounting, correspondence,
4 project visits, and solicitation of proposals related to
5 cultural and aesthetic project grants and the costs of the
6 advisory committee established in [section 2] shall be paid
7 from appropriations from the income of the trust fund.
8 (3) Grant proposals ~~shall be heard by the~~
9 ~~same appropriations subcommittee that~~
10 ~~hears the general budget requests of the~~
11 ~~Montana Arts Council and the Montana~~
12 ~~Historical Society.~~
13 ~~(4) Montana arts council when they are predominantly~~
14 ~~related to artistic endeavors~~
15 ~~(4) Grants proposals approved by the~~
16 ~~legislature shall be administered by the~~
17 ~~Montana Arts Council.~~
18 NEW SECTION Section 5. Rulemaking authority. The
19 Montana historical society and the Montana arts council
20 shall adopt rules that specify the criteria the advisory
21 committee shall use when evaluating and making
22 recommendations on cultural and aesthetic grant proposals
23 submitted to the legislature.
24 NEW SECTION Section 6. Initial appointments. The
25 initial appointments made under the provisions of [section
2] shall be staggered in the following manner:

1 appointing authority.
2 (6) The committee shall elect a chairman and
3 vice-chairman.
4 (7) Members of the committee are entitled to
5 compensation of \$25 a day and travel expenses, as provided
6 for in 2-18-501 through 2-18-503, for each day in attendance
7 at a committee meeting.
8 NEW SECTION Section 3. Advisory committee -- powers
9 and duties. (1) The cultural and aesthetic projects
10 advisory committee shall review all proposals for cultural
11 and aesthetic project grants before they are submitted to
12 the legislature.
13 (2) Consistent with the rules adopted in accordance
14 with [section 5], the committee shall make recommendations
15 to the legislature on each proposal submitted to the
16 committee.
17 (3) The committee's recommendations to the legislature
18 are advisory only.
19 (4) The committee shall present its recommendations to
20 the appropriations committee of the legislature by the 15th
21 day of any regular legislative session.
22 NEW SECTION Section 4. Cultural and aesthetic
23 project appropriations -- administration. (1) The
24 legislature must appropriate funds from the income of the
25 trust fund created in 15-35-108(2)(h) before any grant for a

STATE OF MONTANA

FISCAL NOTE

Exhibit 4
REQUEST NO. 065-83

Form BD-15

In compliance with a written request received January 10, , 19 83 , there is hereby submitted a Fiscal Note for House Bill 105 pursuant to Title 5, Chapter 4, Part 2 of the Montana Code Annotated (MCA).

Background information used in developing this Fiscal Note is available from the Office of Budget and Program Planning, to members of the Legislature upon request.

DESCRIPTION OF PROPOSED LEGISLATION:

House Bill 105 allocates the postsecondary vocational/technical centers that portion of interest earnings now being reinvested in the local impact and education trust fund; provides for termination of this provision after approximately 5 years; provides for the disposition of interest earnings after 1988; and provides effective and termination dates.

ASSUMPTIONS:

- 1) Current law - 10% of interest earnings added to principal of local impact and education trust fund account.
- 2) Proposed law - 10% of interest earnings allocated to earmarked revenue fund for postsecondary vocational-technical centers.
- 3) Effective July 1, 1983.
- 4) Section 3 effective October 1, 1988.
- 5) Interest earnings from local impact and education trust fund - FY 84 - \$7,622,000; and FY 85 - \$8,907,000 (OBPP estimates).

FISCAL IMPACT:

Reallocation of 10% of interest earnings from local impact and education trust fund to earmarked revenue fund for postsecondary vocational-technical centers equals \$762,000 in FY 84 and \$890,700 in FY 85.

LONG-RANGE EFFECTS OF PROPOSED LEGISLATION:

Approximately \$1 million per year would be allocated to vo-tech centers through FY 88. Due to the \$1 million per year going to the vo-tech centers, there will not be any interest earnings being reinvested into the local impact and education trust fund.

FISCAL NOTE3:P/1

David M. Lewis

BUDGET DIRECTOR

Office of Budget and Program Planning

Date: 1-12-83

TRINITY SCHOOL DISTRICT #4

P. O. Box 523

Canyon Creek, Montana 59633

Exhibit 5

Honorable Fritz Daily
Chrm.: House Education Committee
House Chamber
State Capitol
Helena, Mt. 59620

Dear Mr. Chairman,

We strongly urge you to support House Bill 93. We are teachers in a small rural school located twenty miles North-West of Helena. We are greatly affected by the results of this legislation as our present enrollment is down to 13 students.

For the first time in the history of the school we have two teachers, and are providing kindergarten. In addition to kindergarten we have five grade levels this year.

In order to provide quality education, lesson plans must be made. In calculating very quickly we figure, that in order to meet state requirements, we must teach eleven subjects. This means plans for one grade level total 41-per week... for six grade levels this equals 246 plans-per week.

Financially, we are operating on a "shoestring" budget. One instructor cannot adequately provide quality education for kindergarten and six grade levels.

Please give this bill your most serious consideration.

We have enclosed copies of this letter sufficient for distribution to each member of your committee.

Thank you for your consideration in this matter.

Sincerely,

Mrs. Lynette Fuller
Victoria Moore

To: House Education Committee
Montana State Legislature
Helena, Mt. 59601

From: Molt Elementary School District 12-12
Trudi B. Downer, Representative
Molt, Montana 59057

Concerning: HB 93 amending Section 20-9-316, 20-9318 MCA.

From the school year 1977-1978 through the school year 1980-1981, Molt Elementary School District 12-12 enjoyed the financial security inherent to the classification as a non-isolated school with an ANB of 1-9. Fluctuations in student enrollment had no bearing on Foundation Funds and an adequate mill levy could be set allowing us to set forth a budget which guaranteed a quality education for our children.

However, for the school year 1981-1982, budgeting became guess work at best. After our mill levy had been set, teacher contract signed and budget finalized, our enrollment doubled. From that point to the present, we have learned that financial planning and educational standards for schools with an ANB of 10-17 have little basis in sound educational practice. We have found that election regulations, finance deadlines and lack of a defined standard have made our budget process little more than a numbers game in which we were missing some of the pieces. We have been unable to plan a suitable budget and lack the funds to fully update the added supplies, materials, library resources and school properties necessitated by such an enrollment increase.

We have enclosed graphics and substantiating materials which fully illustrate that the current system has little to do with educational needs or the crucial responsibility of giving our children the best education possible.

HB 93 is an essential first step in setting up a system of finance based on sound education standards. I urge your favorable recommendation of HB 93.

To: House Education Committee
Montana State Legislature
Helena, MT

From: Molt Elementary School District 12-12
Marsha Sillivan, Teacher's Aide, 1981-1982
Box 69, Molt, MT 59057

Concerning: H.B. 93 Amending section 20-9-316, 20-9-318, MCA

Date: January 17, 1983

HB 93 is excellent. It will aid our rural schools in proper funding and accreditation standards.

I, Marsha Sillivan, was a teacher's aide for Molt Elementary School during the school year 1981-1982. During this time the teacher and I worked hard to give the students quality education.

As an aide my classroom instruction was very restricted. I would assist the students after initial discussion with the teacher, correct papers, prepare bulletin boards and learning centers, average grades at the end of each quarter, and supervise inside and outside of the classroom.

The restrictions as an aide limited me to paperwork and assisting the student when requesting additional help, so to free the teacher to conduct other discussion groups because of limited time. The teacher still had to prepare lesson plans, present new concepts and over-see the areas an aide worked.

HB 93 is a beginning for sound small rural school funding. Some of the classroom hardships in delivering quality education would be eliminated. The 14-18 pupils, two teacher funding gives the school a chance to continue their quality education.

To: House Education Committee
Montana State Legislature
Helena, MT.

From: Molt Elementary School District 12-12
Fran Masters, Teacher , 1979-1982
2148 Lake Elmo Drive, Billings, MT. 59105

Concerning: H.B. 93 Amending section 20-9-316, 20-9-318, MCA.

Date: January 17, 1983

I would like to take this opportunity to address the problem of school finance currently facing the rural schools in Montana.

I, Fran Masters, am an elementary teacher and have been directly affected by the lack of adequate standards for one and two teacher schools.

For the first two years I was employed by the Molt school district, I experienced the ultimate teaching experience. I had three lower primary grade levels, the opportunity for individualized instruction, and the time and means for enrichment. I was able to give the children the best possible education.

The last year I taught at Molt, I taught seventeen children from kindergarten through fifth grades; two thirds of which were in the lower primary grades (K-3).

I believe that each individual should have a quality education, and it is the teacher's responsibility to carry out the educational process within the classroom. However, such a pupil load creates a hardship on the teacher to give each child an education of true quality. The kindergarten, first, second, and third grade children require an added amount of attention which takes away valuable time from the older children who also need instruction and guidance.

A second teacher was much needed last year, however further funding was not available unless the Board of Trustees declared an emergency budget. Because funds were limited, a full time aid was hired. This was a welcomed and needed relief. However, because the law prohibits aids from administering instructions dealing with new concepts, very little of the curriculum could be turned over to the aid.

For your information and convenience, I have enclosed a daily schedule (from last year) of the classes for all six grades. This schedule identifies 43 daily preparations for the teacher. If you divide this by six teaching hours, it leaves you with $8\frac{1}{2}$ minutes in which to teach each subject each day. As an educator, I feel that $8\frac{1}{2}$ minutes of instruction is not insuring a quality education for the children.

Because of this overwhelming teaching load and constant pressure, I chose to decline a tenure contract and risk the chance of ^{not} being hired by another district rather than taking the chance of being in this situation again. Quality education requires time for pupil/teacher interaction. This type of situation did not provide adequate time which contradicted my philosophy of education.

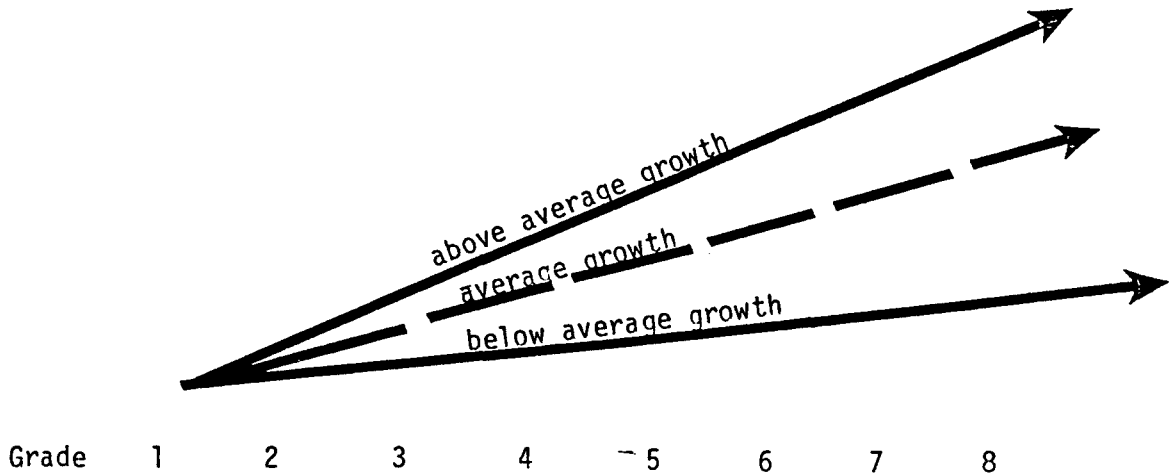
As you well realize, the children that we are currently educating are Montana's most valuable resource. HB 93 provides a needed first step in setting a much needed educational standard for rural schools. I urge your affirmative recommendation.

Grade <u>Kindergarten</u> Subject _____	Grade <u>First</u> Subject _____	Grade <u>Second</u> Subject _____
Assignment: 9:00-9:10 - Flag, song, intro 9:10-9:35 - Free Time Art 9:35-9:55 - Formal Instruction.	9:00-9:10 - Flag, Song, Intro. 9:10-9:35 Phonics/Language 9:35-9:55 - Spelling.	9:00-9:10 - Flag, Song, Intro 9:10-9:35 - Phonics/Lang 9:35-9:55 - Spelling.
Assignment: 9:55-10:15 - Formal Instruction 10:15-10:30 - Recess 10:30-10:50 - Story & Activity.	9:55-10:15 - Writing 10:15-10:30 - Recess 10:30-10:50 - Centers	9:55-10:15 - Writing 10:15-10:30 - Recess 10:30-10:50 - Centers
Assignment: 10:50-11:30 - Formal Instruction. 11:30-12:00 - PE/Music 12:00 - Dismiss	10:50-11:30 - Reading 11:30-12:00 - PE/Music 12:00-12:45 - Lunch and Recess	10:50-11:30 - Reading 11:30-12:00 - PE/Music 12:00-12:45 - Lunch and Recess
Assignment:	12:45-1:00 - Story 1:00-1:45 - Reading 1:45-2:15 - Math	12:45-1:00 - Story 1:00-1:45 - Reading 1:45-2:15 - Math
Assignment:	2:15-2:30 - Recess 2:30-3:00 - Social Studies 3:00-3:15 - Jobs.	2:15-2:30 - Recess 2:30-3:00 - Social Studies 3:00-3:15 - Jobs.

Grade <u>Third</u> Subject _____	Grade <u>Fourth</u> Subject _____	Grade <u>Fifth</u> Subject _____
Assignment: 9:00-9:10- Flag, Song, Intro 9:10-10:15- Reading 10:15-10:30- Recess	9:00-9:10- Flag, song, intro. 9:10-10:15- Reading 10:15-10:30- Recess	9:00-9:10- Flag, song, intro 9:10-10:15- Reading 10:15-10:30- Recess
Assignment: 10:30-11:30- Language 11:30-12:00- PE/Music 12:00-12:45- Lunch and Recess	10:30-11:30- Language 11:30-12:00- PE/Music 12:00-12:45- Lunch and Recess	10:30-11:30- Language 11:30-12:00- PE/Music 12:00-12:45- Lunch and Recess
Assignment: 12:45-1:00- Story 1:00-1:25- Spelling or Phonics 1:25-1:45- Writing	12:45-1:00- Story 1:00-1:25- Spelling or Phonics 1:25-1:45- Writing	12:45-1:00- Story 1:00-1:25- Spelling or Phonics 1:25-1:45- Writing
Assignment: 1:45-2:15- Math 2:15-2:30- Recess	1:45-2:15- Math 2:15-2:30- Recess	1:45-2:15- Math 2:15-2:30- Recess
Assignment: 2:30-3:00- Social Studies 3:00-3:15- Jobs	2:30-3:00- Social Studies 3:00-3:15- Jobs	1:45-2:15- Social Studies 3:00-3:15- Jobs

III. FUNCTIONAL STUDENT ABILITY

Students are never more alike than they are the first day of school. Good teachers do make a difference, but good teaching takes time. As the difference between functional ability increases, the teacher is challenged to deal with a wider range of functional abilities.

[illegible]

COMMENTS ON HOUSE BILL 93

by Hal Hawley
Curriculum Specialist
Office of Public Instruction
January 17, 1983

I. MINIMUM ACCREDITATION STANDARD #403, BASIC INSTRUCTIONAL PROGRAM

- A. An elementary school shall have a minimum educational program that includes the subject areas listed below:
 - 1. Language arts, including reading, literature, writing, speaking, listening, spelling, penmanship and English.
 - 2. Arithmetic, written computation and problem solving.
 - 3. Science, ecology and conservation.
 - 4. Social sciences, including geography, history of the United States, history of Montana, agriculture and economics. Contemporary and historical traditions and values of American Indian culture may also be included.
 - 5. Fine arts, including music and art.
 - 6. Physical education.
 - 7. Health education.
- B. Approximately fifty percent of the emphasis in the primary grades is in reading and math. Reading and mathematics still make up a fourth of the instructional day in the seventh and eighth grades. Preparation, teaching and checking student's work in these two subjects alone takes TIME.

II. TEACHING/LEARNING TIME

- A. In the primary grades (K-3), the teacher needs to spend a much greater portion of time working with each individual student.
- B. When upper grade students are present they can help younger students. This process actually helps the upper grade students. However, too much time spent helping reduces the upper grade student's ability to be challenged to reach their potential. Too much dependance on peer tutoring robs the younger student of direct teaching by a certified teacher. Reduced teacher time for upper grade students increases the potential for discipline problems.

WITNESS STATEMENT

NAME Jeanne Rankin BILL No. HB-93
ADDRESS Bozeman DATE Jan 17-83
WHOM DO YOU REPRESENT MT. Farm Bureau
SUPPORT XX OPPOSE _____ AMEND _____

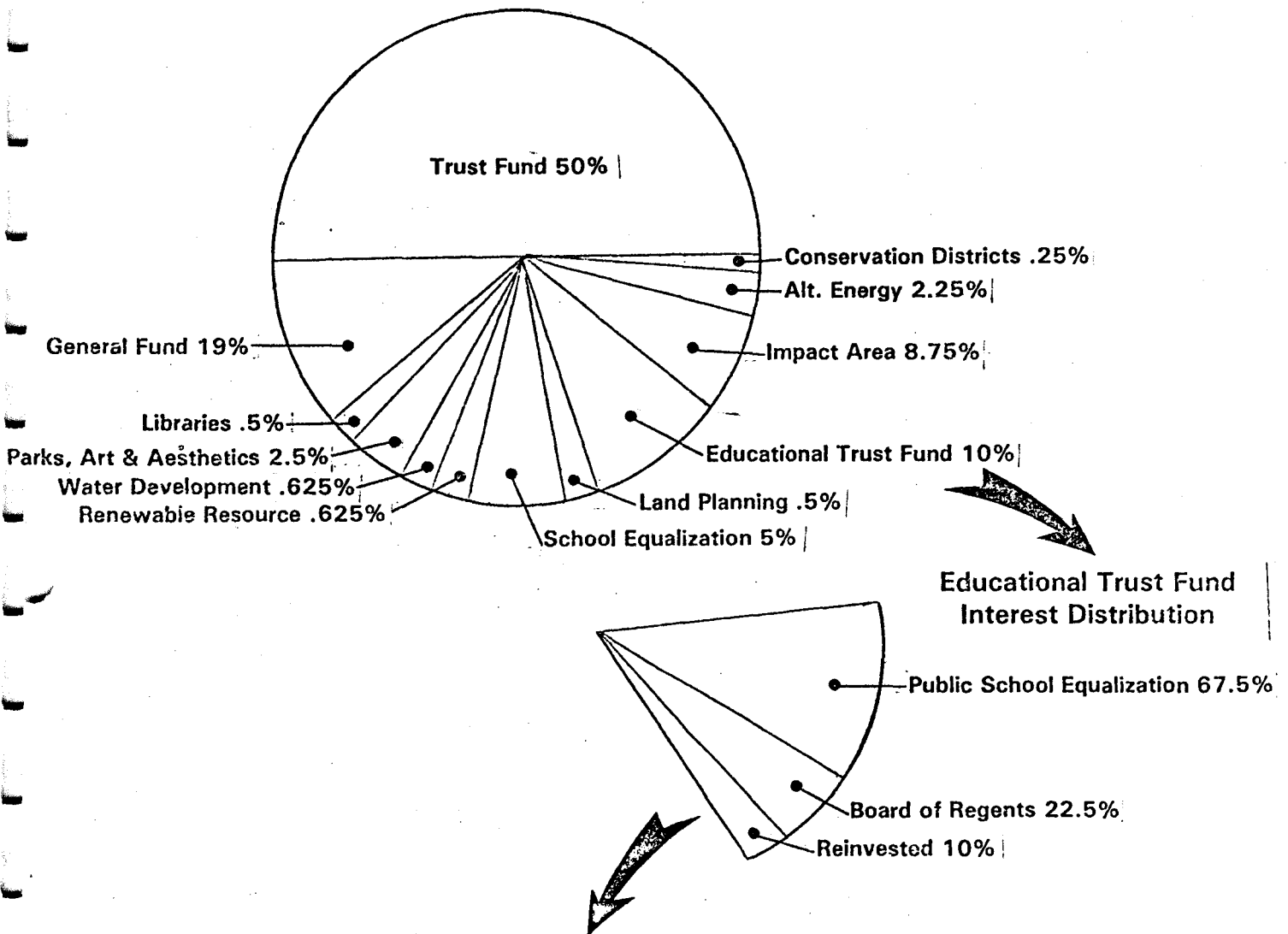
PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

The MT Farm Bureau would like to go on
record supporting HB#93. Our members believe in the
continuing support of education in rural areas. ~~these~~
~~areas of~~ ~~the~~

Montana Coal Tax Distribution

Source: 15-38-108, MCA



Proposal: Use the current 10% reinvestment to support adult basic education and the postsecondary vocational-technical centers on a 50/50 split.

Anticipated Revenues:

	1983	1984	1985	1986	1987	1988
Adult Basic Ed	217,500	340,000	417,500	502,500	597,000	699,000
Voc-Tech Centers	217,500	340,000	417,500	502,500	597,000	699,000

VOCATIONAL-TECHNICAL CENTER FUNDING
1985 Biennium

APPROPRIATED FUNDS FY 1983

Source:		% of Budget
General Funds	5,094,091	63.1
Federal Funds	1,000,046	12.39
Co. Millage	804,682	9.98
Tuition	1,174,078	14.54
TOTAL	8,072,897	100.0
<hr/>		
1983 Biennium Total Appropriation—\$15,192,601		

OFFICE OF PUBLIC INSTRUCTION
REVENUE PROJECTIONS

Source:	Fiscal 1984	Fiscal 1985	Biennium Total	% of Budget
General Funds	5,565,482	5,899,411	11,464,893	60.59
Federal Funds	1,128,532	1,128,532	2,257,064	11.92
Co. Millage	855,706	863,581	1,719,287	9.09
Tuition	1,430,300	1,494,462	2,924,762	15.46
<hr/>				
Subtotals	8,980,020	9,385,986	18,365,996	
Col Tax Interest	217,520	340,000	557,500	2.95
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TOTALS	9,197,520	9,725,986	18,923,496	100.0

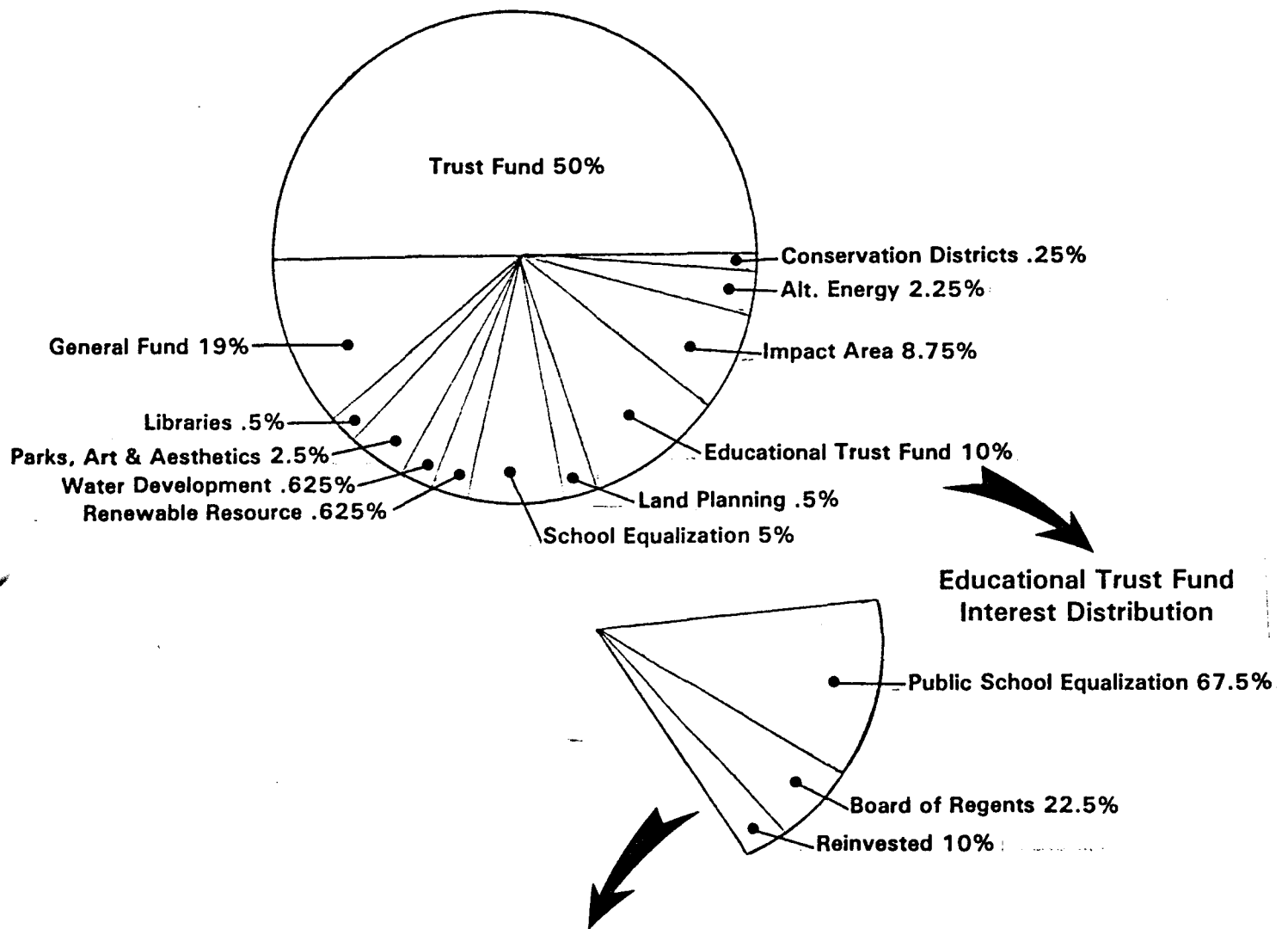
General Fund Recommended by Governor—\$10,190,728

General Fund Requested by OPI—\$11,464,893

OPI Amount Above Governor's Recommendation = \$1,274,165

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House Committee on Education
Room 420
Fritz Daily, House Chambers

As a rural grade schoolteacher, I am writing in favor of H.B. 93.

Our first consideration in the district is quality education. One sure way to insure this is a low student to teacher ratio. This has always been true, but in a multi-level, rural school it is imperative.

In all classrooms of single grade there are many levels of skill among the students. Multiply this many, many times in a rural K-8 school.

To enable the children to have true quality education, the teacher must be able to instruct in the K-4 grade levels basic skills of even how to begin to learn. However, in 5-8 grade levels, a high degree of knowledge and skill is needed to teach the many content subjects. Neither area of teaching is oppressing, but few people outside of education realize these are very different skills, each very time-consuming in varying ways.

There are a majority of districts like mine - a very poor district, low in funds - that have opted for years to cut everything to keep the low ratio of student to teacher going. This is because they feel the teachers make the learning difference - not the equipment.

Thank you for your consideration,

Mrs. Glen L. Drake
Elliston School, K-4
Powell County, Montana

Geyser, Montana 59447
January 19, 1983

Fritz Daily, Chairman
House Education Committee
State Capitol
Helena, Montana 59620

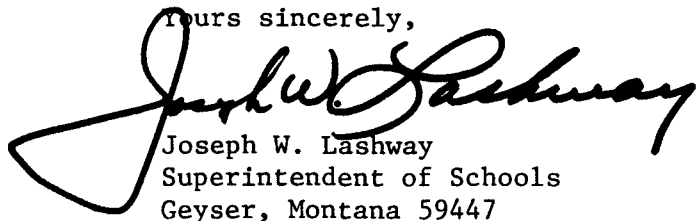
Dear Sir:

This letter is to convey to you and to your committee some of my thoughts concerning HB#93 and the funding of small elementary schools. I am in favor of lowering the number of ANB to 14 from 18 in figuring the foundation program schedule for a two teacher school. My thoughts are as follows:

1. It is highly desirable to have two teachers even though only 14 students are involved. This number means that in a small rural school there will be at least two different learning levels, a primary level and a more advanced level. There could be as many as eight grades. To expect one teacher to do well with more than one level is not realistic.
2. Teachers have always had a preference for a particular level and have placed greater emphasis on that level in preparing to teach. A teacher preparing to teach primary children is likely to be more specialized in reading. A teacher preparing to work with older children may specialize in other subjects such as mathematics. Each may have an elementary teaching certificate. Students get cut short when certain teacher preparation is lacking. Modern curriculum, materials, parents and students have dictated that teachers develop a greater degree of specialization.
3. It is certainly highly desirable that primary children get the best possible instruction from a well trained primary teacher in their beginning years. Anything less generates problems for later years.

Having attended a one teacher elementary school I have some experience in this area. This past year I had the responsibility of setting up an elementary school with 18 students (7 grades). I know well the educational advantages of having two teachers, one prepared in the primary area and one prepared to teach older children.

Yours sincerely,



Joseph W. Lashway
Superintendent of Schools
Geyser, Montana 59447

JWL:kp

STANDING COMMITTEE REPORT

January 19,

93

19.....

MR. SPEAKER:.....

We, your committee on EDUCATION AND CULTURAL RESOURCES.....

having had under consideration HOUSE Bill No. 93.....

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(color)

A BILL FOR AN ACT ENTITLED: "AN ACT TO ALLOW AN ELEMENTARY SCHOOL THAT ANTICIPATES AN AND OF AT LEAST 14 BUT LESS THAN 13 PUPILS TO APPLY FOR TWO-TEACHER FUNDING AND TO RECEIVE AN APPROPRIATE MAXIMUM GENERAL FUND BUDGET AMOUNT; AMENDING SECTIONS 20-9-316 AND 20-9-318, MCA."

Respectfully report as follows: That..... HOUSE Bill No. 93
be amended as follows:

1. Title, line 3.

Following: "MCA"

Insert: "; AND PROVIDING AN EFFECTIVE DATE"

2. Page 6.

Following: line 5

Insert: "Section 5. Effective date. This act is effective on July 1, 1983."

AND AS AMENDED

DOXMASX DO NOT PASS

STANDING COMMITTEE REPORT

February 16, 1983

SPEAKER:

MR.

EDUCATION AND CULTURAL RESOURCES

We, your committee on

having had under consideration HOUSE Bill No. 93

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"AN ACT TO ALLOW AN ELEMENTARY SCHOOL THAT ANTICIPATES AN ABE
OF AT LEAST 14 BUT LESS THAN 18 PUPILS TO APPLY FOR TWO-TEACHER
FUNDING AND TO RECEIVE AN APPROPRIATE MAXIMUM GENERAL FUND BUDGET
AMOUNT; AMENDING SECTIONS 20-9-316 AND 20-9-318, MCA."

Respectfully report as follows: That HOUSE Bill No. 93

be amended as follows:

1. Title, line 6.
Following: "FOR"
Strike: "TWO-TEACHER"
Insert: "INSTRUCTIONAL AIDE"
2. Title, line 8.
Following: "MCA"
Insert: "; AND PROVIDING AN EFFECTIVE DATE"
3. Page 1, line 12 through line 13.
Following: "for"
Strike: "two-teacher"
Following: "schools"
Strike: remainder of line 12 through "options" on line 13.
Insert: "of fourteen through seventeen pupils -- instructional
aide funding"

XXXXXX
DO PASS

February 16, 1983

4. Page 1, line 16.

Following: "of"

Strike: "20-9-316(4)"

Insert: "20-9-316(3)"

5. Page 1, line 17.

Following: line 16

Strike: "20-9-318(4)"

Insert: "20-9-318(3)"

6. Page 1, line 21.

Following: line 20

Strike: "two-teacher"

Insert: "instructional aide"

7. Page 2, line 18.

Following: "for"

Strike: "two-teacher"

Insert: "instructional aide"

8. Page 2, lines 19 through 23.

Following: "subsection (1)"

Strike: line 19 through "ANS" on line 23

Insert: "the district must hire an instructional aide"

9. Page 2.

Following: line 23

Insert: "(3) For the purposes of this section, the term
"instructional aide" means a paraprofessional who is under the
direct supervision of a teacher or a certified teacher."

10. Page 3.

Following: line 6

Insert: "(3) For schools with an ANS of at least 14 pupils but
less than 18 pupils that qualify for instructional aide funding
under [section 1], the maximum shall be \$26,533 plus \$651 per
pupil on the basis of the average number belonging over 14."

Renumber: subsequent subsections.

11. Page 3, line 12 through line 14.

Following: "teachers"

Strike: line 12 through "]" on line 14

12. Page 3, line 15.

Following: line 14

Strike: "\$32,596"

Insert: "\$34,227"

February 16, 1983

13. Page 3, line 16.

Following: "19"

Strike: "14"

Insert: "18"

14. Page 4.

Following: line 21

Insert: "(3) For schools with an AHS of at least 14 pupils but less than 18 pupils that qualify for instructional aide funding under [section 1], the maximum shall be \$29,350 plus \$748.70 per pupil on the basis of the average number belonging over 14."

Renumber: subsequent subsections

15. Page 5, line 2 through line 4.

Following: "teachers"

Strike: line 2 through "I" on line 4

16. Page 5, line 5.

Following: line 1

Strike: "\$37,485"

Insert: "\$39,361"

17. Page 5, line 6.

Following: "18"

Strike: "14"

Insert: "18"

18. Page 6, line 6.

Following: line 5

Insert: "NEW SECTION. Section 5. Effective date. This act is effective July 1, 1983."

AND AS AMENDED

DO PASS

STANDING COMMITTEE REPORT

January 19, 1983

SPEAKER:

MR.

EDUCATION AND CULTURAL RESOURCES

We, your committee on

HOUSE

105

having had under consideration Bill No.

first

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A BILL FOR AN ACT ENTITLED: "AN ACT TO ALLOCATE TO THE POST-SECONDARY VOCATIONAL-TECHNICAL CENTERS THAT PORTION OF INTEREST EARNINGS NOW BEING REINVESTED IN THE LOCAL IMPACT AND EDUCATION TRUST FUND; PROVIDING FOR TERMINATION OF THIS PROVISION AFTER APPROXIMATELY 1 YEARS; PROVIDING FOR

ENDING

EFFECTIVE AND TERMINATION DATES."

Respectfully report as follows: That HOUSE Bill No. 105
be amended as follows:

1. Title, line 6.
Following: "CENTERS"
Insert: "AND ADULT BASIC EDUCATION PROGRAMS"
2. Title, line 8.
Following: " ; "
Strike: line 8 through " ; " on line 10
3. Title, line 11.
Following: "PROVIDING"
Strike: line 11 through "DATES." on line 12
Insert: "AN EFFECTIVE DATE"
4. Page 1, line 16.
Following: "center"
Insert: "and adult basic education programs"

XXXXXX
DO PASS

HOUSE BILL 105

January 19, 1983

5. Page 1, line 18.

Following: "center"

Insert: "and adult basic education"

6. Page 2, line 8.

Following: "centers"

Insert: "and adult basic education programs"

7. Page 2, line 9.

Following: "."

Insert: "Within the account under [Section 1], the revenue is shared equally between the postsecondary vocational-technical centers and the adult basic education programs."

8. Page 2, lines 21 through line 19 on page 3.

Strike: Sections 3 and 4 in their entirety

Insert: "Section 3." Effective date. This act is effective on July 1, 1983."

AND AS AMENDED
DO PASS

STANDING COMMITTEE REPORT

1 of 2

January 26,

83

19

MR. SPEAKER:

We, your committee on EDUCATION AND CULTURAL RESOURCES

having had under consideration HOUSE Bill No. 110

first

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reading only, 1
folio

A BILL FOR AN ACT ENTITLED: "AN ACT TO REVISE THE CULTURAL AND AESTHETIC GRANTS PROGRAM; ESTABLISHING A CULTURAL AND AESTHETIC PROJECTS ADVISORY COMMITTEE; PROVIDING THAT THE COMMITTEE SUBMIT RECOMMENDATIONS TO THE LEGISLATURE ON CULTURAL AND AESTHETIC GRANT PROPOSALS FUNDED FROM THE COAL SEVERANCE TAX TRUST FUND FOR PARKS AND CULTURAL PROJECTS; AMENDING SECTION 22-3-112, MCA."

Respectfully report as follows: That HOUSE Bill No. 110
be amended as follows:

1. Page 4, line 8 through line 16.

Following: "proposals" on line 8

Strike: line 8 through "agency" on line 16

Inserts: "are heard by the legislative appropriations sub-committee that hears the budget requests of the Montana arts council and the Montana historical society.

(4) Grant proposals approved by the legislature are administered by the Montana arts council

AND AS AMENDED

DQ-PASS
STATEMENT OF INTENT ATTACHED

January 26,

83

19.....

MR. SPEAKER

WE YOUR COMMITTEE ON EDUCATION, HAVING HAD
UNDER CONSIDERATION HOUSE BILL NO. 110, FIRST
READING COPY WHITE, ATTACH THE FOLLOWING STATEMENT
OF INTENT:

"STATEMENT OF INTENT
HOUSE BILL NO. 110"

A statement of intent is required for this bill because it grants rulemaking authority to the Montana historical society and the Montana arts council for the purpose of specifying the criteria the advisory committee shall use when evaluating and making recommendation on cultural and aesthetic grant proposals submitted to the legislature.

It is contemplated that the Montana historical society and the Montana arts council will adopt rules that specify the following general criteria that the advisory committee will consider in making recommendations:

- (1) Quality - ability/experience of project staff; excellence of performers.
- (2) Cultural impact - how important is the project to the cultural development of the state? Will the project stimulate a large number of people or a number of communities?
- (3) Project diversity - a variety of different interests and disciplines should be served.
- (4) Geographical diversity - to the extent possible, the grants should assist the entire state.
- (5) Project costs - if grant funds are limited, some preference should be given to projects requiring smaller grants.
- (6) Seed money requests - will a grant enable the project or its sponsors to generate other funds or otherwise to make the project self-supporting?
- (7) Availability/appropriateness - have applicants attempted to procure other funds; are there other sources that are appropriate?
- (8) Self-help - does the applicant seek full funding from coal tax funds, or has he arranged alternate financing to the extent possible?
- (9) Creativity - is the project so innovative, beneficial, and practical that by example it will stimulate other projects?

		Date: No. AMENDMENT HB 39	Date: No. HB 39	Date: No.	Date: No.	Date: No.	Date: No.
DONALDSON	P	yes	yes				
EUDAILY	P	no	no				
HAMMOND	P	yes	yes				
HANNAH	P	no	no				
KADAS	P	yes	yes				
KEENAN	P	yes	yes				
KITSELMAN	P	no	no				
LORY	P	no	no				
MILLER	P	yes	yes				
NILSON	P	yes	yes				
NISBET	P	yes	yes				
PECK	P	yes	no				
SANDS	P	no	yes				
SCHYE	P	yes	no				
YARDLEY	EX	xxx	xxx				
KENNERLY	P	yes	yes				
DAILY	P	yes	yes				