

Bill: HB-2: General Appropriations Act 2021-02-04 08:30 AM - (H) JAS on Education

Position: Proponent

Representing an Entity/Another Person: Yes

Organization: Waterford Upstart

Name: Beth Plewa

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City, State: Silver Spring, MD

Written Statement: Waterford Upstart is an in-home kindergarten readiness program that was created by the Utah State Legislature in 2009. The program is implemented by Waterford.org and helps children develop the cognitive and social-emotional skills they need for school success. Waterford.org was awarded a federal EIR expansion grant in late 2018 that is being used to provide Waterford Upstart in Great Plains states, including Idaho, Montana, North Dakota, South Dakota, and Wyoming. Waterford.org convened a TASK Force with education stakeholders across the state – including representatives from child development centers, Local Educational Agencies, and the Montana Office of Public Instruction – to introduce Waterford Upstart and seek guidance on program implementation. Waterford.org is providing Waterford Upstart to at least 600 children across Montana over two years with a goal of at least 200 children during the 2020-2021 school year (Cohort 1) and at least 400 children during the 2021-2022 school year (Cohort 2). Approximately 250 preschool-age children are participating in Cohort 1 of the Montana EIR Upstart pilot. (76.92% rural participants, 23.08% non-rural participants.)

ABOUT WATERFORD UPSTART: Waterford Upstart is an **in-home kindergarten readiness program** that was **created by the Utah State Legislature** in 2009. The program is implemented by Waterford.org and helps children develop the cognitive and social-emotional skills they need for school success. Under the program:

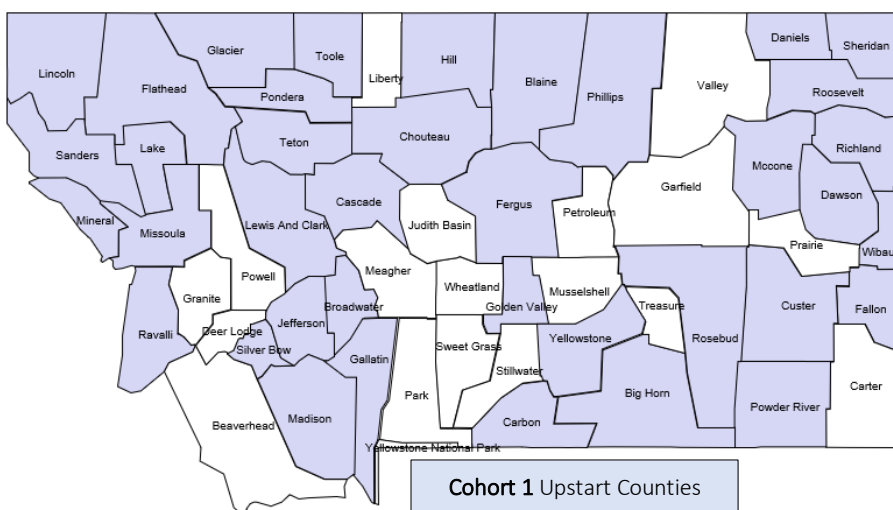
- Preschool-age children use **Waterford Upstart software in the home for 15-20 minutes a day**, five days a week. The usage model falls well within the American Academy of Pediatrics (AAP) recommendation of no more than one hour of screen time per day for 4-year-old children.
- Children receive a **personalized curriculum in reading or math and science**. To allow for evaluation under the Education Innovation and Research (EIR) grant, half of the children are using Waterford.org's **Early Reading Program** and half of the children are using the **Early Math and Science Program**.
- Each family is assigned a coach to ensure strong parental engagement**. Waterford Upstart empowers parents in the education of their young children through a parent engagement curriculum developed over the program's 11 years of experience working with families.
- Social-emotional learning** is modeled in the software learning sequence and developed by parents through off-line activities.
- Computers are provided** as part of the program and **Internet service is included** if the home does not have it.
- Waterford Upstart is aligned to Montana Early Learning Standards**; Head Start Early Learning Outcomes Framework; CASEL Social and Emotional Learning Competencies; and endorsed by the Council of Administrators of Special Education.

EDUCATION INNOVATION AND RESEARCH (EIR) GRANT: Waterford.org was awarded a federal EIR expansion grant in late 2018 that is being used to provide Waterford Upstart in Great Plains states that do not provide significant funding for early childhood education, including Idaho, Montana, North Dakota, South Dakota, and Wyoming.

- Waterford.org convened a **TASK Force with education stakeholders across the state** – including representatives from child development centers, Local Educational Agencies, and the **Montana Office of Public Instruction** – to introduce Waterford Upstart and seek guidance on program implementation.
- Waterford.org is providing Waterford Upstart to at least **600 children across Montana** over two years with a goal of at least 200 children during the 2020-2021 school year (**Cohort 1**) and at least 400 children during the 2021-2022 school year (**Cohort 2**).

MONTANA EIR UPSTART PILOT – COHORT 1

- Approximately **250 preschool-age children** are participating in **Cohort 1** of the Montana EIR Upstart pilot.
 - 76.92% rural** participants
 - 23.08% non-rural** participants
- Families began virtual trainings and initial student assessments in **August 2020**; the pilot will conclude with online final student assessments and virtual graduations (because of the COVID-19 pandemic) for families in **June 2021**.



Statewide, children from **87 different municipalities** across **38 counties** have used Waterford Upstart in the home under **Cohort 1** of the Montana EIR Upstart pilot.

A news story about the 2020-2021 MT EIR Upstart Program is available at: <https://tinyurl.com/yysjilok>

AVERAGE WEEKLY USAGE: Figure 1 shows Montana participants' average **reading usage** on a weekly basis, as shown by the blue line. The green line indicates the recommended usage criterion of 75 minutes per week.

- For **9 out of the 13 weeks**, average weekly usage exceeded the recommended usage requirement of 75 minutes per week, indicating significant parental engagement under the Montana EIR Upstart pilot.

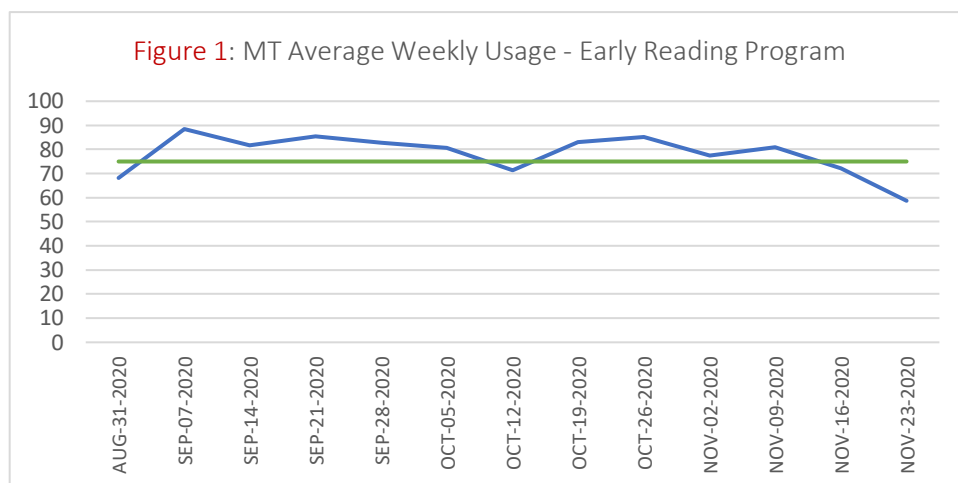
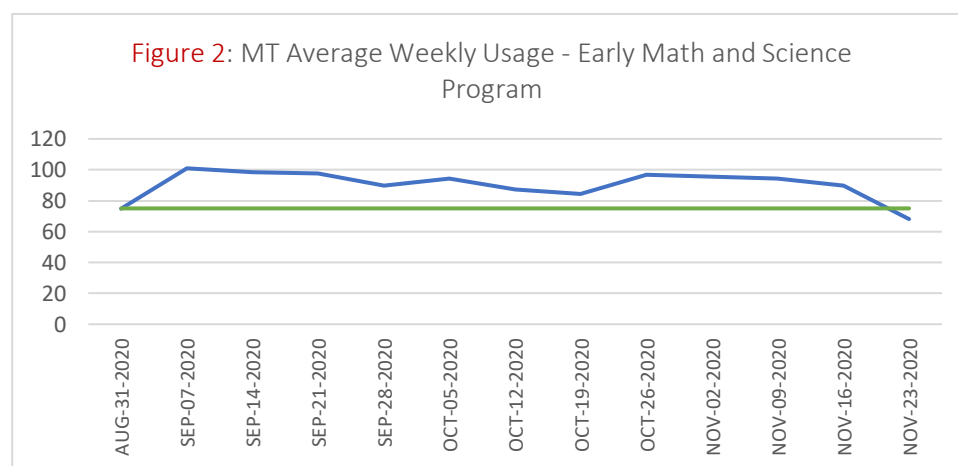


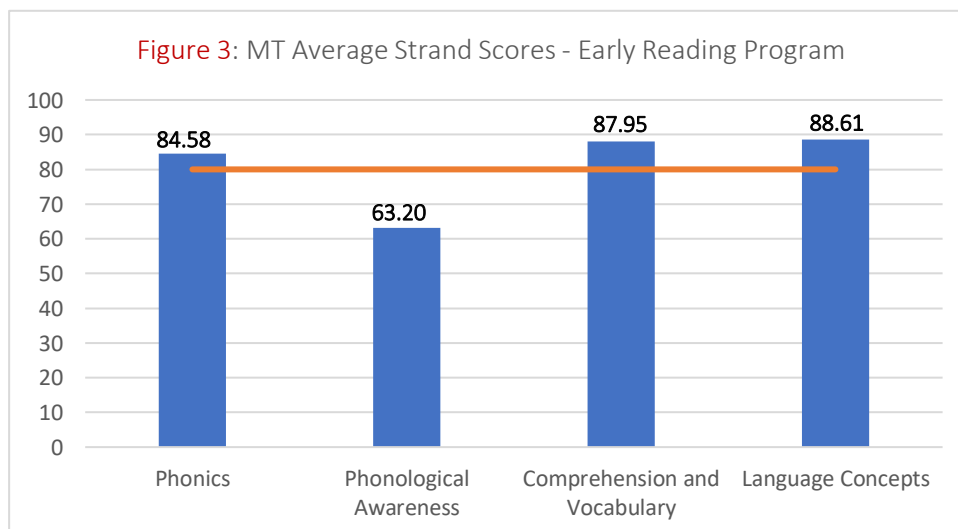
Figure 2 shows Montana participants' average **math and science usage** on a weekly basis, as shown by the blue line. The green line indicates the recommended usage criterion of 75 minutes per week.

- For **11 out of 13 weeks**, average weekly usage exceeded the recommended usage requirement of 75 minutes per week, indicating significant parental engagement under the Montana EIR Upstart pilot.



STRAND SCORES: Reading strand scores are scores for subskills as a percentage of 100. A **score of 80 or higher within the Waterford Early Reading Program represents mastery**, which is the goal of the cognitively based Waterford Upstart program. The sequencer, within the software, individualizes instruction to provide remediation until a child achieves mastery.

Figure 3 shows the average score, organized by strand, for all students who scored on a given strand for reading. The red line represents the expected average score, 80. **Through the first 13 weeks of the pilot, the average score for three of the four reading strands was above 80.**



Note: Phonological awareness is an individual's understanding of the sound structure of words (e.g., what rhymes with cat?). As such, it is a difficult skill to learn, aligned closely to age, with significant growth seen even in month variations. While Waterford Upstart helps students work on this skill through the curriculum and offline family activities, there is generally lower performance on this skill strand.

Math and science strand scores are scores for subskills as a percentage of 100. A **score of 80 or higher within the Waterford Early Math and Science Program represents mastery**, which is the goal of the cognitively based Upstart program. The sequencer, within the software, individualizes instruction to provide remediation until a child achieves mastery.

Figure 4 shows the average score, organized by strand, for all students who scored on a given strand for math and science. The red line represents the expected average score, 80. **Through the first 13 weeks of the pilot, the average score for four of the five math and science strands was above 80.**

AVERAGE OVERALL SCORES: **Figure 5** depicts the average overall score per student for the **Waterford Early Reading Program**. The orange line emphasizes the expected average overall score, 80, which represents “mastery.” Each blue bar represents the score of an individual student. This chart highlights the achievement level of students.

- **85.07% of students had an overall reading score of 80 or higher**; the **average overall score was 83.79** through the first 13 weeks of the Montana EIR Upstart pilot.

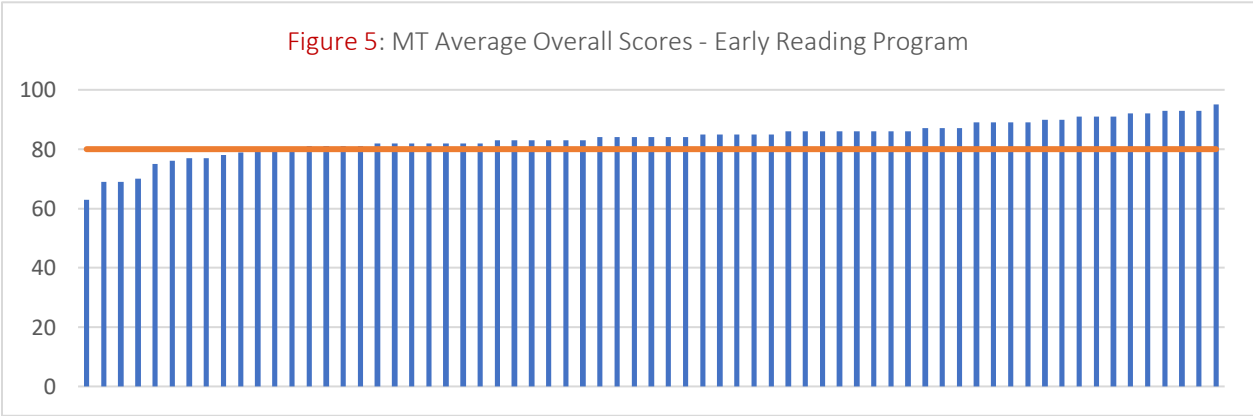
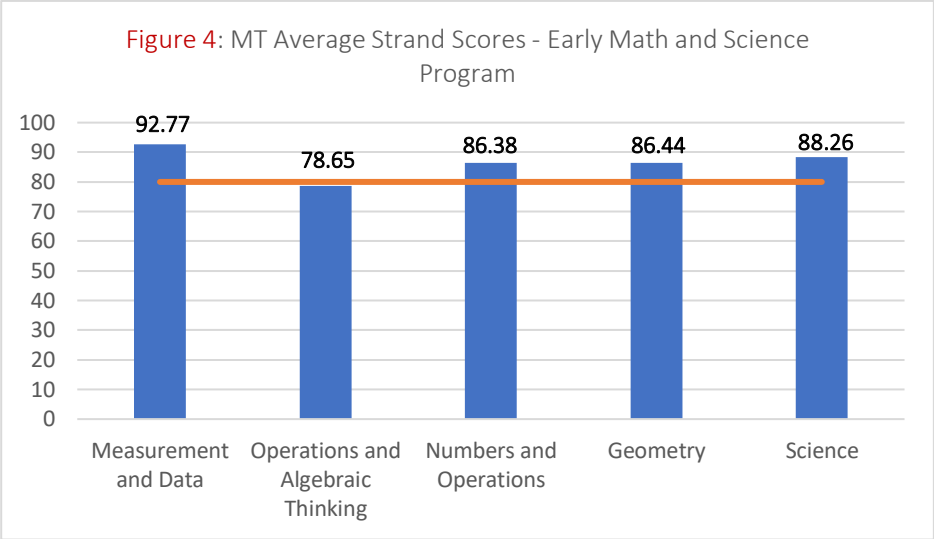
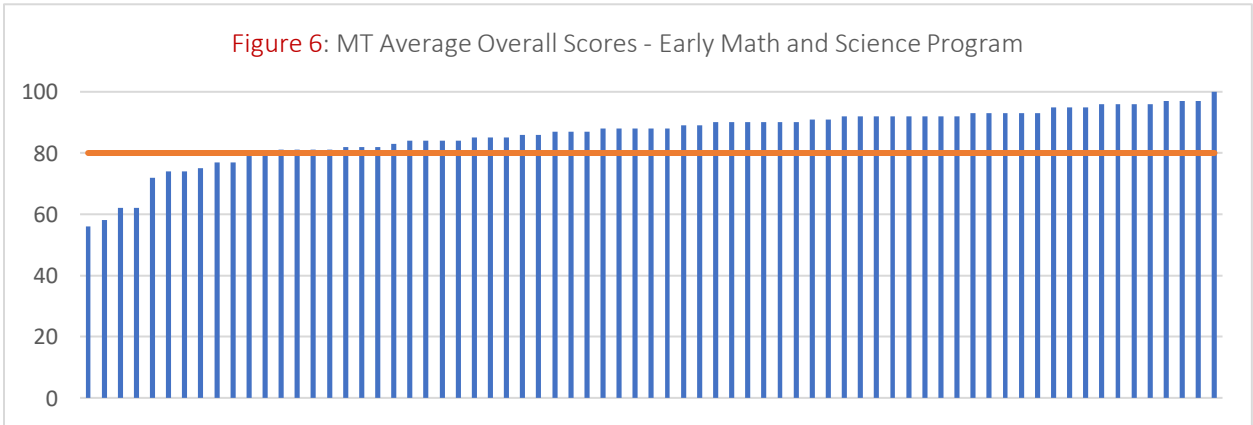


Figure 6 depicts the average overall score per student for the **Waterford Early Math and Science Program**. The orange line emphasizes the expected average overall score, 80, which represents “mastery.” Each blue bar represents the score of an individual student. This chart highlights the achievement level of students.



- **84.51% of students had an overall math and science score of 80 or higher**; the **average overall score was 86.25** through the first 13 weeks of the Montana EIR Upstart pilot.



HB0002 SAM Testimony 2-4-21



House Joint Appropriations Subcommittee on Education

04-FEB-21	8:30 AM	472	HB 2  	General Appropriations Act	Llew Jones (R) HD 18	1 SF. Support. Office of Public Instruction - Education Stabilization Fund
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Proponent Supporting the OPI – Education Stabilization Fund

To: House Joint Appropriations Subcommittee on Education, Chairman Bedey

Re: HB 2 Office of Public Instruction – Education Stabilization Fund

Date: February 4, 2021

Dear Chairman Bedey and Subcommittee Members,

SAM supports the Office of Public Instruction – Education Stabilization Fund proposal as represented in the Memo Regarding Distribution, Use and Oversight of ESSER II funds and Keys on ESSER II Funds brief provided by the Montana Public Education Center (MT-PEC). The decision on Education Stabilization federal funding to local education agencies will enhance educational opportunities for Montana’s 150,000+ public school students all across Montana who have been impacted by COVID-19. The support of the MT-PEC proposal for distribution the state educational agency (SEA) reserved funds further enhances the use of federal funds to mitigate the impact of COVID-19 on our school communities in a most impactful way.

The importance of acting on the Education Stabilization Fund proposal strengthens Montana’s quality public education system to support the needs for each child, every day! This support goes far beyond academic opportunities and includes social emotional support and investing in opportunities for the whole child. The flexibility given to local districts for meeting the federal regulations of the Coronavirus Relief Act 2021 is an important part of this recommendation, as it gives our schools local control to meet the widely varied needs created by COVID-19 from mitigating learning loss to ensuring facilities that are equipped to protect the health of students, staff and community. This investment is critical on a short timeline for the continued viability and progress of Montana’s communities and the economic stability and growth of our state for mitigating the impact of COVID-19. SAM specifically supports the MT-PEC proposal outlined in the Memo Regarding Distribution, Use and Oversight of ESSER II funds and Keys on ESSER II Funds brief.

Thank you for your consideration of the Office of Public Instruction – Education Stabilization Fund. I trust that you realize the important role that the support of Education Stabilization Fund as developed in the MT-PEC proposal holds in mitigating the impact of COVID-19 on providing an excellent education to the children of our great state.

On behalf of SAM, I request your support of Office of Public Instruction - Education Stabilization Fund requests!

For more information, please contact:

Kirk Miller, Executive Director, School Administrators of Montana (SAM)

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406-581-1037

Rick Duncan, Advocacy Committee Chairman, School Administrators of Montana (SAM)

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**Montana University System - Long Range Building Program
Priority List, 2023 Biennium**

DRAFT

Priority	Capital Development Projects	MSU	UM	MUS
1	MUS - System-wide security, key system and electronic access project			\$ 9,000,000
2	Montana Technological University - Heating System		\$ 6,000,000	
3	UM - Western - Block Hall Renovation		\$ 12,000,000	
4	UM - Missoula - Science Lab & Forestry Building - New Construction		\$ 34,000,000	
5	Montana Agricultural Experiment Stations - Research Labs and Wool Lab	\$ 11,000,000		
6	MSU -Gallatin College - New Construction	\$ 35,000,000		
7	MSU-Billings Applied Science Building - New Construction and demolition	\$ 8,900,000		
8	Montana Agricultural Experiment Stations - New Construction, plant breeders	\$ 5,600,000		
9	MSU - Northern - Hagener Science Center Lab and Classroom Renovation	\$ 3,100,000		
	Total	<u>\$ 63,600,000</u>	<u>\$ 52,000,000</u>	<u>\$ 124,600,000</u>
Major Repair Projects				
	UM and Affiliates - See UM Major Repair List for detail		\$ 23,765,000	
	MSU and Affiliates - See MSU Major Repair List for detail	\$ 32,589,000		
	Total	<u>\$ 32,589,000</u>	<u>\$ 23,765,000</u>	<u>\$ 56,354,000</u>
Authority Only Projects				
	MUS General Spending Authority (GSA)			\$ 20,000,000
	MAES - Horticulture Research and Teaching Lab	\$ 300,000		
	MSU - Bozeman - Renne Library Space Improvements	\$ 5,000,000		
	MSU- Bozeman - Instructional Space Upgrades	\$ 2,000,000		
	MSU - Bozeman - Hospitality Program	\$ 24,000,000		
	MAES - Wool Lab Private Funding	\$ 1,000,000		
	UM - Missoula - Music Building Renovation		\$ 6,000,000	
	UM - Missoula - Rankin Hall Renovation		\$ 6,000,000	
	UM - Missoula - Mansfield Library Renovation		\$ 6,000,000	
	Total	<u>\$ 32,300,000</u>	<u>\$ 18,000,000</u>	<u>\$ 70,300,000</u>



MASBO | **MFPE** | **MQEC** | **MREA** | **MTSBA** | **SAM**
Montana Association of School Business Officials | Montana Federation of Public Employees | Montana Quality Education Coalition | Montana Rural Education Association | Montana School Boards Association | School Administrators of Montana

February 4, 2021

Chair Bedey and Members of the Joint Appropriations Subcommittee on Education

The listed public education advocacy groups partnering in the Montana Public Education Center (MT-PEC) jointly recommend that the subcommittee appropriate funds from the Consolidated Appropriations Act, 2021 (ESSER II) as set forth below. We are each available to answer any questions you may have regarding our proposal.

MT-PEC Position on ESSER II Funds
Prepared for House Appropriations

Key Points:

1. We recommend that the Legislature appropriate at least 90% of the total (which is a minimum required by the Consolidated Appropriations Act, 2021 (ESSER II) for local distributions. We recommend the appropriation authorize expenditures for pre-award costs dating back to March 13, 2020 and continuing through September 30, 2023.
 - a. We recommend that the Legislature let the language of Section 313(d) of ESSER II speak for itself, and clarify that school districts are responsible for and authorized to determine what meets the requirements of Section 313(d). The United States Department of Education has previously advised that the State Education Agency (SEA) is not to “restrict or limit LEA uses of ESSER formula funds”, advising that “The ESSER Fund provides a **broad, permissive list of allowable LEA activities.**”
 - b. A statement accompanying the appropriation of local distribution that the district is responsible for ensuring, documenting and reporting expenditures that comply with Section 313(d), subsections 1 through 15 is appropriate and sufficient.
 - c. Grant management guidance and support should be encouraged from OPI, with avoidance of oversight exercised in a manner that “restricts or limits” what Congress has authorized.
 - d. The urgency of appropriating these funds as quickly as possible cannot be overstated.
2. We recommend that the Legislature appropriate the maximum 10% of ESSER II to OPI.
 - a. We recommend ½ of 1% of the total ESSER II distribution for administration of ESSER II.

Denise Williams	Amanda Curtis	Dianne Burke	Dennis Parma	Lance Melton	Kirk Miller
MASBO	MFPE	MQEC	MREA	MTSBA	SAM
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- b. We recommend that the 9.5% remaining to OPI be appropriated for emergency needs as determined by the state educational agency to address issues responding to coronavirus.

Summary of MT-PEC Proposal:

Purpose of Appropriation	Proposed Instructions	Appropriation Amount
Equal distribution of ESSER II funds per school districts with small or no Title I-A.	School districts to spend these funds consistent with Section 313(d) of ESSER II.	\$2,400,000
ESSER II funds for supplemental support for schools with high student needs.	Expenditures shall be used by OPI to address opportunity gaps and other needs of schools qualifying for OPI's comprehensive support and improvement program.	\$931,836
ESSER II funds for distribution to schools equal to inflation on special education formula.	Distributions under 3,c, shall be distributed consistent with the special education formula elements addressed in House Bill 46 and shall be used by school districts consistent with applicable provisions of Section 313(d) of the ESSER II.	\$4,427,613
ESSER II funds for support for children placed in children's psychiatric hospitals and in-state residential treatment facilities (OTO/Biennial).	Expenditures under 3, d, shall be distributed consistent with the costs of implementing the provisions of House Bill 206 and shall be used by entities receiving such funds to help address the mental health needs of students with an emphasis on needs arising out of the circumstances of coronavirus.	\$2,400,000
ESSER II funds for modernization of all OPI databases connected to student learning, licensing and staffing	Distributions shall be used by OPI to repair, improve and/or replace existing data systems as part of responding to coronavirus and helping schools with data needed to address learning loss and improve recruitment and retention and streamline licensure. Systems eligible for expenditure under this line item include but are not limited to the TEAMS (Terms of Employment, Accreditation, and Master Schedule), GEMS (Growth and Enhancement of Montana Students), MAEFAIRS and AIM (Achievement in Montana). Efforts shall be aligned to ensure compliance with section 20-7-104, MCA.	\$6,000,000

ESSER II funds for administration of ESSER II program - (OTO/Biennial)	Administration of ESSER II.	\$850,497
ESSER II funds for local distribution (OTO/Biennial)	Represents 90% of total ESSER II. Must be spent consistent with Section 313(d) of ESSER II.	\$153,089,519
TOTAL ESSER II	Per USDOE Distribution Total	\$170,099,465

Appendix: Detailed Facts on ESSER II:

STATE PORTION – A MAXIMUM OF 10%:

Section 313(e) of ESSER II authorizes expenditure of ESSER II funds reserved by the SEA for the following:

(e) STATE FUNDING.—With funds not otherwise allocated under subsection (c), a State may reserve not more than one-half of 1 percent for administrative costs and the remainder for ***emergency needs as determined by the state educational agency to address issues responding to coronavirus***, including measuring and addressing learning loss, which may be addressed through the use of grants or contracts.

LOCAL DISTRIBUTION – A MINIMUM OF 90%:

The USED generally does not consider the following to be an allowable use of funds:

1. Bonuses, merit pay, or similar expenditures, unless related to disruptions or closures related to COVID-19.
2. Subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the school district.
3. Expenditures related to state or local teacher or faculty unions or associations.

LEAs receive Elementary and Secondary School Emergency Relief Funds based on their relative share of Title I-A funds, but these funds are not Title I-A funds. These funds may benefit any school in an LEA regardless of a school's Title I-A status. Funds may be used on districtwide activities and/or to benefit any individual school.

Section 313(d) provides as follows: "A local education agency that receives funds under this title may use the funds for any of the following:

- (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - (B) Implementing evidence-based activities to meet the comprehensive needs of students.

- (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - (D) Tracking student attendance and improving student engagement in distance education.
- (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the in- door air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- (15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**The Associated Students of the University of Montana
Resolution Endorsing The Inclusion of Major Repairs Funding for “Music Building
Infrastructure” in HB05**

October 4, 2020

SB??-19/20

Authored by: Noah Durnell, ASUM Senator;

Sponsor: Ethan Hanley, ASUM Business Manager;

Whereas, The Associated Students of the University of Montana (ASUM) is the representative student body of the University of Montana (UM);

Whereas, The Music Building hosts all professional level degrees in the School of Music at UM;

Whereas, The Music Building was built in 1953 and designed to serve 100 students, with studio space for 12 faculty;

Whereas, Enrollment in the School of Music has significantly increased, currently enrolling 214 undergraduate and graduate students majoring in music focused fields;

Whereas, Though enrollment in the School of Music has steadily increased over time, the Music Building has never been expanded to service these needs, and has only undergone minor renovations;

Whereas, The Music Building hosts non-majors within its general education courses, education electives, Student Music Union (SMU) groups, and the Grizzly Marching Band (GMB);

Whereas, The Music Building operates as one of UM’s most important public interfaces in which it is the main stop for ASUM transportation and a host to most community ensembles;

Whereas, The Music Building hosts a wide array of ensemble credits that enrolls students of all majors at UM;

Whereas, The UM School of Music is an ambassador of recruitment efforts on and off campus through interstate and intrastate touring, hosted competitions, and K-12 festivals;

Whereas, The aforementioned individuals are adversely affected by the current state of the Music Building, and will directly benefit from a renovation and expansion of the Music Building;

Whereas, The Music Building now requires significant renovations to support its usage from the increased student and faculty population, frequent community members, and prospective high school students from recruitment efforts;

Whereas, Between January and June, 2015 an Architectural Programming Study was professionally conducted, financed by a donation to the UofM Foundation, to determine the needs and develop a conceptual plan for upgrading the Music Building, in which the following was addressed:

- *Operating the freight elevator, that is the only means for handicap access to the different floors, requires manually opening and closing the doors which may be difficult or impossible for many handicapped students,¹*
- *one access door to rehearsal rooms, and this space often contains students with instruments, chairs and stands blocking access or exit, insufficient practice room space and sound isolation is inadequate,²*
- *Only one space for the music technology studio with twelve workstations, no room to teach technology classes separate from the one space used extensively by students as well,³*
- *Music technology recording studio poorly ventilated and too small to teach a class in,⁴*
- *storage space for musical instruments, music, and equipment is lacking in the entire building,⁵*
- *need for more technology available to assist instruction and provide bandwidth for student access;⁶*

Whereas, The UM School of Music is accredited by the National Association of Schools of Music (NASM);

Whereas, In 2010-2011 when the UM School of Music applied for renewal of their accreditation, NASM made the following critiques:

- *Access for students and guests with disabilities is severely restricted in much of the building, including the rehearsal and recital halls.⁷*
- *A freight elevator that must be manually opened and closed provides the only ADA access to the upper or lower floors.⁸*
- *Classes and rehearsals in the rehearsal halls exceed the maximum number of people rated for safety by the fire marshal and sound levels can be very high.⁹*
- *The sole indoor instrumental rehearsal space for UM's four Jazz Bands, the Marching Band, Orchestra, two concert bands, two percussion ensembles, and the Missoula Symphony places ensemble members at risk; hearing protection is necessary.¹⁰*
- *The UM choral rehearsal room has poor accessibility, lighting, acoustic balance and very limited space.¹¹*

¹ "The University of Montana School of Music." *The University of Montana School of Music*. Missoula, MT: National Association of Schools of Music, 2012.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ "The University of Montana School of Music." *The University of Montana School of Music*. Missoula, MT: National Association of Schools of Music, 2012.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

- *Insufficient practice rooms are a problem, as well as inadequate sound isolation in the practice room area. Students may wait for two hours or more to gain access to a practice room at peak periods. A student practicing in the freight elevator, playing scales that rise and fall as the car ascends and descends is a comical vision, but a true illustration of the dire need for rehearsal space.*¹²
- *The Music Technology Studio doubles as the class piano lab; it contains a total of twelve workstations, which are used from early morning to late evening.*¹³
- *The already overcrowded rehearsal and instructional spaces, as well as faculty studios, must be used for storage of music instruments, music, and equipment.*¹⁴
- *It is not clear that the present music facilities are appropriate to the student learning purposes and the size and scope of the music unit and the degrees and programs offered;*¹⁵
- *It is not clear that space allotted to the recording studio, practice rooms, some faculty studios and offices, ensemble rehearsal rooms, computer facilities, and storage facilities are adequate for the effective conduct of the intended function. Issues include climate control and ventilation, sound isolation, and overcrowded rehearsal and instructional spaces due to lack of dedicated storage space;*¹⁶
- *It is not clear that all instructional facilities are accessible, safe, and secure, and meet the standards of local fire and health codes;*¹⁷
- *It is not clear that appropriate acoustical treatments are provided in the two rehearsal rooms, the recording studio, practice rooms, some faculty teaching studios and offices, and some classrooms;*¹⁸
- *It is not clear that there is sufficient practice room space for students;*¹⁹

Whereas, since the School of Music's accreditation report in 2012, NASM's requests have not been fulfilled from UM;

Whereas, In 2012, the UM School of Music was re-accredited by NASM only after providing a statement assuring the organization that expansion of the Music Building was a top priority for the College of Visual and Performing Arts, The University of Montana, and the University of Montana Foundation;²⁰

Whereas, The Music Building's accreditation is to be reviewed by NASM in the Spring of 2022;

¹² Ibid.

¹³ Ibid.

¹⁴ "The University of Montana School of Music." *The University of Montana School of Music*. Missoula, MT: National Association of Schools of Music, 2012.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ "The University of Montana School of Music." *The University of Montana School of Music*. Missoula, MT: National Association of Schools of Music, 2012.

Whereas, In the Spring of 2022, when the School of Music must again be reviewed for accreditation, NASM expects to see significant progress demonstrated by commencement of construction on expanded facilities in order to be re-accredited;²¹

Whereas, in a student qualtrics survey conducted in the fall of 2019 regarding the use of funds created from the consolidation of UM’s debts, students expressed direct interest in the Music Building’s need for improvement in which 45.7% of the qualitative responses for improvement of instructional spaces were in regards to the Music Building;²²

Whereas, Suitable classroom space, rehearsal facilities, teaching studios, and practice rooms are required to maintain the School of Music’s current level of excellence and to fulfill the promise of even greater community access;

Whereas, in Spring 2020 the UM administration proposed \$6,000,000 in authority-only and \$1,500,000 in major repairs, totaling \$7,500,000 to be reviewed by the Board of Regents in May 2020;

Whereas, On May 20, 2020, The Board of Regents included the UM administration’s requests of \$6,000,000 in authority-only and \$1,500,000 in major repairs in the Long-Range Building Plan 2023 Biennium Priority List to be voted on in the September 16, 2020 meeting²³;

Whereas, On September 16, 2020, The Board of Regents authorized \$2,600,000 for specific renovations:

Under the auspices of its General Spending Authority for Capital Improvements of campus facilities, authorized by the Montana State Legislature and in accordance with Board of Regents Policy 1003.7, the Board of Regents of the Montana University System authorizes the University of Montana – Missoula to expend up to \$2,600,000 for the Remodel of Music 001, 218 and Practice Rooms²⁴;

Whereas, The ASUM Senate, representing music students at UM, is grateful for the \$2,600,000 in spending already authorized for partial renovations to the Music Building;

Whereas, The \$2,600,000 does not fulfill all renovation needs presented by the 2012 NASM report, particularly those regarding Health and Life Safety (H/LS);

²¹ “The University of Montana School of Music.” *The University of Montana School of Music*. Missoula, MT: National Association of Schools of Music, 2012.

²² ASUM Senate. “Campus Improvement Feedback Form”. Oct. 16 2019. PDF

²³ “Long Range Building Plan Priority List, 2023 Biennium” *Budget, Administration and Audit Committee Agenda – Board of Regents – Montana University System*, May 20, 2020, https://mus.edu/board/meetings/2020/may2020/adminbudget/188-102-R0520_A1.pdf. Accessed Oct 19, 2020. PDF

²⁴ “Item 190-1012-R0920 Request for Authorization to Remodel Music 001-218 and Practice Rooms-University of Montana; Missoula” *Budget, Administration and Audit Committee Agenda – Board of Regents - Montana University System*, September 16, 2020, <https://www.mus.edu/board/meetings/2020/sept2020/adminbudget/190-1012-R0920.pdf>. Accessed Oct 19, 2020. PDF

Whereas, The project “Music Building Infrastructure” under UM’s Major Repair Priority List was prioritized as #1 and categorized under H/LS²⁵;

Whereas, The \$1,500,000 for Major Repairs would be allocated towards roof repairs, installing HVAC systems in each of the large ensemble rooms, asbestos abatement, addressing accessibility concerns by replacing the elevator and raising the floors in the choir room 218 as is consistent with the American Disabilities Act (ADA), and other smaller projects regarding improvements to H/LS;

Whereas, The UM Music Building relies on the full amount to be funded through the legislature to ensure its renovations meet all of the needs requested by NASM to be re-accredited in Spring 2022;

Therefore, Let It Be Resolved, That ASUM urges the Montana State Legislature to include UM’s #1 Major Repair Priority titled “Music Building Infrastructure” in the amount of \$1,500,000 in HB05 at the 67th Montana State Legislative Session;

Therefore, Let It Be Further Resolved, That this resolution be sent to Dr. James Randall, Director of the School of Music; John DeBoer, Interim Dean of the College of the Arts and Media; Sarah Swager, Vice Provost of Student Success; Paul Lasiter, Vice President of Operations and Finance; Reed Humphrey, Interim Executive Vice President and Provost; Seth Bodnar, President of the University of Montana; Dave Kuntz, UM Lobbyist; The 2020 Governor-Elect; House Joint Appropriations Sub-committee on Long-Range Planning; House Appropriations Committee; Senate Finance and Claims Committee;

Noah Durnell,
Chair of the Relations and Affairs Committee

Patrick James Flanagan,
Chair of the Senate

²⁵ “Item 188-102-R0520_A3 Montana University System-Long Range Building Program Priority List 67th Legislative Session” *Budget, Administration and Audit Committee Agenda – Board of Regents – Montana University System*, May 20, 2020, https://mus.edu/board/meetings/2020/may2020/adminbudget/188-102-R0520_A3.pdf. Accessed Oct 24, 2020. PDF

WHO USES THE BUILDING - WHAT DOES IT HOST?

- The Music Building hosts all professional level degrees in the School of Music at UM
- The Music Building was built in 1953 and designed to serve 100 students, with studio space for 12 faculty
 - Enrollment in the School of Music has significantly increased, currently enrolling 214 undergraduate and graduate students majoring in music focused fields
 - Though enrollment in the School of Music has steadily increased over time, the Music Building has never been expanded to service these needs, and has only undergone minor renovations
- The Music Building hosts non-majors within its general education courses, education electives, Student Music Union (SMU) groups, and the Grizzly Marching Band (GMB).
 - The Music Building hosts classes for education majors and elective music courses for non majors
 - The Music Building hosts the largest general education course on campus, The History of Rock and Roll
 - The Grizzly Marching Band is usually around 130 members, half of which are usually non-majors. They all use lockers in the Music Building.
- Locker space was built for 100 people but currently services, roughly, 279.
 - Many students share limited space or haul their instruments to and from campus daily as a result.
- The Music Building operates as one of UM's most important public interfaces in which it is the main stop for ASUM transportation and a host to most community ensembles and organizations. Including...
 - Missoula Symphony Orchestra and Chorale
 - Montana Music Teachers Association
 - String Orchestra of the Rockies
 - Montana Music Educators Association.
- The Music Building hosts a wide array of ensemble credits that enroll students of all majors at UM;
- The UM School of Music is an ambassador of recruitment efforts on and off campus through interstate and intrastate touring, hosted competitions, and K-12 festivals;
 - The Music Building welcomes up to 3,700 prospective University of Montana students through the festivals it hosts alone during the years that All State is hosted at the University. Including...
 - Montana's All-State Music Festival and Competitions
 - Northwest Music Educators National Conferences
 - Society of Composers, Inc. Conferences
 - International Choral Festival
 - International Duo Symposium
 - Northwest Horn Symposium

- UM All Stars Music Festival
- UM Summer Music Camp
- The aforementioned individuals are adversely affected by the current state of the Music Building, and will directly benefit from a renovation and expansion of the Music Building;
- The Music Building now requires significant renovations to support its usage from the increased student and faculty population, frequent community members, and prospective high school students from recruitment efforts;

ACCREDITATION REPORTS

- Between January and June, 2015 an Architectural Programming Study was professionally conducted, financed by a donation to the UofM Foundation, to determine the needs and develop a conceptual plan for upgrading the Music Building, in which the following was addressed:
 - Operating the freight elevator, that is the only means for handicap access to the different floors, requires manually opening and closing the doors which may be difficult or impossible for many handicapped students,¹
 - one access door to rehearsal rooms, and this space often contains students with instruments, chairs and stands blocking access or exit, insufficient practice room space and sound isolation is inadequate,²
 - Only one space for the music technology studio with twelve workstations, no room to teach technology classes separate from the one space used extensively by students as well,³
 - Music technology recording studio poorly ventilated and too small to teach a class in,⁴
 - storage space for musical instruments, music, and equipment is lacking in the entire building,⁵
 - need for more technology available to assist instruction and provide bandwidth for student access;
- The UM School of Music is accredited by the National Association of Schools of Music (NASM)
- The UM School of Music's accreditation with NASM is subject for review every twelve years
- The UM School of Music's accreditation review was last conducted in April of 2010, and will be conducted again in Spring of 2022.
- The 2010 accreditation report presented many concerns with the Music Building. The concerns are outlined below as direct quotes from the report:

¹ "The University of Montana School of Music." *The University of Montana School of Music*. Missoula, MT: National Association of Schools of Music, 2012.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

- Access for students and guests with disabilities is severely restricted in much of the building, including the rehearsal and recital halls.⁶
- A freight elevator that must be manually opened and closed provides the only ADA access to the upper or lower floors.⁷
- Classes and rehearsals in the rehearsal halls exceed the maximum number of people rated for safety by the fire marshal and sound levels can be very high.⁸
- The sole indoor instrumental rehearsal space for UM's four Jazz Bands, the Marching Band, Orchestra, two concert bands, two percussion ensembles, and the Missoula Symphony places ensemble members at risk; hearing protection is necessary.⁹
- The UM choral rehearsal room has poor accessibility, lighting, acoustic balance and very limited space.¹⁰
- Insufficient practice rooms are a problem, as well as inadequate sound isolation in the practice room area. Students may wait for two hours or more to gain access to a practice room at peak periods. A student practicing in the freight elevator, playing scales that rise and fall as the car ascends and descends is a comical vision, but a true illustration of the dire need for rehearsal space.¹¹
- The Music Technology Studio doubles as the class piano lab; it contains a total of twelve workstations, which are used from early morning to late evening.¹²
- The already overcrowded rehearsal and instructional spaces, as well as faculty studios, must be used for storage of music instruments, music, and equipment.¹³
- It is not clear that the present music facilities are appropriate to the student learning purposes and the size and scope of the music unit and the degrees and programs offered;¹⁴
- It is not clear that space allotted to the recording studio, practice rooms, some faculty studios and offices, ensemble rehearsal rooms, computer facilities, and storage facilities are adequate for the effective conduct of the intended function. Issues include climate control and ventilation, sound isolation, and overcrowded rehearsal and instructional spaces due to lack of dedicated storage space;¹⁵
- It is not clear that all instructional facilities are accessible, safe, and secure, and meet the standards of local fire and health codes;¹⁶

⁶ "The University of Montana School of Music." *The University of Montana School of Music*. Missoula, MT: National Association of Schools of Music, 2012.

⁷ Ibid.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

¹³ "The University of Montana School of Music." *The University of Montana School of Music*. Missoula, MT: National Association of Schools of Music, 2012.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid.

- It is not clear that appropriate acoustical treatments are provided in the two rehearsal rooms, the recording studio, practice rooms, some faculty teaching studios and offices, and some classrooms;¹⁷
- It is not clear that there is sufficient practice room space for students;¹⁸
- Former Director of the UM School of Music, Maxine Ramey, and Former President of the University of Montana, Royce Angstrom, responded to the above concerns as outlined below as direct quotes:
 - The School of Music Building Expansion proposal (submitted as part of the self-study) was submitted to the University of Montana 2012 Campus Development Committee and we are waiting for the results of the decisions regarding university budgeting and future planning. The Dean of the College of Visual and Performing Arts has been a strong advocate on our behalf, and expects our proposal to be a priority in all facilities requests from the College over the coming months.¹⁹
 - In addition to 16 regular practice rooms, the School of Music has made available all classrooms (6 large rooms with grand pianos) through a key checkout system for students to practice. Also, large non-music lecture courses have been removed from our weekly schedule in the Music Recital Hall, therefore making a large performance space available for student practice. In addition, the building hours have been extended. Students can have access to all current practice rooms, classrooms and rehearsal halls from 6 a.m. until 12 a.m. seven days a week, every day of the year except New Year's Eve, Christmas Day, and Thanksgiving day. Even with these accommodations, it is difficult for over two hundred music and musical theatre majors, minors, and general education students to have adequate space. We have added challenges especially during finals week and when the School hosts large music festivals as classroom and rehearsal space is not available to students during those times.²⁰
 - The School of Music will receive a significant upgrade in technology by the end of fiscal year 2012. A \$10,000 proposal to install wireless in the building was approved and fully funded. Installation is expected to occur sometime in June of 2012.²¹
- As above, even with adequate responses to the issues presented in the accreditation report, properly accommodating for these issues without a significant renovation or addition to the music building was a large concern.
- In a student qualtrics survey conducted in the fall of 2019 regarding the use of funds created from the consolidation of UM's debts, students expressed direct interest in the

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ "The University of Montana School of Music." *The University of Montana School of Music*. Missoula, MT: National Association of Schools of Music, 2012.

²⁰ Ibid.

²¹ Ibid.

Music Building's need for improvement in which 45.7% of the qualitative responses for improvement of instructional spaces were in regards to the Music Building;²²

- There is apparent and overwhelming student support for this project

RENOVATION HISTORY

- In the 2016-2017 Legislative Session, “Missoula UM - Addition to Music Building” was the third priority for the Montana University System and the first priority for the University of Montana’s Long Range Building Plans presented to the legislature for the amount of \$10,000,000 for a renovation and addition to the Music Building. The general narrative provided for this project is outlined below as quoted in the project request:
 - The proposed expansion comes in response to the School of Music’s National Association of School of Music (NASM) accreditation report, dated April 29th, 2012, that current music facilities did not meet the standards for “appropriate student learning purposes”, and health and safety. Accordingly in its July 3, 2012 response the School of Music stated that a music building expansion was a “priority fundraising project for the University of Montana” and the CVPA. The current facility was built in 1953 to accommodate approximately 100 music majors and minors. Currently, the music building serves many more students and represents the musical nexus of the Missoula community, hosting the Missoula Symphony Association, String Orchestra of the Rockies, First Night Missoula, the International Choral Festival, the Montana High School All-State and Solo & Ensemble Festivals, the Presidential Lecture Series, and many other significant community events. This project comports to UM 20/20 Strategic Plan in the areas of Partnering for Student Success, Discovery and Creativity in Montana and the World and Dynamic Learning Environment.
- The current ask of \$1,500,000 for “Music Building Infrastructure” is only 1/8 of prior requests.
- “Music Building Infrastructure” currently holds a higher priority in the state and from the University than it did in the ‘16-’17 session.
- As stated above, the request for expansion and renovation of the Music Building is a direct result of the issues expressed in the April 2012 accreditation report.
- Music Building Infrastructure has not initially been included in HB5.
- Without Music Building Infrastructure being included in HB5, there is concern that the UM music program will not be re-accredited in 2022.

²² ASUM Senate. “Campus Improvement Feedback Form”. Oct. 16 2019. PDF

Long-Range Building Program - University of Montana Major Repair Priority List
67th Legislative Session

UM Priority	Campus	Type	Project Title	Est. Project Cost (2023)
1	University of Montana-Missoula	H/LS	Music Building Infrastructure	\$1,500,000
2	University of Montana-Missoula	C	Mansfield Library Roof	\$1,200,000
3	University of Montana-Western	C	Heating Systems Repairs/Replacement	\$2,495,000
4	University of Montana-Missoula	C & H/LS	FLBS Sewer System Replacement	\$1,750,000
5	University of Montana-Helena	C	Donaldson Building HVAC Upgrades	\$1,000,000
6	University of Montana-Western	C	Roof Repairs Replacement	\$450,000
7	Montana Technological Univ.	C	Roof Repairs Replacement	\$800,000
8	University of Montana-Missoula	C & H/LS	Clapp Elevator - Modernization Safety	\$300,000
9	University of Montana-Missoula	H/LS	Rankin Hall Infrastructure	\$1,500,000
10	University of Montana-Western	C	Utility Repairs/Replacement	\$500,000
11	University of Montana-Helena	C	Donaldson Building Roof Replacement	\$750,000
12	Montana Technological Univ.	H/LS	Campus Wide Asbestos Abatement	\$250,000
13	Montana Technological Univ.	H/LS	Fire Alarms Upgrade	\$200,000
14	University of Montana-Western	C	Building Controls Upgrade	\$150,000
15	Montana Technological Univ.	C	Electrical Distribution Upgrades	\$350,000
16	University of Montana-Western	C	Elevator Repairs/Replacement	\$500,000
17	Montana Technological Univ.	C	Elevator Repairs/Replacement	\$600,000
18	Montana Technological Univ.	C	Boiler and HVAC Renovations	\$1,000,000
19	University of Montana-Helena	C	East Campus Airport Roof Replacement	\$250,000
20	University of Montana-Helena	C	Elevator Repairs/Replacement	\$250,000
21	University of Montana-Helena	P	Fire Training Tower	\$250,000
22	University of Montana-Missoula	C & H/LS	Math Roof & Replace Asbestos Insulation	\$225,000
23	University of Montana-Missoula	C	Law School Roof (old 1983 section)	\$500,000
24	University of Montana-Missoula	C & H/LS	Mansfield Library Elevators	\$850,000
25	University of Montana-Western	H/LS	Emergency Access Roadway	\$750,000
26	University of Montana-Missoula	C	Stone Hall Roof & Asbestos Removal	\$400,000
27	University of Montana-Missoula	C	Forestry Roof & Asbestos Removal	\$475,000
28	University of Montana-Missoula	C	Campus Deionized Water System	\$250,000
29	University of Montana-Western	H/LS	Campus Wide Asbestos Abatement	\$920,000
30	University of Montana-Missoula	C	Clapp Water & Sewer Lines	\$500,000

31	University of Montana-Missoula	C	Urey Lecture Hall Replace Roof Membrane	\$350,000
32	Montana Technological Univ.	C	Disability Access Renovations	\$950,000
33	University of Montana-Missoula	C	North Corbin Flat Roof	\$200,000
34	University of Montana-Missoula	C	Brantly & Corbin 1927 Clay Tile Roofs	\$950,000
35	University of Montana-Missoula	C	Social Science Tile Roof Replacement	\$400,000
				\$23,765,000

H/LS Health & Life Safety (Fire, Safety, Environmental)
C Critical
N Necessary
P Programmatic