



School Funding Interim Commission

69th Montana Legislature

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The School Funding Interim Commission asked to receive bill draft language at your June meeting that would propose the creation of a standing entity to formalize the cooperation, communication, and coordination of all of the “constitutional players” in Montana who have various roles and duties related to the public education system in the state. As I started working on the first draft, PD 07, I realized there were a number of policy questions that the Commission should contemplate and provide more specific direction on in drafting the bill, rather than trying to guess which choice the Commission would like to see. In consultation with the other Commission staff, I ended up drafting 2 different versions of the bill, in hopes of highlighting the policy questions and providing a framework for the Commission to decide which way you would like to move forward with a bill draft.

POLICY QUESTION	PD 07	PD 09	OTHER
What should the name of this entity be?			
	Innovation and Excellence in Education Council	Innovation and Excellence in Education Coordinating Council	☐ Advisory Council ☐ Board ☐ Commission ☐ Committee ☐ Working Group
What is the purpose of the entity?			
	☐ formalize coordination/cooperation ☐ develop statewide vision and implementation plan	☐ formalize coordination/cooperation ☐ develop statewide vision and implementation plan	The two purpose statements are almost identical; does the Commission agree this is the purpose of this entity? Does anything need to be added/subtracted/revised?
Who should the membership be?			
	21 members total – ☐ 12 legislators ☐ 2 parents ☐ 2 students ☐ BPE chair ☐ Superintendent of Public Instruction ☐ BOR chair ☐ Governor ☐ School board trustee	27 members total – ☐ 12 legislators ☐ BPE chair ☐ Superintendent of Public Instruction ☐ BOR chair ☐ School board trustee ☐ Governor	For comparison, current SFIC is 20 members (12 legislators; 4 public members; BPE chairs; SPI; BOR chair; Governor) The Phase 1 IEEWG included participation from teachers, administrators, trustees,

	– representing the entities specified in the Montana Constitution + parents and students	☐ Commission of Dept of Labor & Industry (Phase 1, Domain 3) ☐ School administrator (Ph. 1, Dom. 1) ☐ Elementary teacher (Ph. 1, Dom. 1) ☐ High school teacher (Ph. 1, Dom. 1) ☐ Special education coop director (Phase 2, potential weighted special population group in formula (WSG)) ☐ Representative of tribal school interests (Ph. 2, WSG) ☐ Chair of educator prep program oversight organization (Ph. 1, Dom. 1 and 4) ☐ School counselor (Ph. 2, identified student need) ☐ Early childhood education professional (Ph. 1, Dom. 2) ☐ Representative of small and rural schools (Ph. 2, WSG) – representing the entities specified in the state Constitution; domains for implementation in Phase 1 of SFIC’s work; areas of need and potential weighted special population groups in Phase 2 of SFIC’s work	and parent advocacy groups. How big should the membership be? Should the representation from Phase I and Phase 2 work by SFIC be extensive, exhaustive? Or should it be more narrow, have different interests be combined under various representatives?
What are the duties of the entity?			
	☐ Review recommendations, final report, and implementation plan from SFIC and Phase 1 IEEWG ☐ Evaluate and update comparison of Montana policies to high-performing education systems (HPES) ☐ Review existing recommendations, adopt	☐ Implement/disseminate/communicate statewide strategic vision and implementation plan; evaluate progress toward meeting identified goals and strategies ☐ Continuous review of effectiveness, efficiency of access and delivery of	What should this entity be tasked with pursuing? How should this cooperation and communication be formalized? Are any of the listed duties in either/both drafts the appropriate duties?

	new recommendations, analyze effectiveness of implementation of recommendations □ Identify and revise objectives to put Montana pupils in parity with pupils in HPES, make recommendations to meet objectives □ Implement and update implementation plan for the adopted recommendations, including analysis of costs □ Publish updates to recommendations and implementation plan by Sept. 1 of even-numbered years (taken from the current statutory language providing for IEEWG in Phase 1 this interim)	education services and programs □ Identify opportunities to increase collaboration among state education entities and stakeholders □ Identify gaps/duplications in education services and programs; make recommendations to address gaps and duplications □ Study, evaluate new and emerging educational initiatives and trends; provide recommendations for statutory or policy change if necessary □ Support implementation, dissemination, communication of local or regional educational initiatives, including innovative educational programs □ Seek advice, input from interested parties and members of the public (taken from the enabling statute for North Dakota's Kindergarten through Grade Twelve Education Coordination Council)	What should be added, removed, revised? What other duties would help the entity achieve the purpose statement?
How often should the members meet?			
	At least six times per biennium.	At least quarterly	Some other number of meetings per defined time period? Does this need to be specified in statute? Other examples: Not specified: □ MT Digital Academy Governing Board □ K-12 Data Task Force

			At least quarterly: ☐ BPE ☐ BOR ☐ Education & Workforce Data Governing Board ☐ State Records Committee At least once yearly: ☐ State Board of Education (BPE & BOR jointly) ☐ Advisory Councils created by Governor or department head (at least annually) Other frequencies: ☐ State [CTE] Plan Committee (at least 3x a year) ☐ Community College District Board of Trustees (monthly) ☐ MUS Interunit Benefits Advisory Committee (at least semiannually) ☐ Local Government Records Committee (at least 2x a year)
Where is this entity located within state government and who staffs it?			
	Administratively attached to Legislative Services Division. Staffed by Legislative Services, Legislative Fiscal divisions.	Administratively attached to Legislative Services Division. Staffed by Legislative Services, Legislative Fiscal divisions.	Is there another agency that would serve as a better place for "administrative attachment"? Is legislative staff the right choice for ongoing staffing?