

**MINUTES**

**MONTANA HOUSE OF REPRESENTATIVES  
59th LEGISLATURE - REGULAR SESSION**

**JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION**

**Call to Order:** By **MADAM CHAIR EVE FRANKLIN**, on January 26, 2005  
at 8:04 A.M., in Room 102 Capitol.

**ROLL CALL**

**Members Present:**

Rep. Eve Franklin, Chairman (D)  
Sen. Don Ryan, Vice Chairman (D)  
Sen. John Esp (R)  
Rep. Bill E. Glaser (R)  
Rep. Carol C. Juneau (D)

**Members Excused:** Rep. Verdell Jackson (R)  
Sen. Carol Williams (D)

**Members Absent:** None.

**Staff Present:** Mark Bruno, OBPP  
Alan Peura, Legislative Branch  
Diana Williams, Committee Secretary  
Britt Nelson, Transcriber

**Please Note.** These are summary minutes. Testimony and discussion are paraphrased and condensed. Tape counter notations refer to material preceding.

**Committee Business Summary:**

Hearing & Date Posted: Community Colleges (Program 4)  
Tribal College Assistance Program  
(Program 11)  
Executive Action: None

Alan Peura, Legislative Fiscal Analyst Assistant, handed out an agenda for the hearing.

**EXHIBIT (jeh20a01)**

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**COMMUNITY COLLEGES OVERVIEW**

**Jane Karas, President of Flathead Valley Community College,** indicated that the purpose of the presentation was to provide an overview of the community colleges. She informed the Committee that community colleges were governed by locally elected boards. She said they were funded by local mill levees in addition to tuition and other sources of funding such as grants and federal appropriations. She stated that community colleges provide accessible, quality education at an affordable cost. She reported 50% of the students are enrolled in associative arts and associative science transfer degrees. She cited that students who start at a community college are more successful than their counterparts who start at a four-year school in terms of having higher GPAs when they complete a four-year degree in a shorter time period. She mentioned the programs have that enable students to enter the workforce directly after two years of schooling. She discussed the fact that the faculty are qualified to teach at four-year institutions. One benefit she mentioned was having a small faculty-to-student ratio which allows students to receive a lot of individual attention.

**Ms. Karas** mentioned that Montana's community colleges have excellent counseling, tutoring and advising services. She reiterated that the advisors are part of why transfers occur so smoothly into the University System. She indicated that 96% of the students are Montana residents, 50% attend full-time, 75% of the students work, and the average age is 31.

***{Tape: 1; Side: A; Approx. Time Counter: 0 - 7.9}***

**Ms. Karas** provided a handout which was broken into three different sections. In the first section she talked about the affordability and the accessibility of community colleges. She referenced the last page of this section which showed what community colleges provide for students and for their communities.

**EXHIBIT (jeh20a02)**

***{Tape: 1; Side: A; Approx. Time Counter: 7.9 - 11.6}***

**Darrel Hammon, President of Miles Community College**, discussed partnerships. He covered the second section of the handout. Which began with the slide concerning examples of partnerships with the K-12 system.

**EXHIBIT (jeh20a03)**

**Mr. Hammon** feels that encouraging transition from the K-12 system to the University System is essential. He discussed the after-school programs which they provide. He went through and remarked on all of the programs present on the first slide of Exhibit 3.

***{Tape: 1; Side: A; Approx. Time Counter: 11.6 - 18.3}***

**Mr. Hammon** moved on to discuss partnerships with higher education institutes. He discussed the different programs which are shown on the second page of Exhibit 3. He felt that partnerships with higher education institutions are essential for the success of the students. He also discussed the partnerships with businesses and industries in Montana. He surmised that these partnerships were imperative for their growth, development and maintenance. He stated that they also partner with the tribal colleges in a variety of aspects particularly with health care. He referenced some of the other governmental agencies such as job services and rehabilitation programs which are two of the community colleges biggest partners. He explained that the college has a continual partnership with Shared Leadership. Much of it has to do with getting individuals into the system and then getting them jobs. He mentioned that one of the key components of the partnerships is the advisory committees. These committees are composed of area businesses which help the college understand what the needs of the community are and to what level the students need to be trained.

***{Tape: 1; Side: A; Approx. Time Counter: 18.3 - 37.3}***

**Terry Hetrick, President of Dawson Community College**, discussed the many roles which the three community colleges play in developing and strengthening Montana's economy. He addressed the third section of the handout.

**EXHIBIT (jeh20a04)**

**Mr. Hetrick** claimed that community colleges contribute to the economy of Montana as a whole, not just the economies of their respective communities. He provided specific examples of the types of things community colleges are engaged in, which have a direct bearing on the improvement and the strengthening of Montana's economy. They provide training for displaced workers,

deliver Allied Health Programming to rural communities, provide occupational training for Montana residents, they provide transfer programs, and are direct contributors to the local economy by providing high-paying jobs in their institutions. He asserted that they provide a tremendous service to the communities at a very low cost. He felt that the three community colleges were an integral part in enhancing Montana's economy.

***{Tape: 1; Side: A; Approx. Time Counter: 37.3 - 46.1}***

***{Tape: 1; Side: B; Approx. Time Counter: 0 - 9}***

### **BUDGET REQUESTS**

**Mr. Hetrick** submitted funding requests for the upcoming biennium. The community colleges asked that the Committee: 1) fund the resident student full-time-equivalent (FTE) at the projected levels cited in the Governor's Budget, 2) consider restoring the Legislatures base cost to educate a resident student at a community college to \$5,706, and 3) restore the funding level to 55%. He remarked that each president would inform the Committee what these increases would mean to their respective institutions.

***{Tape: 1; Side: B; Approx. Time Counter: 9 - 10.1}***

**MADAM CHAIR FRANKLIN** requested clarification. She understood that the Governor's Budget was currently funding resident tuition at \$5,203 and that the community colleges were requesting \$5,706.

**Alan Peura** indicated that on page E-109 of the Budget Analysis book there was a table which demonstrated the current executive budget. He clarified what Mr. Hetrick was requesting.

**[EXHIBIT \(jeh20a05\)](#)**

**[EXHIBIT \(jeh20a06\)](#)**

**Ms. Karas** provided some more clarification concerning the requests of the community colleges. **Ms. Karas** informed the Committee that the way in which the community colleges have been funded was established by a formula determined in 1981. She asked the Committee to work with the colleges to help determine the cost of educating a FTE now. She talked about the impacts at the Flathead Community College caused by cuts in their funding.

***{Tape: 1; Side: B; Approx. Time Counter: 10.1 - 17.3}***

**Mr. Hetrick** addressed the specifics of what the increases would mean for Dawson Community College. He urged the Committee to understand that the colleges' requests were based on very sound

information. In regard to affordability, he attested that as an open admission institution, Dawson Community College (DCC) is conscientious of price. He noted that DCC has been focused largely on the tuition levels at the western North Dakota institutions. He explained that getting tuition assistance from the State would help the College forego tuition increases.

**Mr. Hetrick** proceeded to address the effects the requested increases would have on accessibility. He felt that because of population decline and the development of some unique programs they have moved away from the construct that Dawson Community College is Glendive's community college. He reported that currently, DCC is supplying Early Childhood Education courses in Glasgow, Wolf Point, Malta, and Miles City. They also provide a Farm Ranch Business Management Program to farmers and ranchers in Glendive, Circle, Glasgow, Hobson, and Winifred. There are also going to be five new sites brought on-line in the next year. When this occurs, enrollment in the Farm Ranch Business Management Program will double to nearly 180. He attested that making higher education opportunities accessible to people isn't always distance delivery, for some it is a one-to-one atmosphere. Their funding requests will have a positive impact on the quality of their programs. He urged the Committee to consider their funding request seriously.

**{Tape: 1; Side: B; Approx. Time Counter: 17.3 - 26.4}**

**Darrel Hammon** talked about Miles Community College and some of the areas in which they felt the increase would help them. He reported that there were three main focuses of the institution: 1) health care, 2) agriculture, and 3) technology. He expanded upon each of these, discussing health care first. He explained that through the Fund for the Improvement of Post-Secondary Education (FIPSE) grant they have been able to accomplish many things including a cohort group in Billings in conjunction with Montana State University-Billings. He discussed the fact that their nursing faculty is spread throughout Montana. He also talked about the nursing programs and their drive to recruit nursing students from Montana so they would remain in Montana. He claimed that the funding would fulfill some of the campus costs but it would not fulfill distance education costs. He expressed that their challenge in eastern Montana is how do they provide education to students wherever they might be. Their focus is on helping students receive an education wherever they are with the aid of technology.

**Mr. Hammon** proceeded to discuss agriculture. He indicated that their approach to the teaching of agriculture was similar to their teaching approach for health care. He emphasized the fact

that they try to provide experience in the field. He gave an example of a program where farmers and ranchers can go to feedlots and learn different methods of making cattle feed. The increase in funding would aid the college in promoting that program for farmers and ranchers.

**Mr. Hammon** finished with a discussion of technology in Montana. He expressed that the college had an excellent relationship with Mid-Rivers Telecommunications. He informed the Committee that through the Center for Technology and Learning they do everything from nursing health care by interactive television to on-line courses utilized in high schools, hospitals, and workforce development courses in the community. He reiterated that for Miles Community College the three areas which they want to focus on are health care, agriculture, and technology. He restated that with the declining population they would need to extend their reach to help the individuals who want to utilize their programs.

**Jane Karas** repeated that the reduction by the 2003 legislature resulted in a little over 12% cut in funding for the community colleges. She mentioned that they had been able to cover the decrease by one-time money acquisitions and some service reductions on campus. She said that the request to increase funding from 53% to 55% would impact the quality of the services they provide. She explained that tuition was something which is looked at first when State funding decreases. She reiterated that as low as tuition is at Flathead Community College, more than 90% of the students receive some kind of financial assistance and due to this, they are reluctant to increase the tuition.

**{Tape: 2; Side: A; Approx. Time Counter: 0 - 3.3}**

**Ms. Karas** reported on some of the partnerships with which the College is involved. The first partnership she introduced was the Flathead Business and Education Council. This council has become a model around the state. It is a group of large and small employers in the Flathead Valley who meet on a quarterly basis with the secondary school representatives and the College to determine what their needs are at the present time and what they will be in the future, and how the schools will meet those needs. She next discussed the partnership with the Flathead Regional Business Center, which is a group of economic and workforce development entities. She talked about some of the programs which they were able to offer because of their partnerships with these entities. The 2% increase would help them expand their allied health programs and some of the programs with businesses and industry. She also discussed some of the partnerships which they are looking at initiating and expanding.

**Ms. Karas** urged the Committee to consider the requests of the community colleges. She asserted that there were really four options which were in front of the Committee: 1) to make no change, 2) increase the 53% to 55% but leave the base number at the reduced number, 3) increase the cost of education to \$5,706 but leave the percentage at 53%, and 4) increase the percentage to 55% and the cost of education base to \$5,706. She indicated that the last option was the one which the colleges would prefer.

**{Tape: 2; Side: A; Approx. Time Counter: 3.3 - 9.4}**

#### QUESTIONS FROM SUBCOMMITTEE

**REP. GLAZER** referred to the presentation on the nursing program at the Miles Community College. He cited that the Nursing Board had given the College ten slots and they had 114 people come to the meeting. He was concerned about how the Nursing Board and the College were able to get around the Constitution of the State of Montana and only offer ten slots. He proceeded to read the section of the constitution which dictates that "equality of educational opportunity is guaranteed to each person of Montana." He wanted to know how the College and the Board were able to do what they did without getting sued.

**{Tape: 2; Side: A; Approx. Time Counter: 9.4 - 12.9}**

**Mr. Hammon** replied that Montana State University has a large nursing program in Billings. He claimed that the Miles Community College program was a Licenced Practitioner to Registered Nurse Program. He explained that they had come to that determination due to the number of clinical sites. They have to adhere to the standards of the National League of Nursing Board as well as accreditation through the Northwest Accrediting Body. The clinical spots have to be appropriate and in some of the communities they do not have appropriate clinics. However, in Billings there are a number of clinical sites in which the College is allowed to place ten students. He indicated that they were going to try to increase that number. He noted that the education for licenced practitioners (LP), bachelor's in nursing (BN) and registered nursing (RN) are all different. He explained that not all of the 114 students who came were ready to go through a LP to RN completion program. Many of those students are currently attending Montana State University-Billing's nursing program. The challenge he saw, when it came to the constitution, was how to get appropriate clinical sites in all of the areas that want them.

**MADAM CHAIR FRANKLIN** felt that Mr. Hammon had done a good job of explaining the situation.

**REP. GLAZER** reiterated that his concern was how to address the issue of education for all when there is a waiting list. He asserted that waiting lists on guarantees are not constitutional. He was concerned that lawsuits will arise because of this situation.

**Mr. Hammon** responded that there are pre-examinations which nursing students all across America need to take. He expressed that nursing is a tough field and that not everyone would be able to get into the programs.

**REP. GLAZER** remarked Montana will get its "fanny sued."

*{Tape: 2; Side: A; Approx. Time Counter: 12.9 - 24.6}*

#### PUBLIC COMMENTS

**Roxanne Lawney, AFMCC Student Senate President for Miles Community College**, talked about the positive experiences which she has had because she attended Miles Community College. She emphasized that she was able to save money, gain leadership skills and receive a quality education because of the close relationships with the teachers and other students. She requested that the Committee remember how unique and important community colleges are when they make their decision on the funding.

*{Tape: 2; Side: A; Approx. Time Counter: 24.6 - 30}*

**Frank Garner, Chief of Police in Kalispell**, expressed that, professionally, over half of the individuals who work with him have attended or graduated from Flathead Community College. He mentioned the police department's partnerships with the regional colleges, which allows them to bring in trainers from around the country and host training sessions in each region. He expressed that it was a huge benefit for him to be able to send officers to training in their own communities. He also brought up examples from his personal life. He hoped that they would provide the same opportunity to others that he had when growing up in Montana.

*{Tape: 2; Side: A; Approx. Time Counter: 30 - 40.3}*

**Richard Gross, Attendee of Flathead Community College**, related that he had received a nomination to attend the U.S. Naval Academy and a full-ride scholarship to Montana State University to participate with the Reserved Officers Training Core (ROTC). However, he was disqualified due to medical reasons. After having been declined he decided to attend Flathead Community



College because it is an integral part of the Flathead Valley. He provided a brief description of his introduction to the College explaining that he felt the most important thing was that he would be able to receive a quality education at an affordable price. He also appreciated the fact that he was around non-traditional students. His focus is in business administration and next year he will be attending the University of Montana to finish his schooling. He mentioned all of the opportunities he was afforded by attending Flathead Community College. He urged the support of the funding requests and offered to answer any questions.

***{Tape: 2; Side: A; Approx. Time Counter: 40.3 - 45.5}***

***{Tape: 2; Side: B; Approx. Time Counter: 0 - 6.7}***

**Myrna Ridenour, Flathead Valley Community College,** is a registered nurse. She works with the new nurses that come out of the Flathead Community College nursing programs and mentors those entering graduate programs. She mentioned that they have been able to offer a four-year degree in Kalispell within the last two years. Of the ten nurses who graduated from this program three are staying in Kalispell and starting the graduate program. She felt that it was important to keep individuals in the community, especially those in health care because when they leave they have a tendency to not return. She stated that when a medical facility is associated with an education facility they tend to thrive. She expressed the importance of LPNs and the need for a program to train them at the Flathead Community College. She urged the Committee members to continue to support the Community College because of its support of the health care industry.

***{Tape: 2; Side: B; Approx. Time Counter: 6.7 - 13.8}***

**Jim Keith, Nursing Student from Miles Community College,** was in the Air Force, Air Force Reserves and the Navy Reserves as a hospital core-man. He is also a registered emergency medical technician. He has two children in college and one still in grade school. When he decided to return to college the cost was the most important factor because of his children. He chose Miles Community College because it was accessible and it had a great reputation for its nursing program. He mentioned the Learning Fair in which the sophomore nursing students present the freshman with different topics of education in nursing. They bring the off-site students into the process as well. He also mentioned the fact that his daughter, who is in fifth grade, participated in the kids' college.

***{Tape: 2; Side: B; Approx. Time Counter: 13.8 - 21}***

**Jay Clarke, a Law Enforcement Major from Dawson Community College,** indicated that the cost of the college was a major bonus for students attending community colleges. He felt that the student-teacher ratio was very helpful, allowing the students to interact with the teachers on a closer basis, thus learning more than they might be able to in a larger college. He stated that they were understanding and helpful with his job as a volunteer firefighter. He remarked that the dormitory situation was very nice for students coming out of high school, giving them a taste of what it is like living in the real world.

*{Tape: 2; Side: B; Approx. Time Counter: 21 - 25.8}*

**Sheila Stearns, Commissioner of Higher Education for the Montana University System,** felt that the Education Subcommittee was one of the most important, interesting committees to sit on because they heard quality individuals, enthusiastic students and appreciative citizens. On behalf of the Board of Regents and the Montana University System she wanted to let the Committee know how proud they were of the community college aspect of the University System. She explained that they would be happy to work with the Committee on the balancing of the budget.

*{Tape: 2; Side: B; Approx. Time Counter: 25.8 - 29.9}*

**Kala French, Student Regent and student at the Flathead Valley Community College,** reiterated the support of the Board of Regents. She felt that the benefits of community colleges were visible in the individuals who had testified before the Committee. She stated that she was proud, as a student and as a peer, of those individuals who decided to stay in Montana. She remarked that community colleges were critical access points for non-traditional and traditional students alike. She felt that they play an integral role in the communities, with the economic development of the communities, and in the lives of the students.

*{Tape: 2; Side: B; Approx. Time Counter: 29.9 - 33.1}*

**David Gibson, Associate Commissioner for Economic Development,** brought the discussion back to the major themes in Montana. He felt that it was unfortunate that the system had to be broken up into so many different pieces. He indicated that he would only be addressing the two-year colleges. He reiterated that there were two important issues in Montana: 1) Access -- the idea that more students need to be in post-secondary education to raise the average wage in the state, and 2) Good paying jobs require a two-year college system in Montana.

*{Tape: 2; Side: B; Approx. Time Counter: 33.1 - 37.8}*

**TRIBAL COLLEGE OVERVIEW**

**Joseph McDonald, President of the Salish Kootenai College**, handed out a written testimony and a pamphlet on the Salish Kootenai College's elements of education.

**[EXHIBIT \(jeh20a07\)](#)**

**[EXHIBIT \(jeh20a08\)](#)**

**Mr. McDonald** informed the Committee that the Salish Kootenai College's main objective is to serve the Flathead Indian Reservation. However, they serve many more areas of Montana than just the reservations. He explained that they are an accredited college by the Northwest Commission of Schools and Colleges and their credits are transferable to other accredited colleges and universities in the United States. He followed his written testimony, discussing the health care programs offered through the College, the populations they serve, the budget expenditures, and tuition. He emphasized that it is difficult to make up the difference in cost for what is actually being paid per student and what is expended per student. He discussed what they do in order to make up the differences including the fact that faculty and administrative salaries are low. The low salaries make it difficult to find and keep qualified individuals. He mentioned the different programs they have to offer and where the students transfer when they are done with the two-year college. He proceeded to discuss the Governor's budget for the tribal colleges. He felt that the \$2.5 million could be reduced to \$100,000 per tribal college per year of the biennium. He remarked that access was not just getting to a college and paying tuition but having a worthwhile college with the faculty and resources needed. He urged the Committee to provide adequate funding for the non-beneficiary students.

***{Tape: 3; Side: A; Approx. Time Counter: 0 - 11.5}***

**QUESTIONS FROM SUBCOMMITTEE**

**SEN. WILLIAMS** wondered how the tuition for two-year systems compared to the tuition for the four-year systems. She also wanted to know if they were satisfied with the transfer of credits from the community colleges to the universities.

**President McDonald** replied that at Salish Kootenai the tuition was equivalent to that of the University of Montana. He explained that they had raised out-of-state tuition very high because they were experiencing individuals who used the community college system to establish residency and then transfer to the University System. He also expressed the desire to have students

attend the tribal colleges because they want to, not just because it is less expensive. He also said that they need to keep up with the cost of non-beneficiary students. As far as transferring credits was concerned he claimed to have few problems with Montana State University and the University of Montana.

**Darrel Hammon** remarked that the Miles Community College nursing program is not necessarily any different than regular programs. He explained that there are three different tuition levels at community colleges: 1) in-district, which at Miles Community College is \$1,400 per semester, 2) out-of-district, which is \$1,800 per semester, and 3) out-of-state, which is \$2,940 per semester.

*{Tape: 3; Side: A; Approx. Time Counter: 11.5 - 16.6}*

**SEN. WILLIAMS** wanted to know how the Miles City Community College nursing program compared to the similar program at Montana State University.

**Mr. Hammon** claimed that the Bozeman nursing program is different depending on whether it is on the Bozeman campus or on the Billings campus. The Montana State University-Bozeman resident tuition is \$4,576 per year; however, in Billings the nursing students pay an additional \$500 per person per semester.

**MADAM CHAIR FRANKLIN** asked for clarification on the degree which is granted at Miles Community College.

**Mr. Hammon** commented that it was an Associative Science Degree in Nursing and the degree offered at Bozeman is a Bachelor Degree in Nursing.

**REP. JACKSON** was not clear on the tuition at the tribal colleges and the tuition at the Flathead Community College.

**Mr. McDonald** explained that each tribal college had different tuition. He was sure that the Salish Kootenai College was the highest at \$4,000.

**Jane Karas** replied that at Flathead Community College the in-district tuition is \$1,589 and with fees added on it is \$2,192. For an out-of-district student the tuition and fees are \$3,208.

*{Tape: 3; Side: A; Approx. Time Counter: 16.6 - 21.7}*

**REP. JACKSON** was concerned with open enrollment. He wanted to have more information on the process.

**Mr. McDonald** stated that the enrollment at Salish Kootenai College was open; the only requirements are that the individual pass an initial test and then complete a General Educational Development (GED) test within two quarters. However, the programs that have closed enrollment are the nursing programs.

**Ms. Karas** expressed that the Flathead Community College has similar requirements to the Salish Kootenai College. She reported that the minimum age for a degree-seeking program is 16 and they have to have either a high school diploma or a GED, as well as entry-level testing. There are courses offered which individuals who do not meet those requirements are allowed to take. She mentioned that they also have a number of programs which high schoolers can take in their junior or senior years. These students pay half of the tuition for up to nine credits.

***{Tape: 3; Side: A; Approx. Time Counter: 21.7 - 26.4}***

**Mr. Hammon** commented that all vocational programs at the Miles Community College are at capacity because of the number of teachers. They also have a high school program and the possibility of dual enrollment.

**REP. JACKSON** followed up by asking if the colleges had a system in place for high school students to opt out of beginning classes and receive credit for doing so.

**Mr. Hetrick** responded that there is a nationally recognized series of tests available providing the students with the opportunity to come into the college and receive credits for those competencies.

**Mr. Hammon** added that Miles Community College looks at all of the components together. They look at Prior Experiential Learning (Portfolio) for business and industry people who are returning to school. They offer up to 25% of a degree via Portfolio although it could take up to two semesters to complete.

**Ms. Karas** indicated that they had a process by which a student could challenge a course in order to show that they have all of the knowledge and expertise in that area so they could move on to the next level.

***{Tape: 3; Side: A; Approx. Time Counter: 26.4 - 34}***

**Mr. McDonald** indicated that a student had to enroll in a class first and then challenge it before receiving credit at Salish Kootenai Community College.

**REP. JUNEAU** thought that dual enrollment was a good program but she was curious how they handled the fees for high school students who wanted to take a college course.

**Ms. Karas** answered that each college was different but the way in which the Flathead Community College dealt with high school students was through the Running Star Program. In this program students pay half of the tuition but the fees still apply.

**Mr. Hammon** explained that at Miles Community College they have a southwest Montana group and an eastern Montana group who participate in distance learning. These groups pay only tuition, not fees, although a few of the classes have a distance fee attachment.

*{Tape: 3; Side: A; Approx. Time Counter: 34 - 39.7}*

**REP. JUNEAU** wondered if the high school students would qualify for financial aid if they were taking a minimum of six credits.

**Ms. Karas** believed that unless the student was enrolled in a degree-seeking program they would not be eligible for financial aid.

**Mr. McDonald** added that without a high school diploma they would have to take the Ability Benefit Test and then apply for a GED or bank the credits until they received their diploma.

**REP. JUNEAU** reiterated that the programs were wonderful for students who were achieving well and for those who weren't. She then asked how they funded the GED programs they offered and if it was part of the college program.

**Mr. Hammon** indicated that the GED was part of the Adult Education Act which is a federal process and is funded by both State and federal dollars as well as by the money collected from the students who take the test. Basically the program is not funded through the general funds of the colleges.

*{Tape: 3; Side: A; Approx. Time Counter: 39.7 - 45}*

**Mr. McDonald** replied that it was a struggle because the only funding for the GED programs at Salish Kootenai Community College are through the State and their own general fund.

*{Tape: 3; Side: B; Approx. Time Counter: 0 - 3.2}*

**REP. JUNEAU** followed up by asking if it would count against the financial aid cap of a student if they received financial aid

while taking classes for a two-year degree. She wanted to know what would happen to the student if he or she wanted to continue on later and get a bachelors degree.

***{Tape: 3; Side: B; Approx. Time Counter: 3.2 - 4.4}***

**Ms. Karas** reported that if a student was in an Occupational, Associative Applied Science Degree they can do two things: 1) go on to get a four-year degree that is not a technical degree which would mean that they would need to make an appeal in order to have the cap waved; or 2) go on to have a Bachelor of Applied Science or Technology which means that they might be able to continue on as a transfer student in another program.

**Mr. McDonald** attested that it happened with them frequently and they try and to get the students through by waiving their tuition or something equally helpful.

***{Tape: 3; Side: B; Approx. Time Counter: 4.4 - 5.9}***

**REP. JUNEAU** is interested in the reduction of poverty in Montana and feels that community colleges are a good resource. She wanted to know if they had any partnerships with the Temporary Assistance for Needy Families (TANF) programs where they provide support to allow TANF families to get an education and move out of poverty.

**Mr. Hammon** informed the Committee that Miles Community College had a career center on campus which includes TANF, Welfare-to-Work and other similar programs.

**Mr. McDonald** replied that Salish Kootenai Community College contracts with the Tribe on the TANF program. He explained that each TANF individual has to go through an orientation program and many of them move on to college from the orientation.

**Ms. Karas** responded that Flathead Community College also has a similar partnership with their TANF providers and they work very closely with them to provide college preparation courses. She restated that their mission is to provide education to all, even those who can't afford it.

***{Tape: 3; Side: B; Approx. Time Counter: 5.9 - 9.9}***

**Mr. Hetrick** felt that when dealing with individuals in that situation the approach has to be holistic. He feels that it takes a combination of supportive agencies to make these programs successful. He sees it as Dawson Community College's role to elevate their potential. They work with local job agencies and

federal programs as well as any other company they can to provide assistance to needy individuals.

**Mr. Hammon** commented that in the state of Montana the poor pay a higher percentage of their income to go to college, particularly community colleges. He emphasized that needs-based funding is imperative for the students to get out of poverty and get an education.

**REP. JUNEAU** noted that in 1976 Flathead Valley Community College was the college which helped sponsor the Blackfeet Community College and Salish Kootenai Community College. She wanted to express her appreciation for the extension of the college.

*{Tape: 3; Side: B; Approx. Time Counter: 9.9 - 15.8}*

**MADAM CHAIR FRANKLIN** returned to the Agriculture Farm Management Program. She wanted to know more about its core focus.

**Mr. Hetrick** stated that initially the program design was brought in from Colorado. He provided a brief history of the Program in Colorado. He conveyed that the goal is to equip people who have, for many years, relied upon the old methodologies of finance management. They teach people how to use computer technologies and software specifically designed for agriculture. The whole purpose is to make the individuals understand that those in modern business must know the bottom line everyday. They also teach the students how to use the internet and develop their own web pages. They concentrate on value-added marketing as well. He feels that the trust which they have gained working one-on-one with these individuals is invaluable.

*{Tape: 3; Side: B; Approx. Time Counter: 15.8 - 25.1}*

**MADAM CHAIR FRANKLIN** was curious if the full baccalaureate nursing program in Flathead was in conjunction with Montana State University-Bozeman (MSU).

**Ms. Karas** affirmed that it was a partnership with MSU-Bozeman, North Valley Hospital and Kalispell Regional Medical Center. After the first two years the students are able to apply to MSU-Bozeman's College of Nursing but remain in Kalispell to finish their degree.

**Sheila Stearns** called the Committee's attention to page E-151 of the Legislative Fiscal Analysis of the Budget. She mentioned the Legislative Fiscal Department's comment concerning the impact the tribal colleges are having on the economy of Montana. She stated that she was awestruck at the level of creativity in the



colleges. She spoke for the Board of Regents when she reiterated that there is a need for a stable source of income for all students attending the colleges.

***{Tape: 3; Side: B; Approx. Time Counter: 25.1 - 33.1}***

**EXHIBIT** (jeh20a09)

**Alan Peura, Legislative Fiscal Analyst Assistant**, explained what was going to be taken care of during Executive Action.

**OBPP COMMENTS**

**Mark Bruno** discussed the community college budgets. He stated that the present law adjustment is actually a fairly large increase, about \$2.3 million for the community colleges. He also noted that there was a \$5 million initiative by Governor Martz for equipment dedicated to two-year programs. His only comment on the tribal colleges was that Mr. McDonald had suggested moving some of the money in Governor Schweitzer's budget to HB 16. He claimed that the money in Governor Schweitzer's budget was fairly equitable as far as how much money goes to the tribal colleges and he wanted to point out that the big player in non-beneficiary students is Salish Kootenai Community College.

***{Tape: 3; Side: B; Approx. Time Counter: 33.1 - 39.2}***

**ADJOURNMENT**

Adjournment: 11:10 P.M.

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REP. EVE FRANKLIN, Chairman

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for DIANA WILLIAMS, Secretary

EF/dw

Additional Exhibits:

**EXHIBIT ([jeh20aad0.PDF](#))**