

MINUTES OF THE MEETING OF THE JOINT APPROPRIATION SUBCOMMITTEE
ON EDUCATION

February 3, 1981

The meeting on the Office of Public Instruction's School Lunch Program, Transportation, Traffic Education, Adult Basic Education, and Secondary Vocational Education of the Joint Appropriation Subcommittee on Education was called to order at 8:05 a.m. on Tuesday, February 3, 1981 by Chairman Donaldson in Room 104, Capitol Bldg., Helena, Montana.

All members were present except for Senator Nelson who was excused and had returned by 9 a.m. John Bebee, Fiscal Analyst was also present.

Those who gave testimony in support of the Secondary Vocational Education were:

Rep. Mel Williams; Maynard Olson, Office of Public Instruction; Jim Fitzpatrick, President of Montana Council of Local Administrators; Bill Ball, Executive Secretary for the Montana Advisory Council for Vocational Education; Rep. Jim Schultz; Alan Stohle, President of the Montana Vocational Association; Duane Johnson, Montana School Boards Association; Wayne Lersbak, Superintendent of Schools; Mary Gernatt, President of the Montana Home Economics Teachers; Thea Swenson, Montana Business Education Association; Will Weaver, Secondary Vocational Education Administrator; Duane Gebhart, Vocational Agricultural Teachers; Jesse Long, Executive Secretary of the School Administrators of Montana; Dave Sexton, Montana Education Association.

Those who gave testimony in support of the Adult Education were:

Rep. Gerald Kessler; Pat O'Leary, Superintendent of Adult Learning Center in Helena. (See attached testimony.)

CHAIRMAN DONALDSON asked Bill Ball what role the Secondary Vocational Education will be in the future.

BILL BALL stated that he feels that the roll is changing and that the Vocational Education's situation is that there is no opportunity to go back. The Educational Program does need to be supplemented with a vocational training.

SUPERINTENDENT ARGENBRIGHT stated that some of the kids don't get the basics. This program would be to back up and provide information to those local school districts so they can get the assistance in the curriculum areas.

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SUPERINTENDENT ARGENBRIGHT said that he feels they need high standards and by adhering to those standards when the kids get into the high schools that there would be adequate programs in the vocational areas. He would hope that the basics would get done in elementary school.

CHAIRMAN DONALDSON asked Maynard Olson if he thinks there is an influence on the kids to stay in school.

MAYNARD OLSON stated that the Secondary Vocational Education provides the opportunities to meet the needs of students. There are certain students who wouldn't get it any other way. It does encourage them to stay in school. He also stated that he has known of students personally who had an opportunity to take welding and because of that interest, in turn they became even more specialized. It does have a tendency to keep students in the school who might have otherwise dropped out.

The next hearing was on the Adult Basic Education.

SUPERINTENDENT ARGENBRIGHT introduced BILL CUNNEEN, Manager of Adult Basic Education. Mr. Cunneen gave his presentation. The initial request was for \$611,000 for the Adult Basic Education and has been cut. He stated that they felt the \$611,000 was reasonable. It is to increase the allocations to existing programs in the local public school districts and to initiate Adult Basic Education in districts that are logical for such an activity. He stated that they will be able to reach 1,794 people this year. This is a projected enrollment. There are 15 projects with 20 satellites for a total of 35 locations. The money budgeted is projected at around \$114,000. Mr. Cunneen also stated that the state is getting an excellent return on the adults who are uneducated who attend Adult Basic Education classes. The Adult Basic Educators feel that the return to the state on the money invested in these people is worth the extra funds.

REP. BENGTONSON asked if the courses are hobby-craft or basic education.

MR. CUNNEEN stated that they are basic courses. The money that has been used and the money that has been requested has been strictly for academic offerings. It is intended for these people to raise their academic levels to either acquire a high school equivalency certificate or acquire the academic skills necessary

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to increase their value to their employer and get a raise on the job. There are no hobby-craft programs.

REP. BENGTON asked how they allocate the funds to the centers.

MR. CUNNEEN stated that the initial allocations are based on a formula that calls for the total amount appropriated by the State Legislature to be divided by the number of people 18 and over who had less than a high school education. There were 171,000 according to the 1970 census. That would have figured out to \$.50 per head. Since the initial appropriation the priority has been given to on-going sites so that those who initially applied for the money available by the Legislature have pretty well maintained their applications. There has not been enough money to solicit additional sites in the state without cutting the funding to those who are successful.

The next discussion was in regard to the Traffic Safety Program.

TOM CHESBRO, Chief Accountant for the Office of Public Instruction gave his presentation on the Traffic Safety Program. This program's revenue comes from driver's license fees, traffic fines in the state and county and local levels. According to 20-7-506 RCM it states that all fees are distributed every year after administration fees within the state level are taken out. He also stated that the LFA recommendation looks in order on this particular appropriation.

SENATOR HAFLEY asked how the money distributed is used.

TOM CHESBRO stated that the money is used for the instructor, materials, and booklets.

BOB STOCKTON, Finance Administrator for the Office of Public Instruction stated that the tuition for the Traffic Safety Program is \$25. which the student pays. As the costs have gone up in other areas, so have the fees gone up.

SENATOR JACOBSON asked if the program is for high school students or for whoever wants to take it.

BOB STOCKTON answered that it is only for high school students.

The next discussion was on the School Transportation.

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BOB STOCKTON gave his presentation on the School Transportation. Student Transportation is the transporting of students to and from school on approved school buses in Montana. The state reimburses on a schedule established by the Legislature. This schedule is for the transportation of students who live more than three miles from school. There are two methods: by buses and/or individual transportation, in the case of isolated areas where courses are supervised home study. The largest chunk of the funds do go to pay for bus transportation. There has been an unexpected increase in the program brought on by the energy crunch. The LFA has recommended a rate of \$.60 per mile for FY 82 and \$.65 per mile for FY 83 with all buses of a compacity over 50 to get 2.5 cents per seat above the 50. This would increase the schedule by 1.3 million dollars and the state's share would be approximately \$554,000. He also stated that the LFA recommendation would be adequate to fund the program. The best compacity you can obtain is 66% which is two to a seat. The school districts must file a T-1 form that lists every kid who could potentially ride the bus and list the miles he lives from school and the miles he travels everyday to the school district he resides at.

The next discussion was in regard to the School Lunch Program.

TOM CHESBRO gave his presentation on the School Lunch Program. The purpose of the appropriation for the school lunch is to have matching funds to assist local districts in being able to secure Federal Funding. In the past two years, by permission of the Federal Government, they have been able to use some of this money expended at the state level rather than send it to the districts and still use it as matching funds. What they have done in the past is used a revolving account at the state level that would pay for the distribution of food. Mr. Chesbro stated that they would pay for it to be transported from Helena to the local districts and would send out this appropriation to the districts for their matching purposes. In turn, they would bill those districts for the transportation. The Department of Agriculture has given permission to pay for these services and they don't have to bill the districts. We reduce costs by doing this. As far as the recommendations go they feel the LFA recommendation is correct.

The hearings were closed.

EXECUTIVE SESSION was called to order by Chairman Donaldson.

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on Education

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TOM CROSSER gave the Executive recommendation for each program.

JOHN BEBEE gave the LFA recommendation for each program.

REP. BENGTON moved that the committee accept the LFA recommendation for the School Lunch Program for \$1,538,943 for the biennium. MOTION PASSED UNANIMOUSLY.

Discussion was held in regard to the Transportation Program.

REP. BENGTON moved that the committee accept the LFA recommendation for Transportation for \$4,724,445 for FY 82 and \$5,019,250 for FY 83, a total of \$9,743,695 for the biennium. MOTION PASSED UNANIMOUSLY.

Discussion was held in regard to the Traffic Education Program.

REP. BENGTON moved that the committee accept the LFA recommendation for \$2,241,525 for the biennium. MOTION PASSED UNANIMOUSLY.

Discussion was held in regard to the Adult Basic Education Program.

TOM CROSSER stated that he had problems with getting a priority list from the Office of Public Instruction for their Adult Education Program. The LFA receives the budget from the Executive Office. The LFA recommendation continued Adult Education at current level.

REP. THOFT moved that the committee accept the LFA recommendation for the Adult Education Program for \$254,732 for the biennium. MOTION PASSED UNANIMOUSLY.

Discussion was held regarding the Secondary Vocational Education.

REP. THOFT moved that the committee accept the Executive recommendation for \$1,500,000 for the biennium for the Secondary Vocational Education Program. MOTION PASSED UNANIMOUSLY.

JOHN BEBEE gave a briefing on the Vo-Tech Funding Formula.

Meeting adjourned at 11 a.m.


REP. GENE DONALDSON, Chairman

Feb 3
1981

HOUSE BILL NO. 618

Meyer

INTRODUCED BY

Williams *Smalley* *Smith* *Merriam*

E. Smith
Johnson

McLane
Treit

Coay
Shaw

Mubeth
Conover
Hammond

A BILL FOR AN ACT ENTITLED: "AN ACT TO PROVIDE A METHOD FOR
ALLOCATING FUNDING FOR SECONDARY VOCATIONAL AND INDUSTRIAL
ARTS PROGRAMS BASED UPON THE RELATIVE ADDITIONAL COSTS
INCURRED BY HIGH SCHOOL DISTRICTS IN PROVIDING SUCH
PROGRAMS."

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

Section 1. Funding for secondary vocational education
and industrial arts programs -- application -- rules. (1)
The superintendent of public instruction shall annually
distribute money from the biennial appropriation for
secondary vocational education and industrial arts. The
money shall be allocated to high school districts providing
approved secondary vocational education and industrial arts
programs in accordance with [this act].

(2) A high school district providing a secondary
vocational education program must apply to the
superintendent of public instruction for funds available
under [this act]. The superintendent of public instruction
shall by rule prescribe the method for ANB determination,
the form of the application, budget procedures, and
accounting rules for the funds. The superintendent of public

1 instruction may prescribe other requirements for the receipt
2 of funding not inconsistent with Title 20, chapter 7, part
3 3.

4 (3) A secondary vocational education or industrial
5 arts program or a course in such a program in a high school
6 district may not be funded until that program or course has
7 been offered by the school district for 1 school year.

8 (4) As used in [this act] the term "school district"
9 means a district organized for the purpose of providing
10 educational services for grades 9 through 12, but the term
11 does not include postsecondary vocational education centers.

12 Section 2. Distribution of secondary vocational
13 education and industrial arts funds. (1) The superintendent
14 of public instruction shall categorize secondary vocational
15 programs into one of five weighted categories based upon the
16 relative additional costs of those programs.

17 (2) The superintendent of public instruction shall
18 determine the weighted category to be assigned industrial
19 arts programs.

20 (3) The superintendent of public instruction shall
21 adjust the weighted categories as necessary to assure that
22 the procedures outlined in subsections (4) and (5) do not
23 result in entitlements that exceed the amount appropriated.

24 (4) Funding shall be based upon the average number
25 belonging (ANB) to secondary vocational educational and

1 industrial arts programs of the high school district in the
2 year immediately preceding the year for which funding is
3 requested. The ANB shall be computed for each separate
4 secondary vocational education and industrial arts program.

5 (5) For secondary vocational education programs the
6 ANB generated for each category established in subsection
7 (1) shall be multiplied by the factor for that category, and
8 the product thereof shall be multiplied by the applicable
9 ANB dollar value established by 20-9-319. Industrial arts
10 programs shall be funded at 50% of the category assigned.
11 The high school district is entitled to receive for
12 secondary vocational education and industrial arts, the
13 total of all secondary vocational education and industrial
14 arts categories so computed.

15 (6) The superintendent of public instruction shall
16 annually distribute the funds allocated in this section by
17 November 1. The money so received by the high school
18 district must be deposited into the subfund of the
19 miscellaneous program fund established by 20-9-507 and shall
20 be expended only for approved secondary vocational education
21 and industrial arts programs. The expenditure of the money
22 so received shall be reported in the annual trustees' report
23 as required by 20-9-213.

24 Section 3. Codification instruction. Sections 1 and 2
25 are intended to be codified as an integral part of Title 20,

1 chapter 7, part 3, and the provisions of Title 20 apply to
2 sections 1 and 2.

-End-

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Prepared by:

Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

General Secondary Vocational Program Funding

	<u>FY 76</u>	<u>FY 77</u>	<u>FY 78</u>	<u>FY 79</u> *	<u>FY 80</u>	<u>FY 81</u>
Federal	\$ 567,285	\$ 327,463	\$ 21,060	\$ 63,693	\$	\$
State	<u>679,830</u>	<u>742,415</u>	<u>494,943</u>	<u>247,472</u>	<u>720,000</u>	<u>780,000</u>
	\$1,247,115	\$1,069,878	\$ 516,003	\$ 311,165	\$ 720,000	\$ 780,000
		<u>FY 76-77</u>	<u>FY 78-79</u>	<u>FY 80-81</u>		
Biennium Totals		\$ 2,316,993	\$ 827,168	\$ 1,500,000		

EXPENDITURES FOR SECONDARY VOED

	<u>FY 79</u>	<u>FY 80</u>	<u>*FY 81</u>
Total Budget	\$ 7,094,327	\$ 8,684,995	\$ 9,562,179
Total Excess Costs	\$ 1,561,618	\$ 2,600,939	\$ 2,863,633

<u>Biennium Totals</u>	<u>FY 80-81</u>	<u>**FY 82-83</u>
Total Budgets	\$18,247,174	\$21,615,602
Excess Costs	\$ 5,464,572	\$ 6,473,332

(no facility expenditures were included in the above expenditures, i.e., heat, rent, electricity, building, etc.)

*Estimated increase of 10.1%.
**Estimated increase of 18.46%.

Testimony Rep James Schultz

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Mr. Chairman and members of the committee, for the record my name is James Schultz, Representative for District 48.

Members of the committee this bill addresses a segment of our student population that does not participate extensively in the post secondary educational programs. Few go to college.

These are the students that complete their academic careers in High School. The girls that become secretaries or clerks at the local stores or banks, the boys that go into the service trades or stores, garages, farm supply services or back to the farms and ranches.

When the state of Montana determined the required curriculum for high school graduation vocational skills were very lacking. Manual training was the only one mentioned.

Local schools could see the problem and many have set up fine programs that in many cases are as competent as the courses offered in vocational & trade schools.

These programs are expensive much more so than the normal classroom discipline.

An example of my home town school where we have Business practices, Secretarial, Home Economics, Industrial Arts and Vocational Agriculture. The Dept for these departments for Supplies, Equipment,

repairs maintenance is

When we speak of secondary Vocational Education we are speaking about 40-50% of the total High School population.

We have many ~~figures~~ statistics on the % of our students attending college, attending post-secondary schools, but when it's all said and done about 60% of these students become involved in the world of work without further training.

So I strongly urge that this committee adequately fund this phase of our educational program.

Thank you,

February 2, 1981

MEMORANDUM

TO: Representative Gene Donaldson, Chairman
Joint Appropriations Subcommittee on Education

FROM: Jim Fitzpatrick, President, Montana Council of Local Administrators

RE: Testimony on Secondary Vocational Education Appropriation

1. Secondary Vocational Education programs are a vital part of the total school program. The purpose of these programs is to provide job awareness training for students who will continue in Vocational Education and provide placement skills for students who will enter the job market from high school.
2. Students completing Secondary Vocational Education programs are successful in entering the job market as evidenced by a recent study conducted by the Northwest Regional Educational Laboratory. 68 percent of the students completing Secondary Vocational Education programs were employed full time, 13 percent part time and 18 percent were unemployed.
3. During the 1980-81 school year, 20,803 students were enrolled in 456 approved and funded Secondary Vocational Education programs in 106 Montana School Districts. These include:

PROGRAM	NUMBER OF PROGRAMS
Agriculture	68
Business	83
Distributive Education	15
Health Occupations	1
Trade, Industrial	85
Industrial Arts	90
Home Economics Wage Earning	15
Home Economics Consumer Homemaking	99
	<u>456</u>

4. The total Secondary Vocational Education budget for fiscal 1979 - 1980 was 15,779,322 excluding facility expenditures i.e. heat, rent, electricity, building etc. Excess cost expenditures in FY 1980 was \$2,600,939. Funding of Secondary Vocational Education from State sources is not new, listed below are the funds allocated from Federal and State sources from FY 76 - FY 81.

	FY 76	FY 77	FY 78	FY 79	FY 80	FY 81
Federal	\$567,285	\$327,463	\$ 21,060	\$ 63,693	\$	\$
State	<u>\$679,830</u>	<u>\$742,415</u>	<u>\$494,943</u>	<u>\$247,472</u>	<u>\$720,000</u>	<u>\$780,000</u>
	\$1,247,115	\$1,069,878	\$516,003	\$311,165	\$720,000	\$780,000

5. It is common knowledge that Vocational Education on the average cost 20 to 100 percent more than general academic programs.
6. The monies generated by this appropriation would be utilized for additional cost items in such areas as: extended teacher contracts, instructional supplies, major and minor equipment, instructional maintenance and repair, student organizational stipends and instructional related travel expenses.
7. The Superintendent of Public Instruction is responsible for program approval and disbursing funds to eligible school districts to insure accountability.
8. The Superintendent of Public Instruction conducted a survey of School Administrators regarding the need for funding Secondary Vocational Education programs. Listed below are some of those comments:

"Equipment costs, replacement costs and material costs exceed those of regular academic programs".

"Business: \$13,000; Home Ec: \$7,000; T&I: \$35,400; (\$55,400+ was spent from our general fund for 1979-80 Vo Ed programs.) English: \$12,000; Math: \$3,050; Science: \$4,700; Social Studies: \$5,100; Foreign Language: \$2,700 (\$30,550 was spent from general fund for academics.)"

"A planner for the wood shop costs \$8000. The entire cost of the texts and equipment for the math department is \$700 this year. Out of \$22,500 budget for texts, equipment and supply, vocational education (Vo Ag and Home Ec) received \$13,500".

"Monies spent for Voc Agri and Mechanics were three times the amount as for English, Math and Social Studies".

"Our vocational programs cost 300 percent more per student than the regular academic programs".

"Vo Ag and Home Ec supply budgets - 2200 and 1300 respective - compared to 650 for English, 350 for Social Studies, 100 for math. Vo Ag teacher on extended contract. Vocational courses need more major equipment".

"For the 80-81 term instructional supplies for business, home ec and I.A. totaled \$9635. - For all other areas the instructional supplies total was \$9450, including library".

"For the last four years the average cost of each of the four vocational programs in our school has been \$2500 greater than the average cost of each other academic areas, even though average enrollment is lower in vocational courses than the other areas".

"The support was very hopeful but additional funding with inflation would help".

"Helped but more was needed to improve program."

"Cost of business education maintenance far exceeds the state aid".

"It allows us to purchase equipment that otherwise could not be obtained for student use".

"We were able to purchase equipment that we normally could not afford".

"Equipment purchased allowed our programs to become more diversified and more students to become involved".

"The amount of money does not meet the additional costs. The weights are too low. No room for inflation".

"Our program, as in the past, is supported 90 percent local funds. If state does not pick up a greater share our program will be dropped as vocational and cut back so the district can support what is left of 100 percent".

"When a program costs the district 20,000, 1200 doesn't help much".

"Without state allocation we would not have funds to purchase items needed for a good program".

"Funding should be increased by 300 - 400%.

"I think Montana schools need as much vocational funding as they can possibly get. Too much emphasis is placed on our students going to colleges, like 50% or so. Yet only 20 percent of all occupations require a college education. Our students need to learn as many different skilled occupations as possible in high schools, so they have an idea what they want to pursue later".

Representative Gene Donaldson, Chairman
Sub-Committee for Education Appropriations

My name is Alan Stohle, President of the Montana Vocational Association.
I am an Industrial Arts Instructor for Missoula County High School.

On behalf of the Montana Vocational Association and its membership, I
would seek your support for full funding of Secondary Vocational Education.

This bill is essential to quality vocational programs for the following
reasons:

1. Vocational programs are the highest cost programs in secondary schools to operate, yet will provide direct returns, through taxes, higher than that cost. Students entering the labor force with learned skills will make higher wages thereby paying more taxes than the non-skilled worker.
2. School districts faced with increased budgets are cutting high cost programs. This is already evident in many schools across the state that have wither cut programs or curtailed them to the extent that they are no longer eligible for vocational reimbursement. A non-vocational instructor can service twice the number of students at one-half the cost.
3. Due to the fact that resources available to school districts in Montana vary so greatly, the opportunity for vocational education varies to an even greater extent. Without additional support for vocational education this gap in educational opportunity will increase.

PROPONENT

Secondary Vocational Education Appropriation

Wayne F. Lersbak
Superintendent of Schools
Cascade, Montana

School districts across Montana varies in their philosophy and ability to support any given educational program. Therefore I believe it necessary to "ear mark" funds for those districts that choose to offer an approved vocational education program for their students on the secondary level.

Vocational education areas are identified as high cost programs because of the amount of machines and equipment required to offer such a program.

An "earmarked" appropriation separated from the foundation program will help and assist local school districts provide a sound vocational education program.

The vocational education program at Cascade over the past two years received \$22,262.42. We are very appreciative of that amount and request your continued consideration.

MONTANA BUSINESS EDUCATION ASSOCIATION

February 3, 1981

Representative Gene Donaldson, Chairman
Joint Appropriations Subcommittee for Education
Montana 47th Legislative Assembly
State Capitol Building
Helena, Montana

Dear Representative Donaldson:

The Montana Business Education Association strongly supports state legislation funding secondary vocational education.

Vocational business education programs provide our Montana high school students with an opportunity to enter the job market successfully and/or to enroll in advance classes at postsecondary institutions. Typing, office procedures, accounting, business machines, and shorthand emphasize those skills, knowledges, attitudes, and understandings required in today's offices. Approximately one out of every four high school students enrolled in business and office education classes is involved in the co-op program which provides on-the-job training.

Without help from the State Legislature, schools would find it difficult, if not impossible, to maintain a quality program in the future. The costs of equipment, maintenance, and supplies for these classes continue to escalate. In 1975, IBM Selectric typewriters cost \$420 each; in 1980, that price climbed to \$580. In 1975, schools paid typewriter maintenance at \$42 an hour; in 1980, \$55.50 an hour.

MBEA respectfully urges our Montana legislators to continue to give our secondary students the opportunity to take advantage of vocational training in business and office education.

Sincerely yours,



Mrs. Elfrieda Idleman
MBEA President

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Testimony in Support of Appropriation
for Secondary Vocational Education

I am Willard Weaver representing Great Falls Public Schools where I am employed as a consultant for secondary vocational education programs. I would like to briefly address 3 of 16 basic and fundamental principals which vocational education uses as a base of operation.

1. "Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations and the same tools and the same machines as in the occupation itself."
2. "Effective vocational education for any profession, trade, occupation or job can only be given to the selected group of individuals who need it, want it and are able to profit by it."
3. "While every reasonable effort should be made to reduce per capital cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum of per capita cost, vocational education should not be attempted."

Did funds appropriated by the last legislature make a difference in our programs? Definitely yes! With the funds that were made available to secondary vocational education programs by the last legislature, we at the local level were able to provide vocational education programs that were educationally sound. With this money we were able to purchase

supplies and equipment that represents that in business and industry. We purchased equipment items such as selectric typewriters to be used in office education, a microcomputer trainer for our electronics program, as well as supplies that allowed students to use deminision lumber and other materials of the actual size used in the business and industrial work world.

Enrollments fall semester indicate that we served approximately 1,932 students in our vocational programs. These enrrollments do not include typing classes, introductory classes, industrial arts classes and so forth. This number represents classes such as consumer home economics, and courses taken by students with vocational objectives and taught by vocational instructors.

During school year 79-80 we had expenditures of approximately \$575,000 for our vocational programs. We received approximately \$39,500 of the monies which were appropriated by the state legislature for secondary vocational education. This is not a great amount but certainly an amount which enabled us to offer programs of some quality vs second rate programs.

I would strongly encourage you to appropriate the monies requested to ensure quality secondary vocational education programs for our young people. Secondary vocational education has as its aim to keep students in school, develop self-understanding, develop saleable skills and help in the transition from school to work. Any decrease in funding of vocational education from the state level can only result in undermining and destroying the programs of vocational education for the citizens of the local communities.

BOARD OF TRUSTEES

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Cascade Public Schools

DISTRICT NO. 3 & B

P.O. BOX 307

468-2212

468-2267

Cascade, Montana 59421

SUPERINTENDENT

Wayne F. Lersbak

PRINCIPAL

Bruce Allen

CLERK

Marlene Zahara

February 2, 1981

Sub-Committee of Education
Representative Dean Donaldson, Chairman

This letter is to state my support of the Vocational Education Appropriation.

Although the need for and the positive effect of vocational programs throughout the state has been validated, vocational programs in local high schools receive only a fraction of the amount needed for their operation from their school district. The state reimbursement is needed to keep the programs going.

The money I receive from our local budget for the Home Economics Department consistently covers costs of expendable supplies like paper products, groceries for food labs, repairs, etc. I have used the state money allotted the department to replace outdated textbooks, purchase relevant audio-visual aids and purchase new classroom equipment.

Without state financing, my students would be using outdated books and equipment. We would also be very limited as to the educational aids we could afford to buy for them. Aids such as filmstrips, tapes, games and simulated activities add depth to classroom experience and also tend to increase and hold the interest of the students.

Sincerely,



(Mrs.) Pam Parsons
Home Economics Department

Montana Vocational Agriculture Teachers' Association

Affiliated with the National Vocational Agricultural Teachers' Association

AMERICAN VOCATIONAL ASS'N.

MONTANA VOCATIONAL ASS'N.

VICE PRESIDENT
Duane Gebhardt, Cascade 59421

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Bob Nelson, Missoula 59801

TREASURER
H.W. Gilman, Alder 59710

SECRETARY
Alan Redfield, Pray 59065

NEWSLETTER EDITOR
Oscar Cantu, Winifred 59489

February 2, 1981

Sub-committee on Education
Representative Dean Donaldson, Chairman

On behalf of the Montana Vocational Agriculture Teachers, I would like to support the Secondary Vocational Education Appropriation Bill. Even though the existing appropriation represents only a fraction of the excess costs of Vocational Education the money will help to defray our high cost programs.

The emphasis of Vocational Education is the learning by doing experiences. These experiences can not be taught by lecture and audio-visual only. The only way a student can learn a Vocation or even a living survival skill is to do it.

In our school the funds that were recieved last year gave us the ability to purchase some equipment that was badly needed, but not possible from the existing school budget. The school budget was used up by the rising costs of material needed to keep the program running. Without state financing, our students would be using outdated books and equipment. This does not meet the needs of the working field which must keep current with all new technology.

Sincerely,



Duane A. Gebhardt

Vice-president Montana Vocational Agriculture Teachers Association

Chairman Donaldson and members of the sub-committee for education.

I am Mike Cavey, a vocational agriculture instructor for Missoula County High School, and a parent of two sons enrolled in vocational education in Missoula.

I would like to ask your support for full funding of HB ~~750~~⁶¹⁸.

This bill is necessary for several reasons:

1. Vocational programs are very costly to operate, yet provide skills for employment, which in turn provide a return through taxes on money earned.
2. School districts that are faced with tight budgets are tempted to cut vocational programs simply because of their high per student costs.
3. There is no protection for vocational educational opportunity in Montana schools, since they are not required for accreditation.
4. Since there is a difference in the resources available for each school district in Montana, unless vocational education costs are made comparable to the costs of other programs in Montana schools, educational opportunity is not equal throughout Montana High Schools.

For the past biennium excess costs (those costs above and beyond the costs of normal programs) for vocational education in Montana have been over 4 million dollars . (1,501,010 in FY 79, and 2,000,000 in FY 80)

It is predicted that these costs will increase by 10.1 percent in FY 81, and by 16.4 percent in FY 82. This would equal a cost for the biennium of over 6 million dollars.

In the interest of maintaining quality vocational education to train our young people for meaningful employment in Montana, I ask that you fully fund HB ~~750~~⁶¹⁸

Thank you for this opportunity to testify and for your consideration.