

BUSINESS AND INDUSTRY JOINT COMMITTEE
SPECIAL SESSION OF THE 47th MONTANA LEGISLATURE
June 21, 1982

The joint meeting of the Business and Industry Committee was called to order by SENATOR HAZELBAKER, CHAIRMAN, on Monday, June 21, 1982 at 2 p.m. in Room 405 of the Capitol Building, Helena, Montana.

HOUSE members of the Business and Industry Committee are:

REP. JAY FABREGA, CHAIRMAN	REP. LES KITSELMAN
REP. RAY JENSEN, VICE-CHAIRMAN	REP. DICK MANNING
REP. AARON ANDREASON	REP. JERRY METCALF
REP. TONI BERGENE	REP. DARRYL MEYER
REP. BOB ELLERD	REP. DAVID O'HARA
REP. ORVAL ELLISON	REP. BOB PAVLOVICH
REP. HAL HARPER	REP. KEN ROBBINS
REP. GLENN JACOBSEN	REP. JIM SCHULTZ
REP. GERALD KESSLER	REP. JOHN VINCENT
	REP. NORM WALLIN

ROLL CALL was taken and all members were present except for REP. HAL HARPER who was excused.

The Chairman opened the meeting by pointing out that GREG PETESCH had distributed a BILL SUMMARY. (EXHIBIT A)

SENATE BILL 1 (EXHIBIT B) was introduced by SENATOR TURNAGE. This bill is directed to deal with the "idleness problem" within the prison. It does not suggest a total solution to the problem but provides a vehicle for a productive work program.

PROPOSERS

SENATOR STEPHENS pointed out the different industrial programs in states such as Texas, Nevada, etc.

CURT CHISHOLM, Deputy Director for the Department of Institutions gave his testimony.

SANDRA HARRIS, Institution Industries Manager for the Department of Institutions, gave her testimony also naming some ideas for programs, i.e., maintenance and repair on vehicles, office machine repair, small engine repair, sewing, etc.

GENE CHRISTIAANSEN from the Office of Public Instruction distributed a handout. (EXHIBIT C)

JUDY JOHNSON, Assistant Superintendent for the Office of Public Instruction took over the ASSESSMENT area (EXHIBIT C, Page 3) and continued to discuss the remainder of the exhibit.

BUSINESS AND INDUSTRY JOINT COMMITTEE
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PROPONENTS

JOHN BOARD, President of the Montana Education Association emphasized the long-range recommendations. (EXHIBIT D)

There were no opponents.

The meeting was then opened for QUESTIONING from the Committee Members.

SENATOR BLAYLOCK asked what was proposed to be made for the public schools? For instance desks, school programs to be printed, etc.

SENATOR TURNAGE stated that it was not intended to be a self-supporting project.

REP. ELLISON pointed out that if it be a viable program it may need to go out and compete.

SENATOR TURNAGE replied that it need not be a self-supporting program so there would be no need for competition. He also stated that the problem with existing laws is that revolving funds have limitations, and that the Legislature needs to remove any road blocks. This would supercede any present statutes.

REP. MEYER asked how many dollars they would be looking at.

SENATOR TURNAGE stated that this is not an appropriation and if this bill passed, an appropriation bill would be required. He also strongly suggested that something should be done about the Montana Procedures Act in this bill.

SENATOR BLAYLOCK asked if the Office of Public Instruction would take the lead in setting up and the responsibility for an educational program within the prison.

JUDY JOHNSON stated that at the present it is not set up that way.

SENATOR TURNAGE stated that it would require some process and he had no problem with that.

REP. WALLIN distributed a handout. (EXHIBIT E)


BUSINESS AND INDUSTRY JOINT COMMITTEE
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The meeting adjourned at 3:05 p.m.



CHAIRMAN SENATOR HAZELBAKER



PAT BENNETT, Secretary

Senate Bill 1

Senate Bill 1 establishes a vocational industries program at the Montana State Prison separate from the general institutional industries program. The program is intended to provide training and job skills involving all types of personal property including crops and livestock. The end products would be available for all state and local governmental entities. The program is not required to be self-supporting. Participation in the program by inmates would entitle them to earn a good time allowance of up to 15 days per month. Wages are to be paid to inmates commensurate with their production function. The inmates are not employees and do not have the rights of public or private employees. The department of institutions is authorized to adopt rules implementing the program.

Special Session H. II
Turney Stephens Kelstad Smith

1 INTRODUCED BY
 2
 3
 4 A BILL FOR AN ACT ENTITLED: "AN ACT TO ESTABLISH A
 5 VOCATIONAL INDUSTRIES PROGRAM AT THE MONTANA STATE PRISON
 6 THAT PROVIDES FORMAL VOCATIONAL EDUCATION, ON-THE-JOB
 7 TRAINING, AND WORK EXPERIENCE FOR PRISON INMATES; LIMITING
 8 THE PROGRAM TO PROVIDING SERVICES AND PRODUCING PERSONAL
 9 PROPERTY FOR STATE AGENCIES, LOCAL GOVERNMENTS, SCHOOL
 10 DISTRICTS, AND OTHER GOVERNMENTAL ENTITIES."

11 WHEREAS, it is in the best interest of the state and
 12 also in the best interest of inmates incarcerated at the
 13 Montana state prison to establish a vocational training and
 14 work experience program at the prison; and

15 WHEREAS, such a program benefits the state by providing
 16 inmates with viable vocations so that upon release they may
 17 become responsible members of society; and

18 WHEREAS, such a program benefits inmates at the prison
 19 by providing an alternative to idle time in prison; the
 20 opportunity for training and work experience can provide
 21 some measure of meaning and self-worth while incarcerated,
 22 while at the same time preparing inmates with vocations with
 23 which they can support themselves and their families upon
 24 release; and

25 WHEREAS, there is presently an institutional industry

1 program in operation at the prison that is a self-supporting
 2 program engaged in license plate manufacture and some
 3 agricultural production and personal property refurbishment;
 4 THEREFORE, the institutional industry's small scope and
 5 limited goals should be supplemented with a true vocational
 6 industries program capable of inmate reformation that will
 7 produce former inmates who upon release are vocationally
 8 trained, productive and responsible members of society.

9
 10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

11 Section 1. Prison vocational industries program. (1)
 12 In addition to any institutional industry operated at the
 13 Montana state prison under Title 53, chapter 1, part 3, the
 14 department of institutions shall conduct a prison vocational
 15 industries program.

16 (2) The purpose of the prison vocational industries
 17 program is to:

18 (a) provide innovative and progressive inmate
 19 reformation and rehabilitation possibilities by exposing
 20 inmates to worthwhile vocational training;

21 (b) prepare inmates for release by providing
 22 industries at the prison that utilize their vocational
 23 training, thus providing experience beyond mere training,
 24 inculcating inmates with good production and work habits,
 25 and providing them with a means to earn money that will be

1 available to them upon release.

2 (3) The prison vocational industries program consists
3 of structured vocational training, on-the-job training, and
4 production experience. The department may contract with
5 public and private vocational education entities to provide
6 vocational training.

7 (4) The program may provide training and experience
8 involving cultivation, production, repair, construction,
9 refurbishment, service, and related processes involving
10 personal property, including but not limited to such items
11 as crops, livestock, furniture, office and electrical
12 equipment, and motor vehicles. Such products and services
13 may be provided only to state agencies, local government
14 units, school districts, authorities, and other governmental
15 entities.

16 (5) (a) The prison vocational industries program is
17 not a self-supporting program. The department of
18 institutions may enter into contracts and establish prices
19 for prison vocational industries. Within budgetary
20 restrictions, the department shall establish prices that
21 tend to maximize the amount of work available for inmates.
22 All revenue raised through the program may be used only for
23 the program.

24 (b) State agencies, local governments, school
25 districts, authorities, and other local government entities

1 are encouraged to explore the possibilities of using the
2 prison vocational industries program. State agencies shall
3 cooperate with the department of institutions in notifying
4 governmental entities within the state of the program and of
5 the services and products that are available.

6 (6) (a) An inmate participating in the prison
7 vocational industries program may be granted a good time
8 allowance, not to exceed 15 days per month, for outstanding
9 participation in the program as defined by rules adopted by
10 the department of institutions. Such good time allowance has
11 the same effect as a good time allowance granted under
12 53-30-105, and the provisions of subsections (2) and (3) of
13 53-30-105 apply to such good time allowance.

14 (b) While engaged in on-the-job training and
15 production, inmates shall be paid a wage commensurate with
16 their production function. Such wages shall be established
17 at a rate that encourages efficient production and effective
18 levels of inmate participation.

19 (c) Inmates working in the prison vocational
20 industries program are not employees, either public or
21 private, and employment rights accorded other classes of
22 workers do not apply to such inmates.

23 (7) (a) The department of institutions shall adopt
24 rules implementing this program. Any price lists established
25 by the department are exempt from the provisions of Title 2,

LC 0002/01

1 chapter 4 (the Montana Administrative Procedure Act), but
2 the department may, if it considers it an effective method
3 of dissemination, publish such price lists in the Montana
4 Administrative Register or the Administrative Rules of
5 Montana, or both.
6 (b) The department of institutions is subject to
7 program audits of the prison vocational industries program
8 by the legislative auditor.

-End-




OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Ed Argenbright
Superintendent

Special Session
June 21, 1982

To: Members of the Business and Industry Joint Committee
on Prison Industries and Education

From: Ed Argenbright, State Superintendent
Office of Public Instruction 

Re: Educational Opportunities for Montana State Prison

Some of what is contained in our testimony has already been addressed in Warden Risley's report on Saturday. Although we are not in a position to make hard and fast recommendations, we do concur with the need to expand upon the educational opportunities available to the prisoners. The model, as well as alternatives, are offered as a precipitator for further intensive study.

BACKGROUND

Conceptual Model-Educational Opportunities and/or Vocational Training for the Montana State Prison. (This model is offered as a precipitator for further intensive study only.)

The Office of Public Instruction has been, and is, currently involved with both training and educational programs at the Montana State Prison at Deer Lodge.

In the past, vocational education programs were operated in meat cutting, food preparation, electronics, welding and auto mechanics. As support from vocational education funds was reduced, subsequent programs were reduced to the current date where there is an absence of Office of Public Instruction vocational federal and/or state monies allocated from vocational education sources. The reasons for the reduction in funding parallel the availability of scarce resources in addition to frustrations experienced in running quality vocational programs.

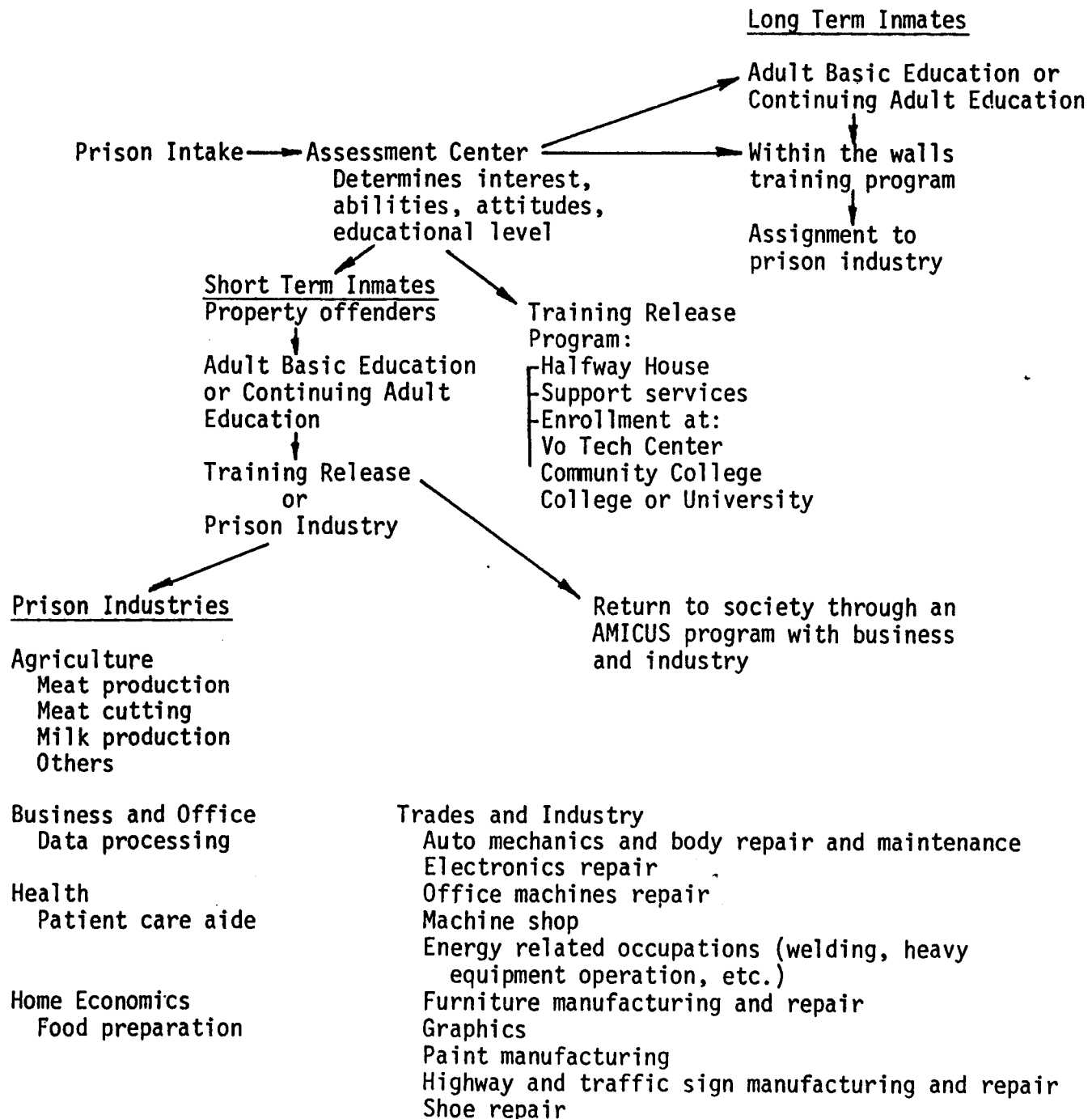
Currently, adult basic education has 112 prisoners enrolled in the program; CETA funds a World of Work program; Title I funds are available for utilization of remedial mathematics and reading (\$4,191 for school year 1981-82 and a tentative allocation of \$8,729 for school year 1982-83). There remains a potential for the reestablishment of vocational education programs through federal funds, as well as P.L. 94-142 funds (for ages 18-21) and Title I federal funds for handicapped/disadvantaged.

Utilization of any limited available federal funds at this time is both restrictive and subject to constant reduction and is not recommended, given the need for long-term continuance.

MODEL

To address the fundamental problem of education, training and expansion of a prison industries, a conceptual approach is proposed wherein a training release program can be coupled with a "within the walls program" supported by prison industries.

For purposes of illustration, the following graphical flow is provided:



ASSESSMENT

Judy Johnson

Assessment is critical to the educational opportunities program, as well as a successful prison industry program.

A full battery and a wide variety of tests are available in several different modes. Each prisoner should be assessed as soon as possible after the prison intake process. This allows the prisoner to target upon the acquisition of salable skills designed to fit his/her abilities and interests. In order to carry forth with this component, it is recommended that a highly trained school/rehabilitation psychologist be employed.

Appendix 1 is an evaluation report (June 1980) from the Northwest Laboratory. Career/vocational ability testing is also currently being conducted at the prison by contracted service. This should be expanded. Any assessment without a clear understanding that it will result in placement in a program or several programs is less than adequate for both prison staff and the prisoner.

An assessment battery for educational purposes should include:

1. level of current performance/general achievement tests
2. intelligent quotient
3. interest/attitude inventories
4. learning style
5. vocational aptitude and interest
6. vocational ability
7. evaluation of hearing and vision

One also needs to be aware that drug abuse will hinder progress in all programs available and should be carefully assessed before beginning any educational track.

TRADITIONAL AND NONTRADITIONAL "SCHOOL" PROGRAMS

Various models of "school" programs are reported in the literature and do not necessarily need to be in a classroom setting at a given hour of the day or with traditional large numbers of faculty.

Because prisoners, to some extent, must be self motivated in order to achieve success, some of the "types of instruction" may easily be made available in other than traditional classrooms, as well as on-the-job aspects of training.

Individual educational programming should include the delivery method of instruction. It is critical that a goal for achievement is known from the onset of a program as part of the motivation, i.e., a GED certificate, competency certificates for vocational training, prison industry job placement, basic skill achievement for future placement in college level courses, credit in higher education courses, parole, etc. The education and training component, therefore, are a means to an end, not just a method of keeping people busy with meaningless tasks.

Aside from traditional vocational training and education aspects, a wide variety of other types of instruction is noted in the literature in the areas of recreation; beneficial use of leisure activities, cultural aspects and appreciation, life-career planning, life coping skills, interpersonal skills, social skills, survival skills, etc. These additional

components are geared to reduce the rate of recidivism and increase the productivity of the inmate, as well as reducing the need for transitional programs from prison to society.

EDUCATION AND SUPPORT PERSONNEL CERTIFICATION

Certified (OPI, Licensing, etc.) personnel should be the minimum requirement for employment in education and training programs. This includes:

1. certified school psychologists
2. special education personnel
3. vocational education personnel
4. K-12 and 7-12 certified classroom personnel
5. counselors
6. psychologists
7. social workers

ALTERNATIVE METHODS OF DELIVERY

Delivery methods, after assessment, currently in practice include:

Teleconferencing (See attached Appendix)

The method utilizes telephone lines to provide educational opportunities from any of the units of the University System, the vocational/technical centers and state agencies. A sample of programs currently available for summer/fall 1982 is listed in the attached Appendix 2.

Closed circuit television out-of-state programs are potentially available via satellite with audio-interaction hook up. An illustration is the

Learn Alaska Network program which provides education from basic skills through college courses. Courses are also available from out-of-state systems such as Harvard School of Business and many commercial programs.

As an adjunct to inmate training, prison staff preservice and inservice may be provided through the use of these technologies.

Computer Assisted Instruction

With the purchase of micro computers, such as Apple, Atari, PET/CBM, TRS-80, literally thousands of programs become available for individual instruction for all levels of academic achievement, intellectual development and interest levels. (A partial list of instructional software topics is attached. Attachment 3 with various descriptions of courses is included.) Programs could be utilized for either educational benefits or actual on-the-job training in areas such as word processing, accounting and bookkeeping.

One of the prime advantages of a coordinated computer assisted instructional program would be the exchange of software between institutions such as Pine Hills and Mountain View.

HUMAN RESOURCES

Support staff and services are available from a variety of postsecondary schools in the immediate area. The University of Montana, Montana State University, Montana Tech and Butte Vocational Tech Center can serve a dual function with the prison by providing support services, as well as interacting with the prison staff and inmates in educational off campus programs.

FINAL COMMENT

The Office of Public Instruction recognizes the need for educational opportunities in the prison and recommends that the committee study the current situation at the prison, as well as statewide resources and develop a long-range ongoing program "within the walls," as well as transition placements that are closely coordinated with current educational opportunities and training in our state. A "dual track" system is essential as well as cost effective in the development of such a program.

Reliance on funds outside the general fund will result in a program without stability and long-range planning will become impossible.

Careful evaluation and planning are the keys to the success in this program and we pledge our cooperation to the Legislature and the Department of Institutions in helping to assure that a cost effective, non-duplicated, useful program is designed.



Technical
Assistance
Centers

RECEIVED

MAY 18 1981

SUPERINTENDENT
OF PUBLIC INSTRUCTION

May 11, 1981

Mr. John Jaksha
Education Director
Montana State Prison
Deer Lodge, Montana 59722

Dear John:

Tony and I were glad to have the opportunity to meet with you and your staff last month to talk about your education and testing programs. I am writing to summarize our understanding of the central issues you currently face and outline for your consideration some possible solutions to the problems they raise.

During the discussion we held with you on April 13, the following issues emerged:

1. Each prisoner takes the complete Stanford Achievement Test after arriving at the Prison. The testing takes place within their first two weeks of incarceration. At that time, many men are not motivated to take the test. Thus, for some, their SAT scores do not accurately reflect their abilities.
2. Although there are about 1,100 inmates at the Prison, only around 200 of them are in your education program at any given time. This means many men take the entire SAT but never participate in your program. An implication of this is that Prison staff expends quite a bit of time scoring lengthy tests whose results are not used except when deciding whether the prisoner should attend classes.
3. Some teachers feel the content of the test is too juvenile for adults, a factor which may also contribute to prisoners' lack of motivation when tested. Coupled with this, prisoners may be turned off just by the fact that they are being tested.



Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue • Portland, Oregon 97204 • Telephone (503) 295-0214

AN EQUAL OPPORTUNITY EMPLOYER

Mr. John Jaksha
May 11, 1981 - page 2

4. Teachers do not feel the SAT scores are very accurate. SAT scores can be off by from two to six grades when compared to other tests such as the WRAT and General Aptitude Test.
5. Teachers administer a variety of other tests to prisoners who are in the education program. These tests are given selectively to help teachers identify a suitable instructional program for each inmate.
6. The education program's funds are limited. Thus, the solutions to the testing problems you face cannot be too costly.

Based on these issues, we feel there are a number of options you could elect to follow, and outline these for you below:

Option 1: Screen prisoners for placement in the education program based on the score from a locator test.

Locator tests are generally used to quickly determine which level of a test battery should be administered to a student. Thus, they provide a rapid assessment of student academic abilities. Currently, there are several test batteries which include locator tests. You would be interested in only the locator tests, not the entire batteries. Should you want to pursue this option, we could work with you and your teachers to establish criteria for a) choosing the locator test most suitable given your needs, and b) interpreting a prisoner's locator test score when deciding whether the prisoner should participate in the education program.

Option 2: Screen prisoners for placement based on their scores on one or two subtests of the SAT.

Several of the SAT's subtests are highly correlated with scores for Total Reading and Total Math. Thus, scores on the subtests could provide excellent information to be used to determine whether to recommend that a prisoner participate in the education program. Prisoners, though, would not be tested by the long, entire battery. Were you to elect this option, we could again provide assistance to you and your teachers, helping you to select appropriate subtests and work with the scores from them.

Mr. John Jaksha
May 11, 1981 - page 3

Option 3: Use tests diagnostically to pinpoint the instructional needs of prisoners.

Once prisoners are in an education program, they could be tested to identify specific areas where their skills are weak. A norm-referenced test such as the SAT or a criterion-referenced test could be used for this purpose. We could help you choose a test which would be diagnostically useful to you and provide guidance to your teachers on how to make maximal use of a test's diagnostic information.

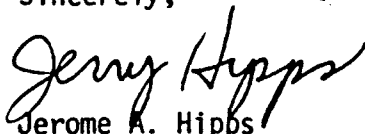
Option 4: Test to determine the vocational interests and aptitudes of prisoners so they may develop work skills they will need when paroled.

Several of your vocational education teachers are currently assessing interests and aptitudes in this area using a variety of tests. Other teachers expressed a desire for information which will help them assess prisoners' vocational interests so they can provide appropriate guidance. We would work with you, helping you to identify the types of information teachers want in the vocational area, which tests will best provide that information, and how teachers can use the test data.

These options are by no means mutually exclusive. They can be combined as you and your teachers best see fit as the options are all intended to help you make improvements in your testing practices where you feel they are needed. I will call you later this month after you have had an opportunity to consider these options to discuss them with you.

I am enclosing some test charts for you which provide information about the characteristics of selected tests. Please remember that our services are funded by the U.S. Government and are available to you at no charge. Should you have any questions, feel free to call me collect at: (503) 295 0214. I look forward to speaking with you later this month.

Sincerely,



Jerome A. Hipps
Evaluation Specialist
Title I Evaluation
Technical Assistance Center

JAH/tws
Enclosures

cc: Pat Warnecke, Associate Warden
Jay McCallum, Montana Office of Public Instruction



EASTERN
MONTANA COLLEGE

JUN 18 1982

**SUPERINTENDENT
OF PUBLIC INSTRUCTION**

School of Extended Studies
and Community Service
METS Office - 657-2254

June 15, 1982

Ms. Judy Johnson
Assistant Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59601

Dear Judy:

I am writing in response to your inquiry of program potentials via teleconferencing in Montana at the Prison in Deer Lodge.

First and foremost is the possibility of programs developed in-state from any of the units of the University System, the vocational-technical schools, state agencies, OPI, Dept. of Institutions, etc. Those are very real possibilities along with programs brought in from out of state, such as ones originating in Alaska with their Learn Alaska Network, ranging from basic skills to college level courses. These could be delivered via satellite with an audio-interaction hook-up, with the program video.

There is a wide variety of allied health programs available from lab technology to nuclear medicine, and also programs in maintenance, food service, infection control, emergency medical techniques.

To be more dramatic, it is not unheard of to bring in programs from Harvard or the Wharton School of Management. This, of course, does not exclude any commercial telecourses currently on the market.

I have attached a partial listing of some of the programs currently available within the next six months to give you examples of specific topics.

If I can be of any further assistance, please feel free to contact me. Thank you for your interest in M.E.T.S.

Sincerely,

Maureen Jewell
M.E.T.S. Director

TELECONFERENCE PROGRAMS - SUMMER/FALL, 1982

PROGRAMS:

Occupational Home Economics
Adults Returning to Work and Education
Workshop in Sociology, Contemporary Family Issues
Introduction to Horticultural Therapy
Seminar in Library Science
Adult Education in Hospitals, Industry and Government
Personal Fitness Management
Engineering Economy
Computer and Data Processing Concepts
Introduction to Electronics
Nutrition
Physical Assessment and Interpretation
Agricultural Accounting
Clinical Topics in Medicine
Communications for the New Supervisor
Laboratory Technology
Infection Control
Medical Terminology
Unit Secretary
Preventative Maintenance
Food Service Management

Appendix 3

Resource Center
Office of Public Instruction
Helena, MT.

Vol. 2, No. 1

FALL 1981

SCHOOL MICROWARE DIRECTORY

A DIRECTORY OF
EDUCATIONAL SOFTWARE

for

APPLE, ATARI, PET, TRS80*

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BUSINESS: Accountg/Bookg

PRINCIPLES OF ACCOUNTING Grades: 11-12
Description: Complete survey course from definition of assets to year-end accounting; req's Educ'l Syst Master Cart'dg @\$30.

BUSINESS: Business Priacs

†MARKET Grades: 7-12
Description: Two student teams make small company marketing decisions (production level, advertising, and pricing).

BUSINESS: Typing

TOUCH TYPING Grades: 9-12
Description: Instruction & timed practice in touch typing; practice on both letters & sentences; reports student performance.

COMPREHENSIVE: General

PILOT (WITH TURTLE GRAPHX) Grades: K-12
Description: Enables teacher to easily create instruction & practice dialogs using text, color graphics & music.

COMP SCI/LITERACY: Computer Prog'g

FUNDAMENTALS OF PROGRAMM'G Grades: 6-12
Description: Instruct'n & pract with keyboard, PRINT statement & math calculat'ns; voice instruct'ns; demo of graphics, sound.

WRITING PROGRAMS ONE & TWO Grades: 7-12
Description: Instruct'n & pract on libr'y functions, FOR-NEXT loops, READ, DATA, DIM, PELK & POKE; voice instructions; 2 tapes.

INTRO TO SOUND & GRAPHICS Grades: 8-12
Description: Instruct'n & pract with music theory, programming music & programming sound; voice instructions; 2 cassettes.

ENGLISH: Basic Skills

Reading

PHONICS 1-3 Grades: 1-3
Description: Instruction & practice in major phonic elements; voice on cassette based sound track; 9 binders of cassettes.

Spelling

†SPELLBOUND Grades: 1-6
Description: Shows word for study, then flashes for student to spell; use own words or those on one of 8 tapes (\$5 ea).

†HIDDEN WORDS Grades: 1-8
Description: Player(s) race to find frequently misspelled words in letter jumble on screen; 1 or 2 players; 4 levels.

HANGMAN Grades: 2-7
Description: Pupil tries to identify word by guessing letters; each wrong guess adds to a man on the gallows; 3 diffc levels.

SPELLING Grades: 8-12
Description: Review course; covers plurals, suffixes, homonyms, spell'g by syllables, etc.; req's Educ'l Master Cartridge.

Vocabulary

†SPATIAL RELATIONS Grades: K-1
Description: Helps child learn words indicating size & placement, e.g., big/small, tall/short, right/left, over/under, etc.

HANGWORD Grades: 3-12
Description: This game never runs out of words; second player enters word or phrase; animated graphics and sound reponse.

†WANTED Grades: 4-8
Description: Child plays detective, "tracks down" problem words; clues given

in WANTED poster.

†GUESSWORD Grades: 6-10
Description: One or two players try to guess secret word based on clues; like Password.

FINE ARTS: Music

†TONAL ENCOUNTER Grades: 1-6
Description: Computer plays melody, child plays it back; 5 skill levels plus demonstration mode.

MUSIC COMPOSER Grades: 7-12
Description: Enter, play, change & save 4-part music; 3-octave range; notes displayed on colored staff as played.

FOREIGN LANGUAGE: French

CONVERSATIONAL FRENCH Grades: 9-12
Description: Practice on phrases needed for travelling; phrases spelled, spoken & illustrated simultaneously; 5 cassettes.

FOREIGN LANGUAGE: German

CONVERSATIONAL GERMAN Grades: 9-12
Description: Practice on phrases needed for travelling; phrases are simultaneously spelled, spoken & illustrated; 5 tapes.

FOREIGN LANGUAGE: Italian

CONVERSATIONAL ITALIAN Grades: 9-12
Description: Practice on phrases needed for travelling; phrases are simultaneously spelled, spoken & illustrated; 5 tapes.

HEALTH: General

†DIET Grades: 5-12
Description: Student enters physical and diet information; computer analyzes nutritional content.

HOME ECONOMICS: Foods

†DIET Grades: 5-12
Description: Student enters physical and diet information; computer analyzes nutritional content.

MATHEMATICS: Basic Skills

Arithmetic

RYTHMETIC Grades: 1-6
Description: To help increase competence when doing simple arithmetic in your head, quick score, menu tables, and prompts.

†CON*PUTATION Grades: 1-6
Description: Child matches any arithmetic expression behind boxes with answer or equal expression; 2 players, 1 - 8 levels.

†MATH GAMES Grades: 1-3
Description: 4 games provide practice on arithmetic & fractions; Darts (addition), Bomber (fractions), Snoopy, & Easy Math.

†MATH FACTS LEVEL III Grades: 2-4
Description: Practice on adding up to 3 columns; also add with carry & subtraction with borrow; detailed graphic cues.

Measurement

METRIC II Grades: 5-9
Description: Practice converting between English & metric units of length, volume & mass; uses menu tables & prompts.

Enumeration

†MATH FACTS LEVEL II Grades: 1-3
Description: Practice on number sequences & greater/less than to 100; also 2- & 3-col add'n, subt'n; auto promotion, review.

SCIENCE: Eco/Envir Sci

ENERGY CZAR Grades: 8-12
Description: Student explores strategies for solving U.S. energy crisis; feedback given on growth, inflation, public satisf'n.

†LIMITS Grades: 10-12
Description: Student explores effects of growth on world population, pollution, food supply, indust'l output & natural rescrs.

SCIENCE: Physics

Nucleonics

SCRAM-NUCLEAR POWER PLANT Grades: 6-12
Description: Student manages the operation of a nuclear power plant; simulated hazards such as earthquakes; ext graphics.

SOCIAL SCIENCE: Current Events

ENERGY CZAR Grades: 8-12
Description: Student explores strategies for solving U.S. energy crisis; feedback given on growth, inflat'n, public satisf'n.

SOCIAL SCIENCE: Economics

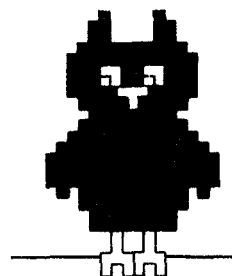
KINGDOM Grades: 6-10
Description: Student is ruler of a small country & tries to allocate resources to maximize popul'n; develops math skills.

SOCIAL SCIENCE: History

†LIMITS Grades: 10-12
Description: Student explores the effects of growth on world population, pollution, food supply, indust'l output & nat rescrs.

SOCIAL SCIENCE: Sociology

†USPOP Grades: 10-12
Description: Student investigates various aspects of population change, including growth, age & sex distribution.



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PT004	<p>BUSINESS PACKAGE II - ANNUITIES - Calculates the amount that can be accumulated with an initial investment for a specified number of periods at a specified interest rate.</p> <p>LOAN AMORTIZATION - Loan analysis program that will calculate either payment amounts, number of periods, rate of interest, length of loan, or total interest and print an amortization schedule if desired.</p> <p>BANK RECONCILIATION - Accepts bank balance, checkbook balance, checks written, outstanding checks, charge, and reconciles bank statement.</p> <p>STOCK MARKET SIMULATION - Players buy and sell stocks with the object being to increase their net worth. Selection from 26 stocks that fluctuate in price based on market indicators such as prime interest rate, and inflation rate (8K).</p> <p>Publisher: Micro Learningware Price: \$24.95 cassette</p> <p>Electronics</p>	PC901	<p>QUESLO - Permits the creation of source files used to generate individualized exams and homework assignments.</p> <p>Publisher: Microphys Price: \$20.00 cassette</p>
		PC902	<p>QUEGEN - Accesses source files prepared by QUESLO and generates and grades the exams and homework assignments.</p> <p>Publisher: Microphys Price: \$20.00 cassette</p> <p>NOTE: These programs require a 16K environment and the Commodore 2040 disk drive.</p>
		TP 18	<p>ENROLLMENT Grades K-6 - Computes state enrollment figures by grade and by school. Teacher names must be entered into DATA statements. Designed to be used by school secretary (8K).</p> <p>Publisher: Teacher's Pet Software Price: \$7.95 cassette</p> <p>Office Management</p>
04501	<p>MCAP: A MICROCOMPUTER CIRCUIT ANALYSIS PROGRAM (Savon) Performs a linear voltage, impedance or transfer impedance analysis of an electronic circuit. Calculates, lists, plots the circuit's frequency response and will analyze circuits with up to 15 nodes. Documentation included. (8K, 16K, 32K specify).</p> <p>Publisher: Hayden Book Co. Price: \$24.95 cassette</p> <p>Utility for Education & Business</p> <p>Grading, Enrollment</p>	02401	<p>MICROTYPING (Engel) - Features the "touch method" of learning to type for improving computer typing skills. Includes 4 levels of exercises. Documentation included (8K, 16K, 32K specify.)</p> <p>Publisher: Hayden Book Co. Price: \$10.95 cassette</p>
CP20161	<p>GRADE AVERAGE - Program enables teacher to calculate grade averages by using BOTH numeric and letter grades. No previous conversion necessary. Furnishes teacher with a numeric and letter grade average, as well as a complete ranking and summary of each student's grades. Use of plus and minus is acceptable and program can be converted to any standard a school system uses.</p> <p>Publisher: Educational Activities Inc. Price: \$11.95 cassette</p>	M10	<p>MAIL LIST/TELEPHONE DIRECTORY SYSTEM - A series of three programs which are designed to permit the creation and maintenance of a mailing list/telephone directory for businesses, schools, clubs, organizations, etc. The system has a capacity to store about 3000 names, addresses and phone numbers. Operating instructions have been designed to enable the user having little computer experience to readily create and manage his/her own mailing/telephone system. (System requires 16K or 32K with CBM 2040 dual disk drive and interfacing printer which accepts mailing stock).</p> <p>Publisher: Microphys Price: \$125.00 (2) diskettes</p>
TP 17	<p>GRADES Grades 1-6 - Compute mid-term or quarter grades for up to 40 students in up to 10 subjects. Allows use of weighting factors, and will computer % and letter grades. Displays results by student or by subject (8K).</p> <p>Publisher: Teacher's Pet Software Price: \$7.95 cassette</p>	SS 5	<p>MICROCOMPUTER WORKBOOK, Pet Commodore Edition.</p> <p>Publisher: Sterling Swift Publ. Co. Price: \$5.95</p>
TP 11	<p>Q & A Grades K-12 - General question and answer program which may be used for several different types of response (fill-in, multiple choice, sequencing) in any skill area (math, general knowledge, punctuation, etc.). Graphics reward a correct answer; score is kept (8K).</p> <p>Publisher: Teacher's Pet Software Price: \$7.95 cassette</p>	SS 6	<p>COURSEWARE/SOFTWARE (tutorials for learning BASIC). (See Courseware for description).</p> <p>Publisher: Sterling Swift Price: \$69.00 (4) cassettes (16K) specify (2) disks (32K)</p>
		PD23	<p>STEP BY STEP - Ages junior high to adult - 32 programs and a 64-page workbook teach programming in BASIC for the beginner. Introduces all important BASIC commands and</p>

PET/TRS-80, LEVEL II

Order #	Program & Description
	interactive, presented in a question-and-answer format on the computer screen. Through instruction, structured practice, and frequent skills testing, the user learns how to write BASIC programs. Three tapes, Workbook, vinyl binder. <i>Publisher:</i> Program Design <i>Price:</i> \$49.95 cassette
DP 15	32 BASIC PROGRAMS FOR THE PET (8K) COMPUTER - (See Books About Computers and Computing for description) <i>Publisher:</i> dilithium <i>Price:</i> \$19.95 book Computer Assisted Instruction
CA 1	CAVRI INTERACTIVE VIDEO SYSTEM (See page 58 for a complete description). General Usage
PT007	EDUCATIONAL PACKAGE II - CHANGE MAKER - Drill and practice on making change based on randomly selected purchase and payment amounts. HANGMAN - Word guessing game where the user attempts to guess spelling of a word before the computer draws the scaffold and hangs him. User can substitute any set of words. NAME THAT LETTER - Two players bid the number of tries they think it will take to guess the letter the computer is thinking of. When one player challenges, the other player must guess the letter in the number of tries indicated in his last bid. Computer gives clues after each guess. KINGDOM - A simulation where the user plays the role of the ruler and makes decisions in an attempt to manage people and resources. ANIMALS - Program will try to guess an animal that the user is thinking of. As the program asks questions about animals, it will begin to learn more and more animals as it continues (8K). <i>Publisher:</i> Micro Learning-ware <i>Price:</i> \$24.95 cassette
04401	MICRO SAIL (Johnson) - This program is a simulation designed to test your nautical skills against wind, tides and time. An initial display explains the boat, sail and rudder controls. Then, the race course is displayed and a simulated boat traverses it to demonstrate the proper running of the course. The sailor then selects options. The time required to sail the course depends on wind speed, wind direction, skill in maneuvering the boat, setting the sail properly, choosing the best course, and center-board height. (8K, 16K, 32K specify). <i>Publisher:</i> Hayden Book Co. <i>Price:</i> \$11.95 cassette

TRS-80, Level II

Micro Learningware has selected programs available for TRS-80 Color Computers, write or call MARCK.

Language & Reading

04015 ELEMENTARY PACKAGE III, Spelling, Main

TRS-80, LEVEL II

Order #	Program & Description
	domly selected. The student is then asked to spell the word. WORD SCRAMBLE - Words randomly selected from word files are scrambled and displayed. The student is asked to 'unscramble' the word. RAT MAZE - Student specifies the dimension of a maze. Computer will graphically display the maze on the screen. Student is timed as he/she directs the rat through the maze. WORD PUZZLE - Makes word puzzles from a list of words provided by the teacher. Can be displayed either on the screen or the printer (16K). <i>Publisher:</i> Micro Learning-ware <i>Price:</i> \$24.95 cassette or disk (Specify Model I or III)
EDO17	GRAMMAR PACKAGE I - ADJECTIVE RECOGNITION - Program randomly selects sentences. Each time student presses space bar, program will display a word from the sentence in a box. Student indicates whether word is an adjective. Robot indicates "yes" or "no." If not student will be given another chance to find the adjective. ADVERB RECOGNITION - Program works just like the adjective one except that the student is working with adverbs. NOUN RECOGNITION - Program works just like the adjective one except that the student is working with nouns. VERB RECOGNITION - Program works just like the adjective one except that the student is working with verbs. PRONOUN RECOGNITION - Program works just like the adjective one except that the student is working with pronouns. PERSON, PLACE, THING - Program randomly places a noun in one of three boxes labeled as person, place or thing. Noun moves from one box to the next. When student thinks that noun is in the right box, he/she is directed to press the enter key. (16K). <i>Publisher:</i> Micro Learning-ware <i>Price:</i> \$24.95 cassette or disk (Specify Model I or III)

ENGLISH BASICS Following English skills are reviewed and reinforced with student interaction: NOUNS, PRONOUNS, VERBS, ADJECTIVES, ADVERBS, HOMONYMS, SYNONYMS and ANTONYMS, CONTRACTIONS. Each program focuses on a SINGLE PROBLEM experienced by students. Programs first display text material and highlight it in examples. Student is then quizzed on the skill presented and "reward" messages are displayed for correct answers. If the student gives incorrect answer, she/he is encouraged to try again. Finally, if student keeps giving incorrect responses, answer is displayed.

Publisher: Educational Activities Inc.
(Specify Model I or III)

Program I—Parts of Speech
CP-20100/DK-20100 NOUNS I and II
CP-20102/DK-20102 PRONOUNS I and II
CP-20104/DK-20104 VERBS I and II
CP-20106/DK-20106 ADJECTIVES I and II
CP-20108/DK-20108 ADVERBS I and II

CP-ENG#1
DK-ENG#1

Price: \$145.00 (10) cassettes
\$170.00 (5) disks
Each unit of 2 CASSETTES (Specify CP#)
Price: \$34.95 (2) cassettes
Each unit of 1 DISK (Specify DK#)

EXHIBIT D



Montana Education Association

1232 East Sixth Avenue, Helena, Montana 59601
Telephone 406-442-4250

June 21, 1982

TO: Joint Business and Industry Committee
of the Montana Legislature

FROM: John C. Board, President *JCB*
Montana Education Association

RE: Montana State Prison's Education Program and Needs

I would like to begin my testimony by stating that the Montana Education Association does not represent any of the teachers or school personnel at the Montana State Prison. Rather, my reason for appearing before you today is to express our long-abiding concern for the quality of educational opportunities for inmates at the State Prison.

Attached to my testimony, you will find some "Salient Facts About State Prison Inmates And The Prison's Educational Program" as well as some "Conclusions," and the "Montana Education Association's Policy Statement" regarding a "Prison High School Program."

I believe that the attached information only underscores some simple facts. They are:

1. The inmates at the Montana State Prison are without an adequate educational foundation to survive and function properly in today's society.
2. The current educational program is inadequate to meet the needs of the prison inmates for the purpose of providing them with opportunities to correct educational deficiencies.
3. The current educational program is inadequate to meet the needs of prison inmates who have demonstrated learning disabilities and, thus, require special educational services.
4. The current educational program is sorely lacking in adequate psychological testing and diagnostic services.
5. The current educational program is inadequate in proper instructional materials.
6. The current educational program is inadequate in vocational programs. And,
7. The current educational program is without an adequate educational staff to meet the needs of prison inmates.

When one takes into account all of these factors and recognizes that, to survive in today's society in a responsible manner, one must be properly educated, we can only conclude that the Montana State Prison's educational program is not even beginning to meet the educational or rehabilitative needs of prison inmates. Without an adequate and intensive educational program for prison inmates, we can also conclude that "first-time" inmates are doomed to be released into the mainstream of society only to find themselves better prepared to repeat the mistakes of their past.

In 1971, a Select Committee of the United States Senate dramatically concluded that inadequate education results in costing all of us. When one adds to that the costs of inadequate education for prisoners, we all pay and pay dearly. In hard economic times, we cannot afford the cost not only in economic terms, but also the additional cost resulting from the loss of human productivity.

Article X, Section 1 of the Constitution of the State of Montana states very clearly the goals and duties of Montana citizens for education. It states, in part:

- (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

I read this section of the constitution to include prison inmates as well as other people who are citizens of Montana. The constitution also states:

- (2) . . . The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable.

Since the legislature has already established an educational program at the Montana State Prison, I believe it not only to be "desirable," but in the best interest of all of Montana's citizens to have the legislature insure that the educational program at the prison be adequate to meet the needs of prison inmates.

I come before you with two recommendations. They are as follows:

SHORT-TERM RECOMMENDATION

That the deficiencies as outlined in the attached documents be corrected and that the following teaching staff be added.

1. One upper-level math and science instructor who would prepare inmates for the math and science portions of the GED test.
2. One special education instructor who would work with inmates to bring them up to their academic level to the point where they could adapt to learning in a regular classroom.
3. One educational counselor who would test all inmates for academic and/or vocational educational programs and counsel inmates regarding what programs they should enter.
4. Qualified instructor(s) for any additional vocational programs.

LONG-RANGE RECOMMENDATION

The legislature should explore with the Deer Lodge Public School System the feasibility of having it assume the educational program for the Montana State Prison.

In exploring the potential for having the Deer Lodge Public School System's assuming this responsibility, the legislature should consider fully funding the additional costs of this program so that the taxpayers in Deer Lodge would not have to bear any of the costs necessary to implement and maintain this program. Additionally, it would be necessary to look at this program as a "year-around" educational program.

This recommendation is made, in part, because the Deer Lodge Public School System meets the State's Accreditation Standards for Montana Schools and, thus, has the full educational program, counseling, special education resources, et. al., which are needed to meet the deficiencies currently lacking at the Montana State Prison.

Finally, should the legislature accept this recommendation, I believe there is adequate time to investigate the feasibility for this to happen and to report its findings with recommendations to the 1983 legislative session for its consideration and action.

I thank you.

SALIENT FACTS ABOUT STATE PRISON INMATES AND THE PRISON'S EDUCATION PROGRAM
(As of February, 1981)

NUMBER OF PRISONERS: 695 (2/23/81)

GRADE ATTAINMENT

Do not have a high school diploma or GED certificate	57%
High school graduate	22%
Previously earned GED	11%
Had more than a high school education	10%

ENROLLMENT (February, 1981)

Academic program	95*
Vocational program	35

*(Sixteen of these students, due to security reasons, were involved in a correspondence program.)

INTELLIGENCE QUOTIENT (IQ) OF INMATES (January, 1981)

41 INMATES

High	135
Low	75
Mean (average)	93

5 STUDENTS

High	104
Low	92
Mean (average)	96

COMMENT: The fact that information was available on only 41 inmates of whom 5 were students dramatizes the lack of adequate psychological testing of prison inmates.

STANDARD ACHIEVEMENT TEST SCORES (January through December, 1980)

	<u>INMATES</u>	<u>LOW</u>	<u>HIGH</u>	<u>MEAN (Average)</u>
MATH	311	3.0-	12.8	<u>8.4</u>
READING	309	3.0-	12.9	<u>9.4</u>
SPELLING	307	3.0-	12.9-	<u>7.3</u>
SCIENCE	302	3.0-	12.9+	<u>9.2</u>
LANGUAGE	306	3.0-	12.9+	<u>8.4</u>
SOCIAL STUDIES	303	3.0-	12.9+	<u>9.6</u>
TOTAL:	309	3.0-	12.8	<u>8.9</u>

QUALITY OF TEXTBOOKS AND MATERIALS

World History textbook	copyright 1964
United States History textbook	copyright 1964
United States Government textbook	copyright 1966
Earth Science textbook	copyright 1980
Dictionaries	copyright unknown, but old enough <u>not</u> to contain the word "astronaut"

FACULTY AND RESPONSIBILITIES

ACADEMIC

- Teacher for 3rd through 8th grade reading, spelling, and math
- Teacher for 3rd through 12th grade in language arts
- Teacher for 3rd through 12th grade in science and social science

VOCATIONAL

- Teacher for welding
- Teacher for culinary arts (position now vacant)
- Teacher for electronics
- Teacher for meat cutting
- Teacher for auto mechanics

CONCLUSIONS

1. Over half of the inmates of the Montana State Prison do not possess a high school education or its equivalent.
2. Opportunities to correct the educational deficiencies of prison inmates are sorely inadequate.
3. Opportunities for vocational training are skimpy at best.
4. The textbooks provided for educational training are outdated.
5. The number of faculty is inadequate to meet the educational needs of prison inmates.
6. Prison inmates, on the average, possess normal intelligence.
7. Prison inmates, on the average, fall below average in educational achievement.
8. There appears to be inadequate staff to meet the needs, not only of a vast majority of prison inmates, but especially the needs of inmates with "special educational" needs.
9. There appears to be an inadequate staff to provide adequate psychological testing and counseling needs.
10. When compared to the State's Accreditation Standards for Montana Schools, the Montana State Prison's educational program is wholly inadequate.

MONTANA EDUCATION ASSOCIATION'S POLICY STATEMENT

PRISON HIGH SCHOOL PROGRAM

The MEA shall support legislation to establish a high school instructional program for the Montana State Prison for the purpose of providing the inmates with a fully accredited high school program.

(Adopted by the MEA Delegate Assembly in 1976 and reaffirmed by the MEA Delegate Assemblies of 1977, 1978, 1979, 1980, 1981, and 1982.)

EXHIBIT E

PAINT MANUFACTURING: A KANSAS PRISON INDUSTRY

Andrea Merrill, Staff Researcher
June 21, 1982

The following information was compiled from recent conversations with Larry Sanders, prison industries supervisor at the Kansas State Prison in Lansing, KA.

- The paint manufacturing plant was begun 23 years ago with a \$212,000 five-year loan from the Kansas Department of Transportation. The plant employs prisoners to manufacture paint for highway striping and other purposes. The venture was so profitable that the original loan was paid back in three years and it has continued to show a considerable profit each year.
- This last year, the plant did \$2 million in sales, which resulted in a 20% profit. The revolving fund of the industry is often "raided" by the legislature for revenue for projects at other state institutions. The legislature recently used nearly \$1 million for a psychiatric ward at the state mental hospital.
- In Kansas, the prison industries program is a separate state agency that is not directly connected with the corrections department. Kansas is unique in this respect.
- The paint plant subsidizes all the other prison industries; additional legislative appropriations are not required. Kansas prisoners also make metal furniture and signs, do furniture refinishing, and work in a soap factory.
- The paint plant employs about 30 prisoners. Also employed are civilian truck drivers, warehousemen, and clerical staff. There are 23 such civilian employees for all the various prison industries at Lansing. Salaries are paid from the paint plant budget. All aspects of the industries program are self-supporting.
- The paint plant has branched out to sell paint to other state institutions, universities, public schools, state hospitals, county and city government, and turnpike authorities.

SEE BACK

- Prison-made paint is sold at one-half the price of the commercial market. Most paint for government purposes in Kansas is purchased from the prison industries program. The plant is now making floor wax for one-half the commercial price.
- The prison industry program also makes all the road signs for Kansas state and local governments. This project was started by legislative appropriation. The prison lost the license plate factory to the state's handicapped industry program.
- Kansas law does not specify that state agencies must buy paint from the prison industry program. They buy because the price is right. The program must bid competitively for some city and turnpike contracts. A marketing expert is employed to expand the clientele of the program.
- Many parolees have been placed in jobs in paint manufacturing around the country.
- Prisoners are paid up to \$1.00 an hour.
- South Carolina and Maryland also have large-scale paint manufacturing plants in state prisons.

VISITORS' REGISTER

HOUSE BUSINESS AND INDUSTRY COMMITTEE

SB 1
 SPONSOR _____

Date June 21, 1982

NAME	RESIDENCE	REPRESENTING	SUPPORT	OPPOSE
Judy Johnson	Helena	OPI		
John Board	Helena	MEA		
CURT CHRISTENSEN	"	D of I	X	
Larry Harris	Helena	D of I	X	
Tom Nyckelson	Door Lodge	D of I	X	
Alan Crosby	Door Lodge	D of I	X	
Jim Moran	"	D of I	X	
Christiansen	ORL			

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.
 PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.