

MINUTES OF THE HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
January 13, 1983

The House Appropriations Subcommittee on Education met at 8:00 a.m. on Thursday, January 13, 1983 in Room 104 of the State Capitol, with Chairman Rep. Esther Bengtson presiding. All members were present. The budget requests of the Board of Public Education, Fire Services Training School, and the Advisory Council for Vocational Education were presented.

The hearing on the Board of Public Education budget was opened. Frances Olson, OBPP, presented his analysis of the budget. The Executive budget allows for the addition of one FTE - a research analyst. A growing demand for Board policies and decisions mandates this added person to the two-member staff.

Pam Joehler, LFA, then presented her analysis. This program is completely supported by the General Fund. The LFA provides for current level expenditures. There are some exceptions; see Exhibit "A." The LFA submitted to the committee for its consideration the modified request from the agency. One and a half additional FTE's were requested.

In response to a question from Rep. Bengtson, Ms. Joehler explained that travel expense funds were not line-itemed and could be transferred elsewhere within the agency's budget if necessary. In regards to the need for additional FTE's, Ms. Joehler offered to provide the Committee with a detailed list of the agency's goals and objectives which had been submitted to her office.

Harriet Meloy, a member of the Board for the past 12 years, then spoke in support of the budget request. The Board derives its authority from the Constitution and the Legislature to exercise supervision over public education. The Superintendent of Public Instruction is also responsible for supervision of public schools: the Board develops policies, and the Superintendent implements them. The ability to perform independent research and to articulate with other organizations and with the general public is almost nonexistent because of the Board's small staff.

Hidde Van Duym, Executive Secretary to the Board of Public Education, then testified; see written testimony Exhibit "B." He distributed a chart showing the position of the Board within State government; see Exhibit "C."

Jim Graham, the newest member of the Board, then spoke. For the work load that comes through their office, he didn't see how they even come close to getting the job done. The Board needs to be strong if they are to carry out their functions.

Wayne Buchanan, School Boards Association, then rose in support of the budget. They depend upon the Board for leadership and guidance in the schools.

David Hartman, Montana Education Association Executive Secretary, then spoke in support of the budget; see Exhibit "D."

Written testimony was then submitted on behalf of Jess Long, Executive Secretary for the School Administrators of Montana; see Exhibit "E."

Questions were then asked. Rep. Bengtson wanted to know how policy decisions were communicated to the school boards. Mr. Van Duym stated that one of their problems in the past was that they had never had enough time to disseminate this kind of information. However, in the past year they have made an effort to create a dialogue. Whenever an important policy change is made, it is either sent out for comment or a public hearing is held. Policy decisions are entered into the Administrative Rules of Montana, and from there the OPI distributes this to the schools. The Board always moves on recommendations. If the Board has a policy issue it would like to have considered it invites all of the interested parties to give input. Mr. Buchanan added that there was a considerable amount of work that went on before policies were formulated in which much dialogue went on. The OPI submitted many agenda items and commented on them, Mr. Van Duym stated.

Rep. Bengtson wanted to know what kinds of communication channels had been set up between the Board of Public Education and the Board of Regents. Mr. Van Duym replied that a committee had been established which was composed of OPI staff, himself, Rod Svee, and Irving Dayton. They are working on formulating what the relationship is between secondary school preparation and post-secondary education. As a result of this work, the Board of Education is researching what should be expected of high school graduates in relation to what is being offered for study in high school.

Sen. Haffey wanted to know how much of his time Mr. Van Duym was able to spend doing the duties included in his job description. The need for a researcher is reflected in part by the fact that there is a backlog in the job description outlined in Exhibit "B." This is demonstrated in the issue of regulation of private schools. The Board has done a good deal of research in regards to policy formation, identifying of sensitive areas, and contacting other offices in regards to their position on the matter. However, there are a lot of other issues that he has not been able to address because of his work with this area. Other issues the Board has dealt with are: the articulation of Irving Dayton and the Board; also, the issue of how to properly educate people going directly into the work force is being addressed.

Sen. Hammond wanted to know if Mr. Van Duym felt there was duplication between the Board and OPI. Mr. Van Duym said he didn't think so: ultimately, policy decisions have to come to the Board. Staff is needed to broker the professional advice to a lay perception. He added that there were differences in policy between the Board and OPI. The issues the Board feels are important are not always the same ones OPI has as priority items.

Rep. Bengtson wanted to know how Mr. Van Duym thought OPI would feel about sharing some of its staff with the Board. Mr. Van Duym replied that this had been done, but when staff is borrowed, one is ultimately subject to the priorities of the other office.

In response to Rep. Ernst, Mr. Van Duym said the Board was interested in four-day school weeks merely as an option. The Board would set policy regarding whether they would be allowed or not, as an option only, and would monitor it closely.

Al Gunderson, Chairman of the Board of Public Education, stated that in regards to where new policy is initiated, they get lots of ideas by attending national conferences of State Boards of Education; for example, sex education issues. One of the reasons they ask for more travel money is they need to attend more of these conferences.

The hearing on the Board of Public Education budget was then closed.

The Fire Services Training School budget was then heard. Mr. Olson (OBPP) gave his briefing. The Executive budget proposal is primarily current level budget, with a 6% per year increase for inflation; also, three modification requests have been included which the Governor's office feels would be a viable addition to the School's present budget.

Ms. Joehler then presented the LFA budget; see Exhibit "F." Two changes were made in the current level base. In 1982, the school purchased a used sedan for its instructors; therefore, in-state, personal vehicle travel expenses were reduced by 25% to compensate for use of the state car. Funds were provided in the current level for purchase of a new station wagon. Two changes are provided for in personal services. The new Director's salary was \$3,000 higher than the old director's; vacancy savings covered this difference in FY 1982. An error was made in the budgeting process in 1981. The School was authorized an additional FTE, but for unknown reasons, it was not authorized as sufficient personal services for the new FTE.

The vacancy savings created by the vacant director position also covered this position in FY 1982, but at the end of FY 1982, personal services was underspent by approximately \$7,100. Therefore, 1983 personal services show a high increase from 1982. However, the combination of the higher budget for salary for the new director and the underestimation of personal services for the additional FTE resulted in a deficit of \$12,000 for FY 1983. Current level services for 1984-5 reflect correct salaries. The LFA offered three of the modified requests as issues for the Subcommittee's consideration. She reviewed the issues, totaling four. There are three areas of difference in the current level budget, between the OBPP and the LFA estimates; see Exhibit "F."

Questions were then asked. Ms. Joehler explained that the School had requested a half-time FTE in two different areas and a full-time FTE as a field director. The Governor's office approved one additional FTE (the two one-half FTE positions) and the LFA remained at current level.

Sen. Haffey asked Mr. Olson why the Governor's Office had not allowed for an additional FTE to be a field supervisor in Southcentral Montana. Mr. Olson said that originally the transfer of existing staff was one of their options, but later on, cuts had to be made.

Allen Gulderson then introduced Seldon "Butch" Weedon, Director of the Fire Services Training School. He gave a short overview of the School's situation. The School was formerly under the Superintendent of Public Instruction's Office. Since several years ago, they have been under the Board of Public Education. The Board is responsible for their budget and for hiring their Director. Ninety-five percent of Montana firemen are volunteers; the Fire Services Training School is the sole source of support for them. He stressed that the School had to go to the people, not vice versa. The Board supports Mr. Weedon's budget request.

Butch Weedon then testified; see Exhibit "G." Their office has never had sufficient travel funds to address the needs of the fire service, and as a result of the purchase of the vehicle, they have now taken a 25% cut in in-state personal care mileage; however, the LFA doesn't budget for any gasoline to put in the car. Also, they are absorbing the gasoline cost for the mobile smokehouse.

Dave Fisher, Chairman of the Advisory Committee of the Montana State Volunteer Firemen's Association, then spoke, stressing that millions of dollars of State-owned property is protected by volunteer firemen and if these firefighters are to get the proper training, the Fire Services Training School has to have the funding to get to them or it could end up costing the State a lot more in the long run.

Darryl Meyer, representing Cascade County, then spoke. The County Commissioners wanted to go on record in support of the school's proposals.

Clem Duaime, President of the Montana State Volunteer Firemen's Association, then rose in support of the budget. They are asking for the tools to do the job they are expected to do.

Mike Walker, Montana State Council of Professional Firefighters, testified. They are combining and diversifying needs in their departments because of the bad economic times. Their educational needs are just as great as the volunteers', and because of their modernization, an even greater burden is now being put on the Fire Services Training School than has been in the past.

Bruce Zimmerman, Chief of the Missoula Rural Fire District, wished to go on record in support of the Director's budget request, especially in the areas of regionalization and the public fire education concept.

Gary Gray, Chief of the Belt Fire Rescue Department, then spoke. Volunteer firefighters are usually responsible for the grass-roots effort in public fire education.

Lloyd Graham, Hamilton Volunteer Fire Dept., also spoke up in support of the budget.

Ray Blehm, Montana State Firemen's Association, testified on behalf of that group, which represented the combat firefighters in first and second class cities. In addition to the base programs which the School provides, the first and second class city firemen look to them to provide advanced information and advanced training classes.

John McClintinc, Chief of the Sula Fire Department, spoke up in favor of the budget.

Rita Cabrin, Wolf Creek Volunteer Fire Department, rose in support of the budget, as did Bob Radcliffe, Fire Chief of Wolf Creek. A six-year old girl from Wolf Creek won the Certificate of Valor in 1982 as a result of training she received from Ms. Cabrin, who had received training from the School in Great Falls.

Questions were then asked. Sen Jacobson wanted to know, if there were a user fee on the films, would the customers be able to come up with it. Mr. Fisher replied that this would be impossible in Butte-Silver Bow. Mr. Weedon said that they had done an analysis of who the users of the resource center were: 83% were volunteer fire departments, 16% were other government agencies, and 1% hospitals. He didn't object to hospitals paying but the rest of the organizations having to pay would be "taking money out of one pocket and putting it into another." Mr. Weedon

estimated that probably 16% or less of their time was spent providing services to the paid firefighters.

Rep. Bengtson asked Mr. Blehm if the Billings Fire Dept. worked with the surrounding volunteer fire departments, and he replied that there had been a lot done in the past, but currently it was at a subdued level, because they had been moving away from contract instructor budgeting. He would like to see the contract program re-implemented. Program Three of the Governor's recommendation provides for the professionals within the Class 1 cities to give training to outlying areas.

Sen. Hammond wanted to know how often the School was able to reach each of the Fire Departments in the State, and he was told that some had been reached fairly recently while others which were farther away from Great Falls and Miles City took longer to reach, because of the cost of traveling to them.

Sen. Haffey wanted to know if they felt that the total cost of fire service training (i.e. actual conducting of classes) would be reduced as people are set up to do training regionally. Mr. Weedon felt the cost wouldn't be reduced but that service would go up.

The hearing was then closed.

The hearing on the Advisory Council for Vocational Education was then opened. Mr. Olson (OBPP) gave a briefing. The Executive recommendation is for current level plus 6% per year for inflation. Revenue estimates for the Council are \$94,000 per year and with inflation added on, this figure is adjusted to \$95,221 and \$95,231 in 1984 and 1985. The Council is funded over the \$94,000 per year by carry-over funds now present in the Council's budget.

Ms. Joehler then gave the LFA presentation: see exhibit "H." At the time the LFA budget was put together, revenue estimates were only \$75,000. They would continue to hold the line at \$94,000 each year of the biennium.

The Committee members asked several questions. Rep. Ernst wanted to know if there was ever any reversion to the federal government. Kathryn Penrod, Executive Director of the Montana Advisory Council for Vocational Education, stated that the money from the federal government was handled on a "first in, first out" basis: the \$31,000 or more carryover would be spent within the first two years that it was received; the State budgeting system takes care of it so they don't have to send any money back.

Ms. Penrod then testified in support of the Advisory Council. Some materials were presented; see Exhibit "I." (This Exhibit contains written testimony.) In addition to sitting as a Council, the Council accompanies the OPI on local school evaluations, assisting local advisory councils and evaluating the programs from the business, industry, and public's point of view. They produce a newsletter. They evaluate OPI's priorities and funding requests; they provide input regarding the public's point of view, among other things. They work with advising the post-secondary vo-tech centers as well as at the secondary level. Discussion took place regarding who was responsible for coordinating vocational education at all levels throughout the State.

Chairman Bengtson wanted to know how closely the new job training act was being monitored, and who was administering that program. Ms. Penrod replied that the Governor will appoint a coordinating council which will develop a State plan. This plan will include the service delivery areas which they perceive as necessary. After this, private industry councils will be appointed and the latter will implement the law. The federal government has said that it is important that programs that have proven success records be used as some of the training stations in the training program. She added that she didn't feel that all of the money to be coming in would be filtered down to vocational education.

The hearing was closed.

The meeting adjourned at 10:00 a.m.


Rep. Esther G. Bengtson, Chairman

VISITORS' REGISTER

HOUSE Appropriations
Subcomm on Educ

COMMITTEE

BILL _____

Date 1/13/83

SPONSOR _____

NAME	RESIDENCE	REPRESENTING	SUP- PORT	OP- POSE
<i>Harve Fisher</i>	<i>1905 S. Washington St</i>	<i>MT Vol Fire Assn</i>	✓	
<i>Ray Blehm</i>	<i>623 Ave B - Blgs</i>	<i>Mt St Firemen's Assn</i>	✓	
<i>Michael Hunt</i>	<i>Box 221 PARK CITY</i>	<i>MT ST FIRE FIGHTERS</i>	✓	
<i>Wilde van Dym</i>	<i>822 Madison, Helena</i>	<i>Board of Public Ed</i>	✓	
<i>John Ingram</i>	<i>Genway Mont</i>	<i>Board of Pub Ed</i>	✓	
<i>Lara Fisher</i>	<i>135 S. South Helena</i>	<i>State Library</i>	✓	
<i>Darrell McLean</i>	<i>1317 - 9th Helena</i>	<i>Board of Pub Ed</i>	✓	
<i>Mike Walker</i>	<i>965 Ave E. NW. Gl. Falls</i>	<i>Mt. St. Fire Fighters</i>	✓	
<i>Therese Brown</i>	<i>Helena</i>	<i>MT Ad Coun Vol. Ed</i>	✓+	
<i>George McCallum</i>	<i>Plains</i>	" " "	✓	
<i>Kris Roby</i>	<i>Helena</i>	" " "	✓	
<i>Alfred Hartman</i>	<i>Helena</i>	<i>MEH</i>	✓	
<i>Doug Gray</i>	<i>Belt</i>	<i>Mt. Vol Firemen's Assn</i>	✓	
<i>Wayne Buchanan</i>	<i>Helena</i>	<i>MSBA</i>	✓	
<i>Al Henderson</i>	<i>Billings</i>	<i>BoE of Ed</i>	✓	
<i>Darryl Meyer</i>	<i>Gl Falls</i>	<i>Cascade County</i>	✓	
<i>Clara Quaye</i>	<i>3570 Augusta Butte</i>	<i>MT ST Vol Firemen's Assn</i>	✓	
<i>Shirley Long</i>	<i>Po 562 Tainia</i>	<i>Harmon Vol Fire</i>	✓	
<i>John G. Glick</i>	<i>Sula Mont</i>	<i>SULA VOL</i>	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

1/13/83

EXHIBIT "A"

BOARD OF PUBLIC EDUCATION: BOARD ADMINISTRATION

This program is the administrative arm of the Board. The Board employs 2 FTE, the executive secretary to the Board and a secretary. This program is completely supported by general fund.

The LFA current level analysis provided for expenditures at current level with a 15% absenteeism rate discounting the per diem allowance for Board members.

This program includes two issues for legislative consideration. First, the agency is requesting a \$2550 increase in contracted services for research services. Second, the Board is requesting funding for 1.5 additional FTE: a grade 13 management analyst and a grade 8 secretary. The Board contends this would allow more of its work goals to be achieved. This additional FTE would cause the Board staff to move to a new, more costly location due to space limitations in its existing location. If the analyst position is approved, the contracted services request for research services should not be necessary.

The two major differences between the LFA current level and OBPP's current level are audit costs and travel. The LFA split audit costs of \$4000 evenly between Board Administration and the Fire Services Training School. The executive put all audit costs in Board Administration. The executive budget increased base travel expenditures; the LFA kept travel expenditures at current level.

Current level differences between LFA + OBPP

① Board member per diem allowance (honorarium):

The agency requested \$3850 each year of the biennium to allow for full per diem reimbursement for board members. OBPP provided this amount; the LFA discounted the \$3850 by 15% each year of the biennium based on the historical payout of the budgeted per diem.

Per Diem Usage - Budget vs Actual

<u>Year</u>	<u>Budget</u>	<u>Actual</u>	<u>Percent Used</u>
FY 80	\$3675	\$2138	58%
FY 81	3675	2467	67%
FY 82	3675	2550	69%

② Contracted Services

There are two major differences between the LFA & OBPP in this expenditure category. First, the OBPP included \$4000 in audit costs in '84 that is to cover audit costs on the Board Administration and Fire Services Training School. The LFA split the audit costs evenly between Board Administration and the Fire Services School.

The second major difference is \$2550 included in the OBPP budget not included in the LFA budget. This base increase was a request by the agency for research services.

③ Travel Expenditures

The agency requested a base adjustment of \$8684 in travel expenditures. The agency expended \$13,792 in total travel expenses in FY82. As justification for this request, the agency estimated the total Board cost per member per meeting is \$196. However, the documentation supporting this cost estimate includes the per diem allowance (honorarium). The agency receives per diem in the personal services expenditure category.

The executive budget allows a base increase but not the full amount requested. The LFA budget provides for current level expenditures.



Board of Public Education

Educ. Subcomm
1/13/83
EXHIBIT "B"

BOARD MEMBERS

January 13, 1983

Hidde Van Duym
Executive Secretary

EX OFFICIO MEMBERS:

Ted Schwinden, Governor
Ed Argenbright, Superintendent of
Public Instruction
Irving E. Dayton, Commissioner
of Higher Education

APPOINTED MEMBERS:

Allen D. Gunderson, Chairman
Billings
Jean Robocker, Vice Chairman
Kalispell
James Graham
Ismay
George A. Johnson
Great Falls
Harriett C. Meloy
Helena
Arthur Schauer
Libby
Thomas A. Thompson
Browning

TESTIMONY FOR THE EDUCATION COMMITTEE

THE NEED FOR BOARD STAFF

I am Hidde Van Duym, Executive Secretary to the Board of Public Education.

The Constitution and the Legislature have put education in the hands of two bodies: (1) the appointed Board which is longterm, bipartisan, lay and geographically representative, and (2) the elected Superintendent. For clarity's sake I attach a diagram which shows the position of the Board.

The Board's role is a policy role reflecting the views of all interested citizens. A weak or an understaffed Board means that the balance between formulation of policy and regulation of policy is lost.

There is a need for additional staff in the Board's office because it needs to fulfill its policy formulating role and because the volume of Board business has increased.

I would like to stress that there is no duplication between the work of the Board's staff and that of the Superintendent's staff. The Board's staff confines itself to Board responsibilities as outlined in the statutes. I have attached a list of the Board's responsibilities.

A one-paragraph summary of Board staff activities would run as follows: The staff:

- (1) collects, numbers, prepares and distributes the materials for a one-and-a-half day agenda every month;
- (2) processes all changes in the standards for the schools, teachers, school buses and other areas according to the rules of the Secretary of State and the Administrative Procedures Act;
- (3) records the actions of the Board and maintains the files of all Board activities;
- (4) provides public information and handles the Board's correspondence;
- (5) manages the Board members' monthly travel expenditures,

Board of Public Education
Testimony for the Education Committee
The Need for Board Staff, page 2

general office administration including payroll and related affairs; and,
(6) monitors School for the Deaf and Blind and Fire Services Training School affairs.

Essentially, this is the Board that sets the standards for one of the largest fiscal packages in the State. It has two FTE: an executive secretary and an administrative assistant. A good deal of my time is spent sharing all of the duties with my administrative assistant: xeroxing the agenda, typing the cover sheets for all of the items and relaying phone calls about how to renew a teaching certificate in Montana.

I should be spending my time on review of policy and researching the new issues confronting the new issues confronting the Board.

To be sure, the Superintendent from time to time has offered staff time to help with Board duties, but there will continue to be a conflict of priorities and interests as long as that staff reports to the Superintendent.

Thank you.

HVD/hvd



Board of Public Education

BOARD MEMBERS

Hidde Van Duym
Executive Secretary

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Public Instruction

Irving E. Dayton, Commissioner
of Higher Education

BOARD RESPONSIBILITIES

APPOINTED MEMBERS:

Allen D. Gunderson, Chairman
Billings

Jean Robocker, Vice Chairman
Kalispell

James Graham
Ismay

George A. Johnson
Great Falls

Harriett C. Meloy
Helena

Arthur Schauer
Libby

Thomas A. Thompson
Browning

Accreditation of Schools	MCA 20-7-101
Basic Instructional Program	MCA 20-7-111
Special Education Policy	MCA 20-7-402
Teacher Certification and Suspension Appeals	MCA 20-4-102 and 104
Teacher Education Programs	MCA 20-4-102 and 122
Transportation	MCA 20-10-111
Pupil Instruction Related Days Policy	MCA 20-1-304
Kindergarten Variances	MCA 20-1-302
Food Services	MCA 20-10-201
Highschool Equivalency Diploma Standards	ARM 10.66.101
Equalization Distribution of Foundation Program	MCA 20-9-344
Education Media	MCA 20-2-121 and 20-7-201
Fire Services Training School	MCA 20-31-102
School for the Deaf and Blind	MCA 20-8-103

BOARD OF PUBLIC EDUCATION
What specific tasks are not getting done?

	accomplished	not timely or only partially accomplished	backlog
<u>Exec. Secretary Goals and Objectives</u>			
Goal Area A: Management of the Board's Administrative Affairs	shared w. adm. assistant; see adm.assist. workload below		
Goal Area B: Assistance with the Activities of the Board			backlog in formulating response to new policy issues
Goal Area C: Liaison between the Board and the Office of Public Instruction and other State Agencies		not enough time available for joint review and preparation of policies w. OPI University Sys- tem etc.	
Goal Area D: Communications with the Public and Professional Organizations			backlog in responding to public and professional inquiries and comments
<u>Administrative Assistant</u>			
1. Collection of agenda materials -----x			
2. Preparation of agenda materials -----x			
3. Mailing and distribution of agenda -----x			
4. Board meeting preparation -----x			
5. Board meeting management -----x			
6. Board expense reimbursements -----x			
7. Maintenance of mailing lists -----x			
8. Preparation of minutes -----x			
9. File maintenance -----x			
10. ARM-ATMS processing -----x			
11. Certification hearings and admini- stration -----x			
12. Policy hearings -----x			
13. Budget management and reporting -----x			
14. SBAS accounting -----x			
15. Payroll and time sheets -----x			
16. Inter-office communications -----x			
17. Public information and referral -----x			
18. Maintenance of office equipment and supplies -----x			
19. Typing and processing of correspon- dence -----x			

BOARD OF PUBLIC EDUCATION

What functions would new staff perform?

	Exec. Secret.	Analyst	Adm. Assist.	Secretary
<u>Exec. Secretary Goals and Objectives</u>				
Goal Area A: Management of the Board's Administrative Affairs			see below	see below
Goal Area B: Assistance with the Activities of the Board	longterm planning (2); response to new policy issues (3); review schedules (4); communication w. chairman and orientation of new Board members (5,8)	collection of materials (1); drafting of legislation (5); alternative solutions (12)		
Goal Area C: Liaison between the Board and the Office of Public Instruction and other State Agencies	timely consultation w. OPI Depts of Ed. Gov's Office	collection and analysis of agency and program reports		
Goal Area D: Communications with the Public and Professional Organizations	timely response to public and professional inquiries and comments	collection and analysis of agency and program reports		
<u>Administrative Assistant</u>				
1. Collection of agenda materials	-----	-----	-----x	
2. Preparation of agenda materials	-----	-----	-----x	
3. Mailing and distribution of agenda	-----	-----	-----	-----x
4. Board meeting preparation	-----	-----	-----x	
5. Board meeting management	-----	-----	-----x	
6. Board expense reimbursements	-----	-----	-----x	
7. Maintenance of mailing lists	-----	-----	-----	-----x
8. Preparation of minutes	-----	-----	-----x	
9. File maintenance	-----	-----	-----	-----x
10. ARM-ATMS processing	-----	-----	-----x	
11. Certification hearings and administration	-----	-----	-----x	
12. Policy hearings	-----	-----	-----x	
13. Budget management and reporting	-----	-----	-----x	
14. SBAS accounting	-----	-----	-----x	
15. Payroll and time sheets	-----	-----	-----x	
16. Inter-office communications	-----	-----	-----x	
17. Public Information and referral	-----	-----	-----x	
18. Maintenance of office equipment and supplies	-----	-----	-----	-----x
19. Typing and processing of correspondence	-----	-----	-----	-----x



Board of Public Education

BOARD MEMBERS

Hidde Van Duym
Executive Secretary

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- Irving E. Dayton, Commissioner of Higher Education

January 13, 1983

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Helena
- Arthur Schauer
Libby
- Thomas A. Thompson
Browning

BOARD ADMINISTRATION

Options	Fiscal Analyst		Executive Budget	
	84	85	84	85
(1) 1½ FTE Grade 13 Researcher Grade 11 Secretary	135,445	131,019		
(2) 1 FTE Grade 13 Researcher			129,293	124,473
(3) ½ FTE Grade 11 Secretary	107,712	105,332		
(4) Current Level	97,344	96,952		

BOARD OF PUBLIC EDUCATION

	FY 84	FY 85
1 FTE Management Analyst I (grade 13)	17,475.00	
½ FTE Secretary II (grade 8)	5,972.00	
Benefits @ 18.5%	4,338.00	
Additional phone cost		
Installation	525.00	(eliminate sec. yr.)
Two phones @ 43.00/month	516.00	
Office space		
Exec. Sec. 250 ft ² (conference space incl.)		
Analyst 175 ft ²		
Admin. Assist. 150 ft ²		
Secretary 150 ft ²		
Storage 100 ft ²		
Utilization factor incl. in above -0- ft ²		
Total 825 ft ² @ 7.00/ft ²	5,775.00	
Moving (5 hours @ 40.00/hour)	200.00	(eliminate sec. yr.)
Office equipment		
Desk (Analyst) 350.00		
Desk w. typing table (Secretary) 500.00		
Two chairs (1 steno & 1 swivel) 500.00		
Two typewriters (IBM Selectric) 1950.00		
Total	3,300.00	(eliminate sec. yr.)
Total Modification	38,101.00	34,076.00

1 _____ BILL NO. _____

2 INTRODUCED BY _____

3 BY REQUEST OF THE BOARD OF PUBLIC EDUCATION

4

5 A BILL FOR AN ACT ENTITLED: "AN ACT TO REVISE THE LAW
6 RELATING TO THE STAFF OF THE BOARD OF PUBLIC EDUCATION;
7 AMENDING SECTION 20-2-122, MCA."

8

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

10 Section 1. Section 20-2-122, MCA, is amended to read:

11 "20-2-122. Professional---assistant---and Executive
12 secretary to board of public education --- term---
13 compensation staff. The board of public education may:

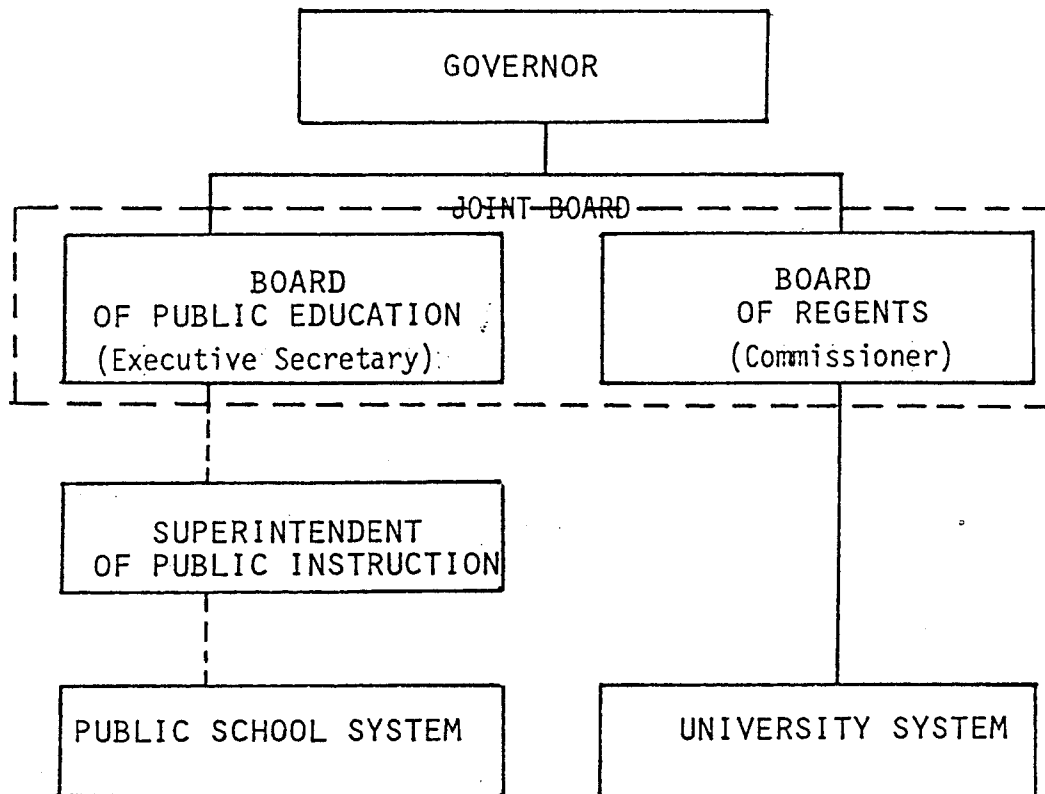
14 (1) employ---a---professional---assistant appoint an
15 executive secretary and employ a--secretary such other
16 persons as are necessary to perform the duties required of
17 it;

18 (2) prescribe the term, duties, and compensation of
19 its professional-assistant executive secretary;

20 (3) provide office space for its professional
21 assistant staff to carry out his its duties."

-End-

educ. subcomm.
Bd. of Public Education
4/3/83
EXHIBIT "C"



HVD/hvd
12jan83

Education Subcommittee

1/13/83

EXHIBIT "D"

"People



Who Care"

Montana Education Association

1232 East Sixth Avenue, Helena, Montana 59601

Telephone 406-442-4250

January 13, 1983

TO: Joint Education Subcommittee

FROM: Montana Education Association

RE: Board of Public Education Budget for Staff Needs

The MEA supports the Board of Public Education staffing request.

The Board has the major responsibility for setting the state's educational policy. As teachers we are highly aware of the Board's obligation to establish some of the most essential regulations affecting educational quality, such as teacher certification standards and accreditation of schools. We believe also the Board should have a leadership role as the citizen's forum for voicing educational concerns.

These heavy responsibilities cannot be carried out by our citizen board without a staff to do the necessary legwork. Just as a legislative committee cannot function efficiently without researchers, fiscal analysts, secretaries, etc., neither can the Board.

We believe the Board should have staff at least adequate to help the Board fulfill its constitutional role as an independent agency. This is impossible if the Board must rely on the willingness of another office to perform these administrative tasks. The problem becomes acute when there are policy differences between the two.

MEA is not interested in eroding the important office of state superintendent. We simply want the state board to have the chance to function realistically and efficiently.

OPI presently has some 150 employees. To allow the BOPE a total of 3½ FTE's should not pose any threat to that agency. If the small cost involved is a concern, we would suggest that the OPI budget could spare 1½ FTE's to accommodate the BOPE's request, although we hope that would not be necessary.

If we are to have a Board of Public Education in anything but name, it needs funding for staff.

**S
A
M**

School Administrators of Montana

501 North Sanders
Helena, MT 59601
(406) 442-2510

Educ. Subcomm

1/13/83

EXHIBIT "E"

January 13, 1983

TO: Chairperson Esther Bengston
Joint Subcommittee on Education and Cultural Resources

FROM: Jesse W. Long, Executive Secretary
School Administrators of Montana

RE: Support of Adequate Staff for the State Board of
Public Education

The School Administrators of Montana would ask your support in providing sufficient staff for the operation of the State Board of Public Education.

The SBPE has been placed in the role of a policy making board by the Montana State Constitution and the Montana Legislature. As a policy board it has a difficult time formulating and regulating educational policies without adequate staff. The increased business conducted by the board demands increased response to the public and professional patrons.

The development of a new policy issues is time consuming and requires adequate articulate personnel to provide the lay board with proper information for intelligent decisions.

Educ. Subcomm.

1/13/83

EXHIBIT "F"

BOARD OF PUBLIC EDUCATION: FIRE SERVICES TRAINING SCHOOL

The Fire Services Training School, located in Great Falls, is supervised by the Board of Public Education. The two primary purposes of the school are to provide fire fighting instruction to Montana's firefighters and to provide public education programs to promote fire safety and prevention. The school employs six FTE: 5 in Great Falls, 1 in Miles City.

This agency is funded by general fund and federal funds. The federal funds have been used for the agency's public fire safety education program. These funds are no longer available and the agency is requesting general fund replacement.

Board of Public Ed.: Fire Services, contd.

Issue 1: Annual Fire School

- A. FTE changes: 0
- B. Factors to consider:
 - 1) Funds have been budget amended for 2 years and are expected to be available in the 85 biennium.
 - 2) On-going program
- C. Cost: \$2000/year of other funds

Issue 2: Public Education Program

- A. FTE changes: .5, grade 4, office clerk
- B. Factors to consider:
 - 1) Program expanded in FY79 with federal funds
 - 2) Federal funds drying up; agency requests general fund replacement
 - 3) Increased FTE would reduce funds available for program costs and would therefore reduce the funding available to provide services currently provided in this program
 - 4) The manager of this program is funded by general fund
- C. Cost: Approximately \$31,000 in the 85 biennium.

Issue 3: Resource Center

- A. FTE changes: .5, grade 4, office clerk
- B. Factors to consider:
 - 1) The agency is requesting \$9000 in the 85 biennium for films; in the 83 biennium, \$1230 was appropriated for films but only \$360 was spent for that purpose.
 - 2) No user fee is charged to fire departments for film rental
 - 3) The additional FTE would perform the same functions now done by a grade 14 instructor
- C. Cost: Approximately \$33500 in the 85 biennium.

Issue 4: Regional Transfer and Addition

- A. FTE changes: 1 FTE in FY85
- B. Factors to consider:
 - 1) The field representative position authorized in the 81 legislature has increased service to eastern Montana over 300 percent
 - 2) The agency indicates it has manpower available for its public education program but not firefighter training. Training firefighters is indicated as a higher priority goal than public education in the agency's goals & objectives statement. If, in reality, the agency places a higher priority on public education, the increased training is not necessary.
- C. Cost: \$17500 in FY84, \$47500 in FY85

current level differences between LFA + OBPP:

⑦ Personal Services

The LFA is lower because a grade/step change was made due to the resignation of a long time employee. The executive budget does not reflect this grade/step change.

② Supplies + Materials

The major difference in this expenditure category is the executive budget allowed base expenditure increases in educational supplies and materials and gasoline. The LFA budget provided for current level expenditures in these areas.

③ Travel

The agency spent \$2000 of its travel budget in FY82 on relocation expenses for the new director. It requested this be put back into the travel budget for the 85 biennium. Both the executive budget and the LFA budget did this. However, the LFA budget then decreased the travel budget to compensate for use of the new vehicle provided for in the 85 biennium. The CBPP budget did not adjust the travel budget (other than indicated above).

④ Goods Purchased for Resale

The agency had requested a one-time expenditure in this expenditure category of \$5300 to enable it to purchase fire manuals for resale. The OBPP included this in the budget.

Since the time these documents were submitted, the director of the Fire Services Training School has indicated this request should be dropped. Therefore, it was not included in the current level budget prepared by the LKA.



Board of Public Education

BOARD MEMBERS

Hidde Van Duym
Executive Secretary

EX OFFICIO MEMBERS:

Ed Schwinden, Governor
Ed Argenbright, Superintendent of
Public Instruction
Irving E. Dayton, Commissioner
of Higher Education

APPOINTED MEMBERS:

Allen D. Gunderson, Chairman
Billings
Jean Robocker, Vice Chairman
Kalispell
James Graham
May
George A. Johnson
Great Falls
Harriett C. Meloy
Helena
Arthur Schauer
Libby
Thomas A. Thompson
Browning

January 13, 1983

Representative Esther Bengtson
Chairperson, Joint Education Subcommittee
State Capitol
Helena, MT 59620

Re: Hearing on Fire Services Training School Budget

Dear Representative Bengtson:

I would like to address items of concern to the Fire Services Training School which were reported in the Legislative Fiscal Analyst's Report for this biennium, and compare the Governor's recommended budget with the options offered by the Legislative Fiscal Analyst.

Issue 2 - Change in Funding

The Legislative Fiscal Analyst reports in the last line of page 554, that "the increased FTE would increase personnel services expenses and reduce the funds available to provide public safety education programs."

We currently are using a grade 14 instructor to do the clerical tasks associated with this program. This one-half time clerk will enable the grade 14 to devote more time to more demanding tasks in the Fire Safety Program.

Issue 3 - Resource Center Increase

In fiscal year 1982, instead of expending the entire appropriation on "films" (a capital expenditure), we spent \$360 on films and an additional \$1,700 on similar audio visual aids, such as slide/tape programs, overlays and film strips. The intent of the appropriation was carried out.

Issue 4 - Regional Transfer and Addition

Our records indicate that a 657% increase in the number of training sessions offered in Eastern Montana, well over the 300% referenced by the Legislative Fiscal Analyst.

Representative Esther Bengtson
January 13, 1983
Page two

No inconsistency in goals and objectives exist as eluded to in the second paragraph. The "bottle neck" we have encountered in the past was in dollars for travel to deliver training programs, not in the unavailability of the staff to provide the same. Home produced programs require staff time but relatively little travel dollars. We expect to accomplish our public education goals by utilizing well trained fire-fighters and instructors. I fail to see the inconsistency.

Sincerely,

Seldon S. Weedon
Director
Fire Services Training School

SSW:es

MONTANA FIRE SERVICES TRAINING SCHOOL

BUDGET EFFECT

PROGRAM 1 - ISSUE 2

GOVERNOR'S OBPP

LFA

\$ 29,824

Option A - \$ 32,224
Option B - \$ 0

The difference between the Governor's recommendation and the Legislative Fiscal Analyst's Option A is not identifiable with present information other than at the bottom line. Please refer to:

- Appendix A - Accomplishments of the Public Fire Safety Education Program
- Appendix B - National fire death rates - since the advent of public fire safety education in Montana
- Appendix C - Targeted problem areas and reductions in losses
- Appendix D - News headline about a seven year old who saved lives after public fire safety education training under a Fire Services Training School project

PROGRAM 2 - ISSUE 3

GOVERNOR'S OBPP

LFA

Materials Resource Center

\$ 23,431 total biennium

Option A - \$ 33,431
Option B - \$ 0
Option C - \$ 0

The difference in the Governor's recommendations and the Legislative Fiscal Analyst's Option A amounts to a much needed and long overdue updating of our film inventory. Many of our films are outdated or damaged. We have not been able to purchase new films at the rate necessary to maintain state of the art material to fire companies. The groups served by this library are 83% volunteers who should not be required to raise money to pay for these films. They already make many sacrifices for the public's welfare. These films amount to the only training program some departments have.

If the Governor's recommendation is approved, no major improvements in the film collection will be made. If the Legislative Fiscal Analyst's Option B is adopted, the State Fire Service newsletter will not be funded, we will not meet the demand for services from the library, no upgrading of material will occur. Grade 14 or 15 employees will continue to perform menial tasks associated with daily mailings. If the Legislative Fiscal Analyst's Option A is adopted, major improvements in films will occur, the Fireguard Newsletter will increase the frequency of publication from quarterly to every other month, and additional time may be devoted to public fire safety education and training by the Grade 14 and 15 now operating the resource center.

Appendix E - A breakdown of resource center user groups for the last quarter of 1982

Appendix F - Resource center usage increase

MONTANA FIRE SERVICES TRAINING SCHOOL

BUDGET EFFECT

Continued -

PROGRAM 3	GOVERNOR'S OBPP	LFA
Instructor Program	\$ 41,827 total biennium	\$ 0

If funded, this program will allow the maintenance of a cadre of field instructors who are currently taking money from their own pockets to finance training which they deliver in support of the Fire Services Training School and the fire service. We also will offer a four level career ladder/certification program for these individuals, provide funds for continuing education for the full time staff, and re-establish a contract instructor program.

Appendix G - Projected training needs, contrasted with current level of services

PROGRAM 5 - ISSUE 4	GOVERNOR'S OBPP	LFA
Regional Transfer and Addition	\$ 0	Option A - \$ 65,007 total biennium Option B - \$ 24,300 total biennium Option C - \$ 0

If funded, Option A would allow us to duplicate our services offered in eastern Montana in south central and western Montana. Similar program expansion by the last legislature resulted in overwhelming success.

If funded, Option B would allow us to duplicate our service in one other location, either western Montana or south central.

Option C would allow no improvement in service.

Appendix G - Demand for service contrasted against level of delivery

Appendix H - Distribution of classes prior to funding an eastern regional instructor

Appendix I - Distribution of classes after adding one FTE in an eastern regional location

During late 1979 the Montana Fire Services Training School implemented a comprehensive Public Fire Safety Program. The Program was aimed at reducing the number of fire incidents, and increasing public awareness of specific fire problems.

The number of fire incidents declined from 4,769 in 1979 to 4,365 in 1980. The number of incidents continued to decline in 1980 to 4,084.

The Public Fire Safety Program gave most communities and fire departments important information and resources in areas of wood stoves, smoke detectors, burns, home escape planning, home inspections, stop-drop and roll, hotel safety, gasoline storage, electrical safety and smoking.

In addition to addressing these problems through the media, two school curriculums have been disseminated to the majority of the schools in Montana. Ban the Burn K-3 was first implemented in 1979. Guard the Children (A Babysitting Safety Course) followed in 1980. By instilling safety in the minds of our children, they will become safety conscious adults.

Through the Resource Center at the Fire School; fire departments, law enforcement agencies; associations, hospitals and public service organizations have received audio-visual and printed materials to aid them in their annual training requirement and in-service training. The "Fire Guard" Newsletter is sent to every fire department to keep them abreast of the latest developments in training and public fire education.

Specific Public Fire Safety Program results which can be measured; are the Grease Fire Program begun in early 1980 and the Wood Stove Safety Program started in late 1980 and continued through 1981.

Kitchen fires were reduced from 136 in 1979 to 125 in 1980. This reduction continued in 1981 to 104. Kitchen fires had been a major fire problem in Montana, but the number of incidents has been steadily declining.

The Wood Stove Safety Program was started in 1980 as wood stove and chimney fires had jumped to the number one cause of residential fires in 1980. A campaign implemented in 1980, used the media as well as demonstrations and lectures given by fire education to aid in the reduction of wood stove fires from 420 in 1980 to 395 in 1981. At the same time wood stove usage increased dramatically and these fires increased nationally.

Deaths related to fires in Montana: 1979 - 20%; 1980 - 16%; 1981 - 13%.

Nationally wood stove fires increased 66% from 1979 to 1980. Wood stove fires were responsible for 42% of fire deaths in residential fires in 1980. Montana showed a 29% increase in wood stove fires from 1979 to 1980. After the Public Fire Education Program was started, there was a 4% decrease in the number of wood stove fires from 1980 to 1981.

Specific targeted programs were pilot tested in Glendive and Libby in late 1980 and 1981.

GLENDIVE -

1980 47 fires
Public Fire Education Program
1981 41 fires
First 6 months 1982 17 fires

LIBBY -

1980 182 fires
Public Fire Education Program
1981 139 fires
First 6 months 1982 80 fires

SINCE THE FIRE SERVICES TRAINING SCHOOL HAS BEEN INVOLVED IN PUBLIC FIRE SAFETY EDUCATION, FIRE DEATHS HAVE DROPPED 35.1%!

(THIS TABLE IS REPRINTED FROM THE NOVEMBER 1982 FIRE JOURNAL.)

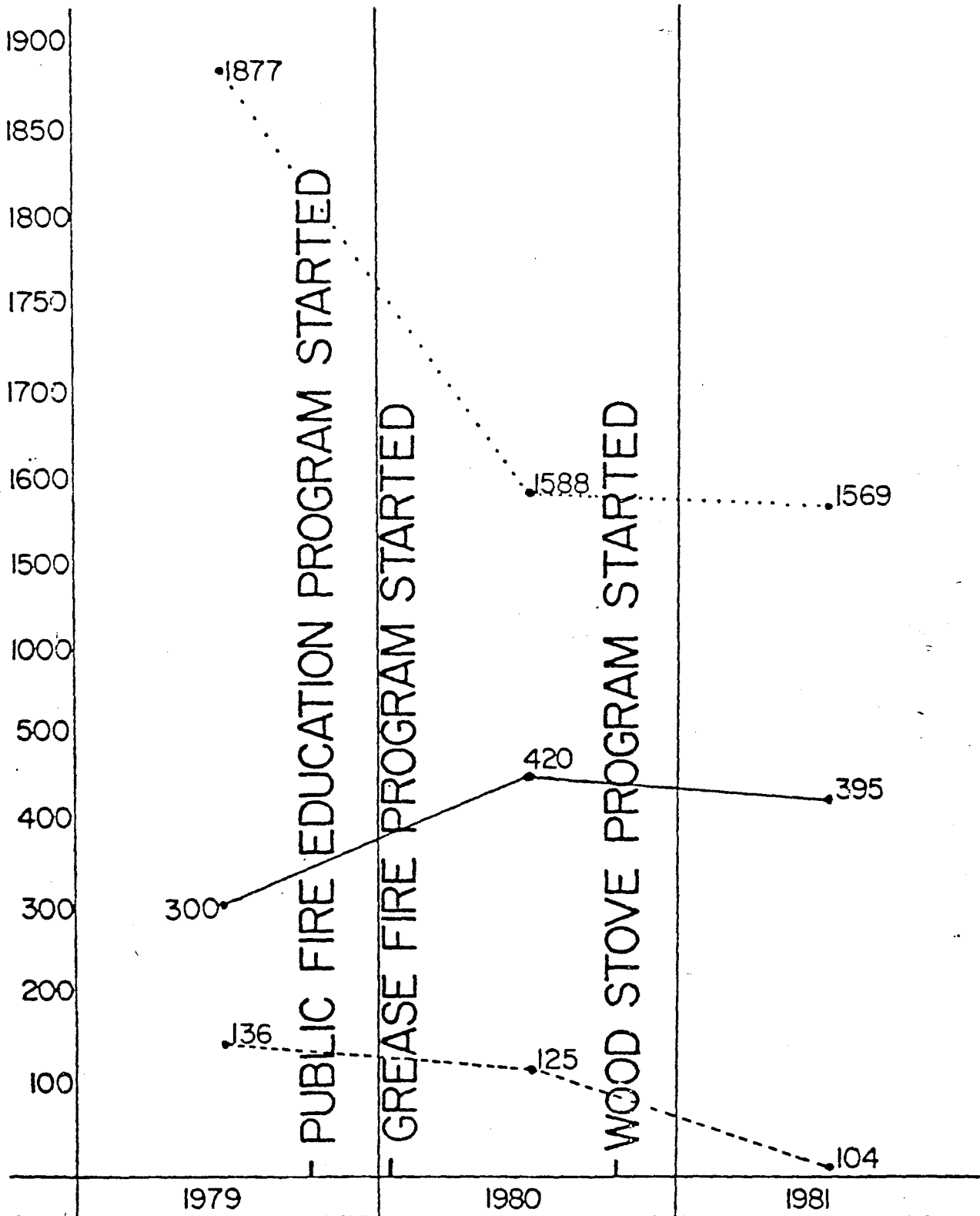
Table 7. FEMA Estimates of State Fire Death Rates

STATES	Number of Fire Deaths	1981 Fire Death Rate (per million persons)	Rank of the 1981 Fire Death Rate	1978-79 vs 1960-81 Average Percentage Change of Fire Death Rate
Alabama	214	54.6	5	-12.4
Alaska	28	68.0	1	0.0
Arizona	48	17.2	47	-24.1
Arkansas	109	47.5	9	-6.8
California	428	17.7	45	-32.8
Colorado	42	14.2	49	-6.0
Connecticut	58	18.5	43	7.9
Delaware	18	30.1	20	-49.7
District of Columbia	34	53.9	6	-21.1
Florida	289	28.4	23	8.5
Georgia	295	52.9	7	3.5
Hawaii	4	4.1	51	-22.7
Idaho	10	10.4	50	-63.0
Illinois	311	27.1	25 (tied)†	-39.9
Indiana	185	33.8	15	-8.3
Iowa	52	17.9	44	-27.9
Kansas	74	31.1	19	1.9
Kentucky	140	38.2	13	-4.0
Louisiana	199	46.2	10	-4.6
Maine	30	26.5	28	-41.8
Maryland	114	26.7	27	-3.8
Massachusetts	141	24.4	30	-9.9
Michigan	271	29.4	21	-17.6
Minnesota	72	17.6	46	-9.5
Mississippi	162	64.0	2	-5.8
Missouri	159	32.2	16	-21.4
Montana	16	20.2	39	-35.1
Nebraska	34	21.6	37	-16.6
Nevada	17	20.1	40	200.0††
New Hampshire	19	20.3	38	-5.1
New Jersey	217	29.3	22	15.7
New Mexico	32	24.1	31	-12.6
New York	550	31.2	18	-1.9
North Carolina	288	48.4	8	-5.0
North Dakota	18	27.4	24	17.9
Ohio	249	21.1	33	-18.2
Oklahoma	129	41.6	11	-15.2
Oregon	60	22.6	34	-25.3
Pennsylvania	296	24.9	29	-12.1
Rhode Island	19	19.9	41	-10.1
South Carolina	198	62.5	3	4.9
South Dakota	16	23.3	32	16.9
Tennessee	186	40.3	12	-11.4
Texas	466	31.6	17	-8.0
Utah	23	15.2	48	-15.9
Vermont	14	27.1	25 (tied)†	-15.6
Virginia	198	36.5	14	-3.7
Washington	40	19.0	42	-16.7
West Virginia	110	56.4	4	2.6
Wisconsin	105	22.1	36	-19.7
Wyoming	11	22.4	35	-9.3

Based on FEMA analysis of death certificate information compiled by CPSC. Adjustments have been made to compensate for coding practices that exclude certain fire deaths, such as arson deaths classified as homicides. All transportation-related fire deaths have been excluded.

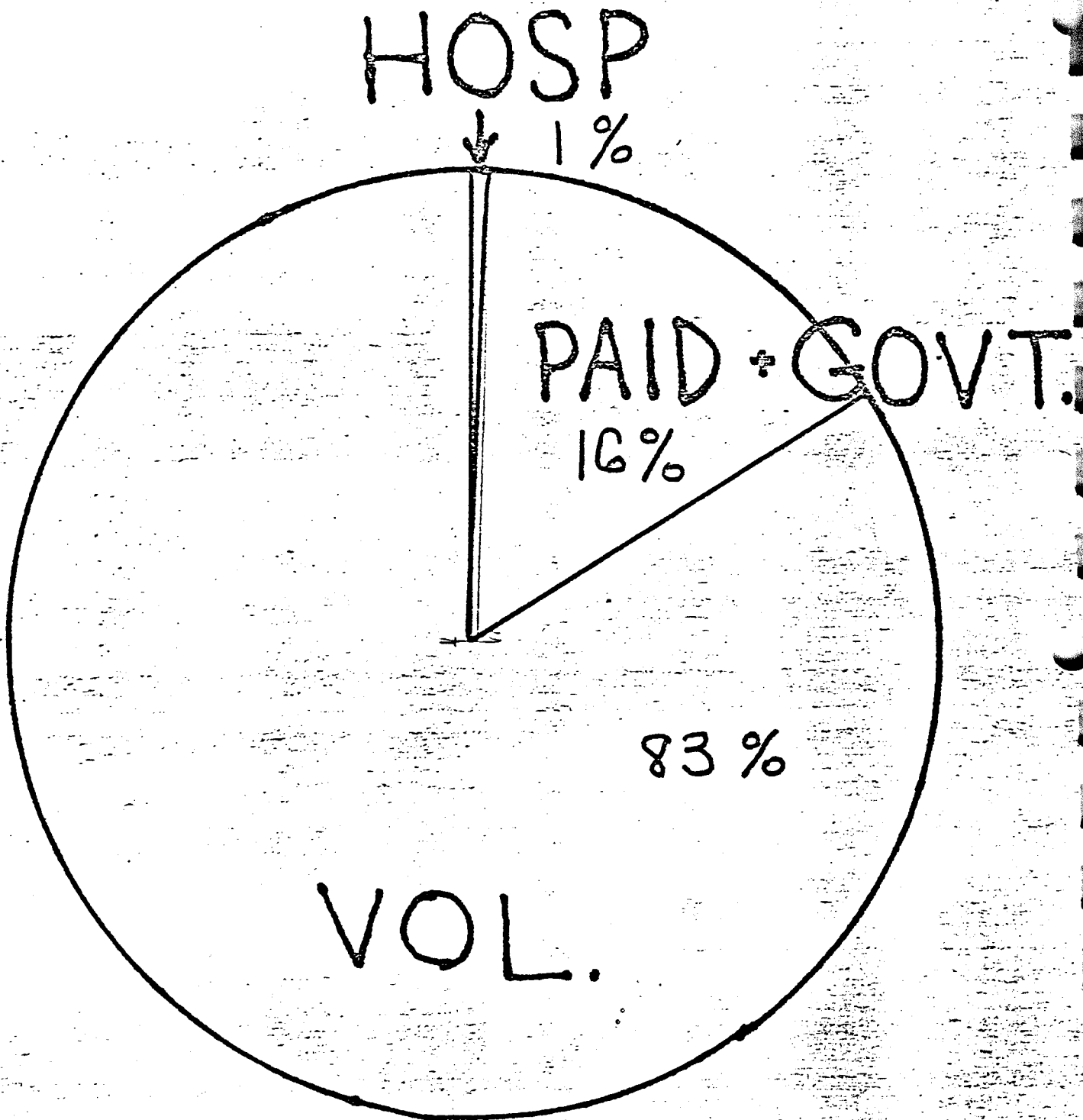
† Due to the tie for 25th position, there is no 26th place ranking.

†† Nevada experienced 65 fire deaths in the 1980 MGM Grand Hotel fire. Without this fire, Nevada's 1980 fire death rate would have been reduced from 157.7 to 42.6.

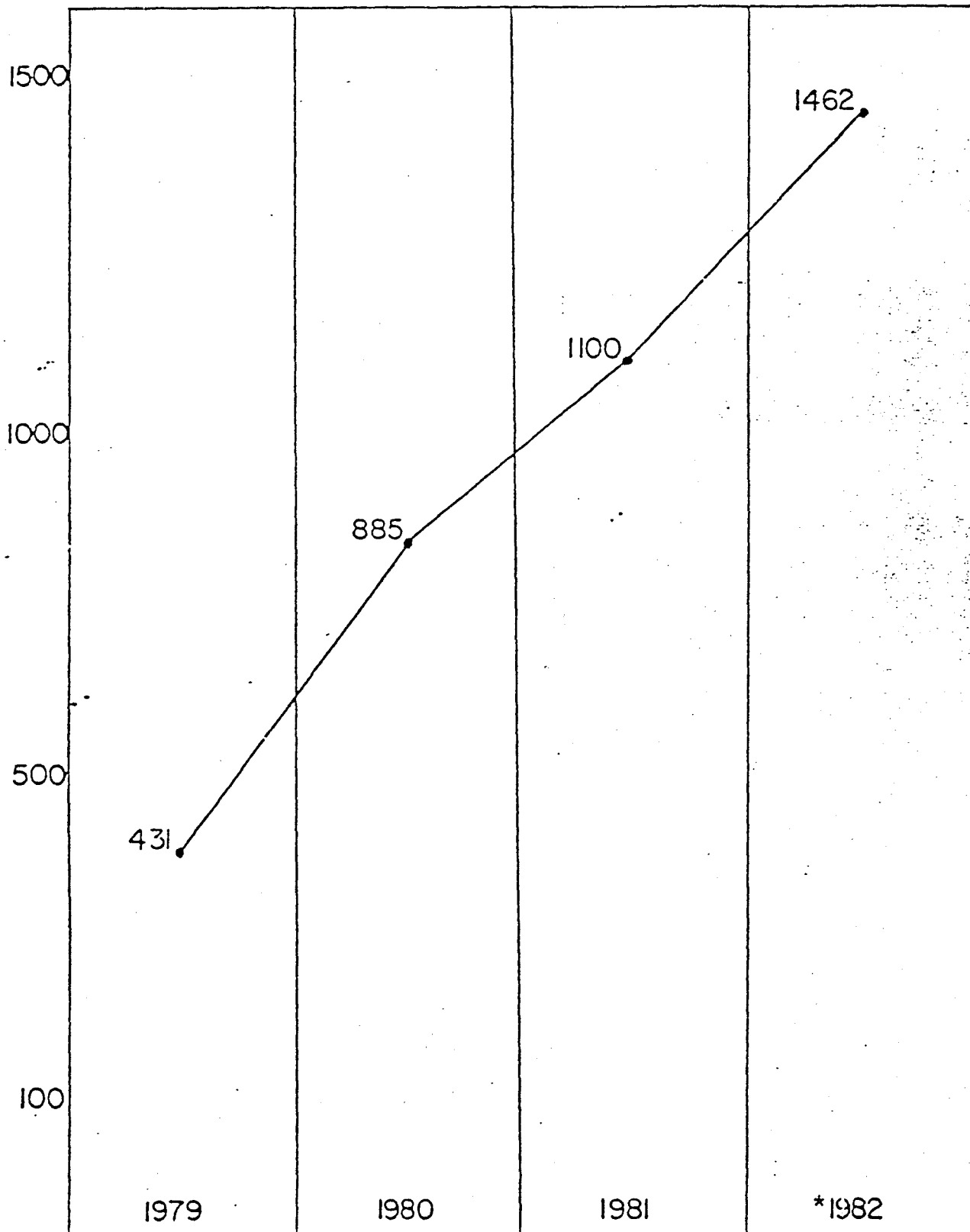


— Wood Stove Fires
----- Kitchen/Grease Fires
..... Structural Fires

"C"



RESOURCE CENTER USAGE



*Projected at rate
as of September 1, 1982.

CONTACT HOURS

APPENDIX G

409,950

This graph illustrates the actual number of contact hours delivered by the Fire Services Training School over the last two years in the bar on the right - 29,218.

The center and left bar illustrate the results of a survey of fire departments statewide to determine their needs in the next biennium in contact hours. The center bar reflects actual responses and the left bar projected need for the entire State.

400,000

300,000

200,000

100,000

122,985

14x

4x

29,218

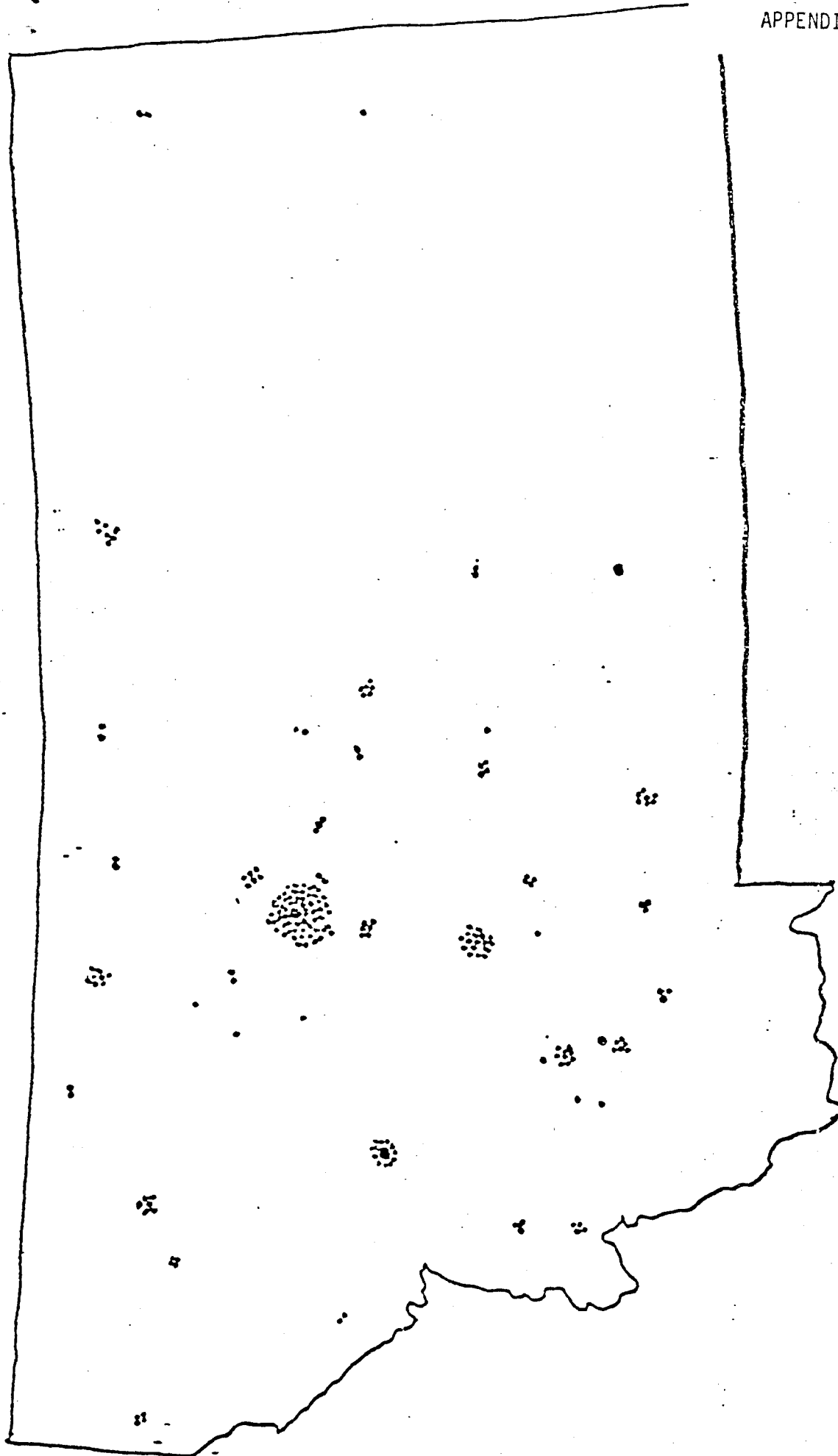
ESTIMATE
FOR 100% OF
ALL
DEPARTMENTS

SURVEY
RESULTS
29% OF ALL
DEPARTMENTS

LAST
TWO YEAR
EFFORT
ACTUAL

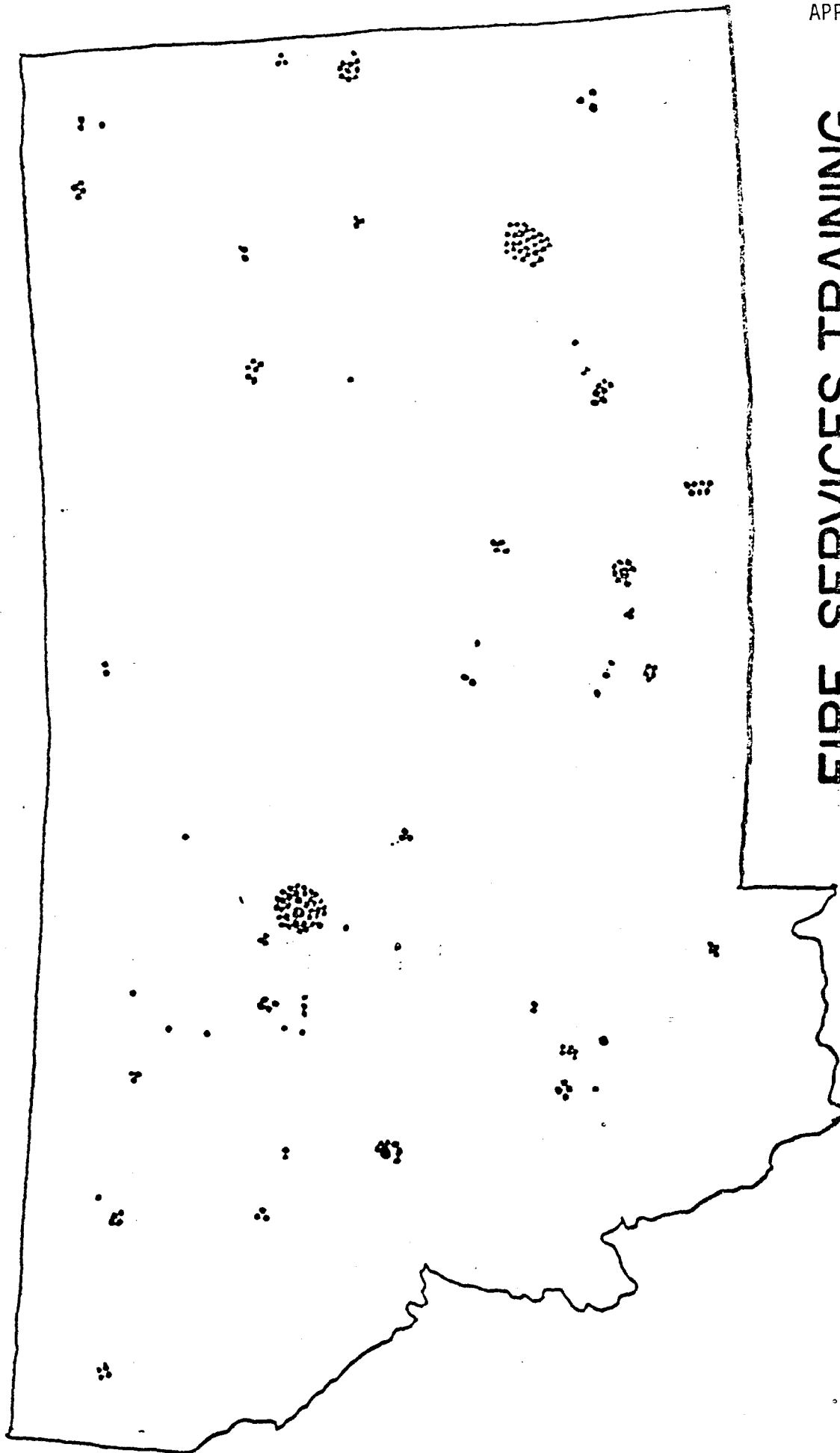
FIRE SERVICES TRAINING SCHOOL - Distribution of Classes (Fiscal Year '81)

BEFORE ESTABLISHMENT OF EASTERN SATELLITE
OFFICE.



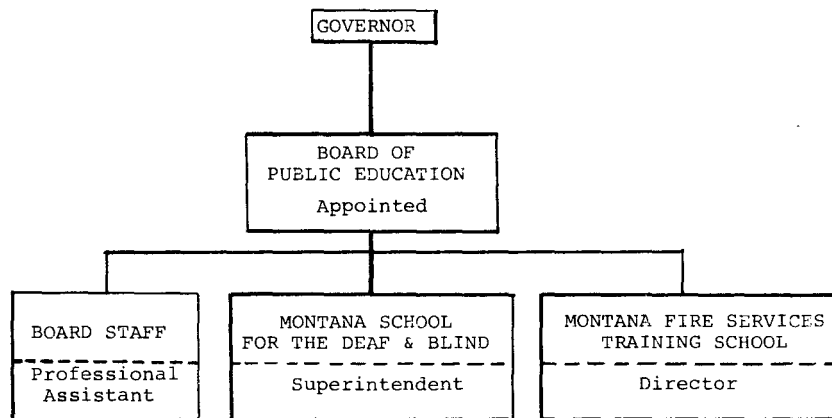
FIRE SERVICES TRAINING SCHOOL - Distribution of Classes (Fiscal Year '82)

AFTER ESTABLISHMENT OF EASTERN SATELLITE
OFFICE.



ORGANIZATION

10.51.106



NEXT PAGE IS 10-705

Montana Advisory Council For Vocational Education

This agency is required by federal law in order to receive federal vocational education funds. It is entirely funded by federal funds. At the time the budget was prepared, the funding level expected by the LFA was \$75,000 each year of the 85 biennium.

The agency has since received notification the funding level will be \$94,000 per year. This is the maximum funding level allowed by federal law.

Considering the revised funding level, the LFA would suggest an expenditure level not to exceed the annual ^{federal} authorization of \$94,000. The executive budget provides for inflationary increases that causes expenditures to exceed \$94,000 annually.

Education Subcomm
1/13/83
EXHIBIT " I "

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Kathryn M. Penrod
Executive Director

January 13, 1983

TO: Education and Cultural Resources Joint Subcommittee
Appropriations - Finance and Claims

FROM: Kathryn Penrod, Executive Director
Montana Advisory Council for Vocational Education

RE: 1984-1985 Appropriation

Madame Chairman and committee members, I am Kathryn Penrod, the Executive Director of the Montana Advisory Council for Vocational Education (MACVE). The Council is composed of people from business, industry, labor, education, and the general public. Our main purpose is to advise the sole state agency for vocational education in Montana and other relevant state officials regarding needed improvements and changes in vocational education. We are also to submit an annual evaluation report regarding vocational education in Montana to the U.S. Office of Education and to the National Advisory Council. I have included with my supportive materials, a brochure which lists our membership and our responsibilities.

This testimony is to explain the revenue sources for the Montana Advisory Council for Vocational Education and to request a revision in the LFA recommended appropriation.

As you have read, the Montana Advisory Council for Vocational Education is required by federal law, if the state desires to receive federal vocational education funds. The Advisory Council is fully supported by federal funds and is

a line item in the federal appropriations bill. Vocational education is forward funded and, therefore, State Advisory Councils also are forward funded.

When the federal 1983 FY appropriations were originally passed, State Advisory Councils suffered a reduction from the 1979-1982 funding levels. This resulted in fewer federal funds for MACVE as FY83 began, a reduction from \$94,000 to \$75,000. However, in September of 1982 the Congress passed and overrode a Presidential veto for a Supplemental Appropriations bill, H.B. 6863, that provided 1.5 million additional dollars for State Advisory Councils. This returned State Council funding to 1979-1982 levels. Montana was entitled to \$19,000 more dollars. I have attached to this report the grant award indicating our 1983 revenue receipts will be \$94,000. This is one statement from Congress that State Advisory Councils for Vocational Education are important and will be funded.

In addition, the 1984 federal appropriation for vocational education was decided in December by the lame duck session. When the Continuing Resolution was signed by our President, vocational education was included at a higher level of funding than in the past. State Advisory Councils will be funded at the 1983 level which is 6.5 million dollars nationally which will be \$94,000 for Montana. States are funded based on population. Montana, a small state, will receive \$94,000 for FY84. A page is attached noting each state's portion of the 6.5 million dollars. I have also attached an American Vocational Association Newsletter which indicates the federal funding appropriation contained in the Continuing Resolution. The signing of this Resolution is one more indication from Congress and the President that State Advisory Councils for Vocational Education are an important part of vocational education and will be funded as in the past.

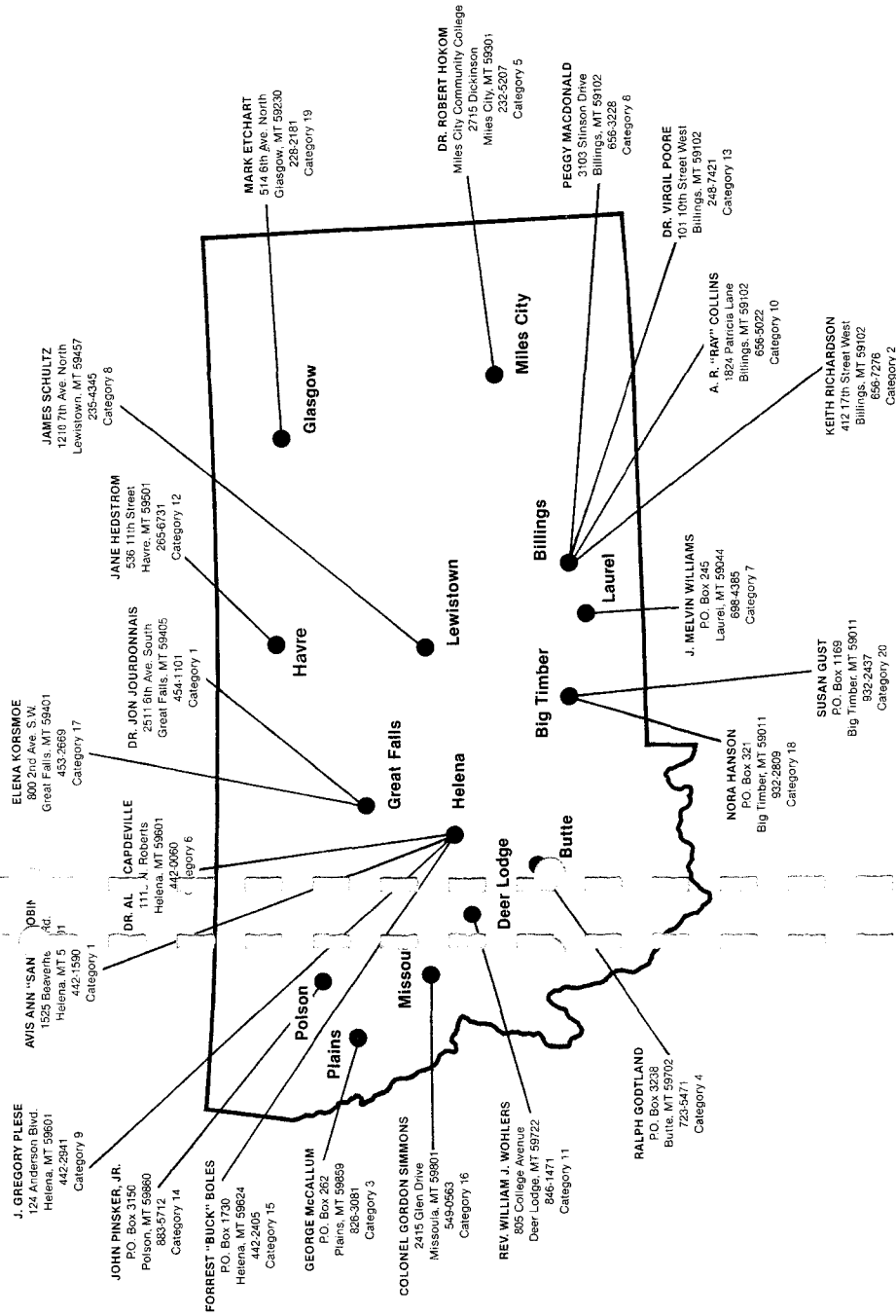
My request is that the appropriation for MACVE be changed to read that the State Advisory Council for Vocational Education will be appropriated whatever our allotment is from the federal government. Recent Presidential and Congressional action indicates that our State Advisory Council will receive \$94,000 during each 1984 and 1985.

It is my hope that MACVE will be able to use their share of the federal money available for State Advisory Councils and it is my request that our appropriation be increased accordingly.

Madame Chairman and committee members, I respectfully submit this testimony and supportive evidence.

May I answer any questions?

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION



COUNCIL STAFF

Kathryn M. Penrod
Executive Director

Kristine Roby
Administrative Assistant

OFFICE:

**Executive Management
Building**

1228 11th Avenue
Helena, MT 59620
(406) 449-2964

CATEGORIES

Public Law 94-482 requires that the membership of the Council shall include one or more individuals who:

- 1) Represent vocational needs and problems of management in the state.
- 2) Represent the vocational needs and problems of labor in the state.
- 3) Represent the vocational needs and problems of agriculture in the state.
- 4) Represent state industrial and economic development agencies.
- 5) Represent community and junior colleges.
- 6) Represent other institutions of higher education or institutions which provide programs of vocational or technical education and training.
- 7) Has vocational education special knowledge, experience, or qualifications but is not involved in the administration of vocation programs.
- 8) Represent public programs of vocational education in comprehensive secondary schools.
- 9) Represent non-profit private schools.
- 10) Represent vocational guidance and counseling services.
- 11) Represent state correctional institutions.
- 12) Are vocational education teachers presently teaching in local education agencies.
- 13) Are currently serving as superintendents or other administrators of local education agencies.
- 14) Are currently serving on local school boards.
- 15) Represent State Manpower Services Council established pursuant to Section 107 of the Comprehensive Employment and Training Act of 1973.
- 16) Represent school systems with large concentrations of persons who have special academic, social, economic and cultural needs or persons who have limited English-speaking ability.
- 17) Are women with backgrounds and experience in employment and training programs...sex discrimination...minority group women.
- 18) Have special knowledge, experience or qualifications with respect to special educational needs of physically or mentally handicapped persons.
- 19) Represent the general public, including a person or persons representing and knowledgeable about the poor and disadvantaged.
- 20) Are vocational education students who are not qualified for membership under any of the preceding clauses.

The Montana Advisory Council for Vocational Education is appointed by the Superintendent of Public Instruction in keeping with the Vocational Act of 1976 (P.L. 94-482), which requires the establishment of a State Advisory Council for Vocational Education by each state desiring to receive federal monies for vocational education.

The responsibilities are:

To Listen

—Expression of local ideas and concerns relating to vocational education are heard by holding at least one public meeting yearly.

To Advise

—Office of Public Instruction on development of State Plan for annual and long range planning.

—Office of Public Instruction on policy matters arising in the administration of the State Plan.

—Relevant state officials as to needed changes in legislation, funding, etc. which affects vocational education.

To Evaluate

—Effectiveness and accomplishments of vocational education programs at the state and local level in terms of goals and objectives contained in the State Plan.

To Recommend

—Changes in programs, services and activities as may be warranted by the evaluation.

To Report

—Annual evaluation report of the effectiveness of the State's vocational education programs, services and activities is required and submitted to the U.S. Office of Education and the National Advisory Council.

—Special reports and communications may be published as deemed necessary.

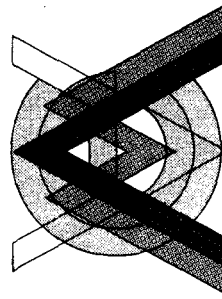
To Assist

—In the development of local advisory committees.

For further information or assistance contact
MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION
Executive Management Building
1228 11th Avenue
Helena, MT 59620

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

1982—1983



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

NOTIFICATION OF GRANT AWARD

NOTE

VOCATIONAL EDUCATION ACT OF 1963 AS AMENDED BY P.L. 94-482

AMENDMENT NO. 1

L Montana State Advisory Council on Vocational Education Helena, Montana	2. PERIOD July 1, 1982 thru June 30, 1983 3. GRANT AWARD IS <input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED <input type="checkbox"/> ESTIMATED			
PROGRAM TITLE	COMMON ACCOUNTING NUMBER	AMOUNT OF THIS AWARD	PREVIOUS AMOUNT	TOTAL AWARDED TO DATE
State Advisory Council on Voc. Ed.	E004485	\$ 19,000	\$ 75,000	\$ 94,000

This notification acknowledges receipt of the Fiscal Year 1983 Application for Federal Assistance for the State Advisory Council on Vocational Education. Your budget as submitted in the amount of \$ 94,000.00 for the period July 1, 1982 to June 30, 1983 has been approved.

Payments under this award will be made by Treasury check issued through the Education Department's Financial Management Division. This payment should reach you within three weeks. Inquiries regarding payments should be directed to: Department of Education, Division of Cash Outlay, Direct Payments Outlay Control Branch, 400 Maryland Avenue SW, Washington, D.C. 20202; Telephone: (202) 245-8318.

~~We have authorized the first payment of \$~~ Additional quarterly payments of \$ 28,250 will be made beginning 1 January 1983. Your attention is called to Section 76.140 of the Education Department's General Provisions which require the submission of a revised budget whenever there is a substantial deviation from the approved budget.

All payments will be addressed as follows:

State Treasurer's Office
 State Advisory Council--VEA
 Department of Administration
 Sam W. Mitchell Building--Room 175
 Helena, Montana 59620

10 quarterly payments totalling \$ 37,500.00 have already been made based upon the original grant award of \$75,000. Balance due is based upon the original grant and this supplemental grant award.

10. LeRoy A. Cornelsen, Director Division of State Vocational Programs, OVAE	11. SIGNATURE 	12. DATE
---	--	----------

ACCOUNTING DATA

LINE NO.	APPROPRIATION SYMBOL Code: 126	RECORD TYPE (1)	EFFECTIVE DATE (2 - 7)	TRANS-ACTION CODE (8 - 10)	NORMAL/REVERSE (11)	MODIFIER CODE (12)	OBLIGATION DOCUMENT		GEO-GRAPHIC CODE (29)	FISCAL YEAR (40)	COMMON ACCOUNTING NUMBER (41 - 47)
							REF. CODE (13 - 15)	NUMBER (16 - 28)			
01	912/30400	2	070182	030	1	3	331	4008300227	2	3	E004485
02											
03											
04											
05											

LINE NO.	OBJECT CLASS (48 - 52)	AMOUNT (dollars and cents) (53 - 63)	FEDERAL/NON-FEDERAL (64)	PRIMARY RECIPIENT (65 - 79)	CLASS II CODE (109)	AWARD DATES	
						BEGIN (month/year) (124 - 129)	END (month/year) (130 - 133)
01	41.15	19,000 00	1	1810302402A5	2	07/82	06/83
02							
03							
04							
05							

FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION	a. NUMBER	3. STATE APPLICATION IDENTIFIER	a. NUMBER
1. TYPE OF ACTION <input type="checkbox"/> PREAPPLICATION <input type="checkbox"/> APPLICATION (Mark appropriate box) <input type="checkbox"/> NOTIFICATION OF INTENT (Opt) <input checked="" type="checkbox"/> REPORT OF FEDERAL ACTION		b. DATE 19		b. DATE Year month day 19	
4. LEGAL APPLICANT/RECIPIENT		Leave Blank		5. FEDERAL EMPLOYER IDENTIFICATION NO.	
a. Applicant Name : Montana b. Organization Unit : State Advisory Council on Vocational Education c. Street/P.O. Box : 1226 11th Ave. d. City : Helena e. State : Montana f. Contact Person (Name & telephone No.) :		a. County : g. ZIP Code: 59620		6. PROGRAM (From Federal Catalog) a. NUMBER 1841053 b. TITLE Vocational Education--State Advisory Councils	
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT		8. TYPE OF APPLICANT/RECIPIENT		9. TYPE OF ASSISTANCE	
NOTE: This is a supplemental award for the 1982-83 fiscal year provided by Congress through P. L. 97-257. These supplemental funds were provided to furnish the same financial assistance for SACVE as the 1981-82 fiscal year funding provided.		A-State B-Interstate C-Substate District D-County E-City F-School District G-Special Purpose District		H-Community Action Agency I-Higher Educational Institution J-Indian Tribe K-Other (Specify): Enter appropriate letter <input type="checkbox"/> A	
10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)		11. ESTIMATED NUMBER OF PERSONS BENEFITING		12. TYPE OF APPLICATION	
				A-New B-Renewal C-Revision D-Continuation E-Augmentation Enter appropriate letter <input type="checkbox"/> A	
13. PROPOSED FUNDING		14. CONGRESSIONAL DISTRICTS OF:		15. TYPE OF CHANGE (For 12a or 12b)	
a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00		a. APPLICANT b. PROJECT 16. PROJECT START DATE Year month day 19 17. PROJECT DURATION Months 18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY Year month day 19		A-Increase Dollars B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Cancellation F-Other (Specify): Enter appropriate letter(s) <input type="checkbox"/>	
20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code)				21. REMARKS ADDED	
				<input type="checkbox"/> Yes <input type="checkbox"/> No	
22. THE APPLICANT CERTIFIES THAT		a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurance if the assistance is approved.		b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:	
		(1)		<input type="checkbox"/>	
		(2)		<input type="checkbox"/>	
		(3)		<input type="checkbox"/>	
23. CERTIFYING REPRESENTATIVE		a. TYPED NAME AND TITLE		b. SIGNATURE	
				c. DATE SIGNED Year month day 19	
24. AGENCY NAME				25. APPLICATION RECEIVED	
U. S. Department of Education				Year month day 19	
26. ORGANIZATIONAL UNIT		27. ADMINISTRATIVE OFFICE		28. FEDERAL APPLICATION IDENTIFICATION	
Office of Vocational and Adult Education					
29. ADDRESS				30. FEDERAL GRANT IDENTIFICATION	
400 Maryland Ave., SW/ROB #3, Rm 5636/Washington, D. C. 20202					
31. ACTION TAKEN		32. FUNDING		33. ACTION DATE	
<input checked="" type="checkbox"/> a. AWARDED <input type="checkbox"/> b. REJECTED <input type="checkbox"/> c. RETURNED FOR AMENDMENT <input type="checkbox"/> d. DEFERRED <input type="checkbox"/> e. WITHDRAWN		a. FEDERAL \$ 19,000 .00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00		Year month day 19 34. STARTING DATE 19 82 07 01 35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number): Wayne R. Moore 202/245-2626 36. ENDING DATE 19 82 06 01 37. REMARKS ADDED <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
38. FEDERAL AGENCY A-95 ACTION		a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.		b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)	
				N/A	

VOCATIONAL EDUCATION STATE ADVISORY COUNCILS
ALLOTMENTS FOR FISCAL YEAR 1983 (JULY 1, 1982 - JUNE 30, 1983)

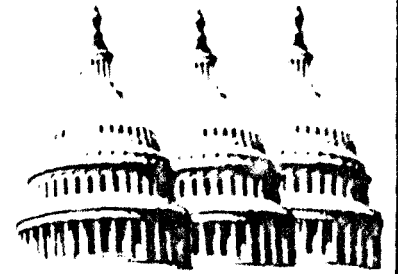
Total \$6,500,000

Alabama	94,000	New Mexico	94,000
Alaska	94,000	New York	200,000
Arizona	94,000	North Carolina	160,273
Arkansas	94,000	North Dakota	94,000
California	200,000	Ohio	200,000
Colorado	94,000	Oklahoma	94,000
Connecticut	94,000	Oregon	94,000
Delaware	94,000	Pennsylvania	200,000
Florida	200,000	Rhode Island	94,000
Georgia	145,501	South Carolina	94,000
Hawaii	94,000	South Dakota	94,000
Idaho	94,000	Tennessee	122,259
Illinois	200,000	Texas	200,000
Indiana	130,603	Utah	94,000
Iowa	94,000	Vermont	94,000
Kansas	94,000	Virginia	128,439
Kentucky	94,000	Washington	94,000
Louisiana	94,000	West Virginia	94,000
Maine	94,000	Wisconsin	94,000
Maryland	94,000	Wyoming	94,000
Massachusetts	132,266	Dist. of Col.	94,000
Michigan	200,000	Puerto Rico	94,000
Minnesota	94,000	Am. Samoa	91,135
Mississippi	94,000	No. Marianas	91,135
Missouri	94,000	Guam	91,135
Montana	94,000	Virgin Is.	94,000
Nebraska	94,000	Trust Terr.	91,135
Nevada	94,000		
New Hampshire	94,000		
New Jersey	144,119		

September 17, 1982



Council of Vocational Educators Legislative Brief



Gene Bottoms, Executive Director

December 24, 1982

Roni D. Posner, Director

COVE BOARD OF DIRECTORS
1982-1983

Vol. I, No. 21

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WE KNOW WE SAID WE WOULD NOT BE BACK UNTIL JANUARY, but we thought we had better report the outcome of the lame duck session ...

After much struggle and delay, the House/Senate conferees passed a Continuing Resolution which was then signed by the President.

Appropriations for vocational education landed right smack in the middle of the two proposed versions:

	<u>House Version</u>	<u>Senate Version</u>	<u>Passed and Signed</u>
Basic Grants	558.2m	558.2m	558.2m
Program Improvement	109.6	89.6	99.59
Nat. Significance	8.2	7.2	7.678
Disadvantaged	14.4	14.4	14.4
Consumer and Home-			
making	34.1	29.1	31.633
State Advisory			
Councils	6.5	6.5	6.5
State Planning	3.6	3.6	3.6
Smith-Hughes	7.1	7.1	7.1
TOTALS:	\$741m	\$715.6m	\$728.7m

The conference report simply explained the funding figures and did not contain any restrictive language concerning cuts to any particular programs (including the National Center for Research in Vocational Education -- for which a one million dollar cut was suggested in the Senate Language).

This funding increase for our programs -- some \$73m -- is due to the constant efforts of the vocational education network across all states. We all worked hard, and the results showed it.

A special thanks should go to Rep. Joe Early (D-MA) who was the primary leader in the move through Congress for this increase.

(Over)

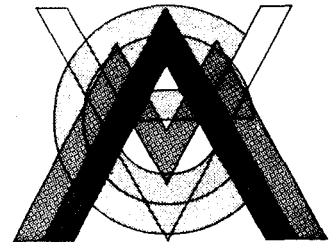
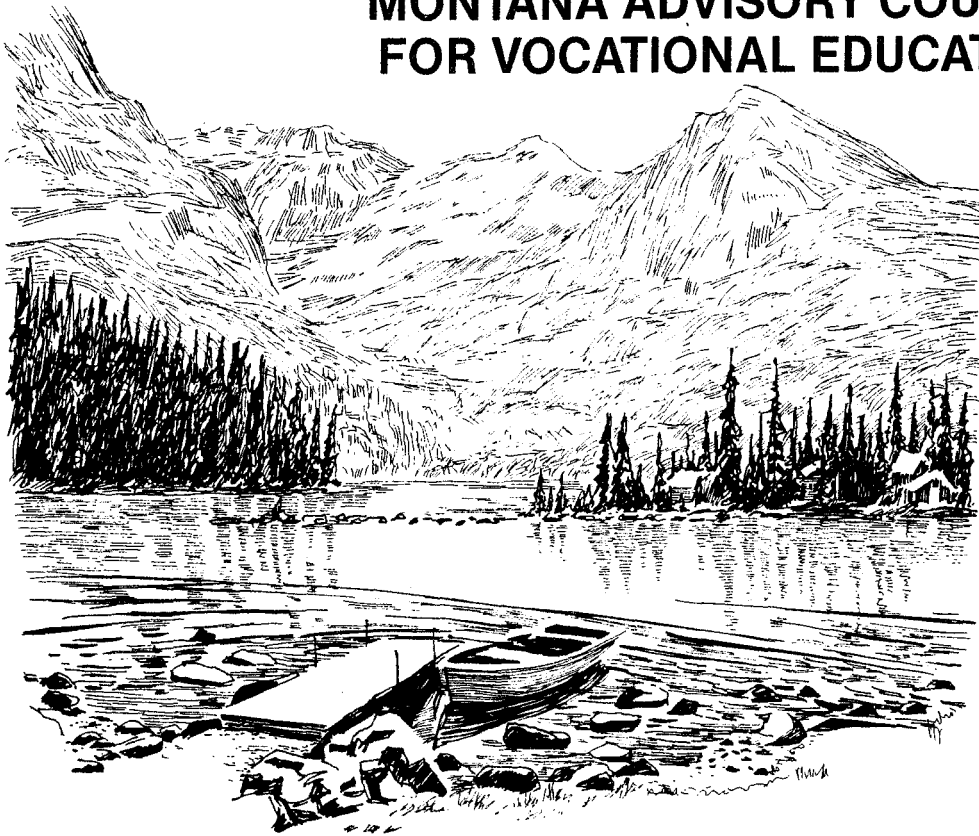
RECEIVED

DEC 26 1982

ADVISORY COUNCIL
FOR VOCATIONAL EDUCATION

1982

**13TH ANNUAL REPORT SUMMARY
MONTANA ADVISORY COUNCIL
FOR VOCATIONAL EDUCATION**



Prepared by the Montana
State Advisory Council
for Vocational Education



FOREWORD

The 13th Annual Report of the Montana Advisory Council for Vocational Education represents another year of hard work and dedication by the volunteer members who serve vocational education in Montana. Members of the Council contributed their time and expertise in providing state and federal legislative testimony; preparing and distributing vocational promotional materials; reviewing Montana and other states' planning efforts and making recommendations for the improvement of vocational education; maintaining and enhancing open communication channels with other agencies; providing inservice to local committees; gathering and analyzing vocational data; and conducting numerous research projects relating to recommendations.

The Montana Council staff and/or members visited over forty schools in the state and participated in seven regional and national meetings on vocational education.

The Montana Council enters its 14th year of service to vocational education with the major goal of enhancing vocational training opportunities that will prepare Montana's citizens for satisfying careers.

ACKNOWLEDGMENTS

The Advisory Council wishes to acknowledge the assistance of individuals in the Montana Office of Public Instruction for service to vocational education in Montana and for the information provided for the annual report. We also wish to express our gratitude to the Superintendent of Public Instruction, Office of the Governor, Montana Job Service, Legislative Council, Legislative Fiscal Analyst, Legislative Auditor, Accounting Division of the Department of Administration, CETA and SOICC. Individuals in these agencies provided valuable assistance to vocational education in the state.

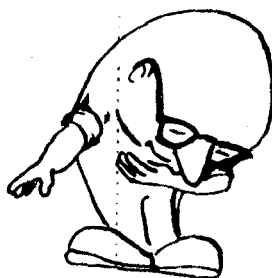
Special appreciation goes to Gail Stockwell, Administrative Assistant, and to all the Council members who volunteered their time and energies toward the cause of vocational education in Montana.

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1981/1982 HIGHLIGHTS MACVE ACCOMPLISHMENTS

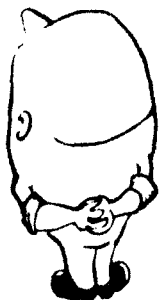
Monitored Vocational Education Evaluations
 Provided Input to 1983-1988 State Plan for Vocational Education
 Developed Standards for Local Advisory Committees
 Completed High School Survey
 Provided Technical Assistance to Local Vo Ed Programs and Committees
 Created Public Service Announcements
 Implemented a MACVE Newsletter to Local Advisory Committees



COUNCIL PURPOSE

LISTEN

To local ideas and concerns by holding public hearings



ADVISE

Office of Public Instruction on development of state vocational plans;
State officials on needed funding and policy changes.

EVALUATE

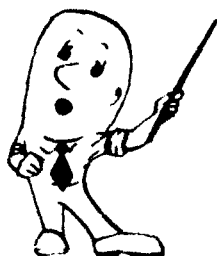
Effectiveness of vocational education at state and local levels

ASSIST

Local advisory councils

REPORT

On annual effectiveness of state vocational education programs



RECOMMEND

Needed changes in programs and services



2

COUNCIL ESTABLISHMENT

State Advisory Councils were established by the Ninetieth Congress of the United States with the 1968 Vocational Education Amendment (P.L. 90-576) which stated, "Any state which desires to receive a grant under this title or any fiscal year shall establish a state advisory council". [Section 104(b)(1) of P. L. 90-576.] The Educational Amendments of 1976 expanded the role and membership. The following are the 20 categories required, by law, to be represented on the Council:

Management
Labor
Agriculture
Industrial and Economic Development Agencies
Community and Junior Colleges
Postsecondary Vocational or Technical Institutions
Special Knowledge of Vocational Education
Secondary Vocational Education
Nonprofit Private Schools
Vocational Guidance and Counseling

State Correctional Institutions
Vocational Education Teachers
Superintendents/Administrators
School Boards
State Manpower Services Council
Special Needs Districts
Women
Physically or Mentally Handicapped
General Public
Vocational Education Students

COUNCIL ACTIVITIES

MACVE held five regular meetings throughout the state this past year.

August 5, 1981—Helena
October 15, 1981—Bozeman
January 13, 1982—Billings
April 14, 1982—Great Falls
June 9, 1982—Kalispell

The Executive Committee meets monthly and other committees meet as necessary. Major accomplishments of the Council are reflected through the activities of the committees:

EXECUTIVE COMMITTEE

- Identified vocational concerns
- Conducted two public hearings on vo ed
- Reviewed vocational guidelines and standards
- Promoted federal and state vocational education legislation
- Made recommendations to OPI
- Promoted and encouraged greater communication among agencies
- Developed local vocational advisory committee standards
- Implemented a MACVE newsletter to local advisory committee members and school administrators
- Oversaw budget matters
- Coordinated activities of all committees

EVALUATION COMMITTEE

- Prepared 12th Annual Report
- Monitored on-site evaluations

4

- Conducted study of OPI evaluation process
- Made recommendations on OPI evaluation process
- Synthesized vocational evaluation findings
- Made recommendations for improvement of vo ed
- Prepared 13th Annual Report

STATE PLAN COMMITTEE

- Provide input to State Plan Council
- Encouraged greater local participation in the planning process
- Encouraged appointment of State Plan Council
- Reviewed and commented on annual Accountability Report and State Plan

TECHNICAL ASSISTANCE COMMITTEE

- Coordinated research efforts to support recommendations
- Oversaw local advisory committee inservice project through Montana State University
- Revised local advisory committee handbook
- Developed and distributed 3 public service announcements for 60 radio and 12 TV stations
- Attended Western Regional Meeting
- Conducted data survey of high schools

LEGISLATIVE COMMITTEE

- Presented testimony during Special Legislative Session
- Collected legislative data from other states
- Provided assistance and data to Legislative Fiscal Analyst for interim study on postsecondary vo ed
- Kept informed on federal vocational education legislation
- Attended legislative networking workshops
- Contacted (in writing and personally) congressional delegation regarding vo ed legislation

COMMENDATIONS/RECOMMENDATIONS TO OPI

Numerous recommendations have been made this year to the Office of Public Instruction (OPI). Several of the recommendations have already been implemented by the Office and are therefore included as commendations.

Commendations:

1. A State Plan Council was appointed and met the required number of times for the State Plan development. Local input and data were obtained for inclusion in the 1983-1988 State Plan.
2. The OPI maintained staff positions for major service areas.
3. The format for a follow-up data system on students has been developed—workshops were conducted in the western third of the state and appropriate forms and procedures were explained to school representatives.
4. The OPI utilized the results of a comprehensive evaluation study by MACVE to refine the secondary vocational education evaluation process.
5. The OPI funded a joint MACVE/OPI public relations project—the development and distribution of television and radio public service announcements. Plans are to develop a Montana Vocational Fact Sheet for Fall of '82 distribution.
6. The OPI is in the process of updating and revising program standards for secondary and postsecondary vocational education.



6

Recommendations:

The State Council recommends to the sole state agency for vocational education that:

1. Further analysis of the MANPOWER TRAINING NEEDS of the state be made in developing the most viable funding and programming priorities for the next five year PLANNING period. [Re: new technology and computer literacy; see public hearing comments.]
2. ARTICULATION of vocational programs/courses within and between secondary and postsecondary vocational departments and institutions be addressed.
3. Competency-based curriculum guides be developed for ALL vocational instruction areas.
4. Efforts to obtain FUNDING from state legislature for secondary vocational education **actual** excess costs and for adequate funding of five postsecondary vocational technical centers be continued.
5. Refined EVALUATION PROCESS for secondary and postsecondary vocational education based on program standards be adopted and OPI offer follow-up and technical assistance where warranted.
6. MACVE or similar uniform VOCATIONAL CERTIFICATION standards for secondary and postsecondary vocational education.
7. Efforts to meet inservice needs of LOCAL ADVISORY COMMITTEES in conjunction with MACVE be continued. While the office is to be commended for funding a special project to develop a slide/tape inservice program and conducting workshops throughout the state, surveys indicate that there remains a need for much more information and inservicing for local committees.
8. More local industry liaison with public schools for providing community training situations for SPECIAL NEEDS STUDENTS be developed. Cooperation among all concerned agencies is encouraged (CETA, Vocational Rehabilitation, public schools, Office of Public Instruction, etc.). The Office of Public Instruction is to be commended for providing major project funding for the "trainable" special needs students. (See public hearing comments.)

MACVE'S VOCATIONAL EDUCATION EVALUATION PROJECT

was represented at 17 of the 29 on-site evaluations conducted by OPI to monitor the process; to explain the low-up study; and to provide technical assistance to teachers, administrators and local advisory committee

ons and recommendations made in the written team evaluation reports were tabulated by service area and e to OPI. These are listed below:

COMMENDATIONS

RECOMMENDATIONS

	<ol style="list-style-type: none"> 1. Advisory Committees 2. Facilities/equipment 3. Youth group integration 	<ol style="list-style-type: none"> 1. Outdated instructional materials 2. Safety 3. Student occupational experience 4. Facilities/equipment
ice	<ol style="list-style-type: none"> 1. Equipment 2. Use of resources 3. Advisory Committees 4. Curriculum/instruction 5. Professional development 	<ol style="list-style-type: none"> 1. Lack of student organizations 2. Public relations 3. Equipment rotation schedules 4. Lack of word processing and computer training 5. Safety—electrical
ics	<ol style="list-style-type: none"> 1. Equipment 2. Student organization 3. Facilities 4. Curriculum 	<ol style="list-style-type: none"> 1. Curriculum/instruction 2. Advisory Committees 3. Public relations 4. Equal opportunity for enrollment recruitment 5. Facilities—storage

al	<ol style="list-style-type: none"> 1. Professional development 2. Facilities 3. Curriculum 4. Student Organizations 	<ol style="list-style-type: none"> 1. Program—not based on community needs assessment 2. Safety 3. Occupational information available for students 4. Outdated texts, materials
	<ol style="list-style-type: none"> 1. Committed & supportive of secondary vo ed 2. Aware of need for advisory committees 3. Facilities 4. Aware of excess cost funding 	<ol style="list-style-type: none"> 1. Lack of strong vo ed philosophy, statement 2. Vocational planning 3. Program evaluation 4. Follow-up 5. Advisory committees
	<ol style="list-style-type: none"> 1. Relationships 2. Materials/facilities 3. Follow-up 4. Testing 5. Sex Equity 	<ol style="list-style-type: none"> 1. Follow-up studies 2. Materials—not vocationally oriented 3. Inadequate facilities for counseling 4. Inservice—vocational counseling
	<ol style="list-style-type: none"> 1. Good attitude about equal opportunity 2. Efforts to meet criteria 	<ol style="list-style-type: none"> 1. Title IX coordinator not appointed 2. Compliance not always met

MACVE'S EVALUATION PROJECT (cont'd)

Generally two major strengths observed in local program evaluations were that (1) local districts were committed to their vocational programs in terms of funding and support; and (2) student organizations were basically very active and an integral part of programs.

Weaknesses were observed in (1) articulation of programs between secondary and postsecondary, (2) local vocational planning and coordination between vocational policy statement, planning, and program and curriculum objectives; (3) competency-based curriculum; (4) student follow-up; and (5) advisory committee participation.

A follow-up survey was sent to each administrator and teacher who had a program that was evaluated. They were asked to evaluate the effectiveness of the evaluation process. Results were compiled and made available to OPI along with recommendations.

Nine recommendations were made to OPI including, the need for distribution of program standards and quality indicators for specific program evaluations and the need for administrators, board members and advisory committee members to be involved in the evaluation process.

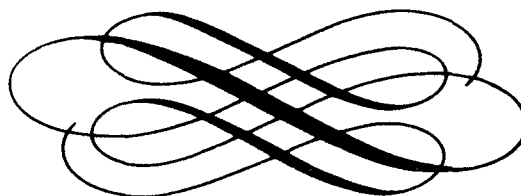
Seven individuals from each service area were randomly selected to review the evaluation instruments. They recommended several revisions in the evaluation instruments. Uniformity and clarity were major changes suggested. Coordination and cooperation within OPI in instances of overlap—such as sex equity and special education.

PUBLIC HEARINGS

The following is a summary of testimony at the two official public hearings held by the Council:

October 16, 1981, Bozeman—Vocational Education Special Needs. Statewide there is a: need for prioritizing of money to those students who are less severely handicapped or disadvantaged and therefore able to function in society with skills training (vs. spending large amounts of money on the severely disadvantaged or handicapped who may never be able to function in society regardless of amount of training); skills acquisition gap for special needs students; needs for a **state** deinstitutionalization plan or process; need for uniform testing of skills and abilities with available positions for special needs students; need for follow-up support service for special needs students after graduation (employers and training); need for more local industry liaison with public schools in developing community training situations for specific skills training for special needs students; need for money for non-CETA clients to work with private industry.

June 9, 1982, Kalispell—Vocational Education. One person testified from the local high school that a 2,000 hour work experience requirement for vocational teachers makes it difficult to obtain qualified teachers. Teacher salary schedules cannot compete with industry, which makes it difficult to find vocational teachers. *MACVE cannot concur with the recommendation to require fewer work experience hours for vocational teachers. This would greatly compromise the quality of vocational training available for students. Because vocational education provides specific training for occupations, its instructors should have actual experience in the field before attempting to teach others the occupation.

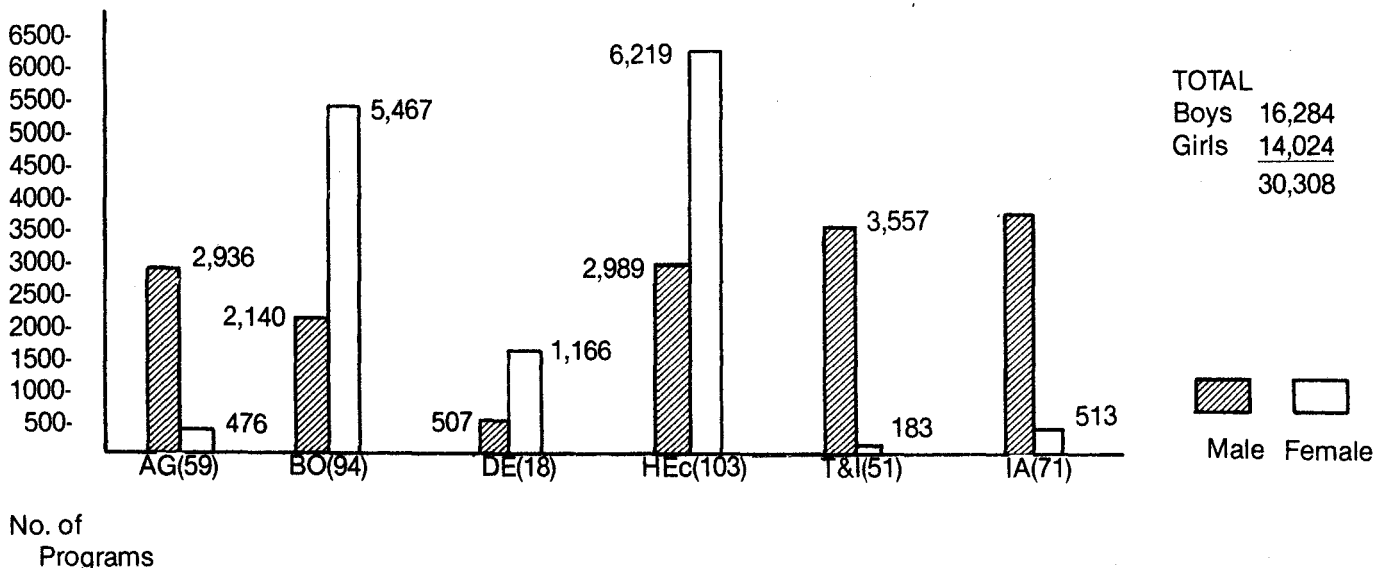


VOCATIONAL SURVEYS

Several studies were undertaken by the Council. Results were utilized in the development of recommendations to OPI.

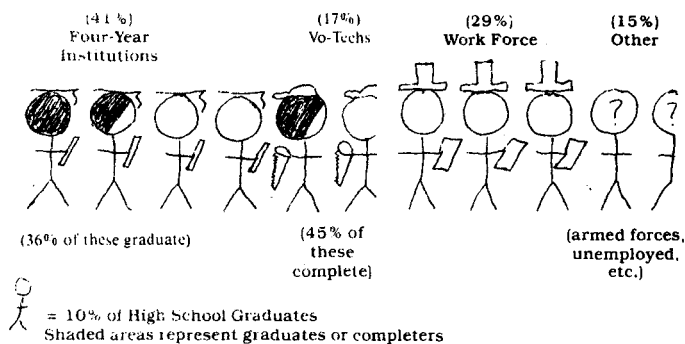
DATA SURVEY—Schools were asked to provide information on program enrollments, follow-up data, advisory committee members, vocational teachers and areas for which the teachers/administrators desired technical assistance. Of the 165 Montana high schools surveyed in FY82, MACVE received 127 (77%) responses.

1. HIGH SCHOOL VO ED 81-82 ENROLLMENTS



12

2. LOCAL FOLLOW-UP INFORMATION—Last fall MACVE conducted a survey of all high schools in Montana. Out of the 127 schools that responded to the survey (165 schools surveyed), 54 schools (42%) conducted follow-up surveys of graduates. The graph depicts what Montana's high school seniors do upon graduation.



The average of these figures indicates that less than a quarter of the high school graduates complete a formal education program beyond high school. That means over three-fourths of the graduates must earn a living with the skills they receive in high school.

3. TECHNICAL ASSISTANCE REQUESTS FROM TEACHERS/ADMINISTRATORS

	No. of Requests
(1) Procuring State/Federal Funds	141
(2) Curriculum	90
(3) Equipment Selection/Rotation	89
(4) Community Surveys	86
(5) Follow-Up	71
(6) Advisory Committees	71
(7) Annual & 5-Year Program Planning	62
(8) Adult Programs	56
(9) Use of Labor Supply/Demand Information	53
(10) Task Analysis	25

The requests were relayed to OPI for program planning purposes by state staff.



14

VOCATIONAL TEACHER CERTIFICATION—RECOMMENDATIONS MADE TO OPI

MACVE Recommends the following changes in qualifications for vocational teacher certification:

Professional Coursework: 15 Quarter Credits in Vocational Education: principles and philosophy; methods related to specific area; organization and management; vocational guidance; curriculum construction, including job analysis; and preparation of instructional materials, PLUS: supervision, organization and control of cooperative programs and coordination techniques if the professional is to coordinate a vocational cooperative occupational education program.

Occupational Experience: 2,000 hours (one year) work experience in the occupation or combination of occupations related to the specific teaching area for **secondary** teachers with a Class 1 or Class 2 certificate. Two years minimum (4,000 hours) work experience in the occupation or combination of occupations related to the specific teaching area for Postsecondary Class 1 or Class 2 certificate, OR Class 4 Vocational Certificate with 10,000 hours work experience with a minimum of 1,000 hours per specific area. Current work experience of 500 hours required every 5 years for occupational relevancy—each period of work experience must be 10 or more weeks continuous employment with one employer.

The results of a 10-state survey and an analysis of current Montana vocational certification standards are available in MACVE Office.



15

STANDARDS FOR LOCAL ADVISORY COMMITTEES

Standards for local advisory committees were developed this year. A summary of those standards follow. The complete set of standards is available from the MACVE office. An instructional slide set and handbook to increase local advisory committee effectiveness is also available.

1. Scope

A vocational advisory committee is a group of persons, the majority of which are outside the education profession, who are representative of the community and are recognized and respected in their field of work. They advise and assist educational decision makers on the building and maintenance of sound vocational education programs based on the real needs of the community, region, state or nation.

The committee's primary function is to assist the educational unit in providing education that will be of value to students upon their entry into the world of work.
2. Occupations to be served

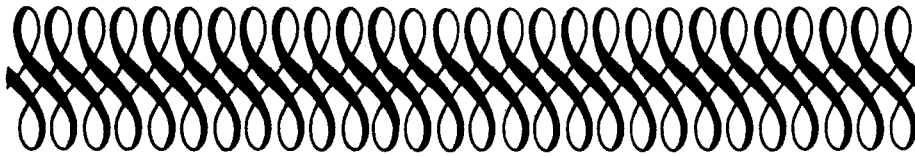
A vocational advisory committee (craft committee) should be approved by the school board for every vocational program.
3. Requirements
 - A. The general functions should include the following:
 1. Annual and long-range vocational planning (projections for courses, enrollments, expenditures, etc.)
 2. Curriculum content
 3. Equipment, facilities and instructional resources
 4. Student recruitment, placement and career guidance
 5. Community public relations
 6. Community resources (field trips, speakers, etc.)
 7. Employment and community needs
 8. Program review and evaluation
 9. Professional development (teacher updating)
 10. Youth groups
 - B. Organization should include the following:
 1. A set of locally developed bylaws
 2. A group of elected officers
 3. Two to four yearly meetings (recommended)
 4. Agenda, prepared and distributed prior to meeting
 5. Minutes should be taken, distributed and filed following each meeting
 6. An annual report should include recommendations for program improvement
 7. A program of work or set of goals should be established each year
 - C. Membership should:
 1. Include lay people with expertise and a knowledge of the work world
 2. Be appointed by the school board
 3. Include males/females, employers/employees
 4. Consist of 7-10 persons
 5. Include a systematic term of appointment

OTHER INFORMATION

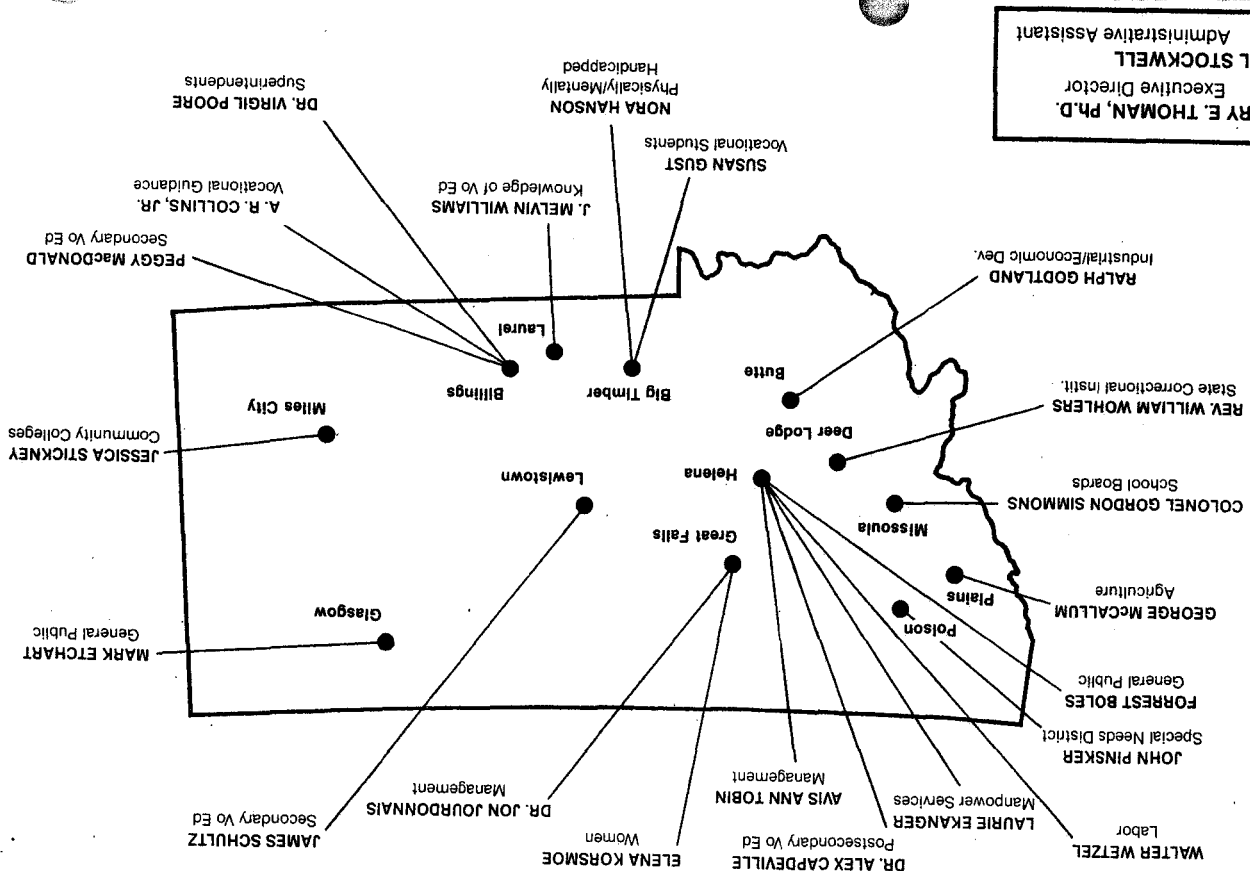
The student follow-up system for data reporting has been developed, inserviced, and implemented in the western region of the state with anticipated entire state participation by the end of a three year planning cycle.

Sex equity efforts have resulted in increases in nontraditional program enrollments. Continued emphasis must be placed on reducing sex role stereotyping and barriers to individual career choices.

Fiscal Year 1982 saw the further development of the occupational demand and supply data reporting system. All computer programs for preparation of the supply/demand reports were completed. Supply data was collected from the following user agencies: vocational education, higher education, Job Corps, Vocational Rehabilitation, Comprehensive Employment Training Agency, National Center for Educational Statistics survey (private and public school sources), and from Job Service applicants. Some technical problems were incurred in obtaining the demand data because of difficulties with federal data sources. SOICC is now in the process of converting demand data from a census base to an Occupational Employment Statistics program base. Once that conversion is completed, the Supply/Demand Data Reports will be available for user program planning. One section of the Vocational Education State Plan will include the latest supply/demand data.



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ATTENTION: Vocational Education Director
or Vocational Advisory Committee Chairman:
Please rotate to vocational teachers and/
or other advisory committee members.

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