

MINUTES OF THE HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
January 27, 1983

The House Appropriations Subcommittee on Education met at 8:00 a.m. on Thursday, January 27, 1983 in Room 104 of the State Capitol. With Chairman Rep. Esther G. Bengtson presiding, all members were present. The budgets of the Office of Public Instruction's Transportation, Traffic Education, Adult Basic Education, and Secondary Vocational Education Programs were heard.

The Transportation budget was heard first. Mr. Curt Nichols, LFA, gave his analysis of the budget. The LFA figures current level in this budget, allowing an inflationary increase. The LFA presents an option to raise the bus transportation rate from 70¢ and 75¢ to 99¢ and \$1.05. This would permit the State to meet its funding obligation of 1/3 of the total cost of transportation. Another option, to reinstitute the load requirement, would save \$480,000 in FY 1984 and \$510,000 in FY 1985.

Tom Crosser, OBPP, then presented his analysis. OBPP takes part of the OPI recommendation, reduces the variable rate from 2.5¢ to 2¢ per seat, and allows a greater than typical inflation factor increase in the fixed rate. The reason OBPP did this was to limit the growth of the budget. The OBPP feels, with the reduced costs of fuel and if inflation remained low, that the on-schedule costs and the actual costs would merge closer together.

Mr. Gary Steuerwald, OPI Assistant Superintendent, then testified. See Exhibit "A." OPI recommends a higher appropriation than either OBPP or the LFA.

Mr. Bob Stockton, State Aid and Transportation Director, OPI, then presented a copy of the information OPI gave to the Interim Finance Committee in October 1982; see Exhibit "B."

Mr. Nichols explained the proposal to change the load requirement. The Interim Finance Committee looked at what had happened since the load requirement had been deleted. There have been supplemental budget requests since the requirement was removed. If the State had had a load requirement in effect in FY 1981, about \$350,000 less State money would have been expended. The Interim Committee has introduced a bill to reinstitute a load requirement of 2/3 eligible transportees.

Mr. Stockton pointed out that equipment purchase was completely local in cost; therefore, the districts aren't buying large buses simply to get a better rate.

Mr. Nichols then explained the problem with ineligible transportees. Because of the reimbursement system, a bus could carry

mostly ineligible transportees and would be reimbursed based on a full load of eligible transportees. In 1982 about 6,800 ineligible transportees were being reimbursed by the State. He pointed out that the districts had the option to transport ineligible transportees, but the State had no responsibility for them. The Interim Committee also had a bill drafted to provide ineligible transportees in hazardous locations with State reimbursement.

In response to Sen. Haffey, Mr. Crosser explained that the OBPP had used a higher inflationary increase than normal for the fixed schedule, but this was offset partially with the reduction in the variable rate to 2%. The fixed rate was set at the maximum level.

Adult Basic Education was then heard. Mr. Crosser said that the OBPP budget maintained current level. The OBPP request was \$3 higher than OPI's or the LFA because they round up.

Mr. Nichols then gave his presentation. The LFA current level provides a 6% increase per year to the amount granted in the previous biennium. LFA Option B would replace the federal funds reduction that occurred in FY 1983. Another Option is based on OPI's request to replace all federal funds involved in the Program.

Mr. Gary Steuerwald, OPI, then gave his presentation. (See Exhibit "A.") It was brought out that House Bill 105 had been referred to the Education Subcommittee.

Traffic and Safety Education was then heard. Pam Joehler, LFA, gave her presentation. See P. 124, LFA Narrative.

Tom Crosser gave the OBPP analysis. The Governor's office doesn't recommend a specific dollar in its budget. In 1981, when dollar amounts were contained in the appropriations bill, they had to be pulled out.

Mr. Steuerwald submitted OPI's recommendations; see Exhibit "A."

Tom Chesbro, OPI Budgeting and Accounting Director, spoke. His estimate was taken from what was actually sent out in 1983, which was considerably higher than 1982. OPI's appropriation would probably eliminate the need for a budget amendment in order to send out the distribution money.

The School Lunch Program was then heard. Mr. Nichols said that the current level figure was based on a requirement for minimum maintenance of effort. The State must match federal

support for the school lunches. The federal law was revised in 1982, and the minimum match fell, so the appropriation level for FY 1983 and 1984 and 1985 is less than it was. The current level holds the level at the minimum match, which was the basis of appropriations in previous bienniums.

Mr. Crosser said that OBPP's budget was higher than the OPI request. This wasn't intentional. A base adjustment for the food expenditure category inflated the food budget in the distribution program; freight costs were inflated; and the general operational costs added up to more than what OPI had requested. OBPP recommends their budget level be reduced to the OPI level.

Mr. Steuerwald gave his presentation (Exhibit "A"). During the Special Session of the Legislature, OPI indicated that they would not ask for an inflationary increase, but should the need arrive, they would be back, and they are now doing that.

Brisbin Skiles, School Food Services Director, spoke. He said that in spite of the cutbacks, only one school withdrew from the lunch program: the loss is felt in the number of children participating, rather than the number of schools. He presented some projections regarding school food services; see Exhibit "C." For FY 1984 the federal administration is asking for further reductions in the federal budget; a compromise which would hold the reimbursement levels at the present amount is possible. They feel there is a need for increased assistance from the State. With OPI's assistance and recommendations, the local districts are making moves towards greater efficiencies. OPI is acting as a broker for the schools in the Statewide purchasing arrangement. About 100 schools participated in the Sept. 1982 cooperative purchasing arrangement; in December, about 70 did so. OPI expects that the number of participating schools will increase. Available funds and storage availability are the limitations to this.

Mr. Skiles explained how the purchasing process was conducted. A number of smaller vendors can combine together and make bids on food items. OPI holds two State food service conferences each summer. OPI also uses part of their State funds to purchase directly for schools; the foods taken advantage of are bonus donated foods like cheese. Bonus items aren't taken off their donated food federal entitlement. They use State funds to buy the cheese, and then allocate it as a donated food. He felt that 90% of the reason for the decrease in participation was due to the increased charge. He added that there appeared to be an increase in the number of free and reduced price meals being served,

but paid participation is at about the same level. In response to Sen. Jacobson, he stated that the normal cost for a school lunch ran from 65¢ to 80¢, with more and more high schools going to \$1.

Sen. Jacobson wanted to know why a 5% decrease in the paid lunches was estimated for 1983-4. Mr. Skiles replied that he anticipated the performance funding from the federal level would be either held fast or reduced.

Gifted and Talented Program. Mr. Crosser spoke. The reason OBPP didn't inflate the program was because the expenditures in the base year of 1982 were small in relation to the appropriation. If they had been inflated, they would still have been below the total biennial appropriation that was given this time.

Nancy Lukenbill, Gifted and Talented Specialist, OPI, then testified. Some handouts were distributed. See Exhibit "D." The 1981-2 appropriation was \$100,000 for each year. Because of the time elements, the money was allocated after the Legislature and the Governor had signed the bill, and they had to spend the summer putting together criteria, and the money was not into the schools until late fall. Therefore, only nine programs were funded the first year. Last year 49 programs were funded. She pointed out that the Gifted and Talented Program was the only competitive grant left in the State. In 1972 they had two programs in the State and at present they have 61 districts with identifiable models. Not all 61 districts are using State funds.

Rep. Bengtson wanted to know if there was any tracking mechanism for the students that had been enrolled in some of the accelerated programs. Ms. Lukenbill replied that in different districts different things happened, when the students reached high school and had reduced productive and creative outlets. By the 10th grade, 19% of gifted and talented students drop out of the program. Montana has not done a comprehensive study because the program has not been underway long enough. They are working with the high schools to develop options such as honors programs, advanced placement, etc.

Rep. Bengtson wanted to know if Ms. Lukenbill was in support of schools writing competitive grants. She replied that last fall, OPI had decided to hold seven grant-writing workshops. She stated that there was an evaluation component to every competitive grant. Several schools can combine together and apply for grants.

Secondary Vocational Education was then heard. Ms. Joehler referred the Committee to P. 623 of the LFA Narrative.

Mr. Crosser said that the Executive budget follows the pattern set last session. Also, there is \$2 million per year for modification consideration in the elected officials' pool. The only modification they put in was Public Law 876 impact aid money. The modifications for the Vo-Tech Centers and secondary vocational education are in for consideration in the elected officials' pool.

Mr. Steuerwald gave OPI's recommendations; see Exhibit "A."

Rep. Mel Williams testified. The Secondary Vocational Education Program in Montana is very important because they keep a certain percentage of their students in school, who would otherwise be dropping out. It also enables these students to graduate. For those who cannot go on to college, they can get the kind of education they need to enter the world of work. It also prepares the students for further training in the Postsecondary Vo-tech. Centers. The leadership programs that go along with the various vocational programs in the schools are another very important factor. Secondary Vocational Education costs more money than the regular programs, so it needs supplemental financing. To date, school boards have been reluctant to improve the programs, and that's where the extra cost comes in. The only way the State can be sure the programs will continue is to ask for supplemental financing. \$1.5 million in the past two sessions of the Legislature has not been enough. The people leaving jobs that are being eliminated today need retraining.

Gene Christiaansen, Assistant State Superintendent for Vocational Education Services, then spoke. He referred the Committee to the last page of a document entitled, "Montana Secondary Vocational Education;" see Exhibit "E." Even though school enrollment is decreasing, vocational education is increasing, because there is an interest in this area shown by the 9th - 12th graders. About 13,500 students in these grades across the State are involved in vocational education. 110 of the 169 high schools are involved in the excess cost funding program.

Barbara Robertson, Distributive Education Teacher-coordinator, Helena Capital High School, then spoke; see Exhibit "F."

Willard Weaver, Consultant for Secondary Vocational Education with the Great Falls Public Schools, then spoke; see written testimony Exhibit "G."

Robert Kaapholm, Anaconda, then testified. The reimbursement they get has helped keep their secondary vocational education program alive. Their mill levy went from \$27 million to \$13 million and they look to drop another \$2 million. At the same time, their

student enrollment has remained stable. They must have some help if they are to continue to run the secondary programs for vocational education. The situation in Great Falls is similar, and it will also happen in Butte in the near future.

Jim Fitzpatrick, Director of Secondary Education, Vocational Programs for Helena, spoke. See Exhibit "H."

Rep. James Schultz, District 48, Lewistown, spoke; see written testimony Exhibit "I." He is a member of the Montana Advisory Council for Vocational Education. He presented a letter to the Committee from Sylvan Susag, Principal and Vocational Agriculture Instructor at Augusta High School; see Exhibit "J."

Kathryn Penrod, Executive Director, Montana Advisory Council for Vocational Education, testified; see Exhibit "L."

The Committee took a five-minute recess.

Steve Wilcox, a Vocational Agriculture teacher from Flathead Valley High School in Kalispell, testified. He was also representing the Montana Vocational Agriculture Teachers' Association. In Kalispell it is becoming increasingly difficult to pass school levies. Because of this for the past four years they haven't been able to maintain capital expenditures. They depend entirely on excess cost funding to buy capital equipment. The field of agriculture is rapidly changing; there are many new things entering into the field such as computers. He urged the support of the OPI recommendation.

Thea Swenson, a business education teacher at Capital High School and also representing the Montana Business Education Association, said there was increasing enrollment in business, especially in word processing classes. See written testimony Exhibit "M."

Alan Stohle, an Industrial Arts instructor for Missoula County High School, spoke; see Exhibit "N." In the past five years they have lost every capstone course in the "T and I" area that they had. He urged support of vocational education so they could maintain the courses they had, and possibly get some of the old ones back.

Lois Robinson, President of the Montana Association of Vocational Home Economics Teachers, testified; see Exhibit "O."

Doug Polette, involved in the Teacher Education Program at MSU, spoke; see Exhibit "P."

Questions were then asked. Chairman Bengtson questioned what

would happen to academic courses if vocational education continued to play an increasing role. She asked, what is the role of public secondary education in the State? Where should funding be directed - towards the foundation program or towards supplementing secondary vocational education?

Sen. Tveit submitted that the most important factor to local citizens was the graduates of the high schools, and whether they will be prepared to enter the working world or continue their educations. Another factor is, as budgets tighten up, are the schools going to survive at all? He rose in support of secondary vocational education as a valuable tool for job preparation.

Sen. Hammond stated that the quality of teacher training had a strong influence on the quality of education, and the amount of funding wouldn't guarantee a high quality of education.

Rep. Ernst wanted to know how much support the private sector provided secondary vocational education in the equipment area. Mr. Polette replied that the MSU Teacher Training Program tried to take advantage of any opportunities to get donated equipment. Also, they circulate a newsletter which lists available equipment for trading between school districts.

Maynard Olson, OPI, spoke up. Regarding the relationship of vocational education to the basics, his personal feeling is that the basics are defined in the accreditation standards, which include a provision for vocational education. There was an inference that vo-ed is possibly primarily for the nonacademically talented, and this is not true; it is for every student. High technology is not for the nonacademically inclined student.

Sen. Haffey wanted to know what the real dollar increase for vocational education had been vs. what the foundation program increase had been in the recent past. He submitted that there had been a real dollar decrease in secondary vo-ed funding because the \$750,000 level had remained stable in spite of inflation. He submitted that the foundation program was increasing, while vocational education was decreasing. Mr. Nichols pointed out that the foundation program helped fund a large part of vocational education, beyond what the State specifically allocated. Mr. Kaapholm said that what they needed was the funding allocated to the Vocational Education Program; last year they got \$17,000 in Anaconda, and without this sum they wouldn't have been able to purchase their welders and saw.

Chairman Bengtson wanted to know how the funds were allocated to the programs within the schools. Mr. Christiaansen said the State dollars in excess funding were appropriated by a five-level

formula. It is based on ANB and a weighted value by program within the five categories. It is performance-based. OPI has certified expenditure reports which require strict accounting and don't presently provide much flexibility. The money cannot go towards teacher salaries unless there is an extended contract involved.

Sen. Haffey wanted to know if there were areas in which funding was more than adequate. Ms. Robinson explained that she wrote a budget up for all the needed items, and took advantage of opportunities to exchange equipment. The school board then reviewed the budget. Her plan then went to OPI and they decided on the level of funding for her program.

Rep. Peck said it was an administrative nightmare in terms of claiming the funds, but he had not seen evidence of excess funding on the State level.

Mr. Jim Fitzpatrick, Montana Vocational Association, spoke up. The students enrolled in vocational education programs are not the "disadvantaged learning handicapped." They represent a cross-section of the student body. He extended an invitation to the Committee members to come and visit some of the secondary students. Also, originally federal funding had been aimed at secondary vocational education, but in 1977-9 those funds were given to post-secondary vocational education. The need for funding is present across the State; they don't need to search for ways to spend it. Vocational education is much more expensive than academic education.

Chairman Bengtson stressed that what the State wanted its students to do was be able to put their skills to work.

The meeting was adjourned at 10:20 a.m.

Rep. Esther G. Bengtson - Chairman

VISITORS' REGISTER

HOUSE Education

Sub- COMMITTEE

~~SPONSOR~~ School Lunch, Transportation,
Traffic Education, Adult Basic Education,
Secondary Vocational Education'

Date 1/27/83

NAME	RESIDENCE	REPRESENTING	SUP- PORT	OP- POSE
Bill Cunningham	Helena	Off. of Pub Inct	✓	
Eric Hale	Talbott	OPI	✓	
Dorothy Penner	Helena	MACVE <small>Mont. Voc. Adv. Council, for</small>	✓	
Lynne Johnson	Bigfork	MAVHET	✓	
Harold Olson	Helena	QBPR		
Kristine A. Cole	Helena	MACVE	✓	
Sue Christiansen	Helena	OPI	✓	
Al Chytr	Helena	OPI	✓	
Leonard Thompson	Helena	OPI	✓	
Harvey Linkenbill	Helena	OPI	✓	
Robert Kephorne	Anaconda	School Dist #16	✓	
Jim Fitzgerald	Helena	Mont. Voc. Assoc.	✓	
Doug Pollett	Bozeman	Mont. Voc. Assn	✓	
William Weaver	Great Falls	Great Falls Public Schools	✓	
Phyllis Swenson	Helena	MBEA	✓	
Barbara Robertson	Helena	Mont. Assoc. of Mont. Educ.	✓	
Kay Miller	Helena	self		

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.



1/27/83
EXHIBIT "A"

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 449-3095

Ed Argenbright
Superintendent

January 27, 1983

Joint Subcommittee for Education
and Cultural Resources
State Capitol, Room 104
Helena, Montana 59620

Dear Chairman Bengtson and Members of the Committee:

PROGRAM 09--DISTRIBUTION TO SCHOOLS

Transportation

OPI is recommending an appropriation for Transportation considerably higher than either OBPP or LFA. OPI is recommending that the on-schedule rate be increased in FY 84 to \$0.99 and to \$1.05 in FY 85. OPI further recommends that the break point in bus size be changed from 50 capacity to 45 capacity, and that the rate increase for capacity above 45 be reduced from the present \$0.025 to \$0.020.

OPI recommends a Bus Transportation appropriation for FY 84 of \$7,500,000 and \$7,800,000 for FY 85.

Adult Basic Education

OPI originally requested \$1,750,000. This request was based upon what we could reasonably project the funding reductions would be in CETA and ABE. Fortunately, these reductions did not take place. OBPP and LFA are recommending continuation at the current level. If HB 105 passes, this recommended appropriation would not be required. Further, federal funding for ABE is in a tremendous state of flux and projections as to its future direction are impossible.

OPI recommends the passage of HB 105. However, should HB 105 fail, OPI will accept the recommendations of OBPP and LFA for an Adult Basic Education appropriation of \$140,820 for FY 84 and \$149,270 for FY 85.

Secondary Vocational Education

OPI is recommending an appropriation for Secondary Vocational Education of \$1,500,000 for FY 84 and \$1,500,000 for FY 85. OBPP and the LFA are recommending \$1,500,000 for the biennium. Secondary Vocational Education funds provide funding for high-cost high school courses in areas such as Business and Office Education, Trade and Industrial Education, and Industrial Arts.

OPI recommends an appropriation for the '85 biennium of \$3 million for Secondary Vocational Education.

Traffic and Safety Education

OPI is recommending an appropriation for Traffic and Safety Education greater than either OBPP or the LFA. Traffic and Safety Education distributes revenue collected from highway fines and forfeitures to school districts for approved traffic education programs.

OPI is recommending a Traffic and Safety Education appropriation for FY 84 of \$1,075,000 and \$1,100,000 for FY 85.

School Lunch

OPI is recommending an appropriation for the School Lunch Program at a level greater than the LFA's recommendation and less than the OBPP recommendation. This appropriation meets the state matching requirement and will provide for the replacement of some federal funds. These funds are used by school districts to purchase commodities and may also support hot lunch support personnel. OPI is recommending that the School Lunch appropriation be approved at \$1,000,000 per year in the biennium.

Gifted and Talented

OPI, OBPP and LFA are recommending Gifted and Talented appropriations for the biennium of \$200,000.

PROGRAM 09--DISTRIBUTION TO SCHOOLS

OFFICE OF PUBLIC INSTRUCTION

	<u>FY 84</u>	<u>FY 85</u>	<u>Biennium Difference</u>
	<u>GF</u>	<u>Other</u>	
	<u>GF</u>	<u>Other</u>	
TRANSPORTATION			
OPI Request	7,500,000	7,800,000	
LFA Recommendation	5,623,000	5,955,000	
Difference over (under) OPI	(1,877,000)	(1,845,000)	(3,722,000)
OBPP Recommendation	5,541,252	6,117,542	
Difference over (under) OPI	(1,958,748)	(1,682,458)	(3,641,206)
ADULT BASIC EDUCATION			
OPI Request	140,820	149,270	
LFA Recommendation	140,820	149,270	
Difference over (under) OPI	-0-	-0-	-0-
OBPP Recommendation	140,822	149,271	
Difference over (under) OPI	-0-	-0-	-0-
SECONDARY VOCATIONAL EDUCATION			
OPI Request	1,500,000	1,500,000	
LFA Recommendation	750,000	750,000	
Difference over (under) OPI	(750,000)	(750,000)	(1,500,000)
OBPP Recommendation	750,000	750,000	
Difference over (under) OPI	(750,000)	(750,000)	(1,500,000)
TRAFFIC AND SAFETY EDUCATION			
OPI Request	1,075,000	1,100,000	
LFA Recommendation	1,000,000	1,000,000	
Difference over (under) OPI	(75,000)	(100,000)	(175,000)
OBPP Recommendation	1,000,000	1,000,000	
Difference over (under) OPI	(75,000)	(100,000)	(175,000)
SCHOOL LUNCH			
OPI Request	1,000,000	1,000,000	
LFA Recommendation	659,787	659,787	
Difference over (under) OPI	(340,213)	(340,213)	(680,426)
OBPP Recommendation	1,119,371	1,164,382	
Difference over (under) OPI	119,371	164,382	283,756
GIFTED AND TALENTED			
OPI Request	100,000	100,000	
LFA Recommendation	100,000	100,000	
Difference over (under) OPI	-0-	-0-	-0-
OPBB Recommendation	100,000	100,000	
Difference over (under) OPI	-0-	-0-	-0-



TRANSPORTATION

EXHIBIT "B"

Educ Sus ann.

1/27/83

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 449-3095

Ed Argenbright
Superintendent

October 1982

To: The Intern Finance Committee

From: Ed Argenbright
State Superintendent
of Public Instruction

Re: Bus Transportation Finance Requirement for 1984-85 School
Fiscal Years

Table No. 1 shows the actual cost of operating various sizes of school buses in the State of Montana for the 1981-82 school year. Graph No. 1 also shows these figures. Both the Table and Graph also show the on-schedule rate for that year. The state reimbursement figure is also included. As you can see the on-schedule rate is considerably below the costs. The original concept of state support was that the state would pay the districts approximately one-third of these costs. As can be seen we pay approximately one-fifth of these costs.

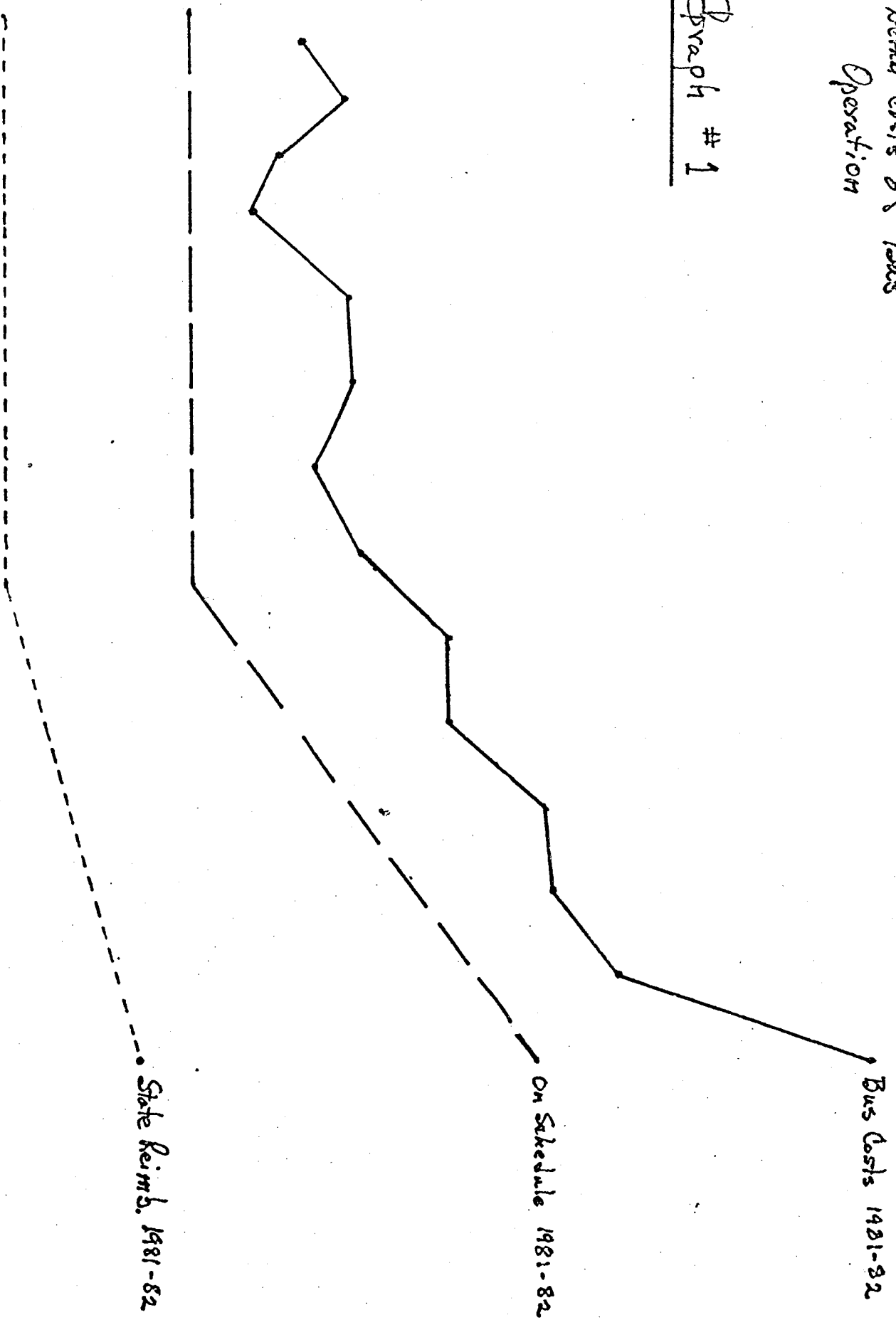
In projecting the costs for FY 1984 and 1985, I have used an inflation of six (6) percent per year. Those projections can be seen on Graphs #2 and #3 and on Table #1.

I recommend that the base on-schedule rate be raised to \$0.99 for FY 1984 and to \$1.05 for FY 1985. I further recommend that the break point in bus size be changed to 45 capacity from the present 50 capacity. As can be seen in Graphs #2 and #3 this would provide a better fit of the rate structure to the actual costs. I would also recommend that the increase for capacity above 45 be changed to \$0.02 from the present \$0.025. This again would, I believe, better fit the actual costs.

These increases would require appropriations of \$7,500,000.00 in FY 1984 and \$7,800,000.00 in FY 1985. These figures include Individual Transportation at the present rate of funding.

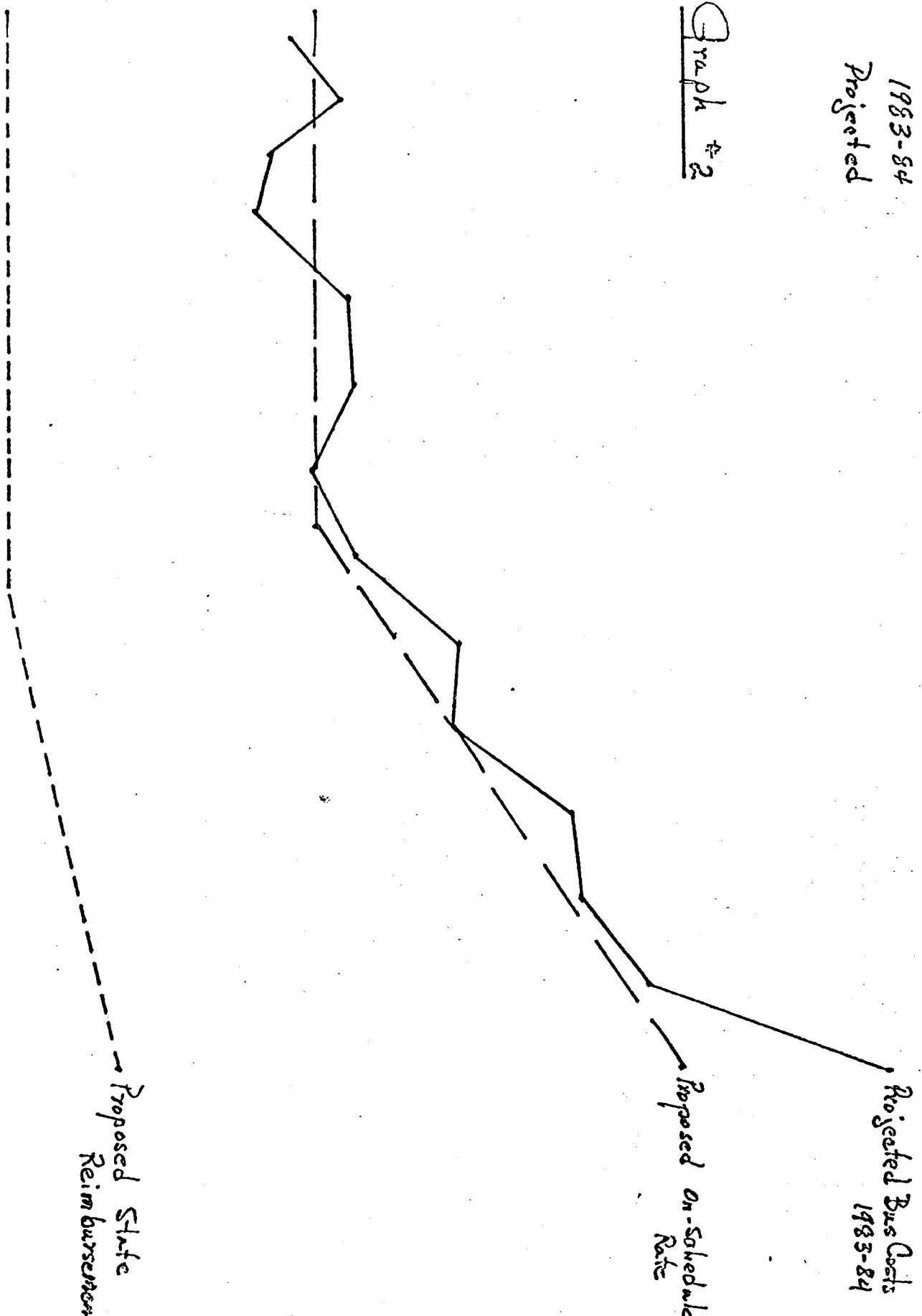
1981-82
Actual Costs of Bus
Operation

Graph # 1



1983-84
Projected

Graph #2



1984-85
Projected

Graph # 3

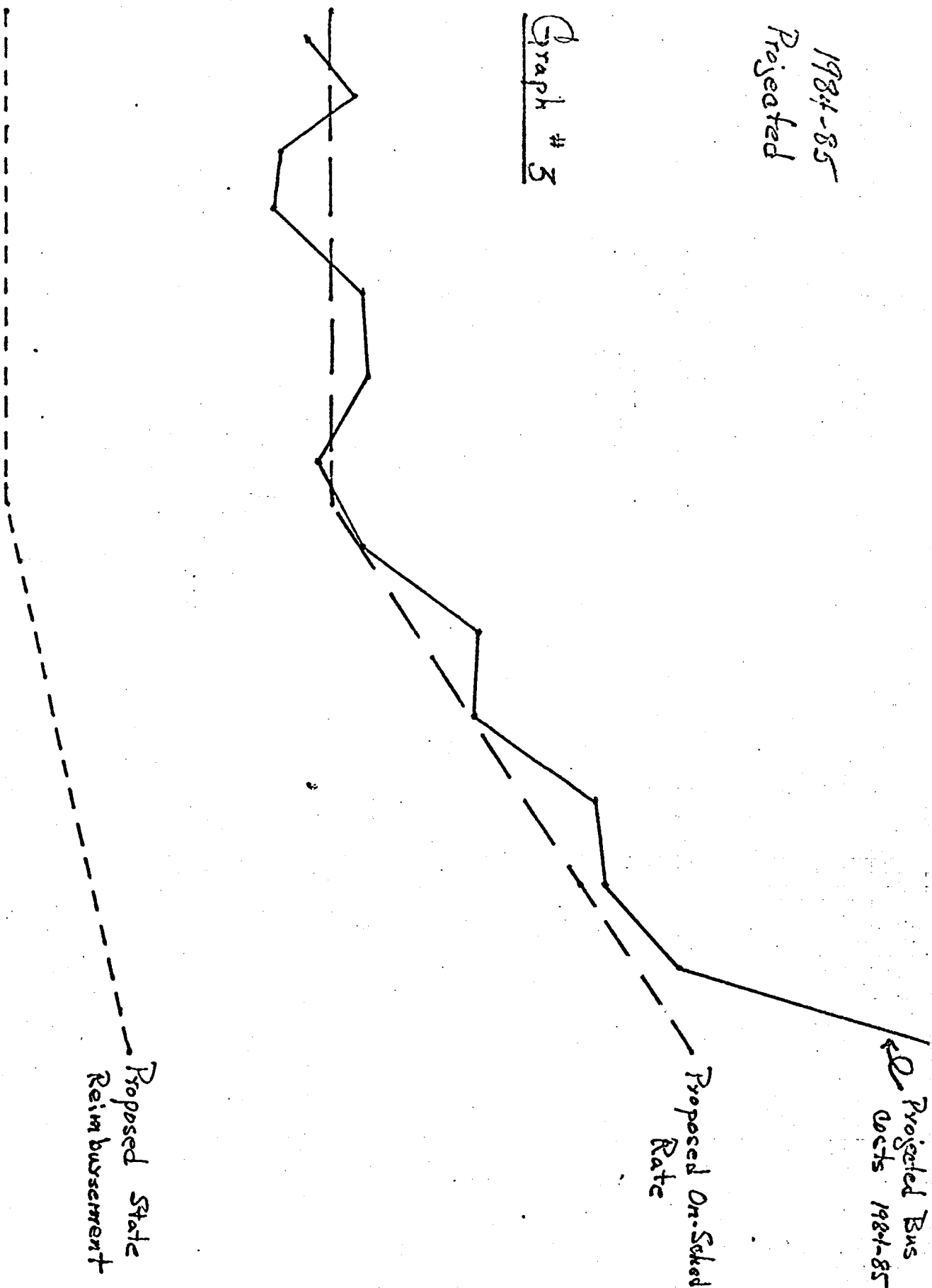


TABLE #1

Bus Size	1981-82			1983-84			1984-85		
	Costs/m	State Reimb/m	On Schedule/m	Projected Costs	Recommended State Reimb	Recommended On Schedule	Projected Costs	Recommended State Reimb	Recommended On Schedule
12	\$0.84	0.20	0.60	0.94	0.33	0.99	1.00	0.35	1.05
16	0.93	0.20	0.60	1.04	0.33	0.99	1.10	0.35	1.05
20	0.79	0.20	0.60	0.89	0.33	0.99	0.94	0.35	1.05
24	0.77	0.20	0.60	0.87	0.33	0.99	0.92	0.35	1.05
30	0.94	0.20	0.60	1.06	0.33	0.99	1.12	0.35	1.05
36	0.95	0.20	0.60	1.07	0.33	0.99	1.13	0.35	1.05
42	0.86	0.20	0.60	0.97	0.33	0.99	1.03	0.35	1.05
48	0.96	0.20	0.60	1.08	0.35	1.05	1.14	0.37	1.11
54	1.15	0.23	0.70	1.29	0.39	1.17	1.37	0.41	1.23
60	1.14	0.28	0.85	1.28	0.43	1.29	1.36	0.45	1.35
66	1.36	0.33	1.00	1.53	0.47	1.41	1.62	0.49	1.47
72	1.38	0.38	1.15	1.55	0.51	1.53	1.64	0.53	1.59
78	1.51	0.43	1.30	1.70	0.55	1.65	1.80	0.57	1.71
84	2.06	0.48	1.45	2.31	0.59	1.77	2.45	0.61	1.83

SCHOOL FOOD SERVICE PERFORMANCE AND PROJECTIONS

	1980-81	1981-82	1982-83	1983-84	1984-85
Average Daily Participation	84,674	75,857	75,500 (est.)	75,000 (est.)	75,000 (est.)
% Increase +		Pd. -10%	Pd. -0%	Pd. -5%	Pd. -0%
Decrease -		Free -10%	Free +7%	Free +10%	Free +12%
		Red. - 0%	Red. +1%	Red. +3%	Red. +5%

Federal Assistance

Cash	\$ 6,904,438	\$ 5,972,663	\$6,000,000 (est.)	\$5,000,000 (est)	\$5,250,000 (est)
Food	<u>4,376,518</u>	<u>3,369,606</u>	<u>3,143,350</u>	<u>3,000,000 "</u>	<u>3,250,000 "</u>
Total	\$11,280,956	\$ 9,342,269	\$ 9,143,350	\$8,000,000	\$8,500,000

State Matching Assistance	\$ 715,358	\$ 729,686	\$ 807,449	Requested \$1,000,000	Requested \$1,000,000
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Total Child Payments	\$ 6,078,727	\$ 7,151,580	\$ 7,300,000 (est)	\$ 8,000,000 (est)	\$ 8,000,000 (est)
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Average Child Payments: Lunches Pd., Free, Red.

	40¢	52¢	53¢ (est)	60¢ (est)	60¢ (est)
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District Contribution

1-800	\$ 3,936,078	\$ 4,780,723	\$ 4,750,000 (est)	\$ 4,500,000 (est)	\$ 4,300,000 (est)
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Edue. Sub Comm.
EXHIBIT "C"
1/27/83

Educ. Subcomm.
1/27/83
EXHIBIT "D"



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 449-3095

Ed Argenbright
Superintendent

January 27, 1983

To: Chairman Bengtson and Members
Joint Subcommittee for Education
and Cultural Resources

From: *Judith A. Johnson*
Judith A. Johnson
Assistant Superintendent
Department of Special Services
Telephone: 449-3693

Attached is the statistical information regarding the last two years appropriations for Gifted and Talented.

We have included the districts who are using ECIA Chapter 2 Block Grant money to serve the Gifted and Talented.

JAJ:mf

Attachments

GIFTED AND TALENTED PROGRAMS IN MONTANA
OFFICE OF PUBLIC INSTRUCTION
UPDATE 1981-1983

1) Number of public elementary and secondary school age students in Montana: 153,435

2) Projected percent of gifted and talented students in Montana:

1% 1,534 students
3% 4,603 students
5% 7,671 students
10% 15,343 students

3) Total amount provided through the Office of Public Instruction:

	<u>State Funds</u>	<u>Federal Funds</u>	<u>Total</u>
1981-82	\$ 33,892.15	\$ 41,314.26	\$ 75,206.41
1982-83	144,544.05	none	144,544.05

A complete listing of school districts receiving State funds can be found on page 2.

4) Number of gifted and talented programs with identification process at present or in developing stage: 61

(See Fig.1 for historical breakdown)

5) Numbers of gifted and talented students presently being served to include the following performance areas: intellectual, academic aptitude, creative and productive thinking, leadership and visual and performing arts (also see Fig. 2 for each grade level)
(Information taken from 48 responding school districts)

K-6 1857 students
7-9 699 students
10-12 237
2793 students

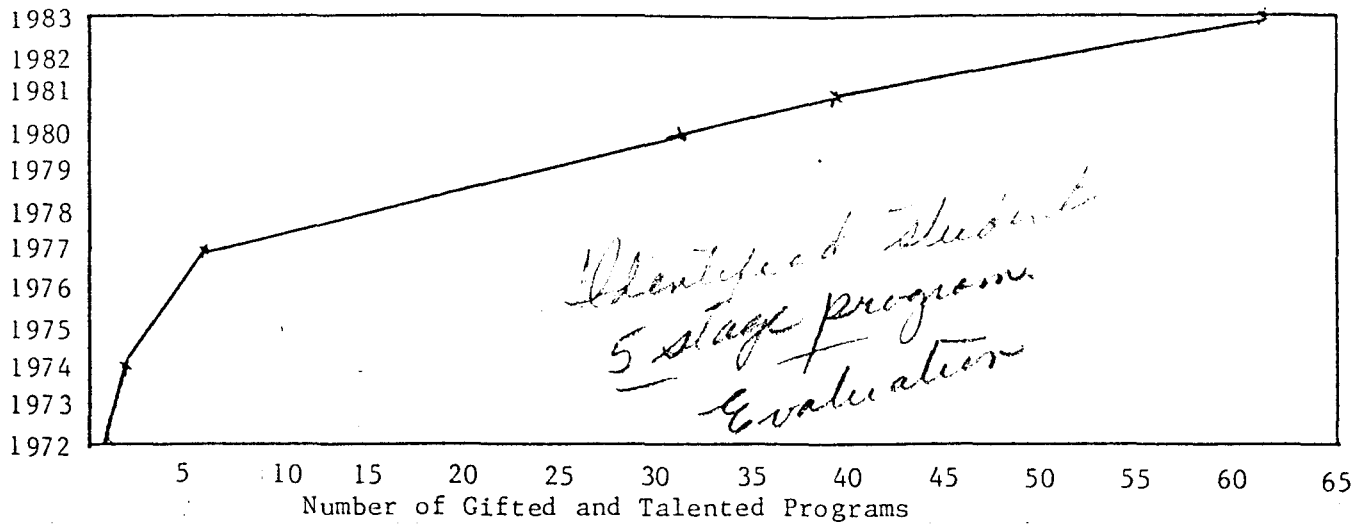
- 6) Does Montana have permissive State legislation? Yes, Montana School Laws 20-7-901 through 20-7-907.
- 7) Under which Department within the Office of Public Instruction is Gifted and Talented: Department of Special Services

School Districts Awarded State Funds

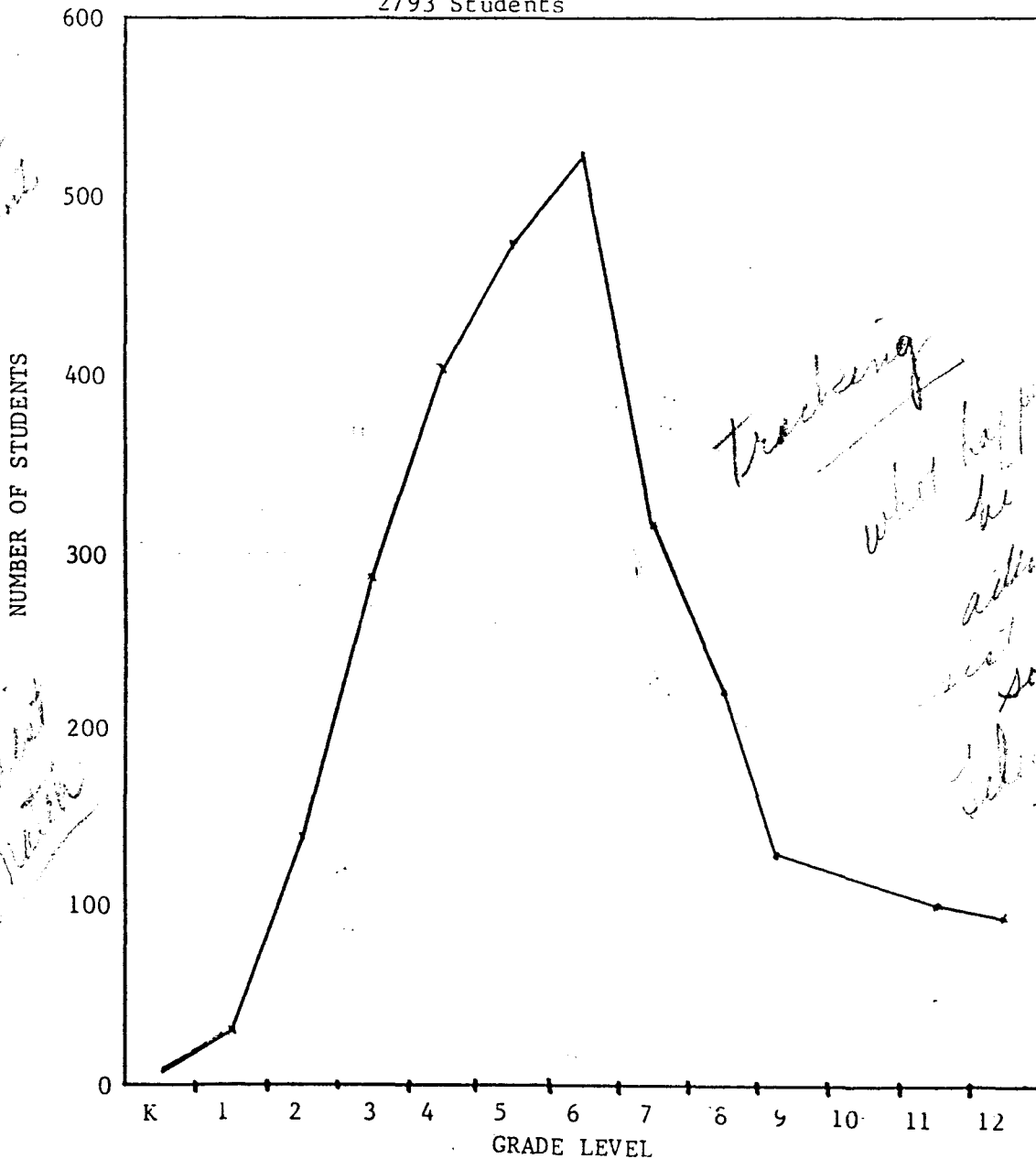
1981-82	1982-83 (Approximate figures)
Dillon 749.90	Belgrade 5,581.00
Cayuse Prarie/ 4,400.00	Bigfork 5,981.00
Swan River	Billings 1,491.00
Great Falls 4,981.00	Blue Sky (Rudyard) 1,014.00
Hardin 4,816.00	Bozeman 5,893.00
Kalispell 4,461.99	Browning 5,000.00
Livingston 5,000.00	Butte 3,390.00
Missoula 5,000.00	Cayuse Prarie/
Roundup 5,000.00	Swan River 4,860.00
	Columbus 1,900.00
	Corvallis 4,100.00
	Frenchtown 5,979.00
	Fromberg 2,000.00
	Glasgow 380.00
	Glendive 5,000.00
	Great Falls 6,000.00
	Hardin 6,000.00
	Helena Elem. 6,000.00
	Helena H. S. Dist. 535.00
	Helena Flats 2,500.00
	Jordan 2,435.00
	Kalispell 5,000.00
	Lamedeer 5,871.00
	Libby 6,000.00
	Lockwood 6,000.00
	Manhattan 5,200.00
	Miles City 753.00
	Missoula 6,000.00
	Plains 940.00
	Redlodge 3,750.00
	Ronan 2,669.00
	Roundup 5,946.00
	St. Ignatius 1,010.00
	Superior 5,000.00
	Turner 1,690.00
	Twin Bridges 6,000.00
	Victor 4,000.00
	White Sulphur Spr. 3,225.00
	Wolf Point 2,000.00

Submitted by:

Nancy Lukenbill, Specialist
Gifted and Talented Programs
January 5, 1983



Gifted and Talented Students
Being Served in Programs with an
Identification Process in Montana
1982-83 School Year
2793 Students



*Competitive
Grant*

*Local and
state*

DISTRICTS USING BLOCK GRANT MONEY
FOR GIFTED AND TALENTED PROGRAMS

Joliet Elementary \$206.00	Westby Elementary \$733.00	K-G High School \$210.00
Fort Benton Elem. \$450.00	Westby High School \$621.00	Libby Elementary \$3,337.00
Cat Creek Elem. \$193.00	Independent Elem. \$141.00	Libby High School \$1,925.00
Polson High School \$3,620.00	Alzada Elementary \$295.00	Harrison High School \$156.00
Polson Elementary \$7,517.00	Scobey Elementary \$362.00	Musselshell Elementary \$207.00
Wilsall High School \$557.00	Scobey High School \$501.00	Sidney Elementary \$3,525.00
Polaris Elementary \$79.00	Bozeman Elementary \$3,313.00	Sidney High School \$1,519.00
Sun River Elem. \$210.00	Bozeman High School \$1,055.00	Judith Gap Elementary \$198.00
Ronan Elementary \$8,438.00	Jordan Elementary \$291.00	Judith Gap High School \$163.00
Twin Bridges Elem. \$292.00	Garfield Co. H.S. \$281.00	Pioneer Elementary \$142.00
Cooke City Elem. \$130.00	K-G Elementary \$271.00	Beaverhead Co. High School \$636.00

Contact Person:

Judith A. Johnson
Assistant Superintendent
Department of Special Services
Telephone: 449-3693

1/27/83
EXHIBIT "E"

MONTANA SECONDARY
VOCATIONAL EDUCATION

1985 BIENNIAL INFORMATION

JANUARY 1983
OFFICE OF PUBLIC INSTRUCTION
HELENA, MONTANA

WHAT IS SECONDARY VOCATIONAL EDUCATION?

Secondary vocational education is that part of a comprehensive high school education program which provides a student with knowledge, skill, and desirable employee attitudes for entering the labor market or for receiving advanced training upon graduation from the school. Secondary vocational education programs offered in Montana are:

- | | |
|---------------------------------|----------------------------------|
| * Agriculture Education | * Trade and Industrial Education |
| * Business and Office Education | * Wage Earning Home Economics |
| * Distributive Education | * Consumer and Homemaking |
| * Health Occupations Education | * Industrial Arts |

WHAT IS AN APPROVED VOCATIONAL EDUCATION PROGRAM?

An approved vocational education program is one which meets the minimum standards as set forth in the Administrative Rules of Montana 10.41.101 through 10.41.131. Approved secondary vocational programs qualify for state vocational education funding. At the present time, secondary vocational education state appropriations are supporting 509 approved local vocational education programs.

IS VOCATIONAL EDUCATION NEW TO MONTANA?

Vocational education has been an integral part of Montana's secondary education system since the turn of the century. In 1906 the first complete agriculture program was offered at the Beaverhead County High School. The Montana Legislature of 1917 passed the first appropriation to support vocational education.

WHO PARTICIPATES IN VOCATIONAL EDUCATION AT THE SECONDARY LEVEL?

Students representing all socioeconomic backgrounds and academic abilities participate in vocational education. Programs offered in the Montana high schools range from pre-vocational and introductory programs to data processing and advanced electronics.

WHAT IS THE STATE'S RETURN ON INVESTMENT ON A VOCATIONAL EDUCATION PROGRAM?

Vocational programs must be constantly updated to provide students access to equipment and information currently used in industry, thus increasing student employability.

HOW WILL CHANGING TECHNOLOGY AFFECT VOCATIONAL EDUCATION?

Monies invested in secondary vocational education programs prepare students for employment, provide wage earners the opportunity to improve employment status and earnings and assist individuals in adapting to an ever changing economic environment. Therefore, vocational education in our state is a form of economic education utilizing human resources.

WHAT IMPACT WILL HIGH UNEMPLOYMENT HAVE ON SECONDARY VOCATIONAL EDUCATION?

If the economic situation continues to be one of high unemployment and inflation, students entering the job market will need the best skills possible. Adequate state funding can help close the technological gap and provide students with opportunities to meet the future employment needs.

HOW DO EMPLOYERS PERCEIVE VOCATIONAL EDUCATION AS A BENEFIT TO THEM?

(Comments are from 1980 Montana Secondary Vocational Education Employer-Employee Follow-Up Project)

- * "This employee did know how to correctly count and make change-others did not!"
- * "Knew how to apply for a job."
- * "A very good employee"

WHY IS AN INCREASE IN "EXCESS COST" FUNDING NEEDED?

At the present time local school districts are providing 71.2% of the excess costs of secondary vocational education.

The state excess cost appropriation, \$750,000 per year, is only 6.53% of the total reported program expenditures for secondary vocational education.

The appropriation for excess cost funding of secondary vocational education programs has remained at the same level for the past two bienniums and during this period inflation has occurred at the rate of 43.3%.* The following examples illustrate the inflationary effects on the purchase of equipment used in vocational education programs:

<u>Item</u>	<u>1979 Cost</u>	<u>1982 Cost</u>	<u>% of increase</u>
Bernina Sewing Machine, Model 801	\$ 301.00	\$ 560.00	86%
10" Table Saw, Delta Unisaw	1,391.00	2,447.00	76%
Lincoln-Idealarc, 250 AC,DC	472.00	803.00	70%
Engine Analyzer, Allen 16-190	6,795.00	9,845.00	45%
IBM Electronic Typewriter	1,300.00	1,716.00	32%

*Source: U.S. Bureau of Labor Statistics

DO VOCATIONAL EDUCATION PROGRAMS COST MORE THAN OTHER HIGH SCHOOL SUBJECTS?

The present funding system, enacted in HB 618, 1981 Legislature, and HB 537, 1979 Legislature, is based on the concept that vocational education programs are more costly than the average high school program. In particular, seven budget items are designated "excess cost" items, including instructional supplies, instructional salaries, major equipment, extended contracts, stipends for advising vocational student organizations, and maintenance and/or leasing of equipment. Other costs not supplemented by state vocational funds include regular salaries, utilities, insurance, administration, building maintenance or construction, clerical, inservice, and guidance services.

During fiscal year 1980, the first year of funding under this system, state vocational education funds provided an average of 27.6% of excess costs, an amount equal to 3.28% of the total yearly operating costs attributed to a vocational education program. The original drafters of the system envisioned a funding level that would provide 100% of excess costs, but that level has never been provided by appropriations. Inflation, enrollment increases, and added programs coupled with a constant biennial appropriation have resulted in state funds providing lowered percentages each year. (see graphs) (Inflation, percentages)

WHAT ARE SOME OF THE HIGH COSTS ASSOCIATED WITH VOCATIONAL EDUCATION?

Listed below are examples excerpted from FY 82 certified expenditure reports submitted by schools.

<u>Item</u>	<u>Program</u>	<u>Yearly Cost</u>
Welding rod, oxygen, gas, supplies	Welding, Dawson Co. H.S.	\$ 4,000
Maintenance of typewriters and office machines	Office Educ., Baker H.S.	1,285
Advertising/display instructional equipment	Distributive Education, Helena High School	1,720
Instructional travel	Vocational Agriculture, Cascade High School	1,585
Food supplies	Home Ec., Cut Bank H.S.	3,618
Instructional supplies	Auto Mechanics, two Helena High Schools	11,590
Scheduled equipment replacement (stoves, sewing machines)	Home Ec., Ronan H.S.	5,071
New equipment to keep instruction current with technology (microcomputer, work processors)	Business & Office Ed., two Helena High Schools	13,504

HOW ARE LOCAL DISTRICTS ACCOUNTABLE FOR VOCATIONAL EDUCATION FUNDING?

Local school districts are required to:

- submit enrollment, expenditure, and statistical reports that assure proper use of funds
- conduct follow-up studies of program leavers and use results in planning
- involve advisory committees in assessment and planning
- adhere to federal and state standards that relate to every element of program quality
- conduct on-going and comprehensive five-year program evaluations.

DOES STATE VOCATIONAL EDUCATION FUNDING PAY FOR STARTING NEW PROGRAMS?

No. Local schools must commit all resources for building facilities, equipping programs, hiring of instructors, and operating programs on approved status for at least one year before funding can be received.

SECONDARY VOCATIONAL EDUCATION SURVEY
DECEMBER 1982

In mid-December 1982 a questionnaire on "Secondary Vocational Education State Funding" was mailed to Montana school administrators and vocational teachers. Thus far responses of 42 administrators and 98 vocational teachers have been tabulated; a high percent (86 percent) of these indicated that state excess cost funding had a beneficial effect on vocational program quality. Closely related to this response was the item concerning vocational education program standards. Responses (79 percent) indicated that excess cost funding has increased the local school's ability to meet state program standards.

Eighty-eight percent of those responding indicated the state funding for excess costs should be increased. Related to this item was a questionnaire item that stated that the state's share of excess cost expenditures was 28 percent. With this fact available, the respondents again indicated that the state's share should be increased.

Those responding to the questionnaire had the opportunity to write personal comments. The detrimental effects of inflation on the cost of a program was mentioned (87 comments) in different ways. For example one person said "...that the power bill for welding has doubled in the last two years." Another comment was "Without an increase in funds, the state's share will actually decrease as costs go up."

Frequent comments were made in relation to program quality. These comments generally addressed two areas of concern. One related to the state's contribution acting as an incentive to the local school boards to maintain quality vocational programs. The other to the necessity to maintain up-to-date equipment.

An example of the first concern was, "...excess cost funding provides incentive for local Boards of Trustees and serves as a catalyst for program improvement." Examples of two comments that reflect the second concern regarding program quality: "State excess cost funding is used to replace and update equipment." "State funding is the difference between a very basic program and a quality, effective program."

The office continues to receive questionnaires from administrators and teachers. It is presumed the first 140 responses tabulated are a true reflection of the opinions of the group surveyed.

STATEMENTS IN SUPPORT OF EXCESS COST FUNDING FOR VOCATIONAL EDUCATION

DANIEL R. WATTS, VO-AG TEACHER, FAIRVIEW HIGH SCHOOL

"Excess Cost funding for our school has resulted in a continued upgrading of our vocational agriculture department with equipment, adequate supplies, an instructional travel budget, summer program and support for the FFA. This, of course, results in being able to offer the students a quality program in which to learn and develop their skills."

MARK LALUM, VO-ED DEPT. CHAIRPERSON, FLATHEAD HIGH SCHOOL

"Because of the economic crunch in the Kalispell area, our school district has been unable to budget money for vo-ed capital expenditures. State excess cost funding has helped us to make some capital improvements, e.g. auto mechanics purchased an oscilloscope - the old one was worn out beyond repair. Home Economics purchased a microwave, Vo-Ag purchased a used grain truck for the school farm as our old one was a 1939 Dodge."

DON OWEN, VO-AG TEACHER, COLUMBUS HIGH SCHOOL

"Every part of agriculture production and mechanics has changed. We can't teach new technology and ideas with old methods and equipment. State excess cost funding is needed to keep our programs current."

R.S. SYVRUD, D.V.M., VO-AG TEACHER, POLSON HIGH SCHOOL

"The support we receive from the Polson administration is superb. That support is reflected in their willingness to provide continuing education, textbooks, teaching aids, and in addition, in my case, shop equipment and an extended contract. One of the factors that cause this situation to exist is the state vocational education funds for excess costs that our school district receives. It is an important link in the strong chain that provides a well-rounded educational experience for the students at Polson High School."

CLARK W. CLEVELAND, PRINCIPAL, VO-AG TEACHER, HINSDALE HIGH SCHOOL

"The vo-ed programs at Hinsdale High School have been improved and expanded as a result of state excess cost funding. We have been able to increase course offerings, update equipment, and purchase needed new equipment. I see a need for an increase in state funding to maintain programs at current level."

"Inflation over the past four years has been high while the funding has remained the same. Also many schools such as Hinsdale are going through a decrease in enrollment and the funding is tied to ANB which also decreases the amount of money available to the local district."

BARBARA ROBERTSON, D.E. TEACHER, CAPITAL HIGH SCHOOL

"With a depressed economy and tight school budgets, state secondary vocational education funds have allowed our programs to maintain a status quo in equipment and instructional supplies, but programs cannot grow or expand under our present financial situation."

BRADLEY L. HART, D.E. TEACHER, HELLGATE HIGH SCHOOL

"Each year we find it most difficult to find resources to meet student needs. The vocational education funds have really helped our program and district in funding an adequate program for years; but in the past two years with inflation and no increased funding, it has been difficult for the district to keep picking up the tab on such things as computers, word processors, typewriters, and other major equipment that is a must for a program to be successful."

KEN CURTIS, D.E. TEACHER, SENTINEL HIGH SCHOOL

"Vocational education is vital to a productive and highly technological society such as ours, but quality vocational education is costly when compared to traditional academic educational programs. People need vocational education more than ever to gain marketable skills and to lead productive lives. Western Montana particularly needs help to be able to continue to provide quality vocational education programs."

RON NEWVILLE, D.E. TEACHER, BOZEMAN SENIOR HIGH SCHOOL

"It is my opinion, as an instructor, that the present funding formula and method are fitting the needs of students. The only question that remains is how long can we offer this type of quality education without the assistance that we are presently receiving. I encourage the legislature to continue to fund in the same manner, but increase the available funds to meet the needs of students on the secondary level."

MITZI LEARY, D.E. TEACHER, COLUMBIA FALLS HIGH SCHOOL

"In order to keep pace with an ever changing business world, materials and equipment must be continually updated. It is often difficult, if not impossible to absorb these costs within the district. It is through vocational funding that we are able to maintain and promote the quality programs at Columbia Falls High School."

MICHELLE RYAN, HOME EC TEACHER, SENTINEL HIGH SCHOOL

"Vocational funds are instrumental in allowing us to meet the needs of our students. The funds are utilized for major and minor equipment as well as instructional supplies. This provides us a rotation basis to update equipment and maintain a successful home economics program."

LORA PEARSON, HOME EC TEACHER, RONAN HIGH SCHOOL

"We are fortunate to have an adequately equipped department ONLY because of state funding contributions. Our school is located in a relatively impoverished area (Flathead Indian Reservation) and our students, especially, need the learnings and experiences that Consumer Homemaking provides in order to better their chances at successful living. Local resources are not, have not, and will not be available to maintain this department."

BEATRICE TRITES, HOME EC TEACHER, GLASGOW HIGH SCHOOL

"Our bare-bone budget provides the state minimum of education, but the vocational funds enable us to offer a quality program and prove a more generous supply budget and equipment replacement."

CHLORYCE WILTSE, HOME EC TEACHER, POWDER RIVER COUNTY HIGH SCHOOL

"State assistance for our home economics budget has made it possible for us to acquire new equipment for our department on a systematic basis. This enables our students to have experiences with a wide variety of the newly developed products for the home and family. 'Current'-cy in the home economics lab helps students compare and evaluate the importance of these products. Because of the rapidly developing industry, the facilities would be outdated within a few years without this aid to continued growth."

SANDY QUICKENDON, HOME EC TEACHER, CAPITAL HIGH SCHOOL

"State of Montana Vocational Education funds direct instructional funding for home economics programs at Capital High School. We use those funds primarily for the purchasing of large equipment to run our program. We look to the state funds for continuation of the momentum we have been building toward relevant, effective, and appreciated education of today's young people."

LINDA MERRICK, BUSINESS TEACHER, FLATHEAD HIGH SCHOOL

"Because of the rapid technological changes in the office, business education has been forced to update, too. Flathead High School has been able to provide training with current equipment largely because of vocational funding. With this funding assistance, we have purchased transcribing machines, micro-computers, electronic typewriters and printing calculators. Several years ago the model office was set up with these funds. Instructional costs were in part funded through vocational money."

RON EVENSON, BUSINESS TEACHER, CASCADE HIGH SCHOOL

"I feel that because of the Excess Funding Program the school has been able to develop and expand a Model Office Program. This program trains students for entry level office positions. The equipment needed to train these students is expensive and must be up-to-date."

BOB JACKSON/JOAN L. WELLER, BUSINESS TEACHERS, BILLINGS CAREER CENTER

"There was a time when the job skills a person acquired would last a lifetime; there was a time when a person without skills could still expect to find a job--but not today. We are entering a new technological era and in order to meet the demands of the rapidly changing job market, we must have adequate material and equipment."

"Necessary materials and equipment have been provided for the business classes at the Billings Career Education Center through vocational funding. For example, vocational funds have been used to provide TRS80 microcomputers, to purchase electronic typewriters and to update the calculators in the office machines area. We feel that the students who have used our facility with our materials and equipment have received training above and beyond those provided in the non-vocational schools."

LILLIAN A. McCAMMON, BUSINESS TEACHER, HELENA HIGH SCHOOL

"State vocational funds in 1980-81 provided Helena High School office education classes with one electronic typewriter and three transcribers totaling \$3,279.65; in 1981-82, with one dual disk drive, printer, and word processing software totaling \$2,480.43. This year using state vocational funds of \$4,781.65, Helena High School added three micro-computers and two printers to the data and word processing equipment now used by students in our office education classes."

"Only with such supplemental funding can these business classes keep our students current and competitive in order to meet the needs of today's employers."

RON ULLOM, T&I TEACHER, RED LODGE HIGH SCHOOL

"My program would benefit tremendously by an increase in state money. I use state money for upgrading of equipment and purchasing of special tools that are needed due to the technical advances of industry."

A.B. CHANDLER, AUTO MECH TEACHER, FLATHEAD HIGH SCHOOL

"Without state money our tune-up and ignition work would be set back about thirty years. With all the innovative changes in the automotive industry. . .our state vocational budget should be increased in an attempt to keep up with the industry and help us do a good job of training our young people in the automotive repair business."

KEN WILSON, WELDING TEACHER, WHITEFISH HIGH SCHOOL

"Competition with experienced out-of-state workers, continual updating to stay current with job technology and fewer jobs means vocational education needs help from other sources than local taxes. . .We've used state funds to broaden our student's experience by expanding from one year of welding to three years and by /adding metalworking equipment/."

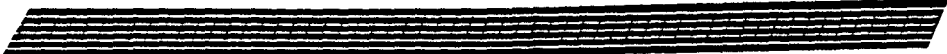






BILL DODSON, AUTOMOTIVE TEACHER, LIBBY HIGH SCHOOL

"Without a healthy state excess cost funding I think that our vocational program would deteriorate to the point that the more costly limits of instruction such as engine overhaul would have to be dropped or watered down. In order to maintain any semblance of the equipment used in today's garages, it requires considerably more funding than is available at the local level...."

BILL VOGT, PRINCIPAL, FLATHEAD HIGH SCHOOL

"My main concern is having up-to-date equipment...Last year we purchased sufficient parts to rebuild three lathes in our metal shop. Total cost was \$10,000. We are dropping Graphic Arts from the curriculum this year due to an inability to maintain the equipment necessary. . .at the current level of funding."


FY 1982 SECONDARY VOCATIONAL EDUCATION
STUDENT ENROLLMENT (By Program Area)

<u>Program</u>	<u>Number of Students (ANB)</u>
Comprehensive Home Economics Education	 7694
Business and Office Education	 5282
Trade & Industrial Education	 3689
Agriculture Educ.	 3394
Industrial Arts Education	 2746
Distributive Educ.	 1007
Wage Earning Home Economics Educ.	 374
TOTAL <u>24,186</u>	

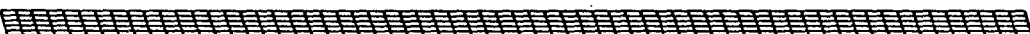
FY 1980 TO 1982 SECONDARY EDUCATION
SECONDARY ENROLLMENT

Fiscal Year

Enrollment
(ANB)

1980  20,803

1981  23,373

1982  24,186

Program Areas Represented

Comprehensive Home Economics Education

Business and Office Education

Trades and Industry Education

Agriculture Education

Industrial Arts Education

Distributive Education

Wage Earning Home Economics Education

AVERAGE WEEKLY EARNING SECONDARY COOPERATIVE EDUCATION STUDENTS*

<u>Year</u>	<u>Dollars</u>
Fiscal 82	 \$64.42

*Based on 944 students working an average of 19 hours and 38 minutes per week.

In the Spring of 1982, thirty-six western Montana high schools were surveyed. A total of 2,388 senior vocational education students responded. Of this number, 1,650 students had completed four or more semesters of a specific vocational program.

1982 WESTERN MONTANA SENIOR VOCATIONAL STUDENTS*

<u>Vocational Program</u>	<u>Student Number</u>
Business and Office	614
Mechanics	197
Consumer Home Economics	177
Woodworking/Building Construction	161
Welding	97
Drafting	81
Marketing/Distributive	58
Agriculture Production	55
Home Economics Occu- pational Preparation	47
Forestry	34
Metalworking/Machine Shop	30
Agriculture Mechanics	27
Graphic Arts	26

*Programs with 18 or less students completing four or more semesters of a specific vocational program omitted.

STATE/FEDERAL SECONDARY FUNDING RECEIVED BY 11 SAMPLE SCHOOLS

<u>Schools</u>	<u>FY 76</u>	<u>FY 77</u>	<u>FY 78</u>	<u>FY 79</u>	<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>
Flathead H.S.	54,707	41,844	33,890	15,982	45,800	39,602	33,223
Whitefish	4,774	7,177 ¹	0	1,047	5,247	11,907	8,258
Billings	129,245	92,711	57,527	20,757	66,756	56,713	63,827
Cut Bank	3,099	4,298 ¹	4,680	2,368	5,482	3,567	7,469
Sidney	14,415	10,476	2,334	3,401 ²	6,634	5,694	6,155
Livingston	13,065	11,999	0 ³	7,807	14,503	13,733	11,556
Bozeman	21,694	22,710	9,543	8,750	24,227	11,587	13,480
Glasgow	11,514	12,160	6,802	5,096 ²	8,185	6,020	5,502
Shelby	8,661	12,958 ⁴	8,090	5,398	10,304	11,016	6,784
Butte	23,870	11,726	6,068	8,481 ⁵	27,104	14,748	21,649
Great Falls	95,962	121,098 ⁶	52,142	19,241	46,708	46,685	48,835

¹Added Carpentry. Approval of added salary raised reimbursement.

²Funding based on excess cost. School showing higher figure had purchased new equipment.





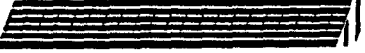
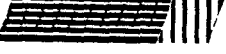
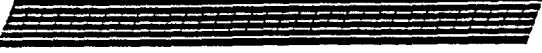
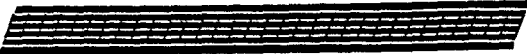
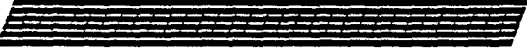
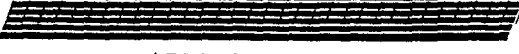
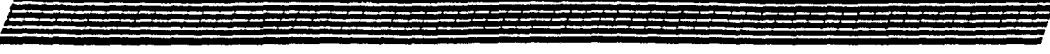
³No applications.

⁴Added Ag. program. Approval of added salary raised reimbursement.

⁵Expanded T. & I. Local purchase of equipment raised funding under excess costs.

⁶Part G funds were available to fund coop program in 77 and were not available in 78.

SECONDARY VOCATIONAL PROGRAM FUNDING

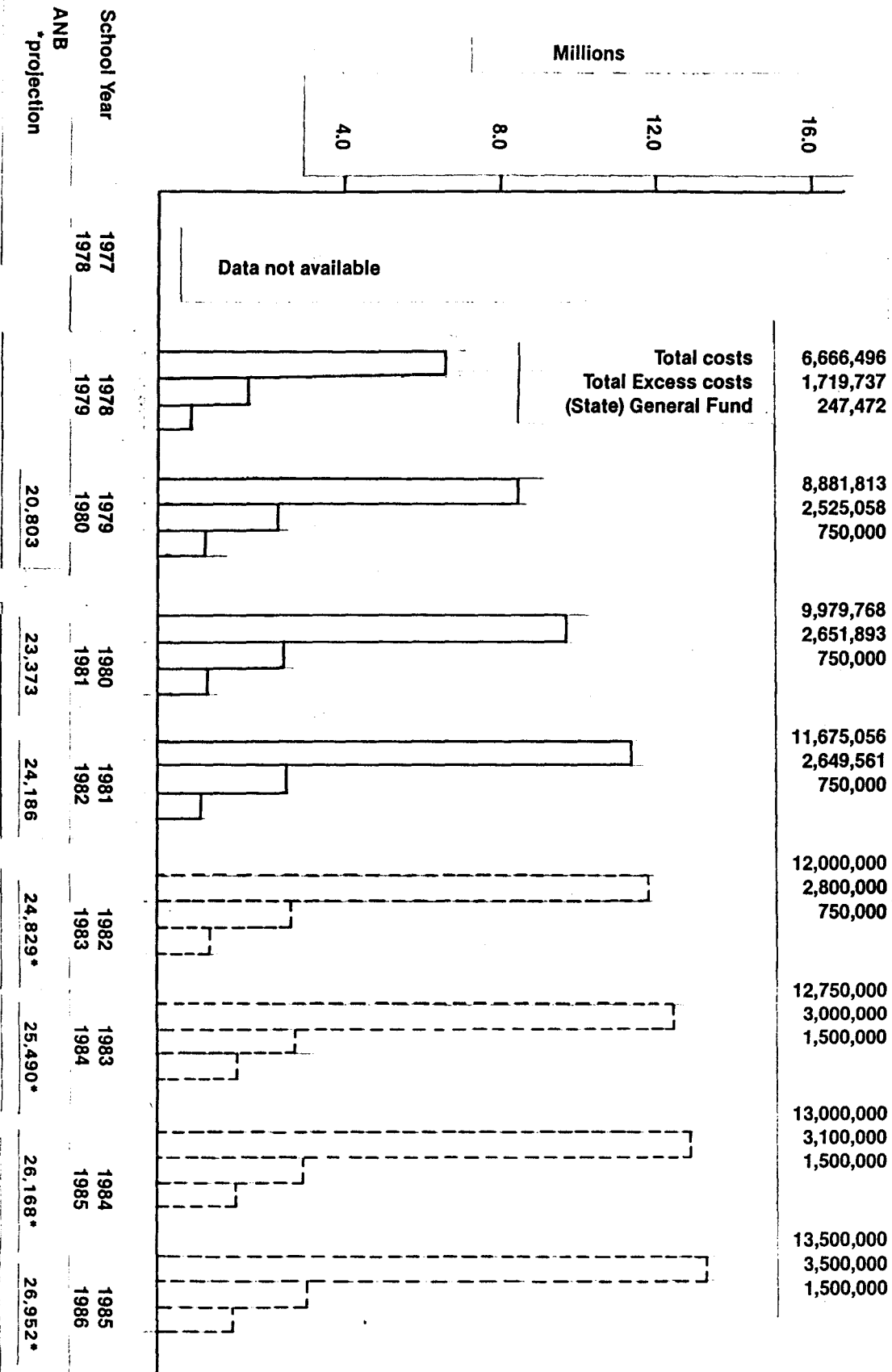
	<u>State</u>	<u>Federal</u>	<u>Total</u>
1976	 \$679,830	 \$567,285	\$1,247,115
1977*	 \$742,415	 \$327,463	\$1,069,878
1978	 \$494,943	\$21,060	\$ 516,003
1979	 \$247,472	\$63,693	\$ 311,165
1980	 \$750,000		\$ 750,000
1981	 \$750,000		\$ 750,000
1982	 \$750,000		\$ 750,000
1983	 \$750,000		\$ 750,000
		<u>Projected</u>	
1984	 \$1,500,000		\$1,500,000

* Note: Federal funds used to reimburse secondary programs were appropriated by the legislature to the vocational-technical centers.

TOTAL APPROVED SECONDARY VOCATIONAL
EDUCATION PROJECTS FY 82 and 83

<u>Year</u>	<u>Number of Projects</u>
Fiscal 82	509
Fiscal 83	505

SECONDARY VOCATIONAL EDUCATION
1977-1986 TOTAL EXPENDITURES
EXCESS COST EXPENDITURES AND
GENERAL FUND APPROPRIATIONS



Actual expenditures of total cost and excess costs are reported after the fiscal year.

1/27/83

EXHIBIT "F"

**CAPITAL HIGH SCHOOL
100 VALLEY DRIVE
HELENA, MONTANA 59601**

MARKETING



DISTRIBUTION

**PHONE
SCHOOL 442-8600
HOME 442-8952**

**BARBARA ROBERTSON
COORDINATOR**

January 26, 1983

TO: Representative Esther Bingson, Chairman
Appropriations Joint Sub Committee

FROM: Barbara Robertson, Distributive Education Teacher-Coordinator
Treasurer, Montana Association of Marketing Educators

RE: Testimony, Secondary Vocational Education, Appropriations

The Montana Association of Marketing Educators are in support of the Superintendent of Public Instruction's budget request for secondary vocational education in the amount of \$3 million for the 1983-84 biennium.

The purpose of secondary vocational education programs is to train students for the present and future job market. The marketing and distributive education programs train specifically for career areas involved in the marketing and distribution of products and services. These programs must be kept current in equipment and information used in the business world in order to provide students with the maximum opportunity for employment. Rapid advancement in technology makes it extremely difficult to keep abreast in the classroom. Most vocational programs are realizing an increase in enrollments along with an increase in the costs of equipment, supplies, and maintenance. With a depressed economy and tight school budgets, state secondary vocational education funds have allowed our programs to maintain a status quo in equipment and instructional supplies, but programs cannot grow or expand under our present financial situation. There has been no increase in state funds for secondary vocational education since 1979.

If the economic situation continues to be one of high unemployment and inflation, students entering the job market will need the best skills possible. Adequate state funding can help close the technological gap and provide students with maximum opportunities to meet the future employment needs.

EDUC. COMMITTEE
1/27/83
EXHIBIT "G"

EDUCATION COMMITTEE
JOINT SUB - COMMITTEE

House Appropriation and Senate Finance and Claims

Testimony in Support of the Budget Requested by the Office of Public Instruction

I strongly request that you support the Office of Public Instruction's request for funding of Secondary Vocational Education. Vocational Education is an expensive and necessary component of a sound comprehensive secondary educational system. Your support of Secondary Vocational Education is very important if the State of Montana is to continue to provide its young citizens with a sound comprehensive education.

As a representative of a school district which experienced a large decrease of students in its educational system, I can assure you that Vocational Education is still in demand by our secondary student population.

Example: Between school years 1978-1979 and 1980-81, Great Falls schools had a decrease of 825 students between grades 9 and 12. However, during this same time period, we experienced a decrease of only nine students based on Full Time Equivalency in our Secondary Vocational Education programs. Again, we experienced a decrease of 160 students in our secondary schools between last school year and this school year. However, we did not have a decrease in the number of student contact hours in Secondary Vocational Education classes. In fact, if we were to include classes that were vocational approved this year for the first time by the Office of Public Instruction, we would have an increase of 430 student contact hours in Vocational Education an increase of 61 students based on Full Time Equivalency.

Students, as well as parents, are becoming more aware of careers and job opportunities that do not require four more years of additional training beyond the high school level. There are many secondary students who's goal is to learn vocational skills in high school and enter directly into the job market upon leaving high school.

There is no doubt that the operation of quality vocational training programs are expensive. Until alternative approaches are developed, it remains the responsibility of the leadership of Montana and local educational officials to provide the best vocational training programs possible for our young people. Secondary students in Montana are looking at Secondary Vocational Education to provide them with the skills necessary to be competitive when entering the labor force.

The funding level for Secondary Vocational Programs have been maintained at the same level in 1981 and 1983 bienniums. In order for local school districts to meet the needs of vocational students and offer quality Secondary Vocational Education Programs, I feel that the request for \$3 million for the 1985 biennium to support Secondary Vocational Programs is justified.

Thank you.

Submitted by Willard R. Weaver, Consultant
Secondary Vocational Education

1/27/83

EXHIBIT "H"

January 27, 1983

MEMORANDUM

TO: Representative Esther Bengston, Chairperson Education Committee
Joint Sub Committee of House Appropriations and Senate Finance and Claims

FROM: Jim Fitzpatrick, Administrator of Secondary Vocational Education, School
District No. 1, Helena

RE: Testimony in support of Secondary Vocational Education funding

I would like to provide the following testimony in support of the Office of Public Instruction appropriation request for an additional 1.5 million for the funding of Montana's Secondary Vocational Education programs.

1. House Bill 618 passed during the 47th Montana Legislative assembly provides a valid structure for distributing the funds to School Districts and insures accountability for expenditure of the funds to Secondary Vocational Education.
2. There has been no increase in the State appropriation since 1979 despite a significant increase in inflation and utility costs.
3. Many school districts including Helena have constructed new shop and classroom facilities and enrollments have increased.
4. An increase in the appropriation would be a good investment in the youth of Montana and would provide school districts with needed resources for improving program quality.
5. There is need to increase the State allocation. For example in 1982 our Small Engines program received \$82.61 from State funds and the District expended \$3,545.00, for Drafting \$1,779.81 was received from State funds while the District expended \$6,694.00.

In closing, I want to thank you for your favorable consideration for a increase for Secondary Vocational Education funding.

1/27/83

SECONDARY VOCATIONAL EDUCATION EXHIBIT "I"

MADAM CHAIRPERSON, MEMBERS OF THE COMMITTEE:

FOR THE PAST TWO YEARS I HAVE BEEN EMPLOYED BY MONTANA STATE UNIVERSITY TO SUPERVISE THEIR STUDENT TEACHERS IN SECONDARY VOCATIONAL EDUCATION PROGRAMS IN LOCAL HIGH SCHOOLS.

IN THIS TIME, I HAVE HAD THE OPPORTUNITY TO SPEND FOUR DAYS IN EACH OF 20 HIGH SCHOOLS.

HAVING THE EXPERIENCE OF 30 ODD YEARS OF TEACHING AND ADMINISTERING VO-ED PROGRAMS, I CAN AFFIRM THE QUALITY OF MANY OF THE PROGRAMS.

THERE ARE PROGRAMS ON THE SECONDARY LEVEL THAT ARE EQUIVALENT OR SUPERIOR TO THE SAME PROGRAMS IN OUR POST SECONDARY CENTERS. THERE ARE SMALL SCHOOLS WITH PROGRAMS VOC-AG IN MECHANICS, OFFICE PRACTICE AND HOME ECONOMICS THAT ARE GIVING MANY HIGH SCHOOL GRADUATES OCCUPATIONAL ENTRY LEVEL SKILLS; SKILLS THAT THEY CAN TAKE DOWN ON MAIN STREET AND MARKET.

I URGE YOUR COMMITTEE TO ~~INCREASE~~ ^{APPROV} THE FUNDING FOR SECONDARY SCHOOLS. ^{to recommend 3 O.P.I.} ~~4 years of current level~~ ^{inflation increase} ~~not even a raise~~

JAMES SCHULTZ, REPRESENTATIVE
HOUSE DISTRICT 48

1st Dropped in Omaha
less student
required not

"C" Augusto High School is class with an enrollment of 44 students. At the present time we are formulating our 1983-84 budget. With the proposed limits in our foundation program ~~and~~ and our declining enrollment we find ourselves in an almost impossible budget situation.

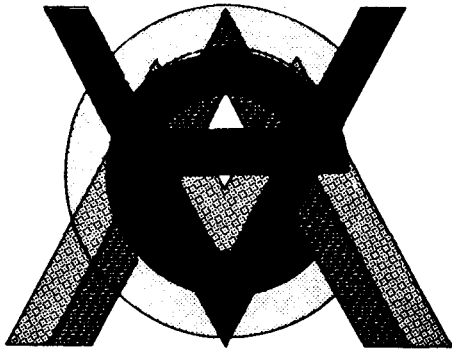
Last year we had to drop our Home Economics Program ~~last year~~ as a result of our financial squeeze. If our funding is cut my vocational agriculture program will be getting cut.

We need these programs! In an economic situation with extremely high unemployment our high school age student must possess entry level job skills provided in our vocational education courses in high school.

Respectfully,

Sylvan Lucag
Principal and Voc. Ag.
Instructor
Augusto High School

1/27/83
EXHIBIT "L"



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Kathryn M. Penrod
Executive Director

January 27, 1983

TO: Representative Esther Bengtson, Chairman
Joint Subcommittee on Education & Cultural Resources

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

RE: Funding for Secondary Vocational Education

The Montana Advisory Council for Vocational Education (MACVE) supports the Office of Public Instruction's budget request for 3 million dollars to fund secondary vocational education. An increase of 1.5 million over the last bien-nium is a positive and necessary step in supporting the needed growth of secondary vocational education in Montana. Since at least 30% of all high school graduates in Montana do not pursue any kind of postsecondary or college schooling, it is essential that students are given an opportunity to develop relevant occupational skills. (MACVE Annual Report, 1982) Secondary vocational education provides an opportunity for this entry level occupational skill development. In addition, many students who go on to college or vocational-technical centers can use the entry level skills learned in secondary vocational courses to get a job to pay for their education and to support themselves while they are in school.

Students in Montana's secondary vocational education programs learn: up-to-date business and office skills and equipment operation, to build and repair simple computers, to grow and manage cattle and crops, to be skillful draftsmen, to be professional food service personnel, and to be competent engine mechanics to mention only a few particular areas. An increase in funding is a warranted

request because vocational education programs are growing in operational expense as well as educational value. If students are to have an opportunity to participate in relevant hands-on experiences and develop competency in occupational skills, additional equipment and materials are essential. Secondary vocational education teachers must also have opportunities to return to school to up-date their technical skills.

Many students who take secondary vocational education realize for the first time why and how school and basic skills are important in their lives outside the classroom. Students are required to apply math, science, and reading skills in their vocational training. Students working in an auto repair lab must know how to read manuals, compute measurements and understand the laws of physics and chemistry that make an engine function properly. A student in business and office practice must be able to read, spell, punctuate sentences, add, subtract, multiply and divide to successfully perform necessary occupational tasks. Vocational courses have a strong thread of practicality which allows abstract ideas to have concrete applications. Students learn both basic skills and relevant occupational skills. Because the development of basic and vocational skills are important to the future financial and emotional well-being of so many young Montanans, vocational education is a worthwhile and necessary investment.

The utilization of the vocational youth organizations are a valuable inter-curricular activity in many vocational programs. Students learn and practice leadership skills and compete with other students to demonstrate their competence in various occupational skills and test their problem-solving abilities. Increased financial support is needed if student youth organizations are to be effective.

National research reveals the following statistics and conclusions about secondary vocational education training:

1. In 1980, secondary vocational education graduates had an employment rate of 10% while the rate for graduates who did not have vocational

education and entered the workforce immediately after high school was 16.5%. (VocEd Update, Nov./Dec. 1982)

2. Vocational education keeps prospective high school dropouts in school. (National Center for Educational Statistics, 1982)
3. If students take high school vocational education courses, they are more likely to pursue postsecondary technical training. (VocEd, September, 1982)
4. Vocational education is not a "dead end" educational program; it opens doors and exposes students to opportunity. (The Ohio Center for Vocational Education Research, 1982)
5. Graduates are enthusiastic about their vocational education and have a positive edge when entering the job market. (The Ohio Center for Vocational Education Research, 1982)

For the above-mentioned reasons as well as our own experience evaluating secondary vocational education programs throughout Montana, The Montana Advisory Council for Vocational Education urges your support of secondary vocational education. The 1.5 million increase in funding will be effectively used in high schools to help students develop job related skills, explore career opportunities, and have access to situations where they can apply their skills and acquire practical experience. An investment in secondary vocational education is an investment in Montana's youth.



MBEA

1/27/83

EXHIBIT "M"

909 South Avenue West
Missoula, Montana 59801

January 26, 1983

The Honorable Esther Bengtson
Education Committee
Joint Subcommittee of House Appropriations
and Senate Finance and Claims
House of Representatives
State Capital
Helena, MT 59601

Dear Representative Bengtson:

The Montana Business Education Association would like to go on record as supporting the State Superintendent of Public Instruction's budget request for a \$3 million appropriation for secondary vocational education for the following reasons:

1. Inflation has made it impossible to maintain our present programs without increased funding.
2. Enrollments in vocational business classes are increasing which necessitates additional equipment and supplies.
3. Added equipment means additional maintenance costs. Also, inflation is increasing the costs of maintaining equipment.
4. If we are to continue to prepare students to enter the employment field, we must train them on equipment currently being used in today's offices. This necessitates the addition of equipment such as text-editing typewriters and computers.

We feel it is imperative that vocational education be funded adequately.

Sincerely yours,

Thea Swenson, Treasurer
Montana Business Education Association

Affiliated with National Business Education Association
Western Business Education Association

1/27/83

EXHIBIT "N"

Representative Ester Bengston, Chairman
Joint Sub-Committee for Appropriations

Chairman Bengston and Members:

I am Alan Stohle, an Industrial Arts instructor for Missoula County High School. I seek your support for an increase in appropriations for secondary vocational education.

While there has not been an increase in funding since 1969, there has been an increase in the number of students enrolled in Vocational Education programs. In 1980, there were 20,803 students being served and currently there are 24,106. Costs of operating these programs have more than doubled since 1979.

School districts across the state are having a very hard time keeping up with these demands. They are having to make crucial decisions regarding where the dollars go. Most decisions are based upon State requirements and cost per pupil. Cost per pupil for Vocational programs runs exceedingly high compared to most programs. That and the fact that Vocational programs are not required make them very vulnerable in this day of severe budget cuts.

Because of severe budget cuts in Missoula many of our secondary Vocational programs have been lost, more will follow in the next year or two if additional funding can not be found. In these days of high unemployment there is more reason than ever for quality Vocational programs to prepare our youth for employment. The costs of preparing a student for employment are far less than the cost for untrained people receiving welfare and unemployment. Additionally, these people do not pay taxes which in turn support our local and State economy. Investing in Vocational education is investing in our own future.

Thank you.

ENCL. SUPPLEMENT.

1/27/83

EXHIBIT "O"

Montana Association of Vocational
Home Economics Teachers
January 27, 1983

Representative Esther Bengsten
Chairman of Joint Educational
Sub-committee

Dear Ms. Bengsten,

The Montana Association of Vocational Home Economics Teachers strongly supports the appropriation of 1.5 million dollars and joins all vocational education in requesting an additional 1.5 million dollars to enable all of our school districts in providing classrooms that are properly equipped with the necessary equipment and supplies to adequately prepare students for a realistic work experience.

Home Economics, like other vocational courses, has a much higher operating budget than the other areas of arts and sciences. The comprehensive Home Economics course includes: Family Life, Human Development, Consumer Economics, Clothing and Textiles, and Foods and Nutrition.

There are jobs available in the Food Service Industry, both on and off campus, which are helping our young people stay in college. It would be difficult to prepare these young people for jobs in Food Service without proper, reasonably up-to-date equipment and sufficient food supplies. There are also jobs in Clothing and Textiles and Child Care.

Without your strong support and recommendation for additional funding, school boards may be inclined to opt for classes that have lower operating budgets and discontinue vocational classes.

Very Sincerely



Lois C. Robinson, President
Montana Association of Vocational
Home Economics Teachers

EDUC. SUBCOMMITTEE

1/27/83

EXHIBIT "P"

11110 Bridger Canyon Road
Bozeman, Montana 59715
January 26, 1983

Esther Bingson, Representative
House of Representatives
State Capitol
Helena, MT 59601

Dear Ms. Bingson:

As a parent of two high school students and as an industrial arts teacher educator, I am writing to urge your support for specific funding for vocational education programs.

I have been involved with vocational education and specifically industrial arts for the past 22 years in both Wyoming and Montana with the last 12 years as a teacher educator in the industrial education field. I have found in visiting most of the schools across the state of Montana within the last few years that one major need is generally present; that of a lack of funds to provide adequate instructional equipment to carry out the basic fundamentals of industrial education. Although the federal government has for a number of years provided some funding for these programs, and the state of Montana for the last four, this funding has been helpful but not adequate enough to keep up with rising costs and the advancement of technology. Specifically what is needed is a means of providing additional funds that can be earmarked for vocational programs in the school.

Without adequate support at the state level, Montana schools will fall further behind as we move into an era of more rapidly changing technological advancements. Therefore, I would like to request that your committee support the investment of a small portion of Montana's resources to continue to provide up-to-date quality education for the youth of Montana so they will be able to compete on an equal basis with the youth from other states.

Sincerely,


Doug Polette

DP/jrk

Montana Vocational Agriculture Teachers' Association

Affiliated with the National Vocational Agricultural Teachers' Association

AMERICAN VOCATIONAL ASS'N.

MONTANA VOCATIONAL ASS'N.

PRESIDENT

Alan Redfield, Proy 59065

VICE PRESIDENT

H.W. Gilman, Alder 59710
Box 49

TREASURER

Mark Latum, Kalispell 59901
1791 Bison Drive

SECRETARY

Oscar Contu, Winifred 59489
Box 14

NEWSLETTER EDITOR

Gregg Bennett, Ronan 59864
Box 366

January 26, 1983

The Honorable Esther Bengtson
Chairman - Education Committee
House of Representatives
Helena, Montana 59601

Dear Mrs. Bengtson:

On behalf of the Montana Vocational Agriculture Teachers Association, I would like to express our need for additional funds of the Vocational Program.

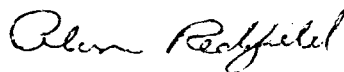
We of course realize that during this tough economic time more funds are a poor topic of discussion, however, we are in a field to provide training and work experience for students.

The Vo-Ed field has had no funding increase since 1979 but have been stunned by the high rate of inflation. This alone expresses a need for an increase in funding of programs.

The issue of unemployment in Montana is very important to Vocational Educations. We feel it is an opportunity to put these people in a retraining program. The local schools and the funds provided would be a well spent investment to get people to work and off assistance programs.

I would like to thank you for your time and if there are any questions I would be willing to answer them.

Sincerely,



Alan Redfield
President

Montana Ag Teachers Association