

MINUTES OF THE MEETING  
JOINT SUBCOMMITTEE  
ON EDUCATION APPROPRIATIONS  
MONTANA STATE  
HOUSE OF REPRESENTATIVES

February 4, 1985

Tape 37 Side A

The meeting of the Education Subcommittee was called to order by Chairman Gene Donaldson at 8:00 A.M. on Monday, February 4, 1985, in Room 104 of the State Capitol.

All members were present except Representative Moore, who was excused, and who joined the meeting later on.

The purpose of the meeting was continued Discussion and Explanation of the Budget and Programs of the Office of Public Instruction (OPI).

Ed Argenbright (37:A:027), Superintendent, Office of Public Instruction, was the first witness. He said OPI must be allowed to maintain its curricular-oriented staffing pattern with specialists in various fields. Mr. Argenbright stressed the importance of the fact that Montana in its educational efforts has never fallen into the pattern of declining support and leadership which occurred in other states.

The next witness was Gene Christiaansen (37:A:066), Assistant Superintendent, Department of Vocational Education. He presented two handouts to the Subcommittee, EXHIBITS 1 and 2, which track funds, both federal and state, for secondary and post-secondary vocational education. He said because of the full agenda for the day's meeting he will explain the charts at the next day's meeting.

The next witness was Representative Jim Schultz (37:A:099), House District 30. He said he is concerned by the effects of the Carl Perkins Act because of the change of distribution of federal money for education. OPI does not have the discretionary powers that it had under the older bill. He said the secondary program in particular is affected by the new bill, primarily because there is no money identified specifically for Secondary Vo-Ed. He encouraged funding of those secondary vocational programs through OPI.

Next, Superintendent Argenbright introduced Barbara Crebo (37:A:135), Health Occupations and Special Needs Specialist, Office of Public Instruction. Ms. Crebo stated that she

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has been a member of the OPI staff for 23 years, and the staff is now the smallest that it has been in the past 19 years. Ms. Crebo cited the American Medical Association-accredited respiratory technicians program at the Missoula Vo-Tech Center, which graduated 14 students, 100 percent of whom passed a national test. All 14 are now placed in jobs as respiratory technicians. Staff reductions for OPI may sound like a logical, economical suggestion, she said, but from the point-of-view of one who has worked there, the present number of staff members should be maintained.

Next, Superintendent Argenbright introduced Tom Chesbro (37:A:225), Budget Director, OPI. Mr. Chesbro distributed a handout to the Subcommittee which shows what equipment the agency actually purchased in FY 1984 (EXHIBIT 3). The second handout from Mr. Chesbro (EXHIBIT 4) is a list of the agency's requests for fiscal years 1986 and 1987. Most of the items are replacement equipment, except for some computer-related items.

Mr. Argenbright introduced Julie Inmon (37:A:298), Superintendent, Granite County Schools, who said that OPI provides in-service instruction for the teachers of her district, and that they call on OPI specialists frequently for many kinds of assistance.

Mr. Argenbright next introduced Donna Allens (37:A:365), Superintendent of Schools, Beaverhead County. She said her district uses OPI in many ways. She said OPI provides invaluable legal services.

The next witness introduced by Mr. Argenbright was Jim Poor (37:A:445) (EXHIBIT 5), Supervisor of Art and Coordinator of Secondary Curriculum, Great Falls. Mr. Poor said the OPI budget addresses a fundamental issue, which is the potential by OPI to provide leadership to Montana's schools. He said that OPI is interested in a holistic approach to education and urged support of the OPI budget.

Mr. Argenbright introduced Bob Anderson (37:A:567), Assistant Superintendent for Basic Skills, OPI. Mr. Anderson distributed a handout (EXHIBIT 6), which details OPI's requested budget modifications. The first request is a funding change which requests money from the General Fund to replace the reduced federally funded Johnson-O'Malley contracts. The requested amount is \$98,000 for the biennium, and 1.5 FTE is requested. In the past, Mr. Anderson said, these funds flowed through the agency to the reservations. These requested funds would provide a half-time Indian Education Specialist. He said the total enrollment of native-American students in Montana is approximately 8 percent of the state's total enrollment.

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At this point, Mr. Anderson introduced Senator Bill Yellowtail (37:A:635), Senate District 50. Senator Yellowtail said in the mid 1970's he worked for OPI in the field of Indian education. He stated that the Montana constitution establishes the perspective for Indian education, and he quoted from the constitution a section which says that "it is the goal of the people to establish a system of education which will develop the full educational potential of each person," and that "the quality of educational opportunity is guaranteed to each person in the state."

Tape 37 Side B

Senator Yellowtail said there are many challenges to the educational system on the reservation: low achievement rates due to long-standing linguistic and cultural barriers and low teacher expectations. The function of the Indian Education Specialist is to address these challenges directly. Senator Yellowtail said the need for an Indian Education Specialist is clear, and he again quoted from the state constitution, "The state recognizes the distinct and unique cultural heritage of the American Indian and is committed in its educational goals to the preservation of their cultural integrity." Senator Yellowtail urged that this obligation be met.

A question and answer session followed between Senator Yellowtail, Bob Parsley, Indian Education Specialist, OPI, and members of the Subcommittee (37:B:038).

Representative Peck asked Senator Yellowtail if it is better to integrate Indian children into the public schools, or is it preferable to educate the children on the reservations? Senator Yellowtail said the question is difficult, but he said that one way to look at the problem is that everyone wants his children to go to school in his own community. On the other hand, he said, Indian children must be prepared to be functioning, contributing members of society. He said that the educational system must provide that opportunity, wherever the schools are located.

Representative Peck said that it's his understanding that under the Johnson-O'Malley Act the tribes can go directly to the federal government for money. He said that this does result in a decrease of responsibility for OPI. If there is a full-time Indian Education Specialist, Representative Peck asked what direction that specialist should take in the area of service. Senator Yellowtail said Johnson-O'Malley funding is declining. He said he feels the focus of the Indian Education Specialist is administration of those funds. He said he feels that this focus is too narrow for the position and that there should be an on-going, broad

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technical assistance and support program in all areas of Indian education. In response to another question from Representative Peck, Senator Yellowtail said he feels the Indian Education Specialist should move more into that area as a result of decreasing administrative responsibilities.

Representative Peck asked how many of the Indian tribes are getting Johnson-O'Malley funds direct and how many are going through OPI for the funds. Bob Parsley replied that two tribes are still obtaining funds through OPI.

Mr. Anderson (37:B:251) discussed the second modified request from the Office of Public Instruction. This is a request for 1 FTE and \$98,000 for the biennium. These funds would allow OPI to review schools on-site, one-fifth of the schools each year. The schools are reviewed to determine if they are meeting all of the basic minimum requirements. The other program which is part of this request deals with reviews of the teacher education portion of higher education in the state. Both of these reviews are extensive, Mr. Anderson said. The requested FTE would coordinate the two programs.

Mr. Anderson discussed the third modified request, which is for funds in the amount of \$62,000 for the biennium and .5 FTE (who will be contracted). These requested funds would cover costs of pre-ceritification testing for teachers and also achievement testing of all school children in grades 3, 6, 8 and 10.

Mr. Anderson introduced Dr. John Voorhees (37:B:356) (EXHIBITS 7 and 8), Director, Teacher Education Certification, OPI, who discussed the proposal further. He said in looking for a basic skills test OPI's primary goal was to find a test that was inexpensive, would do the job on basic skills testing, and was easy to administer. The test selected was the PPST (Pre-Professional Skills Test), which measures reading, writing and mathematics, and costs \$30. He said that a small fee could be added to the test, thus making it self-supporting. However, the Board of Public Education requested that the agency use another test, the NTE. Regardless of what test is used, there will have to be a validity study, he said. The part-time person requested for the program will disseminate information, gather experience from data collected, set up supplemental test centers, monitor and resolve problems which arise, and evaluate the funding to determine how to make the program self-sufficient. All of this comes to a grand total of \$62,000 for the biennium, he said.

Next, Mr. Anderson introduced Dr. Bill Connell (37:B:587), Director of Information Resources, OPI, who discussed the

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second part of the program, student testing. Dr. Connell said OPI is implementing a new student testing program, using one of six nationally standardized tests. The schools already use one of the six tests, so there will be little impact on the schools as a result of this type of program. The schools will send test results to the Office of Public Instruction, and OPI will summarize the results, produce a report, and then be able to provide information as to how Montana students are doing at grade levels other than college entrance--in relation to the rest of the country. The funding required to support the program is \$19,000 for the biennium, \$10,000 for the first year and \$9,000 for the second year.

Mr. Anderson (37:B:620) briefly discussed the fourth modified request, which is for funds to upgrade and redirect the services of the film library. To discuss the request further, Mr. Anderson introduced Jim Burke (37:B:672), Chairman, Superintendent's Task Force on the Audio-Visual Library. Mr. Burke discussed the findings of the task force, which was made up of teachers and administrators from all over the state (EXHIBIT 9).

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Mr. Burke said the committee conducted a survey of over 80 schools in the state and requested their inputs regarding fees, usage and general requirements. He said more film catalogs are needed by the schools, and that the audio-visual library should be updated.

A question and answer session followed between Mr. Burke, Sheila Cates, Library/Media Specialist, OPI, and members of the Subcommittee.

Mr. Anderson next introduced Representative Richard Nelson (38:A:081), District 6, who also testified regarding the audio-visual request. He said the audio-visual library is a valuable service to teachers. He said the film library has been a step-child to the educational system, and that it's time to allow the audio-visual library to use the new technologies that are available.

Mr. Anderson introduced Harriett Meloy (38:A:173), former Chairman, Board of Public Education. Ms. Meloy said she is a citizen who believes that students at all educational levels should have computer education and training in order to compete in this rapidly expanding age of information. She said a few months ago the State Board of Education approved an accreditation standard that addresses the need for computer education. She mentioned a book published by OPI called "The Elements of Computer Education", which has

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been used nationally. Ms. Meloy said that a leader is needed to develop proposals and programs relative to computers in education. She said the state would profit from such an investment.

A question and answer session followed between Mr. Anderson, Ms. Meloy, Dan Dolan, Mathematics and Technology Education Specialist, OPI, and members of the Subcommittee (38:A:249).

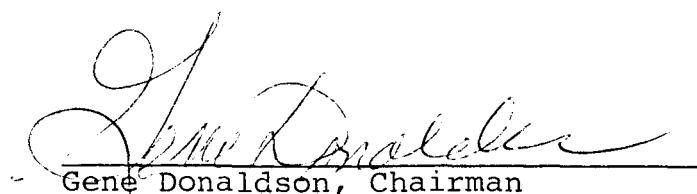
OPI's final modified request was discussed by Mr. Anderson (38:A:306). This request is for funds to replace funding currently provided by vocational education funds for a Reading Specialist. The amount requested is \$40,000 for the biennium.

Chairman Donaldson asked if this request is to make up for some of the \$180,000 being lost under the Carl Perkins Act. Mr. Anderson said that it is.

Superintendent Argenbright (38:A:410) concluded testimony in behalf of the Office of Public Instruction. He said it is his responsibility to meet the needs of the 551 different school districts in the state. He said the staff members of OPI over the past four years have proven themselves to be professionals. They have traveled all over the state and done the necessary jobs for the school districts. These proposals represent the needs and attitudes of many different constituencies, and they are well-thought-out, he said. This is what OPI needs; there is no padding.

Representative Moore said he thinks the day's testimony proves that the number of people (in OPI) could be reduced and a good job still be done. He said he appreciates attempts over the past few years by the agency to reduce the number of employees.

There being no further business, the meeting adjourned at 9:55 A.M.



Gene Donaldson  
Gene Donaldson, Chairman

## DAILY ROLL CALL

## EDUCATION SUB COMMITTEE

49th LEGISLATIVE SESSION -- 1985

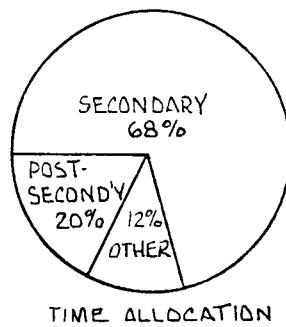
Date February 4, 1985

DEPARTMENT OF VOCATIONAL  
EDUCATION SERVICES

EXHIBIT 1  
2-4-85

STAFFING

	<u>FTE</u>
● ADULT BASIC EDUCATION / ADULT EDUCATION G. E. D.	1.0
● CLERICAL SUPPORT	1.0
● JOB TRAINING PARTNERSHIP ACT	.33
● CLERICAL SUPPORT	.50
● ACCOUNTING	.42
● SECONDARY / POSTSECONDARY VOCATIONAL EDUCATION	.25
● SPECIALISTS	9.0
● CLERICAL SUPPORT	3.25
● ACCOUNTING	.50
● OTHER STAFF	.33
● PART-TIME	.33
● READING SPECIALIST	.50
● INDIAN EDUCATION	.50
● ADMINISTRATION	1.50
	<u>19.08</u>



RESPONSIBILITY

ABE / GED. MCA 20-7-701  
MCA 20-7-705  
AUTHORIZATION TO ESTABLISH  
POLICIES  
TUITION AND FEES  
ADULT EDUCATION FUND  
EVALUATION  
INSERVICE  
GED TESTING - 5000 SERVED ANNUALLY  
2400 TESTS AND RECORDS EXCEEDING 45,000  
37 LOCATIONS

JTPA ADMINISTERS \$ 450,000 JTPA FUNDS \$ 327,123 FED. VO. ED FUNDS  
14 PROJECTS SERVED INVOLVING IN EXCESS OF 1000 STUDENTS  
COORDINATION WITH DEPARTMENT OF LABOR - JOB SERVICE  
ON-SITE VISITATIONS AND EVALUATIONS  
QUARTERLY FISCAL AND STUDENT REPORTING

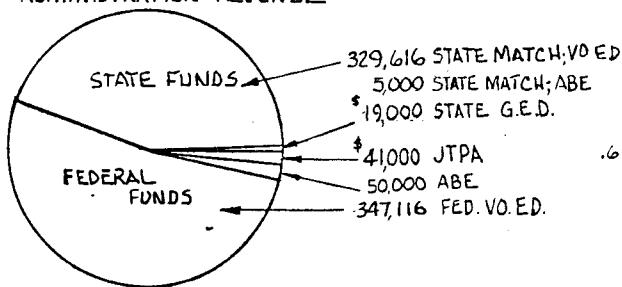
SECONDARY VOCATIONAL EDUCATION MCA 20-1  
MCA 20-3  
MCA 20-7  
DEVELOP AND PUBLISH "GUIDELINES"  
PROGRAM APPROVAL FOR 112 SCHOOLS AT THE SECONDARY LEVEL  
INVOLVING 484 PROJECTS AND 29,062 STUDENTS  
EVALUATIONS OF 31 SCHOOLS  
TECHNICAL ASSISTANCE AND ACCREDITATION COOPERATION  
SPECIALISTS SERVE AS STATE ADVISORS TO STUDENT  
ORGANIZATIONS INVOLVING 5300 STUDENTS  
CURRICULUM SERVICES AND FEDERAL PROJECT MANAGEMENT  
FISCAL RESPONSIBILITIES  
\$ 14.4 MILLION OF STATE AND LOCAL EXPENDITURES,  
\$ 8 MILLION OF SECONDARY FEDERAL FUNDS

POSTSECONDARY VOCATIONAL-TECHNICAL EDUCATION  
DEVELOP, PUBLISH AND ADMINISTER STATE / FEDERAL POLICIES  
AND PROCEDURES  
PREPARE CURRICULUM GUIDES  
PROVIDE CONSULTANT SERVICES  
EVALUATE PROGRAMS AND SERVICES PROVIDED AT FIVE CENTERS  
THAT HAVE 96 PROGRAMS INVOLVING 2600 FTE STUDENTS  
DEVELOP THE STATE PLAN FOR FEDERAL FUNDS  
APPORTION FUNDS  
ESTABLISH FEES, ETC. MCA 20-1; MCA 20-3; MCA 20-7  
COORDINATE, FUND AND REPORT ON APPRENTICESHIP ED.  
FISCAL RESPONSIBILITIES

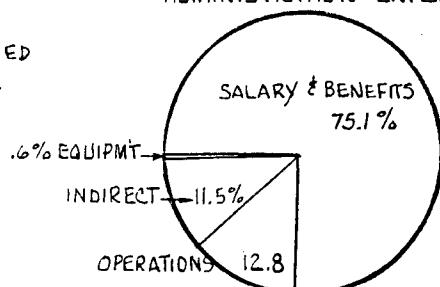
\$ 8.8 MILLION OF STATE AND LOCAL FUNDS  
1.1 MILLION OF FEDERAL FUNDS

1985

ADMINISTRATION REVENUE



ADMINISTRATION EXPENSE





M  
LISTING OF OFFICE EQUIPMENT PURCHASED IN 1984

EXHIBIT 3, Page 12 of 25

PROGRAM	DESCRIPTION	FUNDING SOURCE	COMPUTER HARDWARE	COMPUTER SOFTWARE	COMM EQUIPMENT	OFFICE FURNITURE	OFFICE EQUIPMENT	SYSTEMS MANAGEMENT
03 BASIC LISR	COMPUTER STAND DISC DRIVE DESK CABINET BOARD CABINET KEYBOARD CHAIR FILFER DESK READER PRINTER TERMINALS VIDEO RECORDER FILE PROCESSING KEYBOARD SCANNER	GEN FUND GEN FUND GEN FUND GEN FUND GEN FUND ST SPEC ST SPEC ST SPEC ST SPEC GEN FUND GEN FUND GEN FUND GEN FUND GEN FUND GEN FUND GEN FUND GEN FUND	255 253 162 160 145 150 200 2305 2295 270 215 117	257 183 170 160 145 150 200 2305 2295 215 1175 44341	183 170 160 145 150 200 2305 2295 215 1175 44341	257 183 170 160 145 150 200 2305 2295 215 1175 44341	183 170 160 145 150 200 2305 2295 215 1175 44341	13976 13976 13976 13976 13976 13976 13976 13976 13976 13976 13976 13976
PROGRAM TOTAL			6855	182	592	728	5609	
TOTAL FEDERAL								
FEDERAL FUND								
STATE SPECIAL								
03 VOC-ED	MEMORY BOARD MEMORY BOARD SHEET FEEDER TYPewriter	GEN FUND FED FUND GEN FUND FED FUND	430 430 130	430 430 130	1715 1715 1715	1715 1715 1715	13053 13053 918	
PROGRAM TOTAL			130	360	0	0	1715 1715 1715	2705
FEDERAL TOTAL			0	430	0	0	1715 1715 1715	2146
GENERAL FUND			130	430	0	0	1715 1715 1715	560

## BUDGETS OF THE FEDERAL GOVERNMENT FOR FISCAL YEAR 1984

EXHIBIT 6.356

2

PROGRAM	DESCRIPTION	FUNDING SOURCE	COMPUTER HARDWARE	COMPUTER SOFTWARE	OTHER COMPUTER	OFFICE EQUIPMENT	OFFICE FURNITURE	OFFICE DRAUGHTING	COMMUNICATIONS
05 ADMIN SERVICE	INTERCOM SYSTEM	GEN FUND ST SPEC				140		194	130
	COPIER	GEN FUND							
	DATA STAND	FED FUND							
	INTERF. COMPUT.	FED FUND							
	SWITCH	FED FUND							
	DATA FILE	FED FUND							
	FAX	SP SPEC							
	HARD TRUCK	ST SPEC							
	IMAGE PROCESSING	GEN FUND							
	CAMERA & LENS	GEN FUND							
	IDEAS	GEN FUND							
	BOARDS	GEN FUND							
	TABLE	GEN FUND							
	ADAPTERS	GEN FUND							
	CIRCUIT	GEN FUND							
	TERMINALS	GEN FUND							
	DICTATOR	GEN FUND							
PROGRAM TOTAL			7819	1123	1405	364	10322	240	21633
	FEDERAL TOTAL		3798	279	912	0	0		4939
	GENERAL FUND TOTAL		4021	844	353	364	10728	0	15314
	STATE SPECIAL TOTAL		0	9	140	0	164	334	
05 SPECIAL SERVICE	CIFORD COMPUTER	FED FUND	38395			195			
	CHAIR	FED FUND							
	VIT SYSTEM	FED FUND							
	SOFTWARE	FED FUND							
	BOARDS	FED FUND							
	APPLE COMPUTER	FED FUND	2389	129					
	INTERFACE	FED FUND	575	181					
	BOARD	FED FUND							
	BOARD	FED FUND							
PROGRAM TOTAL			41359	3500	0	195	0		45054
	FEDERAL TOTAL		41359	3500	0	195	0		45054
SUMMARY									
	AGENCY TOTAL	56173	5665	1997	1287	18247			83359
	FEDERAL TOTAL	45157	4209	912	195	1715			52189
	GENERAL FUND	4593	4456	610	932	16337			29928
	STATE SPECIAL	423	0	475	150	194			1252

(3)

OFFICE OF PUBLIC INSPECTION  
BUDGET REQUEST FORM

ITEM 1066 JUSTIFICATION  
TO REPLACE 6 YEAR OLD EQUIPMENT IN LIMB OF RIVER

3000

ITEM TOTAL  
TOTAL GENERAL FUND

3000

12 GEN FUND TYPEWRITER 1500  
GEN FUND CALCULATOR 200  
GEN FUND PRINTER 2000  
GEN FUND CHAIRS (2) 350

PROGRAM TOTAL 2000  
TOTAL GENERAL FUND 2050

13 GEN FUND SOFTWARE 1000  
PROGRAM TOTAL 1000  
TOTAL GENERAL FUND 0

NEEDED TO EXPAND CAPABILITY OF CURRENT EQUIPMENT

14 GEN FUND PRINTER  
GEN FUND SOFTWARE  
GEN FUND CALCULATOR

GEN FUND TYPEWRITER  
GEN FUND CHAIRS (2)

PROGRAM TOTAL 3000  
TOTAL GENERAL FUND 1875

NEEDED TO BETTER UTILIZE EXISTING EQUIPMENT  
NEEDED TO BETTER UTILIZE EXISTING EQUIPMENT  
REPLACE CALCULATORS TOO EXPENSIVE TO PURCHASE  
REPLACEMENT OF TYPEWRITERS, TOO MUCH DOWN TIME  
REPLACE OLD, WORN OUT

15 GEN FUND TYPEWRITER  
GEN FUND SOFTWARE  
GEN FUND TERMINAL  
GEN FUND CHAIRS (2)

PROGRAM TOTAL 3000  
TOTAL GENERAL FUND 1800

REPLACE 6 YEAR OLD TYPEWRITER  
NEEDED TO FULLY UTILIZE CURRENT EQUIPMENT  
NEEDED TO FULLY UTILIZE CURRENT EQUIPMENT  
NEEDED TO FULLY UTILIZE CURRENT EQUIPMENT  
REPLACE OLD, WORN OUT

REQUEST SUMMARY  
TOTAL GENERAL FUND  
TOTAL FEDERAL FUNDS

7000  
2000

8725  
0

GENERAL FUNDING REQUEST FORM

GENERAL FUNDING REQUEST FORM

GENERAL FUNDING REQUEST FORM

ITEM	GENERAL FUND
GEN FUND COMPUTER	1500
GEN FUND COMPUTER	2000
GEN FUND COMPUTER	3500
GEN FUND COMPUTER	5000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	2000
GEN FUND COMPUTER	3550

ITEM	GENERAL FUND
GEN FUND COMPUTER	2000
GEN FUND COMPUTER	3550

ITEM	GENERAL FUND
GEN FUND COMPUTER	1500
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1500

ITEM	GENERAL FUND
GEN FUND COMPUTER	1500
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1500

ITEM	GENERAL FUND
GEN FUND COMPUTER	1500
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ITEM	GENERAL FUND
GEN FUND COMPUTER	1500
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ITEM	GENERAL FUND
GEN FUND COMPUTER	1500
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GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1500

ITEM	GENERAL FUND
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	2000

ITEM	GENERAL FUND
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	2000

ITEM	GENERAL FUND
GEN FUND COMPUTER	1500
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1500

ITEM	GENERAL FUND
GEN FUND COMPUTER	1500
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1000
GEN FUND COMPUTER	1500

ITEM	GENERAL FUND
GEN FUND COMPUTER	6500
GEN FUND COMPUTER	3000

QUEST SUMMARY

ITEM	GENERAL FUND
GEN FUND COMPUTER	6500
GEN FUND COMPUTER	3000

#5  
Testimony

Office of Public Instruction Budget / Proponent  
by James Poor, Supervisor of Art & Coordinator of Secondary Curriculum  
Great Falls Public Schools / 791-2300

February 4, 1985

The budget of the Office of Public Instruction, as presented, reflects those areas of education which are considered essential to maintain a responsible statewide program. As an educator in a school district touched by these programs, I want to indicate my support of the budget of the Superintendent. In my view, the budget addresses a more fundamental issue and that becomes the potential by OPI to provide leadership to Montana schools of the need for subject and experience integration. Particular subjects exist through no educational or social accident. They are in place in schools because of the knowledge educators and the public have about the various intelligences or ways of knowing that are possessed by humans. These intelligences are variously presented as the linguistic, musical, spatial, logical-mathematical and bodily-kinesthetic. These intelligences or symbol systems as they have been called by educational researchers are essential to address the needs and learning styles of all students.

This Office of Public Instruction budget and listed areas of learning suggest a holistic approach to education which brings me to a second but related point. As an arts educator I can say that that aspect of the budget which represents the arts is an indication that the Superintendent is concerned with a total program. However, I can also say that art educators are concerned that present levels of funding be maintained and move in the direction of integrated education. Excellence in education cannot be effected unless all of the symbol systems are addressed. Opportunities for students require that all subject areas not only be represented in the budget of the OPI but be actively explored as to relationships. Cultural forces which are now at work in the name of excellences often have more to do with discipline in the classroom, return to past practices and subjects which are perceived as contributing to "basic" education. However, sound educational practice and futurist thinking recognizes the imperative need to represent all of the intelligences and to find those relationships among learning areas which will encourage and nurture all students. The present OPI budget, while beginning this process, must have the flexibility in the form of

James Poor Testimony / page two

of expertise as represented in FIE's to effectively provide the leadership required to develop multiple intelligence as represented by the youth in our educational system. This is not theory. This is not just an idea for the future. It is the thinking of educational researchers, psychologists and teachers who present their findings now and it is based on a shared philosophy by forward thinking educators who are about real excellence now in preparation for the future.

My purpose as a curriculum coordinator is to develop separate disciplines but also to find settings and to facilitate environments in our schools which encourage the intelligences and optimize those relationships. These mirrors to our future consider more than is available in any separate subject discipline. Indeed, without the creative nurturing of new learning relationships...the complexity of the problems facing our youth may not be addressed.

Your deliberations here involve complex funding issues. The quality of your decisions, however, will be reflected in an understanding of the tenants presented here for your consideration. Those of us who watch your work know that the processes of government often seem to have only to do with dollars. Inevitably, as you are well aware, what is essential is that the dollars translate effectively to people and services. In my view, this will not be accomplished by a sharp division of subject disciplines. I thank you for this opportunity to address the committee. I urge your support of the budget of the Office of Public Instruction and the concepts presented in my testimony.

~~XX6~~  
 Office of Public Instruction  
 February 4, 1985

<u>Modification Requests</u>	<u>Biennium</u>	<u>Amount</u>	<u>FTE</u>
I. Funding Change OPI requests general funds to replace the reduced federally funded Johnson-O'Malley contracts. This funding will maintain the current level of service.		\$98,000	1.5
II. Workload Increase OPI requests general funds to coordinate and complete on-site standards reviews to 20% of the 779 schools each year. Also to coordinate and complete the on-site standards reviews to 20% of the teacher education units of higher education each year. Both programs are a result of Board of Public Education Administrative Rules.		\$98,000	1.0
III. New Services OPI requests general funds to cover costs of proposed Board of Public Education rules to test teachers prior to certification and all school children in grades 3, 6, 8, and 10 for student achievement.		\$62,000	.5
IV. New Services OPI requests general funds to upgrade and redirect the services of the film library which places more emphasis on distribution of video tapes and video recordings as well as satellite replay programming.		\$200,000	-0-
V. New Services OPI requests general funds to provide assistance to local districts in adapting the use of computers and related technology in various curricular areas.		\$98,000	1.5
VI. Funding Change OPI requests general funds to replace funding currently provided by Vocational Education funds for a reading specialist.		\$40,000	.5

Revised  
January 14, 1985

ETS-Berkeley

EXHIBIT 7  
2-4-85

STATE-MANDATED TESTING OF PROSPECTIVE TEACHERS:  
TEST USED AND PURPOSE

RECEIVED

JAN 21 1985

ETS NTE Core Battery,\* for certification:

Arkansas	New Mexico
Indiana	New York
Kansas	North Carolina**
Kentucky	Tennessee
Louisiana	Virginia
Mississippi	

SUPERINTENDENT  
OF PUBLIC INSTRUCTION

ETS NTE Specialty Area (subject matter) Tests, for certification:

Arkansas	New Mexico
California***	New York
Indiana	North Carolina
Kentucky	South Carolina
Louisiana	Tennessee
Mississippi	

ETS Pre-Professional Skills Tests (PPST: reading, writing, mathematics),  
for certification:

Delaware	Nevada
West Virginia	

ETS Pre-Professional Skills Tests, for screening into teacher education:

Kansas	Tennessee
Texas	

State-developed tests:

Arizona: Basic skills/pedagogy, certification;  
basic skills, teacher education screen

Florida: Basic skills/professional knowledge, certification

South Carolina: Basic skills, teacher education screen

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\* Core Battery: tests of professional knowledge, general knowledge,  
and communication skills

\*\* Comm. Skills and Gen. Know. used as teacher education screen

\*\*\* In lieu of courses

Tests developed by National Evaluation Systems (NES):

Alabama: subject matter, certification

Georgia: subject matter, certification

Oklahoma: subject matter, certification

West Virginia: subject matter, certification

California Basic Educational Skills Test (CBEST: reading, writing, mathematics; operated by ETS for the State of California)

California, certification

Oregon, certification

Other standardized tests:

Colorado: California Achievement Test, teacher educ. screen

Missouri: SAT/ACT, teacher education screen

Instruments for observational assessment of teaching performance:

Georgia

Tennessee

Oklahoma

New Mexico

Florida

Texas

Arizona (experimental)

Other use of standardized tests (not state-mandated):

Alaska: PPST, Univ. of Alaska at Anchorage, teacher education screen

New Mexico: PPST, two universities, teacher education screen

Nebraska: PPST, Univ. of Nebraska, teacher education screen

Ohio: PPST, six universities, teacher education screen; PPST, a consortium of school districts

Oklahoma: PPST, teacher education admissions

Tennessee: Core Battery or Specialty Area Tests, to enter optional career ladder

Wyoming: Univ. of Wyoming, California Achievement Test, teacher education screen

Proposals, plans (as of 11/1/84):

Arkansas: basic skills tests (to be developed by IOX-James Popham), to test incumbent teachers

Connecticut: basic skills (to be developed by NES), teacher education screen

Florida: subject matter exams, certification

Hawaii: NTE Core and Specialty Area Tests, hiring

Idaho: basic skills, teacher education screen

Maine: Core, certification

Maryland: Core and Specialty Area Tests, certification

Massachusetts: legislation calls for Core-type tests

Missouri: legislative mandate to test teacher education graduates

Montana: Core, certification

Nebraska: PPST, teacher education screen; Specialty Area Tests, certification

Nevada: subject matter, certification

New Hampshire: PPST, certification

New Jersey: Core and Specialty Area Tests, certification

Pennsylvania: basic skills/Core-type/subject matter, certification

Texas: subject matter (to be developed by NES), certification

Washington: pedagogy/subject matter (state-developed), certification

Wisconsin: basic skills, teacher education screen; subject matter/pedagogy, certification

No apparent state plans:

Alaska  
Illinois  
Iowa  
Michigan  
Minnesota  
North Dakota

Ohio  
Rhode Island  
Utah  
Vermont  
Wyoming

Communication skills: listening (on tape), reading, writing (essay and multiple-choice)

General Knowledge: literature and fine arts, mathematics, science, social studies  
Professional Knowledge: context and processes of teaching

TEST DATES

**October 27, 1984**  
**March 30, 1985**

REGISTRATION CLOSING DATES

**September 24, 1984**  
**February 25, 1985**

(formerly the Area Examinations)—two-hour

TEST DATES

**November 10, 1984**  
**April 20, 1985**

REGISTRATION CLOSING DATES

**October 8, 1984**  
**March 18, 1985**

The examinations will be administered to applicants for teaching positions, applicants for teacher certification, and teacher education students.

Information about registration, test centers, fees, and score reporting is contained in the NTE Bulletin of Information.

Candidates are urged to file their registration forms at least six weeks before the examination date.

To obtain a Bulletin and a registration form, visit the offices of your local school system, see your college adviser or student personnel officer, or write to:

NTE Programs  
Educational Testing Service  
CN 6051  
Princeton, NJ 08541-6051

OFFICE OF PUBLIC INSTRUCTION  
AUDIOVISUAL LIBRARY

EXHIBIT 9  
2-4-85

I. Historical Background

MCA 20-7-201. State visual, aural, and other educational media library. A library of visual, aural, and other educational media shall be established and maintained by the superintendent of public instruction. The media shall be selected by the superintendent of public instruction on the basis of their usefulness as teaching aids and resources for schools and other educational groups within the state and shall be made available to such schools and groups on a rental fee basis. The rental fees for the use of the materials in the library shall be set by the superintendent of public instruction and shall be deposited in a media library enterprise fund. The superintendent of public instruction may use these funds, as well as any other funds advanced by a legislative appropriation to the library media enterprise fund, for the operation, maintenance, enlargement and other related costs of the library.

Since 1941, the library has primarily handled 16 mm films. With the increased availability of curriculum related resources in video, the library has begun adding video formats to the collection. The library has also organized a small collection of laser-read videodiscs to be available to library users. Currently, the library's collection totals over 7,000 items.

II. Providing Service in the Age of Technology

The Audiovisual Library's resources are valuable to schools in Montana because they:

- Provide expanded curricular offerings in small and rural districts,
- Equalize educational opportunities between wealthy and poor districts, and
- Enhance instruction in all courses by providing up-to-date resources via current technologies.

The additional funding request for the Audiovisual Library reflects the following needs:

- New materials
  - video cassettes
  - videodiscs
  - 16 mm films
  - duplicate copies
- New equipment
  - Video cassette maintenance equipment
  - Satellite dish
  - Video cassette recorders
- Replacement of old, worn-out titles

Recent developments at the Audiovisual Library:

- MONCAT--Audiovisual Library's resources are included.
- Video project with Encyclopaedia Britannica Education Corp.
- A new catalog.
  - 1,500 paper copies
  - 1,500 microfiche copies
- Audiovisual Library Task Force organized by the Superintendent (see reverse).

## AUDIOVISUAL LIBRARY TASK FORCE RECOMMENDATIONS

1. There should be a more frequent AV Library catalog.
  - a. A new catalog should be produced at least every other year.
  - b. A minimum of 3,500 copies of any catalog is needed.
2. Library funding should provide for the necessary updating of the collection.

Adequate funding is essential so that the library does not exist as a "band-aid" operation.

Formula for funding the library:

\$1.80\*/student x the state ANB

(e.g., 151,224 x \$1.80 = \$272,203.20)

The base figure produced by the above formula would be diminished by the amount of income generated by library rentals.

\*\$1.80/student is the amount schools are required to expend for audiovisual materials (see Montana School Accreditation Standards).

3. There should be more frequent communication to schools and other potential users of the library resources.
4. State-agency film libraries should be centralized, and funding should also come from the budgets of those agencies which will no longer provide the service. Adequate funds should be provided for this process.

In 1982, the Legislative Auditor made the following statement:

"We recommend the Department of Health and Environmental Sciences; the Department of Fish, Wildlife and Parks; the Department of Commerce, Aeronautics Division; and the Montana State Library house their film libraries at the Office of Public Instruction."

From State of Montana, Report to the Legislature, Department of Health and Environmental Sciences: Report on the Examination of Financial Statements Two Fiscal Years Ended June 30, 1982, Legislative Auditor, Helena, Montana, 1982.

5. Fees for media rental should remain unchanged.
6. Future considerations for the library are as follows:
  - a. The library should stay in touch with statewide developments in technology/telecommunications.
  - b. The library should consider state-of-the-art technology for a better distribution system (e.g., satellite technology).