

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

February 13, 1985

Tape 51 Side A

The meeting of the Education Subcommittee was called to order by Chairman Gene Donaldson at 8:00 A.M. on Wednesday, February 13, 1985, in Room 104 of the State Capitol.

ROLL CALL: All members were present.

The purpose of the meeting was discussion of the State Work Study Program.

The first presentation was made by Sib Clack (51:A:036), Office of the Budget and Program Planning. The Executive budget recommendation is the amount that is requested by the Commissioner of Higher Education's office for the Work Study Program: \$600,000 of General Fund support for the 1987 biennium. This amount represents the state's share of Work Study funding which is 70 percent, she said.

The next presentation was made by Bill Sykes (51:A:042) of the Legislative Fiscal Analyst's office (EXHIBITS 1 and 2). The State Work Study Program has been in existence for approximately eleven years but did not receive state funding until 1983. The 1983 Legislature appropriated \$290,790 for each year of the 1985 biennium. The appropriation was based upon a projected decrease of a like amount in federal work study funds from fiscal 1982 to 1983, which did not occur, Mr. Sykes said.

Mr. Sykes said funding under the current State Work Study Program is on a 70 to 30 ratio (state to employer). Funds are allocated to the campuses by the Commissioner's office based upon student enrollment. The current level budget provides support for approximately 830 students, exclusive of students receiving financial assistance under the Federal Work Study Program. The LFA's current level recommendation is \$290,790 for each year of the 1987 biennium.

Federal work study expenditures have been increasing rather than decreasing, Mr. Sykes said. The LFA's office offers two options: (a) discontinue funding of the State Work Study Program, which would save \$290,790-worth of General Fund money in each year of the 1987 biennium; or (b) continue to fund the State Work Study Program.

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The first witness was Jeff Morrison (51:A:132), Chairman Board of Regents. He said the Board passed a motion which is unanimous in favor of continuance of the State Work Study Program. The Board thinks the program has proved itself worthy; it's not a giveaway program. Students have been asked to assume an increasing amount of financial burden, he said. A 20 percent tuition increase has been instituted for the coming biennium, and a computer fee has been established which amounts to an average of approximately \$12 per student. In behalf of the Board of Regents, Mr. Morrison asked that the Work Study Program be given favorable consideration.

The next witness was Bill Lannan (51:A:224), Director of Special Projects, University System. Mr. Lannan said the policy for the State Work Study Program which was adopted by the Board of Regents includes the following functions: allocation of funds, institutional eligibility, employment criteria, eligibility and collection of student participants, administration of the program, hours of employment, wage rates and payments. Seventy percent of the gross payroll is from funds appropriated by the Legislature and the balance comes from the employers. The law allows for five percent of the awards to be made on a basis other than financial need, and five percent of the amount awarded was made on a non-financial need basis. The average student made \$537. Mr. Lanahan quoted from state statutes: "All funds allocated through this program are supplemental in nature and are not meant to replace existing federal and state student financial assistance funds, or any other funds that would otherwise be appropriated for student assistance."

The next witness was Jim Graham (51:A:390) (EXHIBIT 3), Assistant Director, Butte Vo-Tech. He said the Butte Vo-Tech Center Financial Aid Department has consistently served in excess of 100 students each year utilizing federal college work study funds of \$44,000 per year. Butte Vo-Tech has always expended these funds before the end of the school year due to the large amount of need demonstrated by the students at the center. During the current 1984-85 school year, the center has already utilized all of its college work study funds. It would greatly benefit the student population of the Butte Vo-Tech Center if they were included in the State Work Study Program, along with the units of the University System, Mr. Graham said.

A question and answer session followed between Mr. Graham and members of the Subcommittee (51:A:418).

Chairman Donaldson noted that a statutory change of the 1974 law would be required in order for the five Vo-Tech centers to be included in the State Work Study Program.

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The next witness was Charlie Stalnaker (51:A:450), Financial Aid Officer, Helena Vo-Tech Center. He said Helena Vo-Tech has the same problem as Butte Vo-Tech: they run out of federal work study money, but still have students who are eligible for it and who need the money in order to stay in school. He said 30 percent of Helena Vo-Tech's college work study students using federal funds are working in state jobs, thereby benefitting the state and community. He asked if the Vo-Tech centers would be included in the State Work Study Program if House Bill 18 passes.

Chairman Donaldson said if House Bill 18 passes, the Vo-Tech centers will automatically be covered by the State Work Study Program. Mr. Lannan said he is not sure if this is so. House Bill 18 places a new board under the Board of Regents for administrative purposes, he said.

The next witness was Randy Mosley (51:A:560) (EXHIBIT 4), Department of State Lands. He said the Department of State Lands depends on the Work Study Program to supply grounds and custodial maintenance personnel at its Forestry Division offices in Missoula. The program is considerably cheaper for the state than contracting custodial services from commercial vendors and has provided much more satisfactory service, he said.

The next witness was Richard Mockler (51:A:595) (EXHIBIT 5), representing the Montana College Coalition. He said Montana students who wish to attend college face a host of discouraging factors. Jobs in the state are not plentiful and jobs in college towns are virtually nonexistent. Many students from the agricultural sector do not qualify for Federal College Work Study funds or other federal aid because their parents' ranches or farms are counted as assets. At times, these families cannot afford to send their kids to school because their operations are barely affording them a living, he said. The State Work Study Program is a small but important help to these students, Mr. Mockler said.

Tape 51 Side B

In closing, Mr. Mockler noted that students are aware of budget problems at all levels and are themselves facing an increasingly bleak financial picture. In light of the great pressure on the state's budget, the Regents and the Commissioner have asked only that this program be funded at its current level, and the Governor has concurred. He said he hopes the Subcommittee will see the need for the program and the long-term gain it provides to the state, and he urged funding at the requested level.

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The next witness was Jay Grau (51:B:068) (EXHIBIT 6), a freshman at Montana State University. He said he is a student of Industrial and Management Engineering with a 3.5 grade point average and also a work study student. He said work study is a necessity to him because he receives virtually no financial support from his family. He said financial stability is not the only reason work study is needed; the program also allows him to have his evening hours free for study. Work study increases future job opportunities and also provides students with references, Mr. Grau said.

The next witness was Judy Albright (51:B:108) (EXHIBIT 7), a freshman at Montana State University. Ms. Albright said she has a 4.0 grade point average and is majoring in Secondary Education. She is employed under Work Study at the Infant Toddler Center of the Home Economics Department. She said she would not be able to attend school without the financial support she receives from the work study job. She said she would rather have work study than the burden of paying back a loan after college.

The next witness was Tina Morin (51:B:156) (EXHIBIT 8). Ms. Morin is one of triplets and introduced her sisters, Tammie Morin and Tracey Morin. Tina Morin said they are all three freshmen at the University of Montana. Of the five children in the family, four are currently attending the University of Montana. Even though she, Tammie and Tracey graduated from high school as valedictorians and salutatorian of their class and received some academic scholarships, they depend upon financial aid to help pay their way through college. She asked that the State Work Study Program be funded as requested by the Governor.

The next witness was Patricia Summers (51:B:188) (EXHIBIT 9). She said she is a single parent with three children. With her work study job she is teaching computer literacy to 100 people who are just slightly behind her at every given point. She said that she was teaching an IBM lab and at the same time learning Macintoshes; now she's teaching Macintoshes and learning Apples. Ms. Summers said State Work Study is the difference between making it and not making it for her. The returning student often has special problems and other responsibilities. Ms. Summers said the best and surest way to build Montana is to help the people of Montana build themselves.

The next witness was Tom Robinson (51:B:262) (EXHIBIT 10), Dean of Student Affairs, Montana State University. He discussed student retention and its relation to work study programs. He said he is concerned about those students who have the ability to do college work but who, for one

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reason or another, are unable to complete their educational goals. Mr. Robinson said it is important to realize that students drop out not before the state has invested in their higher education, but after substantial money has been expended on their behalf. If the degree is not produced, not only is the individual deprived of future increased income, but the state is deprived of both future and present tax dollars, and of a more educated and involved citizen.

The next witness was Howard Johnson (51:B:325), Recreational Facilities Manager, University of Montana. He said that his department employs 75 work study students each year in such jobs as equipment repair and maintenance, check-out of equipment, cashiering, lifeguarding, and grounds and facility maintenance. These facilities provide all the recreational services for the campus community. Many of the students he employs have told him they would not be in school if it were not for the Work Study Program, Mr. Johnson said. Without work study employees, his department would be forced to eliminate many of the services it provides, he said.

A question and answer session followed between Mr. Johnson and members of the Subcommittee (51:B:348).

Representative Peck asked if different pay rates are applied according to the requirements of the different jobs. Mr. Johnson said that salaries start at \$3.35 per hour, and the highest salary is \$4 an hour.

The next witness was Jenny Butorovich (51:B:399) (EXHIBIT 12), a student at Western Montana College. She said her work study job not only supplies needed income, but also gives her experience in the field in which she hopes to develop a career. She said she is a lab assistant in the cold-blooded zoology vertebrate lab.

The next witness was Marti Crawford (51:B:448) (EXHIBIT 12), a student at Western Montana College. She said last year her family had three children in college, and there was no possible way they could afford to support all three. Had it not been for State Work Study, she would not be able to stay in school, she said.

The next witness was Susan Gobbs (51:B:475) (EXHIBIT 13), a first-year student at the University of Montana Law School. Her husband is an undergraduate student at the University, Mrs. Gobbs said, and they are typical of a new wave of over-25 college students. Under work study, she works in the public defender's office doing legal research. If there are cuts in the federal work study program, she and her husband may not be able to stay in school, she said.

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The next witness was Joanne Jones (51:B:529), a second-year student at the University of Montana. She said without Work Study she would not be able to go to college, and she strongly urged the continued funding of State Work Study.

The next witness was Gregg Cawley (51:B:670) (EXHIBIT 14), Assistant Professor of Political Science, University of Montana. He said he was speaking on behalf of the faculty and University Teachers Union in support of the State Work Study Program. He said the Work Study Program offers an excellent example of effective and meaningful student financial assistance.

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The next witness was Michelle Wing (EXHIBIT 15), representing the Associated Students, Montana State University. She said she was appearing also as a student of the state of Montana. She said student costs have increased drastically over the past few years. Ms. Wing said the following members of the Legislature wish to be on record as supporting the State Work Study Program: Representative Fred Thomas, District 62; Representative Dave Brown, District 72; Representative Gene Ernst, District 20; Representative Dorothy Bradley, District 79; and Senator John Mohar, District 1.

Representative Peck asked Ms. Wing if she is aware of any abuses of the Work Study Program--where students don't actually put in their time. Ms. Wing said the only abuses she knows of are cases where students have to lie about the number of hours they've worked because they have worked more than the specified number of hours.

The next witness was Colin Rose (51:A:151), a sophomore at Montana State University. He said if Work Study went away he wouldn't have to quit school, but he would have to do two quarter jumps at a time. Regarding abuses of the Work Study Program, Mr. Rose said last year he had two jobs, and if he didn't do his job, or didn't show up for work, it was just like a regular job: he would be fired, and lots of people are waiting in line to take the jobs.

The next witness was Katherine Friedrich (51:A:204), a senior at Montana State University. She said she is a photography major. She said her work study job is in her field; she works for the Museum of the Rockies and also as a studio manager for the photo studio on film and television. She said in these jobs she is gaining valuable experience. Ms. Friedrich said a senior film major sometimes invests as much as \$2,000 in order to put together a portfolio.

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The next witness was Ethel Mullins (51:A:260) (EXHIBIT 16), a freshman at Eastern Montana College. She represents a different group, the older student who has gone back to school after finding himself or herself in the dilemma of not making enough money to make ends meet, or who is no longer able to work in the same type of job he or she has always done. In order to stay in school, Ms. Mullins said she is using government loans, grants, any money she can get her hands on. She faces a problem which is not faced by younger students: she will graduate, pay off her loan, and have one year before it's time to retire. If she has to depend totally on loans, she really faces a dilemma. People like her need Work Study; she wants to earn her way through school, and this is possible through Work Study.

The next witness was Estelle Earls (51:A:260), a junior at Montana State University. She is a single parent, and without work study she would not be back in college, she said. She worked as a waitress for 20 years and said she feels she has more than that to give to society. Ms. Earls said there is more grey hair on campus now than ever before.

The next witness was Jody Weeks (51:A:352) (EXHIBIT 17), a freshman at Eastern Montana College, who said she appreciates Work Study and would not be able to go to school if it was not available.

The next witness was Tom Scott (51:A:371), Director of Recreation, Montana State University. Mr. Scott said that it is important to note that his department has many services provided by work study students, and many of the services would not be available without those students. He said MSU Recreational Services employs 24 to 25 students per quarter. He said he is happy with the quality of the work done by work study students.

The next witness was Diane Hill (51:A:400) (EXHIBIT 18), President, Associated Students of Montana State University. On behalf of the students of Montana State University, Ms. Hill said she supports funding for the State Work Study Program.

The next witness was Jerri Tate (51:A:426) (EXHIBIT 19), an Eastern Montana College student. She said Work Study is extremely important to students and the experience gained through the program benefits them, while their service in work study jobs benefits the schools and state.

The next witness was Monte Koch (51:A:445) representing the Associated Students, University of Montana. He said that there was only one facet which had not been covered by

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those who had spoken previously. This is the concept of Work Study as a good investment in the state's future and as an excellent investment in students' education. Work Study recognizes the need for financial assistance and yet allows the individual the opportunity to earn a portion of that aid and remain a contributing member of society and a taxpayer to the state General Fund. Work Study, rather than being just another giveaway program, provides students with the ability to earn a portion of their education. In addition to financial aid, students on Work Study receive an invaluable education from the jobs they perform. For those students who would rather not finance their educations through a series of loans, Work Study offers an alternative to a debt-ridden future. By making a small contribution to the State Work Study Program now, an education opportunity is being ensured for many Montana students. These students become tax-paying citizens rather than further liabilities seeking support at the state trough, Mr. Koch said. \$600,000 for the next biennium is a small price to pay to ensure that Montana students are allowed continued access to a quality education in the state.

The final witness was Dr. Bill Tietz (51:A:512), President, Montana State University. He said Montana State conducted a survey of all students who pre-registered last spring and did not return in the fall. Six-hundred-ninety-one questionnaires were sent out and 200 were returned. Of those, 123 cited financial problems as the reason for leaving school. Assuming that the 29 percent return is a reasonable sample from the survey, this indicates that the vast majority of the students who do not return to MSU are unable to continue their educations for non-academic reasons.

Dr. Tietz said there is a paucity of resources to award students in the state. Work Study is directed to the goal of maintaining Montana students in the state, and he said it is particularly important at this time to provide that kind of competitive edge.

Representative Moore noted that the Work Study presentation was well done. Chairman Donaldson concurred and said with the state's current fiscal problems, "these are tough times."

The meeting adjourned at 10:00 A.M.


Gene Donaldson, Chairman

DAILY ROLL CALL

EDUCATION SUB COMMITTEE

49th LEGISLATIVE SESSION -- 1985

Date February 13, 1985

[illegible]

VISITORS' REGISTER

COMMITTEE

BILL NO. _____

DATE Feb. 13, 1988

SPONSOR _____

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Lois Ann Nichols	Assoc. Students NMC Havre	X	
Heidi L. Johnson	ASMSU - Bozeman	X	
Patricia J. Brown	EMC - Billings	X	
Phyllis F. Pagan	Repa Range A.S.N.M.C.	X	
WANDA E. ULMEN	NMC - HAVRE, MT	X	
Carole A. Engelsen	NMC - Havre, MT	X	
Ray Allen Grau	ASMSU - Bozeman	X	
Scott M. Jourdainais	UM - Presidents Office		
Joe Tyse	ASWMC - Dillon	X	
Chris Fisk	ASWMC - Dillon	X	
Ray ROGERS	ASMT - BUTTE	X	
Tom Mnette	ASMT - Butte		
Brian Hohn	" "		
Tammie Martin	UM	X	
Tina Martin	University of Montana	X	
JEFF MORRISON	BOARD OF REGENTS	X	
Bill Tietz	MSU - Bozeman	X	
Tom Mopp	MSU	X	
Jim Craig	MSU "	X	

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Pg. 2

VISITORS' REGISTER

EducationSub COMMITTEE

BILL NO. _____

DATE Feb. 13, 1985

SPONSOR _____

Work study

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Jenny Butorovich	W.M.C.	X	
Bob Cumley	W.M.C.	X	
Richard W. Walker	Montana College of Arts	X	
Michelle S. Wing	Assoc. Students MSU	X	
Greys Cantley	UM, Political Science	X	
Tina, Tammie + Tracy Morin	UM	X	
Jolann Jones	UM	X	
Joan Breiner	UM	X	
Harold Cheuvront	Montana Tech	X	
KARLA M. SATCHWELL	MONTANA TECH	X	
Tammie Morin	UM	X	
Sudan Gohly	UM Law School	X	
Carl Hafe	Butte Vo-Tech		
Jerry Chapman	Butte Vo-Tech	X	
F.B. Statuaker	HELENA VO-TECH	X	
Susan Iverson	W.M.C.	X	
Carolee Johnson	UM	X	
Paula Wilson	UM	X	
Les Morse	Assoc Students of DMC Havre	X	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT FORM

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

Ed Sub Committee

COMMITTEE

BILL NO. Work StudyDATE 2/13

SPONSOR _____

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Tom Robinson	MSU - Bozeman	X	
Tom R. Jindakog	MSU - Bozeman	X	
Mike Jones	EMC Billings	X	
Glen Barta	ASEMC Billings	X	
Ken Heikes	EMC ✓	X	
Randy Mislak	DSL	X	
Katherine Friedrich	MSU Bozeman	X	
Phil Sherman	Montana Fed. of Teachers	X	
Bill Lannan	Helena	X	
Collin Rose	MSU - Bozeman	X	
Monte Koch	ASUM - Miss	X	

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

STATE COLLEGE WORK STUDY PROGRAM

The State Work Study Program as established under Sections 20-25-701 through 20-25-709, MCA, has been in existence for approximately eleven years. However, it wasn't until the 1983 legislative session that the program received state funding. The 1983 legislature appropriated \$290,790 in each year of the 1987 biennium. The appropriation was based upon a projected decrease of a like amount in federal work study funds from fiscal 1982 to 1983. The projected decrease in federal work study funds did not occur.

Funding under the current State Work Study Program is on a 70 to 30 ratio (state to employer). The funds are allocated to the campuses by the commissioner's office based upon student enrollment. Receiving institutions contribute from campus resources (i.e., auxiliary enterprises; etc.) 30 percent of the student's earnings. The current level budget provides support for approximately 830 students, exclusive of students receiving financial assistance under the Federal Work Study Program.

<u>Current Level Budget</u>	<u>1986</u>	<u>1987</u>
Executive	\$300,000	\$300,000
LFA Current Level	<u>290,790</u>	<u>290,790</u>
Difference	<u>\$ 9,210</u>	<u>\$ 9,210</u>

The executive budget exceeds the current level in general fund support of the State Work Study Program by \$9,210 in each year of the 1987 biennium.

----- Budget Issue -----

The 1983 legislature appropriated \$290,790 in each year of the 1985 biennium to fund a State College Work Study Program. The 1983 legislature based the appropriation in fiscal 1984 and 1985 on a projected drop in federal work study funds from fiscal 1982 to fiscal 1983 of \$290,790. The projected drop in federal work study funds did not occur as is indicated in Table 1. Furthermore, \$140,214 of the federal work study allocation was not utilized in fiscal 1984.

Table 1
Federal Work Study Expenditures for the Montana University System and
Community Colleges
Fiscal 1982-1984*

<u>University Unit</u>	<u>Fiscal 1982</u>	<u>Fiscal 1983</u>	<u>Fiscal 1984</u>
Western Montana College	\$ 183,047	\$ 155,147	\$ 198,325
Northern Montana College	66,911	46,006	64,516
Eastern Montana College	249,247	256,261	260,300
Montana College of Mineral Science and Technology	88,392	87,754	93,551
Montana State University	453,696	615,619	706,596
University of Montana	782,654	798,995	705,201
Miles Community College	7,153	5,913	7,203
Dawson Community College	16,366	13,786	18,764
Flathead Community College	32,955	25,310	33,368
Total	<u>\$1,880,421</u>	<u>\$2,004,791</u>	<u>\$2,087,824</u>

*Source: SBAS fiscal year-end reports for units of the university system and phone survey of community colleges.

As indicated in Table 1, federal work study expenditures increased by \$124,370 or 7 percent between fiscal 1982 and 1983 for units of the Montana University System and the community colleges. Federal work study expenditures in fiscal 1984 represent an increase from fiscal 1983 of \$83,033 or 4 percent.

The federal work study authorization in fiscal 1985 is \$2,094,042. Actual expenditures may exceed this amount as the university units and the community colleges can transfer 10 percent of their 1984 authorization forward one year. Therefore, the amount of federal work study funds not utilized in fiscal 1984 can be transferred into fiscal 1985 to be spent.

In conclusion, the 1983 legislature based the 1985 biennium appropriation for the State Work Study Program on a projected decrease in federal funding of \$290,790. The projected decrease did not occur. Federal work study expenditures have been increasing rather than decreasing.

Option a: Discontinue funding of the State Work Study Program. This would save general fund of \$290,790 in fiscal 1986 and \$290,790 in fiscal 1987.

Option b: Continue to fund the State Work Study Program.

EXHIBIT 2
2-13-85

1983-84 ANNUAL REPORT
MONTANA WORK STUDY PROGRAM

	UM	MSU	TECH	EMC	WMC	NMC	MUS Total
Annual Expenditures							
Gross Payroll	\$ 91,411	\$159,770	\$ 27,381	\$ 41,605	\$ 11,673	\$ 22,609	\$354,449
State Share (Percent)	64,228 (70%)	111,839 (70%)	19,167 (70%)	29,123 (70%)	8,171 (70%)	15,826 (70%)	248,345 (70%)
Instructional Share (Percent)	24,474 (27%)	32,959 (21%)	8,214 (30%)	12,481 (30%)	3,502 (30%)	6,783 (30%)	88,413 (25%)
Other Employee Share (Percent)	2,709 (3%)	14,972 (9%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	17,681 (5%)
Student Data							
Student Participating	98	381	40	89	16	32	656
Need Based Awards (Percent)	92 (94%)	381 (100%)	40 (100%)	74 (83%)	16 (100%)	26 (81%)	629 (96%)
Non-Need Based Awards (Percent)	6 (6%)	0 (0%)	0 (0%)	15 (17%)	0 (0%)	6 (19%)	27 (4%)
Campus Allocation of Funds							
Local State Share	\$ 81,450	\$111,839	\$ 19,338	\$ 36,029	\$ 8,171	\$ 17,796	\$274,623
Expenditures	64,228	111,839	19,167	29,123	8,171	15,826	248,345
Allocation Returned (Percent)	17,222 (21%)	0 (0%)	171 (1%)	6,906 (19%)	0 (0%)	1,970 (10%)	26,269 (10%)
Average Student Compensation							
	933	419	685	467	730	707	540

Dawson CC	Miles CC	Flathead Valley CC	CC Total	Program Total
\$ 4,616	\$ 7,582	\$ 9,275	\$ 21,473	\$375,922
3,232 (70%)	5,308 (70%)	6,481 (70%)	15,021 (70%)	263,375 (70%)
1,384 (30%)	2,275 (30%)	0 (0%)	3,659 (17%)	92,072 (25%)
0 (0%)	0 (0%)	2,794 (30%)	2,794 (13%)	20,475 (5%)
15	16	13	44	700
8 (53%)	14 (88%)	13 (100%)	35 (80%)	664 (95%)
7 (47%)	2 (12%)	0 (0%)	9 (20%)	36 (5%)
\$ 3,460	\$ 6,019	\$ 6,688	\$ 16,167	\$290,790
3,232	5,308	6,481	15,021	263,375
228 (7%)	711 (10%)	207 (3%)	1,146 (3%)	27,415 (9%)
308	474	713	488	537

The Butte Vo-Tech Center Financial Aid Department for the years 1980-81, 1981-82, 1982-83, 1983-84 and 1984-85 has consistently served in excess of 100 students each year utilizing Federal College Work Study funds of \$44,000 each year. During this time, we have always expended these funds before the end of the school year due to the large amount of need demonstrated by the students at the Butte Vo-Tech Center. During this current 1984-85 school year, we have already utilized all of our College Work Study funds. Therefore, it would greatly benefit the student population of the Butte Vo-Tech Center if we were included in the state Work Study program along with the units of the university system. This would help to ease the economic pinch that is currently felt by so many of the students attending this Center.

DEPARTMENT OF STATE LANDS TESTIMONY
IN SUPPORT OF THE STATE WORK STUDY PROGRAM

The Department of State Lands supports the State Work Study Program being proposed to the Legislature. The Department depends on this program to accomplish its grounds and custodial maintenance at its Forestry Division offices in Missoula. This program has been considerably cheaper for the state than contracting custodial services from commercial vendors and has provided much more satisfactory service. The Work Study Program has been a benefit to both the Department and the student, and in our case, has also proven to be a savings to the taxpayer. We would like to see this program continued.

Montana College Coalition

Richard W. Mockler, Lobbyist

Northern
Montana
College

Eastern
Montana
College

Montana
Tech

Western
Montana
College

TESTIMONY ON WORK STUDY BEFORE THE EDUCATION SUBCOMMITTEE

February 13, 1985

Montana's students recognize that there are a number of issues that must be addressed before this program can be justified, not the least of which is the budget crisis facing the state. Students understand very well the problems of a tight budget, having had to live on tighter and tighter ones every year for the past five. This year the Legislative Fiscal Analyst's office has questioned the need for this program. I would like to discuss both the students' needs and the LFA's objections to the work study program.

Montana students who wish to attend college face a host of discouraging factors. Jobs in the state are still not plentiful and jobs in college towns, where the students often account for a very large percentage of the population, are virtually nonexistent. Many students from the agricultural sector do not qualify for Federal College Work Study funds or other federal aid because their parents' farms and ranches are counted as assets. At times, these families cannot afford to send their kids to school because their operations are barely affording them a living. The Montana Work Study program is a small but important help to these students. It provides jobs so they can work their way through school and its discretionary funds allow students who do not technically qualify for federal aid but demonstrate serious need

to receive the help necessary to pay for their schooling.

The LFA's budget recommendation states that federal College Work Study funds did not decline in the last biennium. This is true. However, as one would hope the LFA's office is aware, isolated facts do not tell the whole story. Other federal financial aid programs have been drastically cut back in the last four years. And, as I'm sure you know, the new budget recommendations call for further severe cuts in federal loan and grant programs. At the same time, tuition in Mt. has risen at a rapid rate; it is scheduled to rise 20% in the next two years. Thus, the portion of total costs offset by federal financial aid is not rising or staying the same, as the LFA would seem to imply, but is rapidly declining.

The pages attached to my testimony show, numerically and graphically, the trends in student costs and federal work study over the past ten years. This data is from Montana State University. The other schools follow very closely the same trends. The budget analysis ignores these trends in tuition and federal programs and in doing so ignores the serious problems confronting many Montana students who wish to further their education and are willing to work to pay for it.

Another question raised in the LFA's budget analysis involves the \$140,214 of federal funds that went unspent in FY1984. Oddly enough, on the very next page of the analysis the reason for this is found: "colleges can transfer 10% of their...authorization forward one year." In fact, the \$140,000 is roughly 6.7% of the FY84 allocation. Every year a similar amount is carried over to guard against any possible shortfalls or excess demand on the system. Since this happens each

year, if there are no extraordinary circumstances the colleges actually spend the amount allocated, with this "cushion" flowing to the next year.

I would like to raise one more issue. In the last few years, tuition and funding of the University system has been tied to average levels at selected "peer" institutions. Financial aid, however, is tied to no such formula. No surveys are done, no comparisons made of the efforts of our peers in this crucial area. We recognize that it is not possible to compare states as it is to compare individual institutions within them. Our economic and political circumstances differ greatly. However, since Montana students must pay tuition equal to that paid by many students in surrounding states, it is instructive to note that many of these students (notably in Washington and Colorado) have access to state-funded work study programs.

In closing, I would like to stress one point: students are aware of budget problems at all levels and are ourselves facing the worst financial picture we have in the last fifteen years. In light of the tremendous pressure on the state's budget, the Regents and the Commissioner have asked only that this program be funded at its current level. The Governor has concurred. We hope this committee will see the need for this program and the long-term gain it provides to the state of Montana and we urge you to fund it at the levels requested.

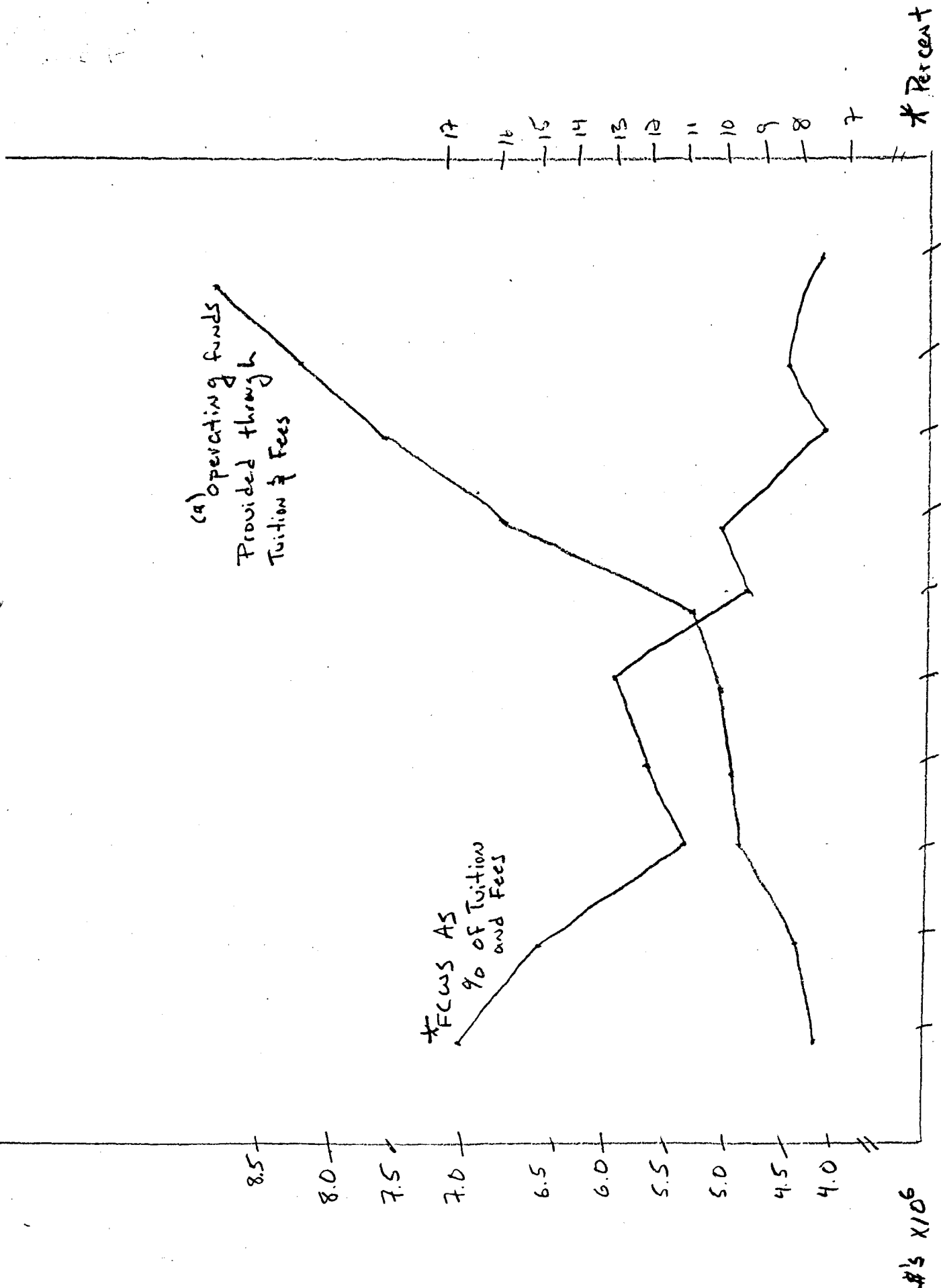
-MSU-
GENERAL OPERATING TUITION & FEES
AND FEDERAL COLLEGE WORK-STUDY APPROPRIATIONS
BY FISCAL YEAR

<u>Fiscal Year</u>	<u>Federal CWS Appropriation</u>	<u>FY FTE *</u>	<u>General Operating Tuition & Fees</u>	<u>Percent CWS to Tuition & Fees</u>
74/75	\$438,547	8585	\$3,668,436	11.95
75/76	\$683,396	8965	\$4,019,452	17.00
76/77	\$659,995	9320	\$4,275,031	15.43
77/78	\$579,725	9613	\$5,000,164	11.59
78/79	\$634,349	9555	\$5,057,736	12.54
79/80	\$684,669	9812	\$5,196,861	13.17
80/81	\$517,039	10338	\$5,535,912	9.33
81/82	\$676,970	10675	\$6,786,408	9.97
82/83	\$567,712	10691	\$7,557,848	7.51
83/84	\$707,499	10789	\$8,386,014	8.43
84/85	\$673,947	10364 #	\$8,681,256 #	7.76 #
85/86	\$700,000 **	10364 #	\$9,994,510 #	7.00 #

* Per Registrar's reports including restricted FY FTE.

Per executive budget and CHE estimates.

** Per estimated appropriations.



February 12, 1985

TO: Honorary Chairman and Committee Members

RE: Work Study Testimony

FROM: Jay Allen Grau

Dear Honorary Chairman and Committee Members:

My name is Jay Allen Grau and I am a freshman at Montana State University. Along with being a student of Industrial and Management Engineering with a 3.5 grade point average, I am a Work Study student. This is the issue which I intend to address.

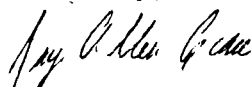
Work Study is a necessity for me. Through my family, I am receiving basically no financial support. Financial Aid is the means by which I can go to school. Financial Aid has given me \$950.00 of Work Study and \$950.00 of Guaranteed Student Loan. If my Work Study was cut, I would have to borrow more money. This would have stopped me from going to school. I did not want to borrow as much money as I did. Financial stability is not the only reason why Work Study is needed. There are many benefits to be considered.

I am a secretary/secretarial assistant for Career Services at Montana State University. My duties include typing, filing, copying, sending recommendations, and data entry on a computer. Along with my added responsibility, there comes many benefits that will turn into valuable assets. The first benefit is the attainment of evening study hours. Many regular jobs require night hours which intrude on valuable study time. Another valuable aspect of Work Study is the flexibility of the employer. A Work Study employer believes that school is the number one priority. This may be unlike a regular job employer.

The future is what a student is planning for when he or she attends college. Work Study can increase opportunities for future jobs. A future employee may consider the Work Study job an important part of the college experience. Besides the job itself, a person will gain influential references.

Work Study is a necessity to many college students. I, like many other Work Study students, would greatly appreciate your consideration on this important issue. Thank you for your time.

Sincerely,



Jay Allen Grau

To: Members of the Education Subcommittee
From: Judy E. Albright
Re: Work Study

My name is Judy Albright, I'm a Freshman at Montana State University. I have a 4.0 grade point average and I'm majoring in Secondary Education. My hometown is Helena, Montana. I am presently employed under work study at the Infant Toddler Center of the Home Economics Department.

I am in support of the funding of Montana work study for the following reasons:

1. I would not be able to attend school without the financial support I receive from my work study job. (This is also true for a majority of the students employed at the Infant Toddler Center.)
2. I feel that as a result of my willingness to work while attending school I am highly motivated to do well in my classes.
3. I feel my work study job not only benefits me but many others, i.e. parents who are students, children, the university, and students in Child Development who can utilize the Center as a lab.
4. No one should be denied the right to an education. Work study has the greatest benefit of all forms of financial aid.
5. My job has taught me responsibility. Another asset provided by the job is improved communication skills.
6. I would rather have work study than the burden of paying back a loan after college.

February 13, 1985

For the record, Mr. Chairman, I am Tina Morin and these are my sisters, Tammie and Tracey. We are currently freshmen at the University of Montana. We rise in strong support of the Montana State Work Study Program.

We are native Montanas, born and raised on our family's fourth generation ranch near Arlee, Montana. Our Great Grandfather homesteaded in Montana in 1912. Of the five children in our family, four are currently attending the University of Montana. Our older sister is also considering returning to college for her graduate degree.

As you can well imagine, the academic costs alone for five students can be overwhelming for one family to face. Even though we three graduated as valedictorians and salutatorian of our class and received some academic scholarships, we depend upon financial aid to help us pay our way through college. We do work during the summer, but these wages simply do not cover our costs at school.

We understand that President Reagan has asked Congress to cut many federal financial aid programs. These cuts will seriously jeopardize our education as well as our future. For this reason the continuance of the state work study program is extremely important not just for us but also for one of our state's most precious natural resources, the youth of Montana. *Lets invest in the development of this resource.*

Please consider funding this program as requested by Governor Schwinden for the next two years.

Thank you very much for your time and consideration.

*Tina Morin
Tammie Morin
Tracey Morin*

Computer Science/Sociology Math Minor

PATRICIA SUMMERS

A statement being pragmatically in FAVOR of the

315 Craighead

continuation of the STATE WORK STUDY PROGRAM

Family Housing

University of Montana

Missoula 59801

My reasons for wanting the continuation for the State Work-Study Program are both personal and pragmatic. First for the pragmatic reasons: It benefits Montana to have people working within it's University System and in local communities for wages that are at one and the same time reasonably fair to the individual and bearable by the employer. I am a "returning student"; that means that although I have farmed, and done all of the jobs in Management and Animal Production Science that that implies, I have never "held" a "real" job. Through the State Work Study program I have been trained for several "real" jobs-- although so far none have been as demanding as farming.

There is a program now called "Build Montana". I submit to you the notion that the best and surest way to build Montana is to help the people of Montana build themselves. Work Study is NOT a gift, it is NOT a free ride. Value is given and value is received. The money the State invests in the Work-Study program is money that is Invested in the future of the State itself. I know that jobs are scarce here. I know that after I graduate I have to leave. It is a sad thing, but necessary. But mebe, after I make my fortune (like all the mythical princes...) I can come back, and pay LOTS of TAXES and make BIG REQUESTS to the University System... but that is then and only a mebe and this is now. We are talking about a polluting but profitable energy resource... people. If Montana is to have a profit-filled future she must have people, and people who are able to make a living and pay taxes. I submit to you that the State Work-Study Program provides for those people to learn and earn and survive until they can take a place among the ranks of grumbling but grateful Montana taxpayers.

Patricia Summers

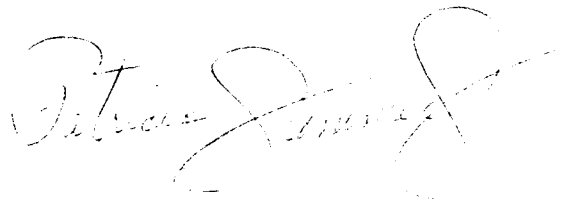
PATRICIA SUMMERS

page 2 of 2

I am one of those who dropped through the slates of the Federal program for Work-Study. If I were not able to get State Work Study it would be grimmer than it is at my house. Having 3 children at home and being in College myself is plenty of excitement, having to worry endlessly about how to make ends meet is a chore I can happily forego.

In my present job I am the "Lab Guy" who instructs the C.S. 195 (Computer Literacy) class in how to operate the I.B.M. P.C, the Macintosh and the Apple Computer's. Computer literacy, like the ability to drive a car, is one of those modern skills that are of overwhelming importance only if you CANNOT do it. In order to do my job I have had to learn the operating procedures for all of these machines myself. A valuable job skill for me.

Please continue the State Work Study Program if it is at all possible- they made you raise the drinking age, don't let the Feds dictate everything about life and business in the Sovereign State of Montana!

A handwritten signature in cursive script, appearing to read "Patricia Summers", written in dark ink.

COMMENTS IN SUPPORT OF A STATE WORK-STUDY PROPOSAL
DR. THOMAS ROBINSON, DEAN OF STUDENT AFFAIRS AND SERVICES
MONTANA STATE UNIVERSITY
FEBRUARY 13, 1985

IN BEGINNING TO DISCUSS THIS PROPOSAL, IT IS WISE TO ASK OURSELVES WHAT WE ARE TRYING TO ACCOMPLISH WITH OUR OVERALL PROGRAMS OF FINANCIAL ASSISTANCE TO STUDENTS. THE THREE MOST FREQUENTLY STATED REASONS ARE: 1)TO PROVIDE GREATER ACCESS TO HIGHER EDUCATION FOR STUDENTS; 2)TO ASSURE THAT STUDENTS ARE ABLE TO COMPLETE THEIR STUDIES IN A REASONABLE TIME PERIOD; AND 3)TO PROVIDE INCENTIVE FOR STUDENTS TO PERFORM WELL.

I WOULD LIKE TO CONCENTRATE MY REMARKS TODAY ON THE SECOND OF THESE REASONS, BECAUSE STUDENTS WHO BEGIN IN OUR COLLEGES AND ARE UNABLE TO COMPLETE THEIR STUDIES ARE VERY VISIBLE BY THEIR ABSENCE. SOME OF THE STUDENTS WHO FAIL TO COMPLETE ARE SIMPLY NOT PREPARED FOR WHAT IS REQUIRED TO COMPLETE A COLLEGE DEGREE. OUR SYSTEM PROVIDES THEM THE OPPORTUNITY AND THEY HAVE HAD THE COURAGE TO TRY. THE GROUP OF STUDENTS WHICH CONCERNS US THE MOST, THOUGH, ARE THOSE WHO HAVE THE ABILITY TO DO THE WORK, BUT FOR ONE REASON OR ANOTHER, DON'T REACH THEIR GOAL. AS INSTITUTIONS, WE ARE BEGINNING TO PAY A GREAT DEAL MORE ATTENTION TO THESE STUDENTS, FIRST BECAUSE WE FEEL THAT WE OWE EACH STUDENT OUR BEST EFFORT IN HELPING THEM TO ACHIEVE THEIR PERSONAL GOALS AND SECOND, BECAUSE THEIR FAILURE TO REACH THOSE GOALS REPRESENTS THE LOSS OF A SIGNIFICANT INVESTMENT BY THE PEOPLE OF THIS STATE.

WHAT KIND OF PERCENTAGES ARE WE TALKING ABOUT?

NATIONALLY, THE FIGURES GO SOMETHING LIKE THIS: 40% GRADUATE FROM THE COLLEGE THEY ENTER WITHIN FOUR YEARS; ANOTHER 10% EVENTUALLY GRADUATE FROM THAT COLLEGE; 20% EVENTUALLY GRADUATE FROM ANOTHER COLLEGE; AND 30% NEVER REACH THEIR GOAL. AT MSU A COUPLE OF FOLLOW-UPS WOULD INDICATE THAT WE ARE

SLIGHTLY LOWER THAN THE NATIONAL AVERAGE OF THOSE WHO GRADUATE IN FOUR YEARS, BUT SLIGHTLY ABOVE THE NATIONAL AVERAGE IN THOSE WHO EVENTUALLY GRADUATE FROM MSU.

WHAT CAUSES STUDENTS TO STAY OR LEAVE?

FROM A GENERAL PERSPECTIVE, LAST YEAR'S NATIONAL INSTITUTE OF EDUCATION REPORT INVOLVEMENT IN LEARNING: REALIZING THE POTENTIAL OF AMERICAN HIGHER EDUCATION STATES: "WE CONTENT THAT THE QUALITY OF UNDERGRADUATE EDUCATION COULD BE SIGNIFICANTLY IMPROVED IF AMERICA'S COLLEGES AND UNIVERSITIES WOULD APPLY EXISTING KNOWLEDGE ABOUT THREE CRITICAL CONDITIONS OF EXCELLENCE - ...THE FIRST OF THESE ... IS **STUDENT INVOLVEMENT**." THE REPORT GOES ON TO SAY THAT; "HIGHLY INVOLVED STUDENTS DEMONSTRATE THEIR COMMITMENT...BY DEVOTING CONSIDERABLE ENERGY TO STUDYING, BY WORKING AT ON-CAMPUS RATHER THAN OFF-CAMPUS JOBS, BY ACTIVELY PARTICIPATING IN STUDENT ORGANIZATIONS, AND BY INTERACTING FREQUENTLY WITH FACULTY AND PEERS".

ARE THERE STUDIES THAT SPEAK TO SPECIFIC CAUSES OF ATTRITION?

THERE ARE LITERALLY HUNDREDS, BUT TODAY I WANT TO MENTION A COUPLE OF THE MORE REPUTABLE NATIONAL STUDIES AND THEN GIVE SOME STATISTICAL AND ANECDOTAL INFORMATION FROM OUR CAMPUS IN BOZEMAN. THE AMERICAN COLLEGE TESTING PROGRAM (ACT) HAS CONDUCTED ONGOING STUDIES OF RETENTION AND ATTRITION IN ORDER TO BE OF SERVICE TO ITS MEMBER INSTITUTIONS. IN ITS RECOMMENDATIONS TO SCHOOLS OF WAYS TO IMPROVE RETENTION IT STATES THAT: "INSTITUTIONS SHOULD ATTEMPT TO MODIFY DISTRIBUTION OF FINANCIAL AID TO... OFFER MORE ON-CAMPUS WORK OPPORTUNITIES FOR STUDENTS". LATER IN THE REPORT, "ADEQUATE FINANCIAL AID" IS LISTED AS THE THIRD MOST IMPORTANT FACTOR INFLUENCING STUDENT RETENTION (ACT MID-STATE REPORT, P. 6.12 AND 6.17), RANKING BEHIND "CARING ATTITUDE OF FACULTY AND STAFF" AND "HIGH QUALITY OF TEACHING".

EACH YEAR, THE COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP), A JOINT EFFORT OF THE AMERICAN COUNCIL ON EDUCATION AND UCLA CONDUCTS ~~CONDUCTS~~ A SURVEY OF THE NATIONS ENTERING COLLEGE CLASS. FOLLOW-UP STUDIES ARE DONE OF THESE STUDENTS TO DETERMINE WHICH ASPECTS OF BACKGROUND AND EXPERIENCE ARE MOST RELATED TO CERTAIN COLLEGE OUTCOMES. ALEXANDER ASTIN, THE DIRECTOR OF THESE STUDIES HAS REPORTED ON THE FOLLOW-UP WORK IN HIS BOOK PREVENTING STUDENTS FROM DROPPING OUT. IN THE BOOK, ASTIN REPORTS ON THE IMPACT OF EMPLOYMENT IN GENERAL AND WORK-STUDY SPECIFICALLY ON PERSISTENCE TOWARD THE BACHELORS DEGREE. AMONG HIS CONCLUSIONS ARE THE FOLLOWING: 1) EMPLOYMENT OF FEWER THAN 25 HOURS PER WEEK CAN REDUCE THE PROBABILITY OF DROPPING OUT BY AS MUCH AS 15%; 2) ON-CAMPUS WORK IS GENERALLY PREFERABLE TO OFF-CAMPUS EMPLOYMENT; 3) WHETHER OR NOT THE STUDENT LIKES THE JOB DOESN'T SEEM TO MAKE A DIFFERENCE; 4) THE EFFECTS OF COLLEGE EMPLOYMENT ARE MOST BENEFICIAL AMONG STUDENTS WHO RECEIVE LITTLE OR NO GRANT OR LOAN SUPPORT; 5) PARTICIPATION IN WORK-STUDY PROGRAMS IS ASSOCIATED WITH REDUCTIONS IN DROPOUT RATES OF 8% AMONG MEN AND UP TO 11% AMONG WOMEN; 6) THIS PARTICIPATION RESULTS IN AN EVEN LARGER REDUCTION (UP TO 9%) AMONG MINORITY STUDENTS.

ASTIN CONCLUDES ABOUT WORK-STUDY PROGRAMS THAT, "SUCH PROGRAMS NOT ONLY OFFER PRODUCTIVE WORK, BUT ALSO INCREASE THE STUDENT'S CHANCES OF COMPLETING COLLEGE. THESE POSITIVE EFFECTS MIGHT BE ATTRIBUTABLE TO THE GREATER DEGREE OF STUDENT INVOLVEMENT IN CAMPUS LIFE THAT MAY RESULT FROM PARTICIPATION IN WORK-STUDY PROGRAMS."

THESE NATIONAL STUDIES ARE FINE, BUT ARE FINANCES A CONCERN FOR OUR STUDENTS?

ONE OF THE NICE THINGS ABOUT OUR PARTICIPATION IN THE CIRP RESEARCH NOTED ABOVE IS THAT IT GIVES US THE OPPORTUNITY TO LOOK AT QUESTIONS LIKE THIS WITH THE PERSPECTIVE OF TIME. TWO OF THE QUESTIONS ASKED MAY GIVE INSIGHT INTO YOUR QUESTION. THE FIRST CONCERNED WHICH OF SEVERAL FACTORS WERE VERY IMPORTANT IN THE STUDENT'S SELECTION OF MONTANA STATE. THE NUMBER OF STUDENTS WHO LISTED LOW TUITION AS A VERY IMPORTANT FACTOR HAS INCREASED BY 37% FROM 13.8% OF THE ENTERING STUDENTS IN 1973 TO 19.0% IN 1984. ANOTHER QUESTION ASKED ABOUT THE DEGREE OF CONCERN STUDENTS HAD ABOUT BEING ABLE TO MEET EXPENSES FOR COLLEGE. THE PERCENTAGE OF STUDENTS WHO EXPRESSED MAJOR CONCERN AND WHO WERE UNSURE THAT THEY WOULD HAVE ENOUGH MONEY TO FINISH COLLEGE JUMPED FROM 14.3% IN 1970 TO 23.1% IN 1984.

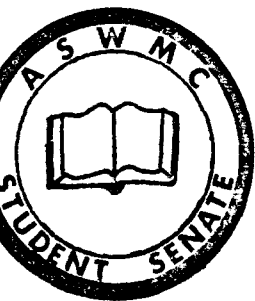
OK! YOU'VE SAID SO MUCH, THAT I'M BEGINNING TO GET LOST. CAN YOU WRAP IT UP IN A FEW QUICK SENTENCES?

I'LL GIVE IT A TRY. THE ENACTMENT OF THE MONTANA WORK-STUDY PROGRAM IS IMPORTANT ON SEVERAL LEVELS. FIRST IT IS IMPORTANT TO INDIVIDUAL STUDENTS BECAUSE IT CAN BE A SOURCE OF FUNDS WHICH CAN MAKE THE EDUCATIONAL GOALS TO WHICH THEY HAVE ASPIRED MORE ATTAINABLE. SECONDLY, IT IS IMPORTANT TO THE SEVERAL INSTITUTIONS, BECAUSE IT CAN BE A MEANS OF EMPLOYING TALENTED PEOPLE TO DO IMPORTANT WORK IN CLASSROOMS, LABORATORIES AND OFFICES WHICH THE NORMAL STATE APPROPRIATION DOES NOT MAKE POSSIBLE. THIRDLY, WHILE WE DO NOT VIEW FUNDS FOR THIS PROGRAM IN ANY WAY REPLACING ANY PORTION OF THE UNIVERSITY SYSTEM BUDGET, THEY ARE IMPORTANT IN HELPING THE STATE TO MAXIMIZE THE RETURN ON ITS INVESTMENT OF FUNDS IN THE SYSTEM. FINALLY, THE PROGRAM WILL COMBINE ON ALL THESE LEVELS TO BRING ABOUT THE "INVOLVEMENT IN LEARNING" URGED BY THE NATIONAL INSTITUTE OF EDUCATION AS NECESSARY FOR THE NATION AND, IN THIS CASE, THE STATE, TO REALIZE THE POTENTIAL OF AMERICAN

AND MONTANA HIGHER EDUCATION.

TO REDUCE THAT IN SCOPE JUST A LITTLE BIT, LET'S TAKE A ROUND FIGURE OF ABOUT 2000 FRESHMEN WHO WILL ENTER MSU DURING THIS YEAR. IF, AS WE STATED EARLIER, 50% OF THOSE STUDENTS EVENTUALLY GRADUATE FROM MSU (1000) AND IF A STUDENTS CHANCES OF DROPPING OUT CAN BE REDUCED BY 8% THROUGH PARTICIPATION IN WORK-STUDY, THEN IT IS POSSIBLE TO PRODUCE 80 MORE GRADUATES FROM THIS YEARS CLASS. THE MONTANA WORK-STUDY PROGRAM CAN PLAY A SIGNIFICANT ROLE IN THIS INCREASED PERSISTANCE TO DEGREE.

FINALLY, IT IS IMPORTANT TO REALIZE THAT STUDENTS DROP OUT NOT BEFORE THE STATE HAS INVESTED IN THEIR HIGHER EDUCATION, BUT AFTER SUBSTANTIAL MONEY HAS BEEN EXPENDED ON THEIR BEHALF. IF THE DEGREE IS NOT PRODUCED, NOT ONLY IS THE INDIVIDUAL DEPRIVED OF FUTURE INCREASED INCOME, BUT THE STATE IS DEPRIVED OF BOTH FUTURE AND PRESENT TAX DOLLARS AND OF A MORE EDUCATED AND INVOLVED CITIZEN.



Office of the

EXHIBIT 11
2-13-85

Associated Students of Western Montana College

P.O. Box 19

Dillon, Montana 59725

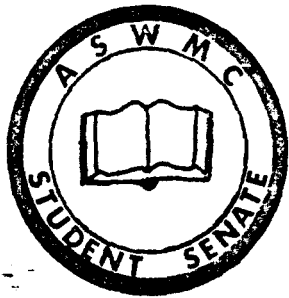
Ph. 683-7211

February 13, 1985

I appreciate your consideration of our requests today. My name is Jenny Butorovich and I am from Warm Springs, Montana. I am a student at Western Montana College. My state work study job not only supplies needed income, but also experience in the field in which I hope to develop a career.

Being an assistant to a professor in a science lab class is an exciting, worthwhile job that will be an asset to my student/instructor communication skills. Since I am going into the education field, this chance that I have been given is invaluable.

I hope that you will all consider not only the financial side of student work study, but also the side that allows for experience and and opportunity for employment.



Office of the

EXHIBIT 12
2-13-85

Associated Students of Western Montana College

P.O. Box 19

Dillon, Montana 59725

Ph. 683-7211

February 13, 1985

I am Marti Crawford Pearce from Helena. This is my fifth year at Western Montana College. Four of these years I have been employed by work study.

Last year my parents had three children in college. There was no possible way my parents could afford to support all of us. Had it not been for state work study, I would not have been able to complete my education.

Currently work study is the only income that my husband and I have. I have a six month old child and would not be able to support him and go to school at the same time without my work study income and my husband's.

Dillon is a small ranching town in Southwestern Montana. There are not many businesses that draw students for employment. Without work study, many Western students would not have the opportunity to work and earn money to put themselves through college. I am sure you can sympathize with this and continue the state work study program at WMC.

WITNESS STATEMENT

NAME Susan Gecho Gobbs BILL NO. _____
ADDRESS 117 B Sisson Missoula, Mt. 59801 DATE 2/13/85
WHOM DO YOU REPRESENT? Student at UofM Law School
SUPPORT X OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: Mr. Chairman, for the record, my name is Susan Gobbs and I stand strongly in favor of this bill. I am a 1st year student at the UofM Law School. My husband is an undergraduate at UofM. We are 25 and 27 respectively. We ~~are~~ are typical of a new wave of ^{39.4%} college students. We have held full time jobs before ^{over 2.5} returning to school. Because of the revolving admissions program, I was not ~~eligible~~ able to qualify for Federal Work-Study. My husband and myself are not eligible ^(sp) for any grants this year. I will not be able to receive any grants due ^{over \$3000} to my graduate status. According to the Financial Aid Office at UofM if the proposed federal cuts go through, my families aid will be cut by thousands of dollars. My tuition is twice that of an undergraduate student. If these cuts go through and we are not able to get State Work Study my husband will be forced to abandon his dream of a college degree.

Thank You

WORK STUDY TESTIMONY
EDUCATION SUBCOMMITTEE
FEBRUARY 13, 1985

MY NAME IS GREGG CAWLEY. I AM AN ASSISTANT PROFESSOR OF POLITICAL SCIENCE AT THE UNIVERSITY OF MONTANA AND I AM SPEAKING ON BEHALF OF THE FACULTY AND UNIVERSITY TEACHERS UNION IN SUPPORT OF THE STATE WORK STUDY PROGRAM.

THESE HEARINGS OCCUR DURING A PERIOD OF RENAISSANCE FOR HIGHER EDUCATION IN THE UNITED STATES. A DECADE OF EXCESS HAS RAISED JUSTIFIABLE DEMANDS FOR MEANINGFUL CHANGES IN UNIVERSITY CURRICULUM AND ACADEMIC STANDARDS. WE IN THE STATE OF MONTANA SHOULD BE PROUD OF THE FACT THAT THE UNIVERSITY OF MONTANA IS IN THE FOREFRONT OF THESE CHANGES.

THE ASSOCIATION OF AMERICAN COLLEGES (AAC) RECENTLY PUBLISHED A REPORT CRITICAL OF THE NATURE AND SCOPE OF COLLEGE CURRICULUM. THE REPORT WENT ON TO IDENTIFY NINE AREAS WHICH SHOULD GUIDE FUTURE CURRICULUM REVISIONS. I AM HAPPY TO REPORT THAT THE GENERAL EDUCATION PROGRAM, ALREADY IN PLACE AT THE UNIVERSITY, RESPONDS TO EACH OF THE NINE POINTS IN THE AAC REPORT.

BUT CHANGE ALWAYS HAS ITS PRICE, AND ONE OF THE HIDDEN PRICES OF THESE CHANGES IS THEIR EFFECT ON STUDENTS. THERE IS AN UNCOMFORTABLE UNDERTOW FOR STUDENTS IN THE CONTEMPORARY DIALOGUE OVER HIGHER EDUCATION. FROM THE STUDENTS' PERSPECTIVE, WE SEEM TO BE ASKING THEM TO EXCEL IN AN INCREASINGLY BROAD RANGE OF ACADEMIC FIELDS, WHILE AT THE SAME TIME, WE ARE SYSTEMATICALLY

REDUCING THE FINANCIAL RESOURCES NEEDED BY MOST STUDENTS TO PURSUE THEIR STUDIES.

THERE IS EVIDENCE OF ABUSE IN FINANCIAL AID PROGRAMS AS SECRETARY OF EDUCATION BENNETT EXPLAINED IN A RECENT PRESS CONFERENCE. HOWEVER, I BELIEVE SECRETARY BENNETT'S COMMENTS ARE LESS APPLICABLE HERE IN MONTANA THAN ELSEWHERE IN THE COUNTRY. FOR EXAMPLE, IN ONE OF MY SOPHOMORE LEVEL CLASSES ABOUT HALF THE STUDENTS ARE RECEIVING SOME FORM OF FINANCIAL AID. OF THOSE STUDENTS, HALF INDICATED THAT THE PROPOSED CUTS IN FINANCIAL AID WOULD MAKE IT IMPOSSIBLE FOR THEM TO CONTINUE THEIR STUDIES. NONE OF THE STUDENTS RECEIVING AID, I MIGHT ADD, PLANNED TO BUY STEREOS, CARS OR THREE WEEK BEACH VACATIONS.

A MORE IMPORTANT POINT, HOWEVER, IS THAT THE WORK STUDY PROGRAM REPRESENTS A DIFFERENT TYPE OF ASSISTANCE; ONE LESS SUSCEPTIBLE TO ABUSE. FIRST AND FOREMOST, STUDENTS EARN WORK STUDY MONEY, IT IS NOT JUST GIVEN TO THEM. SECOND, ALTHOUGH THERE^{RE} IS CONSIDERABLE DIVERSITY IN THE JOBS PROVIDED BY WORK STUDY, THE COMMON ELEMENT IS THAT THEY ARE JOBS.

TOO OFTEN, GRADUATING SENIORS CONFRONT EMPLOYERS WHO WOULD RATHER HIRE PEOPLE WITH WORK EXPERIENCE THAN PROVIDE THE IMPORTANT "FIRST JOB" FOR NEW TALENT. WORK STUDY HELPS HERE BY GIVING STUDENTS BOTH WORK EXPERIENCE AND REFERENCES WHO CAN ATTEST TO THEIR JOB RELATED SKILLS. THIS GOES A LONG WAY IN HELPING STUDENTS BECOME PRODUCTIVE MEMBERS OF SOCIETY UPON GRADUATION.

MOREOVER, WORK STUDY JOBS OFTEN BROADEN THE EDUCATIONAL

EXPERIENCE OF STUDENTS. AS TODAY'S TESTIMONY DEMONSTRATES, MANY TIMES WORK STUDY JOBS ALLOW STUDENTS THE OPPORTUNITY TO APPLY THEIR CLASSROOM LEARNING IN A PRACTICAL SETTING. EXPERIENCES SUCH AS THESE GIVE THE INDIVIDUAL STUDENTS A DEEPER APPRECIATION OF THEIR SUBJECT MATTER, AND ULTIMATELY, ENHANCE THE QUALITY OF THE UNIVERSITY'S EDUCATIONAL PROGRAM.

IN CONCLUSION, I THINK THE WORK STUDY PROGRAM OFFERS AN EXCELLENT EXAMPLE OF EFFECTIVE AND MEANINGFUL STUDENT FINANCIAL ASSISTANCE. I WOULD HOPE THAT YOUR CONSIDERATIONS ARE MOTIVATED BY A PHILOSOPHY DIFFERENT FROM SECRETARY BENNETT'S. HE HAS INDICATED THAT REDUCTIONS IN FEDERAL STUDENT FINANCIAL ASSISTANCE "WILL, LIKE THE RAIN, FALL ON THE JUST AND UNJUST ALIKE." I ENCOURAGE YOU TO MAKE THE STATE WORK STUDY PROGRAM AN UMBRELLA FOR THE JUST. THANK YOU.

DR. GREGG CAWLEY
ASSISTANT PROFESSOR
POLITICAL SCIENCE DEPARTMENT
UNIVERSITY OF MONTANA

Michelle E. Wing, Associated Students of Montana State University

1. The Cost of Being a Student

- a. tuition
\$585 per year
- b. fees
between \$200 and \$400 per year
- c. other expenses
room and board, on campus, \$2,255 per year
books, \$255-\$300 per year
miscellaneous expenses, \$900 per year
- d. Minimal expenditure, between \$4,195 and \$4,440

2. The Financial Aid Problem

- a. self-supporting vs. dependent, qualifying for aid
- b. the total aid package
Pell Grants, loans, work study
- c. indebtedness

3. A Montana Education

- a. desire to remain in the state
- b. retention of students, in school and later jobs

4. State Work Study, as a Solution

- a. the need exists in the state
- b. purpose of the work study bill
- c. importance of student jobs
- d. reflecting towards overall financial situation

Kinds of Work Study Jobs Held by Montana Students

combining students from Eastern, Western and MSU

	<u># of students</u>	<u>percentage</u>
Social & Community Action Agency Aides	9	
Health Professions Aides	1	
Tutorial Assistants	6	
Teaching Assistants	5	
Classroom Assistants	5	
Research Assistants	36	8%
Laboratory Assistants	104	23%
Library & Museum Assistants	31	7%
Student Personnel Assistants	9	
Athletic & Recreation Assistants	32	7%
Technicians	29	6%
Information Assistants, Writers & Related	0	
Agriculture & Horticulture Assistants & Related	3	
Arts, Crafts & Related	14	3%
Clerical, Stenographic & Related	104	23%
Business Office Assistants & Related	28	6%
Hospitality Assistants	4	
Food Service Aides	2	
Protective & Security Aides	6	
Building Maintenance	11	2%
Grounds Maintenance & Related	12	2%
	<hr/> 451	

SUMMARY OF JOBS : EASTERN M.T. COLLEGE

<u>Job Title</u>	<u>Number of Students</u>
Acquisition Technician	1
Advisor	2
Audio Visual Aide	3
Building Supervisor	1
Catalog Aide	1
Ceramic Shop Aide	1
Circulation Aide	7
Computer Technician	1
Craftperson Aide	1
Custodial Assistant	1
Data Entry Technician	2
Desk Receptionist	3
Document Aide	3
Door Guard	1
Equipment Room Aide	1
Equipment Room Clerk	4
General Clerical	20
General Faculty Aide	1
General Labor	4
General Office Aide	2
General Office Assistant	1
Grants Assistant	1
Laboratory Aide	2
Laboratory Assistant	1
Library Aide	2
Library Assistant	1
Library Assistant III	1
Locker Room Assistant	1
Music Library Aide	1
Office Assistant	1
On-Air Board Operator Assistant	1
Paper Grader Aide	3
Parking Lot Aide	1
Preschool Aide	4
Recreational Activities Supervisor	1
Research Aide	1
Resident Aide	1
Scene Shop Supervisor	1
Shelver	1
Transcript Clerk	1
Tutor	2
TOTAL	89

WITNESS STATEMENT

EXHIBIT 16
2-13-85

NAME Ethel Mullins BILL NO. _____
ADDRESS EMC. Petro Box 771 DATE 2/13/85
WHOM DO YOU REPRESENT? Eastern Montana College
SUPPORT _____ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: I Am a freshman at EMC.

For the Record I am not now on the work study program I entered college in fall and was too late to apply - I am planning to use the work study program in 1985-86

I need to work for the money I use in school. I am also concerned with the way a cut on work study will affect others I am involved with on the campus. It will cause students to drop school because of lack of funds.

The jobs need to be done why not place the student to do the jobs. The work study program is not a free give away - I believe pay for work is better than outright grants.

WITNESS STATEMENT

NAME John L. Weeks BILL NO. State Work Study
ADDRESS Box 704 Petro Hall EMC DATE 2-13-85
WHOM DO YOU REPRESENT? EMC
SUPPORT ✓ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: I do not receive ^{state} work study but
I am on financial aid & I do
appreciate it very much.

I greatly appreciate the aid
of work study programs & financial
aid if it weren't for these I
would never have been here.

So I would hope you not
cut these programs

it is my understanding that work study
is ~~an~~ aid for lower income students
part of financial aid work study is cut a lot of
students will have to drop out thus

it will start to fall back to only
higher income students attending

Mr. Chairman, members of the committee, my name is Diane Hill and I am the President of the Associated Students of Montana State University. I stand in support of funding for the Montana State work study program.

Students at Montana State University believe that work study is a beneficial learning experience and a financial necessity. A survey done fall quarter of the present academic year shows that 97% of those polled favor continued funding of the State work study program. The same survey asked students to rank order five major educational issues (Guaranteed Student Loans, Improved Computer Facilities, WICHE/WAMI, Engineering & Physical Sciences Facilities, and Work Study.) 64% of the students felt work study was a high priority issue by ranking it first or second among the five.

Several work study students I talked with said they could not attend college without their jobs. The cost of a college education is rising so rapidly that these students are barely making ends meet. Don't penalize them further by eliminating the work study program from the State budget.

I'm including letters I have received from concerned MSU students expressing their feelings on work study. I urge you to take the time to read them to gain an understanding of these students presently on work study. The students that sent these letters could not be here today -- they had to work.

For the students of Montana State University I stand in support of funding for the Montana work study program.

Respectfully Submitted,

Diane M. Hill

WITNESS STATEMENT

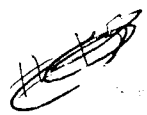
NAME Jerri Tate BILL NO. _____
ADDRESS 124 So 58 DATE _____
WHOM DO YOU REPRESENT? Eastern Montana College
SUPPORT _____ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: ^(Student) Student

Experience -
- Students have graduated and employed immediately
Utilized 4-6 Work Study, Student Fed/State.
Many of these students would not have been able to
complete their degree if they had not received W.S.
[Billings does offer many on wage off campus jobs for
students.]

The campus offers W.S. jobs for students -
the expense plus service benefited the College - cannot
be replaced.
all the W.S. students employed at the S.C. - all have
graduated & are currently tax-paying MT teachers, counselors, and
business related.


SILENT TESTIMONY
STATE WORK STUDY
2-13-85

TO: The Education Subcommittee
FR: Susan L. Standa
DATE: February 12, 1985
RE: Work Study Funding

This letter concerns the upcoming proposal to cut work study funds at MSU and every other college in the United States. I am a student at MSU and I am currently receiving work study money. I have a very hectic schedule and I am unable to attend the hearing this Wednesday, February 13, 1985, so I am writing this letter to voice my concern.

The cost of tuition is continually rising and my financial aid helps to pay these expenses. My parents are helping three of their children through college and I am trying my hardest to pay for most of my education. Without my work study money this would be virtually impossible. The work study jobs on campus are also a great convenience. Without this job I would have to find another job and without a vehicle, it is very difficult to get a job that fits into my schedule.

I find it very difficult to understand our government's way of thinking. I have read a lot about how our quality of education is decreasing, yet education seems to be the first place they decide to cut funds. Being an education major, I find it difficult to understand how we can better our system when funds are being cut left and right! Many promising students will be unable to continue their education if they cannot get help from work study and other financial aid.

We must all work to stop this proposal and help many deserving people receive a quality education anywhere in the United States.

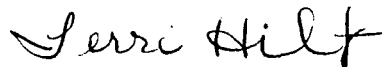
February 12, 1985

To The Education Subcommittee:

This letter is being written to express my support of the work study program. I am unable to attend the hearing because of my hectic schedule. As a full time student/part time worker and single parent with a test on Wednesday the 13th, it is very hard for me to arrange a full day off.

Although I am not able to attend, I feel it is very important to let you know how important this program is. With the cost of school constantly rising, it would be impossible to get by without the income from work study. It is comforting to know that there is that extra help without exhausting funds of every loan available.

Sincerely,

A handwritten signature in cursive script that reads "Terry Hilt".

Terry Hilt