

MINUTES OF THE MEETING
EDUCATION SUBCOMMITTEE
50TH LEGISLATURE

January 8, 1987

The meeting of the Education Subcommittee was called to order by Chairman Dennis Nathe at 8:05 a.m. on Thursday, January 8, 1987 in Room 104 of the State Capitol.

ROLL CALL: All members were present. Also present were Dori Nielson and Jane Hamman of the LFA, and Norm Rostocki of the OBPP, and Deb Thompson, Secretary.

FIRE SERVICES TRAINING SCHOOL:

OBPP: (3-1-A-025) Norm Rostocki gave the committee an overview of the Fire Services Training School (Exhibit 1). This agency's budget is smaller than in 1986. The differences between the OBPP and LFA are noted. An OBPP budget addition of \$4,000 in supplies has now been included recognizing a \$2,000 annual grant.

LFA: Dori Nielson did a brief overview of the budget and there appeared to be very little difference between the OBPP and the LFA. Exhibit 2 and 3 detail the differences. A biennium total of \$1,355 increased to \$5,355 with the inclusion of the OBPP \$4,000 in supplies.

Agency: Butch Weedon, Director of the Fire Services Training School gave the committee an introduction and information concerning the job of the Fire Services Training School. He cited some areas where his requested budget needs are greater than those presented.

Ted Hazelbaker of the sponsoring Board of Public Education supported the Fire Services Training School.

Proponents: Ross Fitzgerald, Chairman for the Advisory Council for the Fire Services Training School, supported this school as they are valuable in administering the training of firemen statewide. There is additional activity in this school due to the new technology in regards to hazardous material. Firemen are responsible for primary response and are called upon in rural as well as city situations. The pay is low considering the importance and need for their position.

Bruce Suenich of the Montana State Association of Fire Chiefs supported the Fire Services Training School and the budget.

Lyle Nagel of the Montana State Volunteer Fire Fighters Association also supported the school. There is no source of funding for the volunteer and rural fire fighters. These cover a wide area. Updates and continued training are necessary.

Opponents: There were no opponents.

THE SCHOOL FOR THE DEAF & BLIND

OBPP: Norm Rostocki presented the differences between OBPP and LFA, citing OBPP figures as more realistic in personal services and in transportation.

LFA: (3-1-A-680) Jim Haubein gave a brief overview of the differences between the OBPP budget and current level. (Exhibit 4). A prioritized list will be presented at the work session.

Vice Chairman Jacobson assumed the chairmanship for a period of time while Chairman Nathe attended other responsibilities. Chairman Nathe returned near the end of meeting and continued.

Agency: (3-1-B-168) Bob Deming, Superintendent of the Montana School for the Deaf & Blind, illustrated the mission and program format of the school, student populations, and expenditures by category (Exhibit 5). The school is an independent institution under the general supervision, direction, and control of the Board of Public Education. This is a residential and boarding school for children and adolescents whose hearing or sight is so defective as to be unable to receive a sufficient education in public schools. The use of specialized methods and systems teach trades and vocations to enable children to become independent and self sustaining.

This school is a direct service to children. The budget reductions must be reflected by fewer staff and reduced services to children and by reducing programs.

(3-1-B-322) Ted Hazelbaker, Chairman of the Board of Public Education, agreed that more cuts cannot be met and still have a viable school. This may risk dismantling programs at the school and hurting the kids.

(3-1-B-392) Claudette Morton, Executive Secretary of the Board of Public Education is concerned that the school be able to continue to function as a school. The concern stems mainly from the Governor's reductions and vacancy savings. Current textbooks are needed.

(3-1-B-455) Gail Gray of OPI is part of the monitor team and is concerned about the sadly out-of-date textbooks. The staff and services reduction are regrettable. There is no licensed speech pathologist as required to be in compliance with the law. This could mean the loss of federal funding. (Exhibit 6)

(3-1-B-487) Bill Sykes, Business Manager of the School for the Deaf & Blind commented on the issues raised by the LFA budget book (Exhibit 7). Continuity of services must be provided as well as supervision of resident students. Reductions in teacher aides' positions translates into reduction in current staff. This becomes a problem in maintaining service.

Miss Lucille Krajacich, Principal for the Deaf and Blind programs addressed the committee concerning the increase in expenditures for books and reference material. Not only is the cost of braille and large print texts high, but there are requests for students in other schools for books every year. Expenditures for the basic and replacement costs of books will continue.

(3-2-A-000) Pete Gebo, Dean of Students, addressed the travel cost issue. Costs increase on a yearly basis. The distances traveled and the need for safety complicate the problem.

Audiology Program: Merle DeVoe, administrator for the audiology program (3-2-A-190), testified. (Exhibit 8 and 9) Funding is too low. A serious consequence of reduced funding is the termination of full-time service. The nearest centers are often many miles away. He plans to streamline by combining the services to be more effective for the upcoming school year. The earlier the budget amounts are known, the easier this can be accomplished.

Proponents: Mrs. Janet Grover, parent of a vision-impaired student, testified about the good care her daughter had received and the confidence and abilities she had gained. Her daughter is now enrolled in post-secondary training.

Mrs. Phylis Honka testified about the problems of having a hearing-impaired child. She felt the school should not be classified as an institution. It is a school and cares for students with family standards.

Mrs. Diane Kielblock testified that her child progressed tremendously academically after attending the school. However, she noted a lack of speech therapy at the school. (Exhibit 11).

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Debbie Olson is the parent of a 16 year old multi-handicapped son. She said this is the only educational choice these children have. Public schools are not equipped to handle these kids.

Steven Gettel, President of the Parent Teacher Houseparent Association, supports adequate funding. The quality of the school needs to be maintained for the state.

Ms. Terri Minnow, Montana Federation of Teachers, supports funding for the school. The issue of vacancy savings and the salary schedule will be raised later on. She supported adequate funding in order for quality to be maintained.

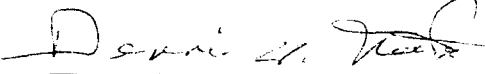
Opponents: There were no opponents.

Committee discussion followed. Senator Jacobson is supportive and says the school needs solid information on the budgets. She would like to know where the reductions are since they were not anticipated by the committee. Funding for the school had actually been increased anticipating more students, while the increase was only one student. Representative Peck searched the law and wondered why the school assumed so much responsibility in transportation of students. Mr. Sykes said they will take a look at this to see if it is board policy at Monday's meeting. Senator Jacobson said the Rules Committee extended the deadline for committee bills for situations to take care of statute if the conclusion shows a need for clarification.

Representative Peck raised the question about consequences of eliminating the audiology service. He inquired about private practitioners being able to identify learning problems with the hearing impaired. He asked if it was allowable to get out of audiology since it is not dictated by federal statute. There are very few private practice audiologists in Montana. The law may need amending.

Chairman Nathe announced the work session for 8:00 a.m. January 9, 1987.

ADJOURNMENT: The meeting was adjourned at 11:17 a.m.


DENNIS NATHE, Chairman

DAILY ROLL CALL

EDUCATION SUB COMMITTEE

50th LEGISLATIVE SESSION -- 1987

Date 1-8-87

NAME	PRESENT	ABSENT	EXCUSED
Rep. Dennis Nathe, Chairman	✓		
Sen. Judy Jacobsen, Vice Ch.	✓		
Sen. Swede Hammond	✓		
Rep. Dennis Iverson	✓		
Sen. Greg Jergeson	✓		
Rep. Ray Peck	✓		



STATE OF MONTANA

3911 CENTRAL AVENUE

GREAT FALLS MONTANA 59401

(406) 453-1401

TED SCHWINDEN GOVERNOR

TO: EDUCATION SUBCOMMITTEE, REPRESENTATIVE DENNIS NATHE,
CHAIRMAN; SENATOR JUDY H. JACOBSON, VICE CHAIRMAN;
MEMBERS: REPRESENTATIVE DENNIS IVERSON; REPRESENTATIVE
RAY PECK; SENATOR H. W. "SWEDE" HAMMOND AND SENATOR GREG
JERGESON

FROM: ROBERT J. DEMING, SUPERINTENDENT *Robert J. Deming*

RE: TESTIMONY BEFORE THE EDUCATION SUBCOMMITTEE ON JANUARY
8, 1987.

The attached documents illustrate the mission and program format of the School, student populations, and expenditures by category from 1979 through 1986.

SCHOOL FOR THE DEAF AND THE BLIND



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GREAT FALLS MONTANA 59401

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TEDSCHWINDEN GOVERNOR

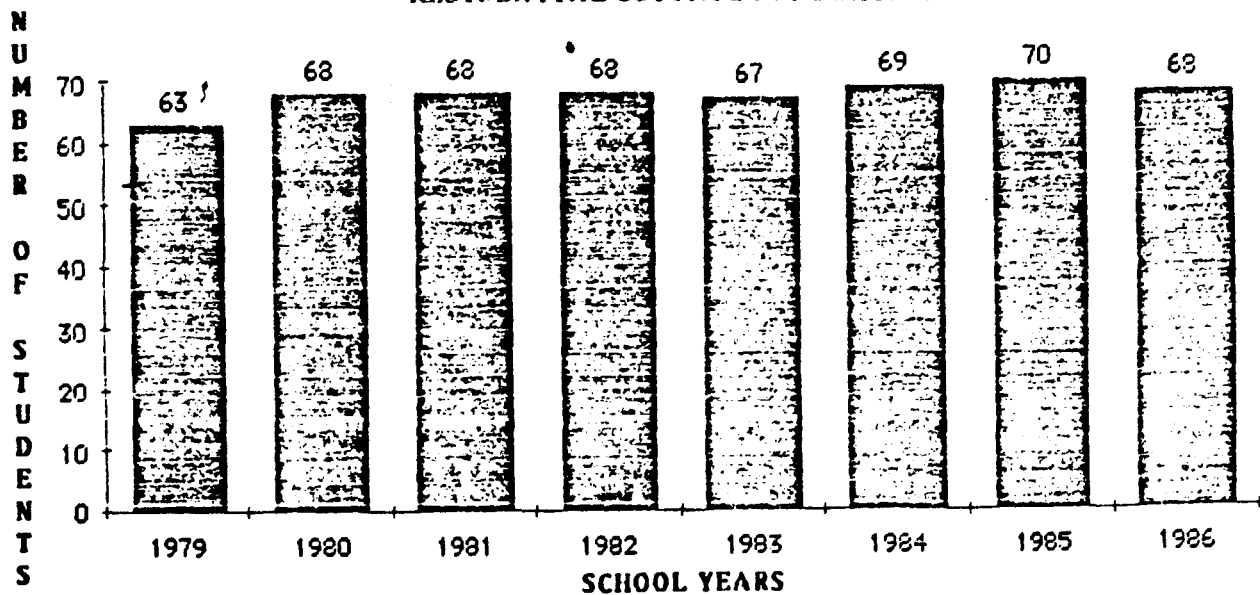
CHART #3

THIS CHART INDICATES THE NUMBER OF STUDENTS LIVING IN RESIDENCE FOR 24 HOURS PER DAY, SEVEN (7) DAYS PER WEEK FOR THE SCHOOL YEAR OF FORTY (40) WEEKS.

SINCE THIS CHART WAS DEVELOPED, THREE (3) LOCAL EDUCATION AGENCIES (LEA'S) HAVE CHILD STUDIED STUDENTS TO OUR RESIDENTIAL FACILITY, HENCE WE NOW HAVE SEVENTY-ONE (71) STUDENTS LIVING ON CAMPUS.

THIS NUMBER INDICATES HIGHEST RESIDENCE POPULATION SINCE 1979 AS INDICATED ON OCTOBER AVERAGE DAILY ATTENDANCE (ADA).

MONTANA SCHOOL FOR DEAF & BLIND RESIDENTIAL COTTAGE POPULATION



SCHOOL FOR THE DEAF AND THE BLIND



STATE OF MONTANA

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GREAT FALLS MONTANA 59401

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TED SCHWINDEN, GOVERNOR

CHART #4

CATEGORIES OF HANDICAP:

HEARING IMPAIRED:

THE STUDENTS HEARING IS IMPAIRED AND FOR THIS REASON ARE UNABLE TO RECEIVE A SUFFICIENT AND PROPER EDUCATION IN THE LOCAL EDUCATION AGENCY.

HEARING IMPAIRED-MULTIHANDICAPPED:

THESE STUDENTS WITH AN ADDITIONAL HANDICAPPING CONDITION WHICH INCLUDES ONE OR MORE OF THE FOLLOWING: CEREBRAL PALSY, VISUAL IMPAIRMENT, LEARNING DISABILITY, NEUROLOGICAL DYSFUNCTION, APHASIA, MENTAL RETARDATION, BEHAVIOR DISORDER.

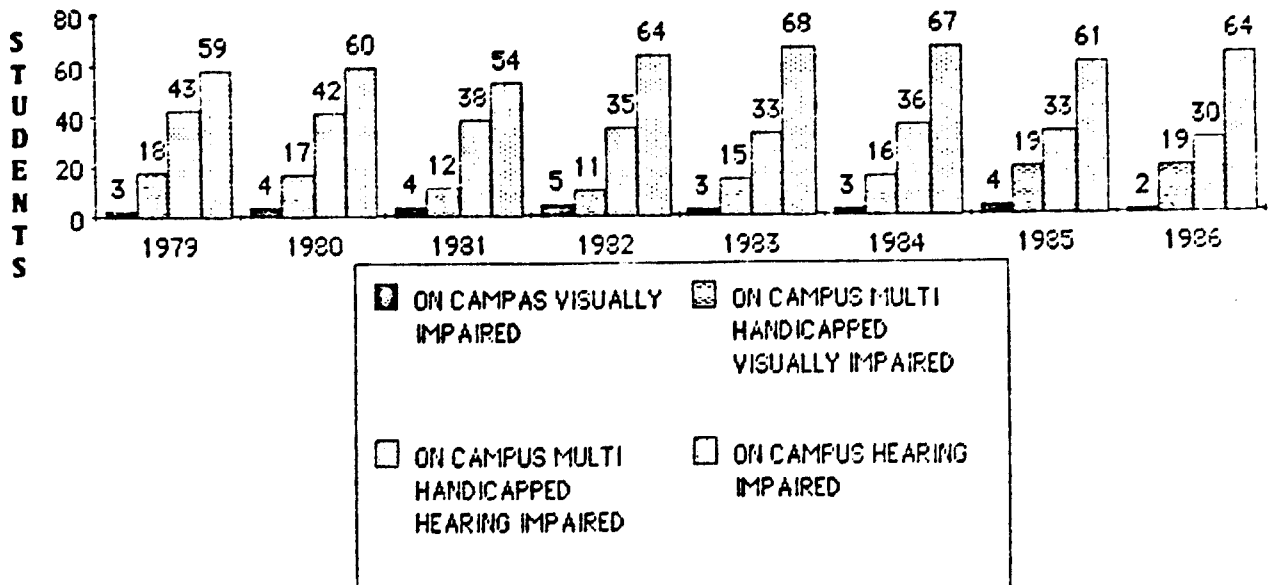
VISUALLY IMPAIRED:

THE STUDENTS VISION IS IMPAIRED AND FOR THIS REASON ARE UNABLE TO RECEIVE A SUFFICIENT OR PROPER EDUCATION IN THE PUBLIC SCHOOLS OF THE STATE.

VISUALLY IMPAIRED-MULTIHANDICAPPED:

THOSE STUDENTS WITH AN ADDITIONAL HANDICAPPING CONDITION WHICH INCLUDES ONE OR MORE OF THE FOLLOWING: CEREBRAL PALSY, HEARING IMPAIRED, MENTAL RETARDATION, LEARNING DISABILITY. SOME STUDENTS REQUIRE SPECIAL SERVICES SUCH AS: PHYSICAL THERAPY AND PSYCHOLOGICAL COUNSELING.

MONTANA SCHOOL FOR DEAF & BLIND



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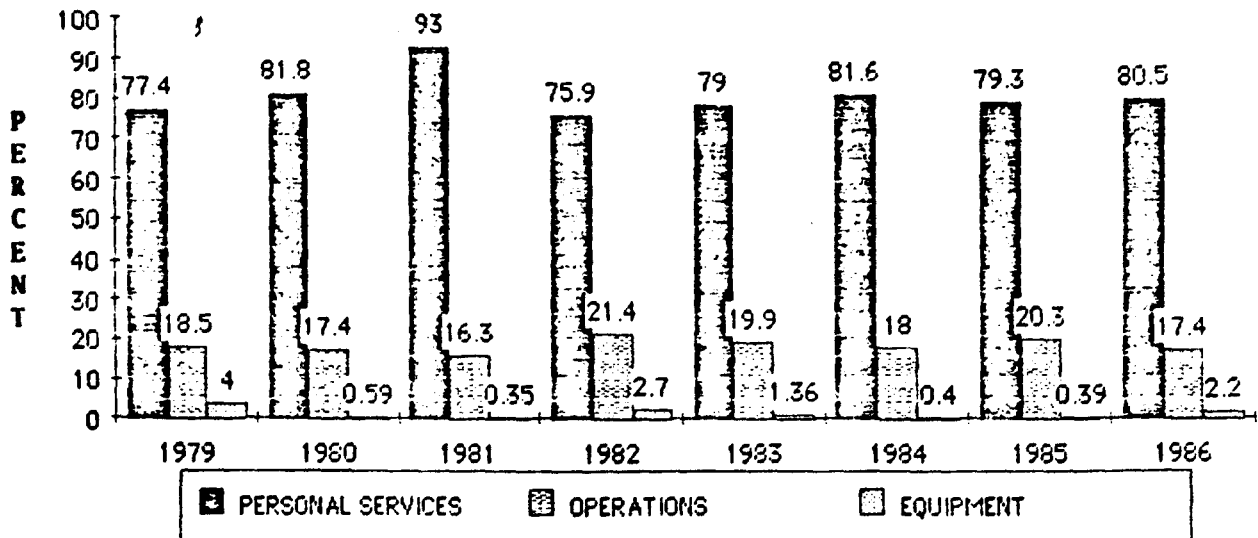
CHART #5

PERSONAL SERVICES HAS MAINTAINED AN AVERAGE OF 81.06% OF THE TOTAL BUDGET SPENT BY THE AGENCY.

OPERATIONS HAS MAINTAINED AN AVERAGE OF 18.65% OF THE TOTAL BUDGET SPENT BY THE AGENCY.

EQUIPMENT HAS MAINTAINED AN AVERAGE OF 1.49% OF THE TOTAL BUDGET SPENT BY THE AGENCY FOR THE YEARS 1979 THROUGH 1986.

MONTANA SCHOOL FOR DEAF & BLIND % OF TOTAL BUDGET SPENT BY CATEGORY



SCHOOL FOR THE DEAF AND THE BLIND



STATE OF MONTANA

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TED SCHWINDEN GOVERNOR

TO: Mr. Tom Thompson, Chairman, SDB Committee, Board of Public Education

FROM: SDB Administrative Team *Robert J. Deming, Superintendent*

RE: SDB Mission and Program Format

DATE: 11-17-86

MCA-20-8-101. **Montana School for deaf and blind - independent institution**
The school for the deaf and blind, formerly located at Boulder in connection with the Montana state training school but transferred before July 1, 1943, to the city of Great Falls, shall be known and designated as the Montana school for the deaf and blind and shall be conducted as a separate and independent unit and institution of the state of Montana under the general supervision, direction, and control of the board of public education.....

MCA-20-8-102. **Objects and purposes.** The Montana school for the deaf and blind shall be a residential and boarding school for children and adolescents who are deaf or blind or whose hearing or sight is so defective that they cannot be successfully taught and for such reason are unable to receive a sufficient or proper education in the public schools of the state. The object and purpose of such school shall be to furnish and provide, by the use of specialized methods and systems, an ordinary public school education and to teach such trades and vocations as will enable children attending such school to become independent and self-sustaining citizens.....

ADMINISTRATION

Robert J. Deming	Superintendent
Bill Sykes	Business Manager
Marianne Krogstad	Accountant
Joan Cetto	Administrative Secretary
Carol Buchel	Accounting Clerk

RESIDENTIAL PROGRAMS

The basic philosophy of the Montana School for the Deaf and the Blind's residence program is to provide the hearing impaired and visually impaired students enrolled at the school with "the best" residential care and after school programs possible to minimize the limitations present as a result of their disabilities. To prepare these children for the fullest possible participation in society as they find it upon completion of their schooling; and teach them how to utilize after class time in wholesome, constructive ways is our goal.

STUDENT SERVICES

Pete Gebo	Dean of Students
Susan Reavley	Assistant Dean of Students
Madalaine Gemar	Director of Health & Food Services
Robert Corwin	Athletic/Recreation Director
Bonnie Lapke	Secretary
Chris Gutschenritter	Psychologist
Kay Walters	Counselor
Bobbie Greer	Counselor
Jim Kelly II	Counselor
Deborah Million	Live-in Houseparent - Junior High Girls - "A"
Kathy Lamb	Cottage Life Attendant - Junior High Girls - "A"
Donna Hagfeldt	Cottage Life Attendant - Junior High Girls - "A"
Sue Swartz	Live-in Houseparent - Junior Deaf - "B"
Dorothy Nutter	Cottage Life Attendant - Junior Deaf - "B"
Paul Sacksteder	Cottage Life Attendant - Junior Deaf - "B"
Gayle Berninghaus	Live-in Houseparent - Visually Impaired - "C"
Gail Owen	Cottage Life Attendant - Visually Impaired - "C"
Fred Marshall	Cottage Life Attendant - Visually Impaired - "C"
Charlotte Harasymczuk	Live-in Houseparent - Senior High Girls - "D"
Pat Molloy	Cottage Life Attendant - Senior High Girls - "D"
Doris Wise -	Cottage Life Attendant - Senior High Girls - "D"
Alan Reavley	Live-in Houseparent - Senior High Boys - "E"
Russell Thexton	Cottage Life Attendant - Senior High Boys - "E"
Richard Travis	Cottage Life Attendant - Senior High Boys - "E"
Howard Hammel	Live-In Houseparent - Junior High Boys - "F"
Rusty Corwin	Cottage Life Attendant - Junior High Boys - "F"
Mike Mills	Cottage Life Attendant - Junior High Boys - "F"
Terri Reavley	Cottage Life Attendant - Relief Staff
Harold Adams	Cottage Life Attendant - Relief Staff
Rita Herbold	Cottage Life Attendant - AM Staff
Annie Taylor	Cottage Life Attendant - AM Staff
Wende Allain	Cottage Life Attendant - Night Attendant
Esther Knapstad	Cottage Life Attendant - Night Attendant
Monica Saylor	Cottage Life Attendant - Night Attendant
Dorothy Christianson	Health Services
Rosie Horton	Health Services
Bonnie Sturgeon	Health Services
Veronica Sekora	Cook
Beverly Toole	Cook
Irene Murphy	Food Service
Helen Murphy	Food Service
Gladys Younggren	Food Service

MAINTENANCE

Vernon Hippe
 Bruce Rustvold
 Newton Shular
 Dan Smith

Supervisor
 Maintenance
 Maintenance
 Maintenance

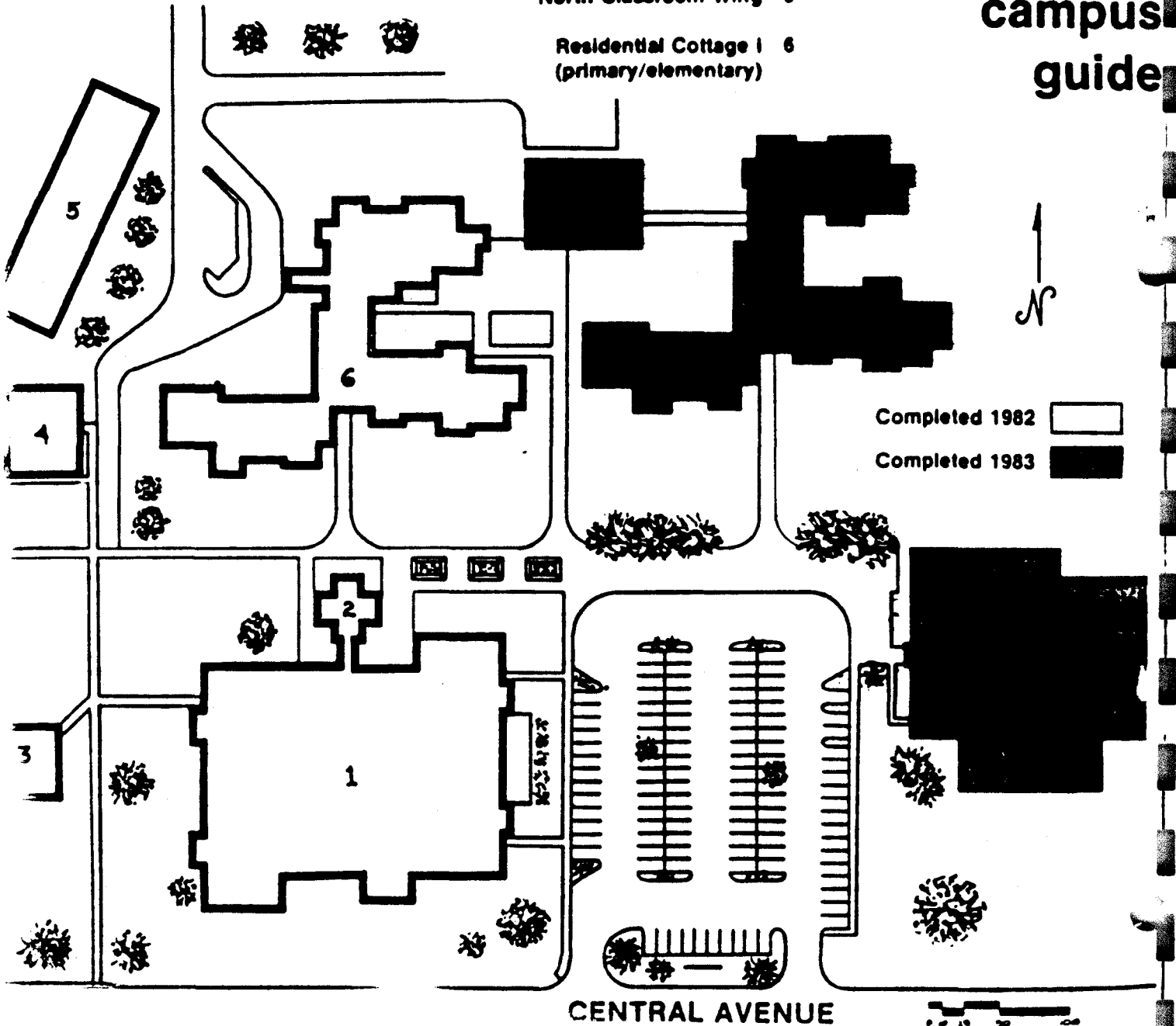
Food Service
 Dining Rm
 Kitch.

Residential Cottage II
 (jr/sr high school)
 Apartments

- Academic Center 1
 Classrooms
 IMC
- Administrative Center 2
- Shop/Home Economics 3
- Boiler House 4
- North Classroom Wing 5
- Residential Cottage I 6
 (primary/elementary)

Physical Therapy
 Center
 Swimming Pool
 Splash Pool
 Bowling Alley
 Locker Rooms
 Physical Therapy Room
 Training Room
 Weight Room

**campus
 guide**



THE MONTANA SCHOOL for the Deaf and the Blind offers its students the same academic subjects that public school students receive, fulfilling the same Board of Public Education requirement.

Classes at MSDB are small, individualized instruction is possible. If one way of presenting material doesn't work for a student, another can be used.

All students attend classes in language, reading, mathematics, science, social studies, art, music, communication and physical education. As they become ready, students are mainstreamed into the public schools for a portion of their school day.

The MSDB school year coincides with the public school year.

PRESCHOOL PROGRAMMING in language development, communication skills, and social interaction is available for very young children. (Many of them have been part of the MSDB parent-infant program since early infancy.) These children spend the full day in a school setting geared toward communication and academic readiness, but also including art, music, and play activities. Their needs are met almost on a one-to-one level through the assistance of teacher's aides and foster grandparents in the classroom.

GRADES 1-3, because stability is important to young children, classes meet with the same teacher in the same controlled classroom setting five days a week. The curriculum includes all the subjects required in public schools--language, reading, science, social studies, and math--PLUS communication classes in speech, sign language, auditory training, and finger spelling. Students have indoor or outdoor physical education daily, and receive instruction in home economics, art, and music once a week. Once or twice weekly, as needed, they work with a speech therapist and, if necessary, a physical-therapist.

GRADES 4-6, the children change rooms every 45 minutes in a regular seven-period schedule. Language and reading--the most difficult areas for the hearing impaired--continue to receive academic emphasis.

GRADES 7-8-9, most students attend some classes at East Junior High School. A cooperative program with the public schools enables students to take physical education, art, home economics, metals, woodworking, and drafting at the junior high. Regular academic classes, under trained teachers of the deaf, continue at MSDB. Interpreter-tutors assist the students, acting as a liaison between MSDB students and staff and the city schools.

AT 10TH, 11TH, AND 12TH GRADE levels, most students have expanded into some of the more than 100 regular and elective classes offered at Great Falls High School while still continuing their core academic curriculum at MSDB. The only students who continue all classes at MSDB are those whose development (academic and/or social) is inadequate for public school attendance.

GRADUATION, as in the public schools, occurs after successful completion of the 12th year. By then students have completed academic program requirements mandated for all Montana students by the State Board of Public Education.

AFTER HIGH SCHOOL, many hearing impaired students go on to post-secondary studies in vocational-technical or liberal arts schools across the United States. Counselors assist students in applying for scholarships or in gaining admittance to any of the schools offering programs for hearing impaired students.

Although there are many other schools for the deaf, most MSDB hearing impaired graduates elect to attend Gallaudet College (Washington, D.C.), the National Technical Institute for the Deaf (Rochester, N.Y.), California State University (Northridge), St. Paul (Minn.) Technical Vocational Institute, or Seattle (Wash.) Community College.

Graduate studies are available at California State, the University of Arizona (Tucson), Gallaudet, the National Institute for the Deaf, the University of Maryland (Baltimore), the University of Nebraska at Omaha, New York (N.Y.) University, and Utah State University (Logan).

ALL HEARING IMPAIRED students, from preschool through the sixth grade, use a powerful electronic hearing aid--an auditory training system--in all MSDB academic classes.

Tuned into the teachers' wireless microphones, the "trainers" help even the profoundly deaf develop listening skills that enable them to produce or begin to recognize sounds--especially important in learning to listen through background noise. The mikes can be set up for symphony performances, lectures, movies, record players, tape recorders--anything emitting sound.

Auditory training also helps students develop a skill that will be important throughout their lives: to be able to detect changes in their surroundings as signalled by loud sounds, such as sirens or alarms.

THE PHYSICAL THERAPIST helps students limited in motor skills to gain maximum movement and coordination.

ART CLASSES for all MSDB elementary students benefit and delight both visually and hearing impaired children. Through the process of creating, youngsters become aware of basic design, textures, and colors.

MUSIC is a high priority for both visually and hearing impaired students at MSDB. All children receive instruction; even the youngest have weekly classes. Many attend symphony and youth concerts. Some take private lessons in piano, guitar, violin, or voice. A few form small singing groups.

THE INTERPRETER/TUTOR PROGRAM offers hearing impaired students the best of two worlds: the expertise and resources of SDB, and the extended social and educational opportunities of the public schools.

With their interpreter/tutors, MSDB students move comfortably into East Junior High School and Great Falls High School to fulfill course objective in required and elective classes. They take part in sports, share and enjoy extra-curricular activities. Besides providing academic and socialization opportunities, the program fosters responsibility and independence.

Public school students learn how to communicate with the deaf through sign language classes for credit conducted by MSDB staff. (They develop insights into what it means to be deaf from daily association with MSDB students in their classes.) Increasingly, integrated hearing and hearing-impaired friends exchange visits between Great Falls homes and MSDB residences, sharing experiences, social problems, and positive feelings.

Public school teachers have welcomed interpreter/tutors into the classroom without feeling threatened. The professionals discuss how a student can best fit into that classroom situation, and what adjustments (if any) are necessary.

The program also includes after-school tutoring for students who need assistance. Additional support in particular subject areas is available from the MSDB teaching staff.

THE PARENT-INFANT PROGRAM extends the expertise of MSDB across the state and into the homes of hearing impaired children throughout Montana.

The best years for developing language are from birth until age five. But deaf children and their parents need help to achieve progress during this critical period. That's why an advisor, working under an MSDB supervisor, goes into homes to counsel parents, to encourage language and speech development, to introduce hearing aids and sign language to babies, beginning at birth, and to work with children until they are of school age.

The in-home learning program is developed for a child if tests indicate that hearing is impaired. The advisor provides continuous support and counsel in regular visits, demonstrating ways a parent can communicate with the child, providing video tapes, and instructing in sign language. Parents and advisor work together encouraging the child to use residual hearing, managing the child's hearing aid, and helping with language skills development.

SPEECH CLINICIANS help children achieve their full communication potential. The clinicians encourage the hearing impaired to vocalize. Clinicians work with the visually impaired children who have difficulty producing sounds and who need special therapy.

SHOP AT MSDB is offered for students who are not able to attend public school classes. At MSDB, class size is small--allowing for individual attention and open communication between student and teacher.

THE STAFF AUDIOLOGIST tests each hearing impaired and blind student annually--not only for hearing level, but also for middle ear function. Testing is important in monitoring students for changes or shifts in performance, for detecting and monitoring ear problems, and for evaluating and monitoring the child's use of various forms of amplification instruments.

THE LIBRARY AND IMC (Instructional Materials Center) provides library services for MSDB students--plus educational aids that make it easier for visually and hearing handicapped children statewide to stay in public schools in their own communities.

Reaching nearly 300 students across Montana, the IMC provides special educational materials for blind students. Under the supervision of a director, the center staff sends out large print textbooks, Braille writers, rulers, workbooks, preprimers, primers, tests, text books, talking calculators, light sensors, cassette recorders, and taped textbooks. Materials are requested by local school districts through MSDB resource consultants working closely with the agencies.

As a depository for the state of Montana, the Center supplies educational captioned films for the deaf. Provided to any classroom eligible to receive them, the nearly 1,200 captioned films also help teachers at MSDB to give dimension to classroom subjects.

Additional captioned theatrical films, appropriate to the ages of the viewers, are ordered for weekend entertainment in the cottages.

Meeting accreditation requirements for public school libraries, the IMC has on its shelves the same books found in any elementary school in the state. But also on its shelves are specialized professional and teaching materials for visually and hearing impaired: tapes, a "Talking World Book" encyclopedia, Braille reading materials in every format, and a variety of reference and resource materials for students, parents and staff.

PROFESSIONAL COUNSELORS help students adjust to living away from home, working closely with those who have behavioral problems.

Not disciplinarians (the deans handle discipline problems), the counselors help students of all ages to feel better about themselves. They talk with students, involve them in activities, take them shopping, find resources for hobbies, and assist with college applications. Counselors try to achieve the kind of rapport with students that will enable counselor and student to work together in depth on personal problems that might arise.

THE SCHOOL PSYCHOLOGIST, through formal and informal testing, assists the classroom teachers and other support personnel in determining the abilities of students and whether they are learning as well as they should.

Every three years each student is tested on intelligence, personality, achievement, perception, motor proficiency, and social and developmental competence. Continuing tests, as needed, ensure that each student will have the best learning opportunities--that alternative teaching methods can be provided whenever necessary.

EDUCATION

Lucille Krajacich Principal

INSTRUCTIONAL MATERIALS CENTER

Barbara Gillis	Director
Beverly LeMieux	Materials Clerk
Jan Nelson	Clerk/Typist
Betty Jo Coon	IMC/Clerk/Typist

DEPARTMENT FOR THE HEARING IMPAIRED

Ernie Bateman	Coordinator - Parent/Infant Program
Diana Wyatt	Coordinator - Interpreter/Tutor Program
Gail Bechard	Teacher - Preschool
Bill Davis	Teacher - Jr/Sr High
Kate Doering	Teacher - Primary
Nancy Fura	Teacher - Primary
Flo Ellen Hippe	Teacher - Intermediate
Debi Knuth	Teacher - Intermediate and Art
Bob LeMieux	Teacher - Jr/Sr High
Sandy Ritchie	Teacher - Primary
Gina Rogers	Teacher - Intermediate
Kim Schwabe	Teacher - Jr/Sr High
Karen Summersille	Teacher - Intermediate and Home Ec
Betty VanTighem	Teacher - Jr/Sr High
Darwin Younggren	Teacher - Jr/Sr High
Kathy Johnson	Audiologist (Chapter I)
Laurie McRae	Physical Therapist
Gary McManus	Physical Education/Coach
Lana Nicholls Furdell	Music
Pam Stuckey	Communication Technician
Mary Jane Heath	Lifeguard
Debbie Brinka	Teacher Aide
Rita Gebo	Teacher Aide
Alice Guilbert	Teacher Aide
Bev Mills	Teacher Aide
Tara Skaar	Teacher Aide
Mary Brakstad	Teacher Aide/Part Time
Bob Gregori	Interpreter/Tutor
Mae na Lee	Interpreter/Tutor
Ka Meier	Interpreter/Tutor
JoAnne Million	Interpreter/Tutor
Libby Torgerson	Interpreter/Tutor
Kim Swanson	Interpreter/Tutor

VISUALLY IMPAIRED CHILDREN must be taught much that sighted children can learn through observation: how to brush teeth...comb hair...use knives and forks. Listening skills must be sharpened. From the moment the children are waken until they go to bed, they are learning how to live in a sighted world. Their whole day's experiences must be channeled into a total learning schedule that provides continuity for them.

Elementary students walk across the street to Lewis and Clark grade school for social studies, science, and health. Before reaching junior high, most of the children can take all their classes in public schools--either in their home communities or as boarding students at MSDB.

Around the clock learning begins in the early morning each school day, when an educational aide (assisting cottage staff) comes into the residential cottage to help the children learn such important daily living skills as dressing, grooming, serving and passing food, pouring liquids, clearing the table. Each task teaches skills that help a child become independent. (In the afternoon, cottage staff members help in the classrooms to ensure coordination of school and cottage activities.)

By 8 o'clock the children are in their classrooms. (Day students who arrive by bus have been met at the bus.) Until able to keep up with their own age groups, children are placed where success is attainable. They're all vastly different--with different capabilities, working at different levels. Thinking skills are usually ahead of motor skills.

Depending on the extent of disability, the children learn to read Braille or large print. They are taught to use a Braille writer and slate and stylus. Often books are placed on tape as a learning medium for them.

Teachers read to the younger children. Math is learned with an abacus and a talking calculator. The Optacon, an electronic instrument that changes the words in any magazine or book into raised print, opens unbounded reading possibilities for those ready to use it.

Every available resource is provided: Braille rulers, books, magazines, workbooks, and tests; large print and talking books; cassettes. Even a closed circuit TV system with a special lens capable of increasing the size of the image.

For nearly an hour, four times a week, each child works with a mobility teacher, learning such important skills as how to trail and walk with a cane and how to move about confidently in the cottages, schools, and neighborhood.

Community people come into the classroom or the children go out on field trips to learn as much as possible about the world around them (pet stores, farms, bakeries, fire stations) as related to what is learned in school.

Other regular (but not daily) activities include music, physical education, tactile art, swimming, and home economics.

MSDB personnel constantly work at orienting public school students, teachers, and administrators toward accepting visually impaired students.

the regular classrooms. Special sessions for public school children teach how to work and play with handicapped classmates, what to expect of them, and what materials and equipment they use.

At 3:15 the academic day ends. Buses come for the day students; the residential children return to their cottages.

ORIENTATION AND MOBILITY training helps visually impaired children cope with their environment and become independent.

MULTIHANDICAPPED deaf and blind students in the pre-vocational program at MSDB learn activities and skills to help them become productive at short assembly jobs. Mechanically oriented, the students are trained through simulated work activities.

Emphasis is on completing a task, assembling in sequence, and attaining some independence. Depending on capabilities, the ultimate goal for students is placement in a sheltered workshop or in a competitive industry

The multihandicapped students live in group homes in Great Falls and attend class at MSDB five days a week. In individualized sessions, they're taught to use whatever vision and hearing they have and to reach their highest form of mobility.. Teacher-student communication is developed through touching and by negative and positive teacher responses to behavior. Another form of communication is developed through a prelanguage program: Sequences on an exercise mat sharpen students' abilities to crawl, scoot, knee-walk, and walk--helping them to initiate action, anticipate, and imitate.

Older students who have developed sufficient skills are trained for jobs that require skills in folding, stapling, packaging, sorting, or assembling articles such as pens, flashlights, or hospital admittance kits.

TRAVELING RESOURCE CONSULTANTS from MSDB work statewide with parents and local school districts to help visually impaired children succeed in public schools near their homes.

With the consultants' help (plus special materials, such as tapes and large print or Braille books), the visually impaired thrive in junior high and high schools in their own communities.

Consultants work directly with students, teaching Braille, the abacus, and orientation/mobility. They visit schools to see what students need, counsel staff in local schools, and provide input on individual educational programs.

As a link with the school, the consultants also provide support to parents naturally anxious about a child away from home.

The consultants serve nearly 300 children aged 0 to 21 (three-quarters of them visually impaired), in every corner of the state. Headquartered in

Helena, Bozeman, Great Falls, Billings, and Missoula, they see each other at least once a month and work daily with students having problems. The Helena consultant also provides technical assistance to the multihandicapped adult program at Boulder River School and Hospital, and throughout the state.

Among other consultant responsibilities are: 1) requesting materials and equipment from the MSDB Instructional Materials Center for students statewide, 2) accepting referrals from local teachers, 3) tutoring students in problem areas, 4) locating educational or financial resources, 5) contacting sheltered workshops, and 6) providing information about MSDB.

DEPARTMENT FOR THE VISUALLY IMPAIRED AND MULTI-HANDICAPPED

Pam Boespflug	Teacher - Multi-Handicapped
Nancy Getten	Teacher - Primary-Intermediate
Sue Otting-Holmstrom	Teacher - Preschool-Primary
Fred Bischoff	Consultant - Missoula
Helen Greenlee	Consultant - Great Falls
Dennis Slonaker	Consultant - Bozeman
Barbara Lee	Consultant - Miles City (Part time)
Patsy Anderson	Teacher Aide
Jean Jarrell	Teacher Aide/Physical Education
Morris Miller	Teacher Aide
Candie Capen	Teacher Aide
Becky Monroe	Vision Consultant (Employed by Gt. Falls)

STUDENTS SERVED STATEWIDE BY MONTANA SCHOOL TO THE CLAY AND THE BLEND

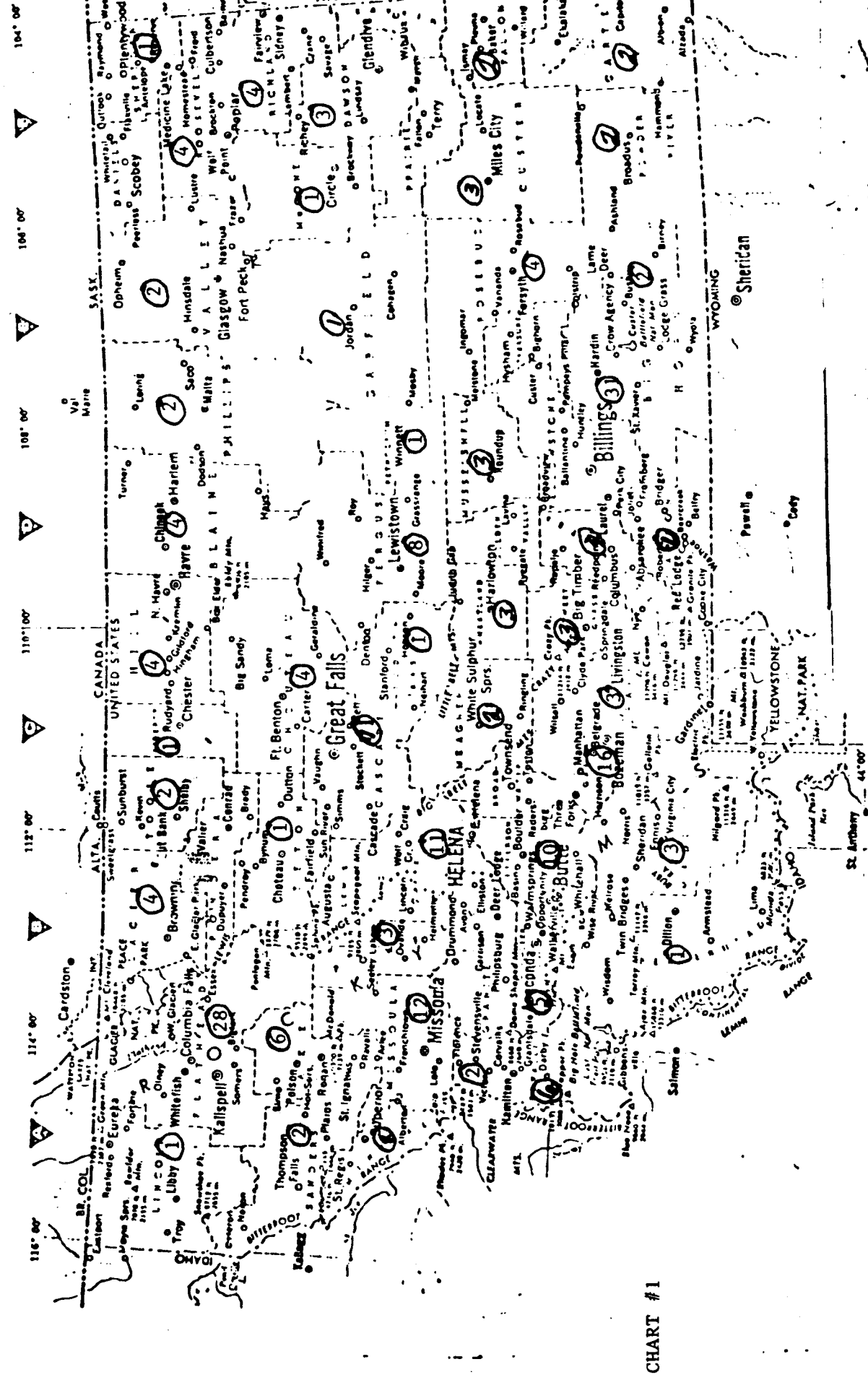


CHART #1

Students attending programs in Great Falls ----- 117
 Students served by MSDB in their home town ----- 175
 Total number of students served in Montana
 by programs from MSDB ----- 292

MONTANA



STATE OF MONTANA

3911 CENTRAL AVENUE

GREAT FALLS, MONTANA 59401

(406) 453-1401

TED SCHWINDEN GOVERNOR

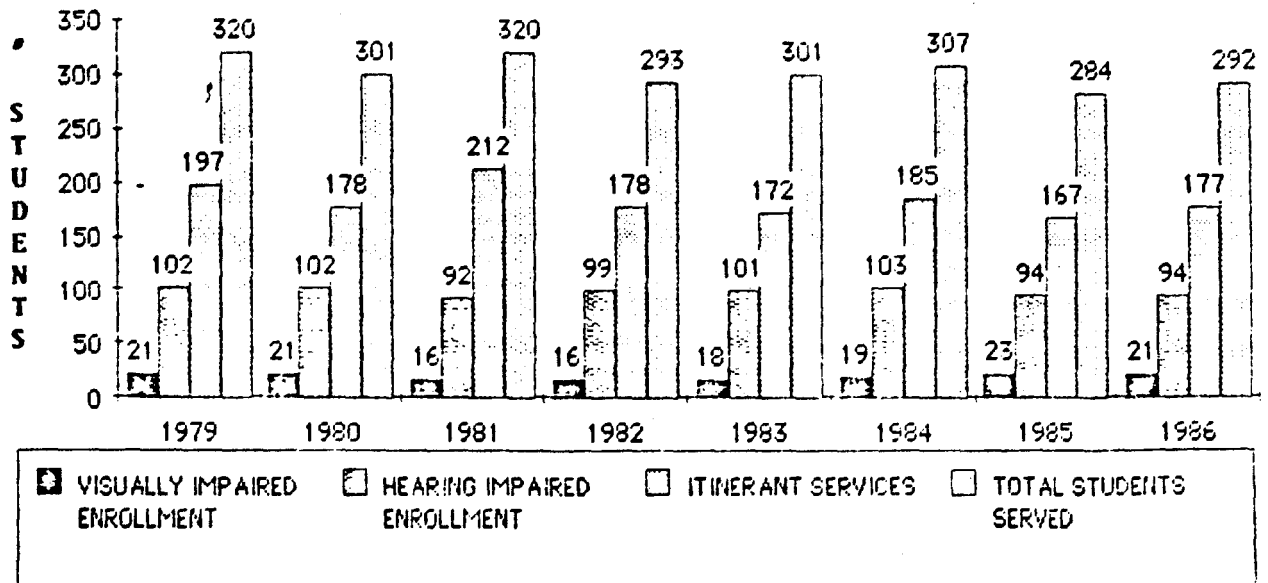
CHART #2

THIS CHART INDICATES OUR TOTAL POPULATION ON CAMPUS HAS ONLY FLUCTUATED BY A TOTAL OF NINE (9) STUDENTS OVER THE PERIOD FROM 1979 TO 1986.

THE TOTAL CHILDREN SERVED REACHED A HIGH OF THREE HUNDRED TWENTY (320) IN 1979 AND 1981 TO A LOW OF TWO HUNDRED EIGHTY-FOUR (284) IN 1985.

THIS DATA SHOWS THAT OUR POPULATIONS HAVE REMAINED STABLE DURING A PERIOD OF DECLINING PUBLIC SCHOOL ENROLLMENT.

MONTANA SCHOOL FOR DEAF & BLIND



1-83-87

LEGISLATIVE TESTIMONY

Mr. Chairman - Members of the Committee

The last highest level of funding for this program was \$740,000 in 1984. That level was reduced by 9 percent to \$673,000 for FY 1986 and '87. During the special session that amount was reduced another 25.7 percent to \$500,000. These reductions in this program over the last one and one-half years amounts to 34.7 percent. As you are aware the Governor mandated a further 2 percent reduction in all budgets in November, 1986. The accumulation of decreases in this program since July 1, 1985, is 36.7 percent. Members of the special session advised a study of the program and requested that a status report be presented to this regular session. While we do not come before you today with the dramatic descriptions such as "corpse" or " cadaver" that we have heard on the radio or seen in the newspapers, we do come before you to realitically outline the serious impacts these reductions have made on the program.

When the budget amount of \$500,000 was finally known, following the special session, a formula, based on an amount per child, which could be allocated to the various audiological areas, was devised. (Reference page 9 of the report) Per child allocations are not always fair methods for dollar allocations as they will likely favor those areas with large numbers in small goeographical areas and slight those areas where the mileage is great between numbers of children. Indeed, the smaller populated areas were impacted the greatest. A graphic representation of this formula is noted on the insert following page 10 of the report. Note that in certain areas

(1-2-3-5-6-7-9-12) the amount is too low to fund a full-time program (reference figure is \$25-30,000 for a minimum of FTE). With the funding allocated to each lower populated area it was readily apparent that the full-time operation in that area could not survive and certain areas must combine with others for service. The full-time centers in these areas were closed and linkages were formed for the provision of service from the nearest operational program. It should be noted that a spirit of cooperation prevailed and many people "bent over backward" to overcome last minute frustrations and confusion to form the linkages rather quickly. Many had to be formed in late August as the first day of school was rapidly approaching. The center closures and termination of FTE employees is noted on page 13. It was with the determination of dedicated people that the program survived in these areas.

The most serious consequence for a center's closure is the termination of full-time, readily available service. Service to an area where the center has closed must be provided by the next nearest operational program. The mileage increases and the number of hands to do the work decreases. However, with the combining of areas, service was continued. (Examples, Lewistown now served out of Billings; Conrad served from Kalispell; Havre served from Great Falls) While certain combinations are not the most effective, because of last minute linkages, a reduced service has been maintained. Plans are already afoot to streamline the combines for a more effective service for the upcoming school year. The earlier the budget amount can be known, the easier this streamlining can be accomplished. Hopefully it will not have to wait until mid-August this year.

At a full level of funding the components of this program include pre-school and schoolage screening, rescreening, referral, clinical follow-up evaluation, parent/teacher counseling and inservice training, child study team participation, case management, amplification modification, programs for the conservation of hearing, and in some cases, actual therapy for children. It was with full funding and all components intact that the American Speech and Hearing Association from Baltimore chose this program as a model on which to develop nationwide standards for hearing programs (late 70s and early 80s). Although reduced, the components can be maintained at the recommended level of funding. Further reduction in funding would necessitate the actual removal of certain components and the suspension of certain criteria in the guidelines. The contracts for service have been reduced from 12 months to 9 months and service to the adult and geriatric population have been eliminated. The needs of the hard of hearing child will remain unserved during the summer and the nearest center for the geriatric citizen may be hundreds of miles away.

I site visited each of the individual areas personally and the projected funds are based on that personal acquaintance with each program as well as 12 years experience in the development of many of the programs. Of particular (critical) need in most areas is the equipment item. Much of the equipment is old. It is in its 10th or 11th year of use when the life expectancy is known to be 5-7 years. Electronic firms that do the repair and calibration are refusing to guarantee their work because a piece is judged too old to hold a repair or maintain a calibration. No big ticket items are being

requested. Equipment requested is for field use with thousands of children and it is the type which is effective for infants and pre-schoolers, should the direction of this program change in the near future. The pieces noted are also cost effective in that many more children, per day, can be served and they can be operated with valid results without extensive training. Further, the liability risk is lessened as the newer equipment does not necessitate invading the ear canal. The time saved per child can be multiplied by the number of children served in order to show that the equipment will pay for itself in a two year period. While the equipment needed is noted in each individual area section of the report, the total for equipment is noted in the administration budget on the insert following page 49 of the report (\$20,000 FY '88 - \$8,000 FY '89).

While we are on this page, program administration can be considered. This budget is actually in only two parts - the contracted service amount is \$495,357 for FY '88 and '89. The administration is \$59,328 for FY '88 and \$47,328 for FY '89. However, all equipment needs statewide are noted. For FY '88, the \$20,000 to be used for equipment and the \$8,000 for FY '89 reduces the actual cost of administration to \$39,328 for FY '88 and to \$39,328 for FY '89. The salary freeze is evident and the only difference in total cost for FY '89 is the lesser amount for equipment. This administrative cost amounts to 7 percent of the total budget, it is fiscally responsible, and could perhaps be used as a "benchmark" for the cost of administration for many budgets you will be considering this session.

TRAVEL - greater than most.

There is some risk in the individual area budgets and, therefore, the total budget. All amounts herein have been cut very thin on the premise that "contract per day" audiologists can be found and employed. If this budget can be finalized and planning begun by early or mid May of 1987 I am willing to assume the risk. The defense of the "contract per day" professional versus the full salary plus benefit employee will withstand even the most severe fiscal scrutiny.

The future of this program should likely turn in the direction of pre-school emphasis (0-5 years old) with some major emphasis being in the neonatal screening area (0-2 years old). Both timing and consequence would seem to dictate that such a change may be best accomplished in mid 1988 or early 1989. The birth certificate to help identify at risk infants will not go on line until January 1, 1988 and other at risk registry efforts will not be operational for a year or two. As a consequence of budget reductions the program is in a state of change and it is struggling to right itself. Major changes may not be advisable until the equilibrium of the program is certain. Nonetheless, strong encouragement will be given to contract providers to make more inroads into the infant and pre-school population. The cost benefit of early identification is easily defensible and an awareness program that this is a priority may begin soon. As noted earlier, all equipment recommendations have been made with the infant and pre-schooler in mind. All program personnel statewide who deal with the infant and pre-school population should communicate prior to the 1989 session. It would seem fiscally prudent that these efforts be funded under one

consortium budget rather than each one requesting isolated funding
and operating without the cooperation of another.

BUDGET DEFENSE

SUMMARY AND CONCLUSIONS

The FY '88 projected total budget of \$554,685 for this program represents an increase of \$54,685 over the \$500,000 appropriated by the special session of the legislature in July 1986. However, it represents a reduction of \$118,315 from the \$673,000 originally appropriated for FY '87. It further represents a reduction of \$185,315 from \$740,000 which was appropriated for FY '84-85. The percent (%) of reduction from \$673,000 is 17.6% and the percent (%) reduction from \$740,000 is 25%. Within this FY '88 projection there is \$20,000 for badly needed equipment. The FY '89 projected total budget is \$542,685. This amount represents an increase of \$42,685 over the \$500,000 appropriated by the special session in July 1986. However, it represents a reduction of \$130,315 from the \$673,000 originally appropriated for FY '87. It further represents a reduction of \$197,315 from the \$740,000 which was appropriated for FY '84-85. The percent (%) reduction from \$673,000 is 19.4% and the percent reduction from \$740,000 is 26%. These figures speak for themselves. The funding cut accomplished at the special session (25.7%) had severe impact on the program. This impact has been described in the main part of the report you have. The centers that were funded fully by this program have closed. While the sound rooms and equipment at some of these centers remain intact, the centers are staffed only part-time and the clinical machinery is idle much of the time. Full-time service has been reduced to part-time and many services had to be eliminated altogether. While new linkages have been formed or are being formed, the survival of

the program has been accomplished only by the determination of dedicated people to assure it. Contractors have absorbed areas other than their own, at the last minute, and are serving areas previously unknown to them. Program credibility has been weakened as technician time has been increased and audiologist time decreased. Concerns by parents of the hearing impaired children are being heard ~~from~~^{out} in many areas. Service from the audiologist, which may have been a mainstay for their child's success at a local level of schooling, is significantly reduced. The reductions in the program have severely threatened the "most appropriate, least restrictive" model for the heard of hearing child. Audiologist time for follow-up services after identification has been reduced and there is little time for child study team participation, teacher inservices, hearing loss prevention programs, serial testing efforts, amplification modification, direct therapy programs, or physician referrals. Further, the procurement of hearing aids for children, whose parents cannot afford them, is in question. This was often an audiologist's function, as well as many other public relation functions, where the full-time center was operational.

The program is staggering from the impact of the funding level set at the special session. It can likely regain balance and continue at the projected level of funding for FY '88 and '89. Most or all of the program's components, noted above, can be salvaged at level noted for FY '88 and '89. Further reductions or elimination of components and suspension of some guideline criteria would occur if further reduction is effected. While I appreciate the work done by the Governor's budget office and that done by the LFA, they did

not have the results of this program study when their calculations were done. Although this budget is somewhat higher than theirs, it is based on site visitations, a personal acquaintance with the program, and many hours of reviewing actual needs in each individual area.

Funding cuts by the 49th session of the Legislature were noticeable and a deep cut by the special session threatened the program's survival. The impact of any further reductions at this time can be calculated by compounding the impacts already reported herein. Further reductions are not warranted. The percent of reduction ranging to 26% indicates fiscally prudent planning and the willingness of this program to bear its full share of dollar decreases. The total is not brought to you fat, with an expectation that you will trim it. It reflects program necessities with decreased revenues well in mind. Should further reductions occur, this program administrator will not give his assurance of program survival.

*Request admin. of program remain
at St. Bd. of Pub. Ed.*

1-8-87

**STATUS REPORT
OF THE
STATE OF MONTANA HEARING CONSERVATION PROGRAM**

**Prepared For
The State Board of Public Education
And
The 50th Session of The Montana Legislature**

**By: Merle DeVoe
Program Administrator
November 26, 1986**

HISTORY

During the 1960s it was determined by the State Department of Health that special services were needed for the identification of hearing loss in children and adults in Montana. A Hearing Conservation Program was established within the Department and audiological centers for the clinical evaluation of hearing were created at Shodair Hospital in Helena and at The Center for Handicapped Children in Billings. A third center already existed at the University of Montana in Missoula. Two audiologists were employed to serve the health program. They were located in Helena and Billings. A third audiologist was located in Missoula, however, as a university employee, the time for that position was obligated largely to the program on campus and there was little time for work in the field. As of 1970, there were three clinical audiological centers in Montana (Helena, Billings and Missoula), each with a service audiologist, however, only the Billings and Helena audiologists were allowed field time.

Guidelines were established for the pure tone screening and referral.

The service delivery generally followed a pattern of screening school-age and pre-school children during the day and holding adult hearing screening clinics in the evening. The program was to serve two purposes: (1) provide the service and (2) investigate the need for continued service or more service for the population. The problem population, as determined by screening in the field, were

referred into one of the three centers for clinical follow-up evaluations. The distance for the referrals to travel to get to a clinical center was often great, i.e. Plentywood to Billings, or Shelby to Helena. There was no complete evaluation facility at the School for the Deaf and Blind.

The need for the service soon became clear. Requests poured in from school administrators statewide. Other requests came from county health departments, senior citizen centers, nursing homes, physicians in certain locales, employers in industry associated with high noise, and pre-school operators. The program was soon inundated with requests for service. In an attempt to answer the need, the audiologists traveled almost constantly. As they would finish a program in Glasgow and return to home base, there would be requests from Libby, Dillon, Bozeman, Baker and Malta. Time was needed also in the clinical center to evaluate the referrals from those communities where screenings had been completed. To say that a need was developed for a comprehensive, statewide, hearing conservation program is a major understatement.

The requests were handled on a "first-come-first-served" basis and the waiting list soon reached into next year and the year after. The demand far outreached the existing service resources.

In 1972 development turned toward the creation of regionally based audiological centers. It was proposed that the center and the personnel from the center would serve a 5-9 county area around the center. The location of each was critical, the expense dictated multi-agency funding, and the man hours spent by numerous people are incalculable. By approximately 1980-1982 there were 13 of these

centers in existence (Kalispell, Conrad, Havre, Glasgow, Glendive, Lewistown, Billings, Bozeman, Helena, Butte, Missoula, Great Falls and The School for the Deaf and Blind). In the early days, the funding for each center was provided by the public schools, the Office of Public Instruction, the Commission on Aging and Vocational Rehabilitation. The Department of Health, Easter Seal and the County Health Department assisted in organizing and scheduling, hiring, and staffing. With the cooperative funding, the center could serve all ages and the creation of the centers provided the clinical follow-up service within a reasonable driving distance for any screening referral. Careful linkages were made between the centers and school administrators and physicians in the area surrounding the centers. Multiple meetings were held and countless hours were spent in this public relations effort.

Stringent guidelines for program operation were developed and the use of impedance audiometry was mandated in addition to the pure tones used previously. Considerable input from the professions of medicine, audiology, education, speech pathology, administration, and acoustical engineering went into the development of the guidelines. It was determined that the program should be done on a quality frame or not done at all.

A ratio of one audiologist for each ten thousand children was considered adequate. However, this was and is considered a conservative ratio.

A licensure law was passed which established a state standard for the practice of speech pathology and audiology in the state of Montana.

In later years of this regional center concept funding was done almost entirely by special education funds from the Office of Public Instruction and most recently by the audiological appropriation to the State Board of Public Education through the state legislature. While the funding was adequate, service to the adult and geriatric population diminished. Most recently, it has been eliminated altogether.

In 1979 the American Speech and Hearing Association (Baltimore) was seeking a model for a Hearing Conservation Program to hold up as a standard for the rest of the nation to follow. It was by no accident that they chose the State of Montana Hearing Conservation Program for that model. Funding for the model was \$740,000. Components were screening, referral, follow-up evaluation, parent/teacher counseling, inservice training, child study team participation, case management, amplification modifications, programs for conservation of hearing, and, in some cases, actual therapy for children.

The global intent of the program was to provide as much audiological service at the local level as possible ("most appropriate, least restrictive" model for the hearing impaired child) and to reach all of Montana's citizens who needed services.

PROGRAM STATUS REPORT

The Hearing Conservation Program received its last highest level of funding (\$740,000) in 1983-84. At that time there were 13 centers which were fully equipped, staffed and operational to adequately serve the child population (0-21) as well as certain times and staff available to serve the adult populations in all of Montana's 56 counties. The center locations were in Kalispell, Conrad, Havre, Glasgow, Glendive, Lewistown, Billings, Bozeman, Helena, Butte, Missoula, Great Falls and at the School for the Deaf and Blind. In general, the staffing at each center consisted of the audiologist (.8 FTE up to 1-2 FTE), the audiometric technician (1-2 FTE) and a clerical staff person (.5-1 FTE). The specific staffing pattern is noted later in this report where individual audio areas are reported individually.

In 1985 the program was cut approximately \$70,000. This resulted in the trimming of certain services statewide, however, the major impact was that the Helena center was closed and two audiologists, three technicians and one secretary were terminated. This impact is somewhat lessened in that the private practice contractor for the Helena area (audio area 9) has an adequately equipped center for clinical evaluation. By using his own center and clinical equipment the proper follow-up evaluations can be effected. Should the bid for Area 9 be awarded to another contractor, an adequately equipped center is not available. Specific reporting for Area 9 will be detailed later in this report.

With the exception noted above, the program was able to continue, more or less intact, with the budget cut of approximately \$70,000. The funding level was \$673,000 per year. The cut from \$740,000 to \$673,000 amounted to a 9 percent cut in funding. For the year July 1, 1985 to June 30, 1986, the program operated successfully on this amount.

The program administration was centered at the School for the Deaf and Blind in Great Falls.

During the special session of the Montana legislature in the summer of 1986, budgets for the year July 1, 1986 and June 30, 1987 were reviewed and considered. A reduction of approximately 5 percent of the total budget was anticipated. This would have represented a cut of \$33,000 and the funds for the year would have been at \$640,000. However, the 5 percent (\$33,000) reduction would have been in addition to the 9 percent (\$70,000) reduction which the program received in the prior year. Thus, the additional anticipated 5 percent reduction would have amounted to a total of 14 percent reduction from the optimum funding level of \$740,000 in 1983-84 ($740,000 \times .14 = \$103,600$; $740,000 - (103,600) = \$636,400$).

Studies of the budget were done and these were compared to the guidelines in terms of services to be rendered. It was apparent that the same service level that could be achieved for \$673,000 could not be achieved for \$640,000. This was even more apparent when the \$673,000 level represented a prior reduction from the \$740,000 level.

Certain areas of the guidelines were changed and other "last priority" items were eliminated. Thus, the expected service to be

performed was mapped and the delivery of that service was framed around an anticipated budget amount of \$640,000. Reviews of individual center budgets were done and it was determined that not only would service be reduced but also staff reductions would be necessary. Further, although not entirely known, it was expected that the closing of a center or two might result, as their margin for operation was already very thin at the \$673,000 level. However, the work to revamp the guidelines in order that they would be workable at a \$640,000 level was for naught. The budget level was set much lower. There was not time to rework and revamp the guidelines again during July and August 1986. While the amount contracted is much lower, the guidelines reflect a \$640,000 effort and projection. Ramifications of this confusion are noted in a later section of this report (Current Status Section).

During the special session the funding level for the year July 1, 1986 to June 30, 1987 was established at \$500,000. In what is known as "The Moore Amendment" (Rep. Jack Moore, Great Falls) the budget was reduced \$173,000 from \$673,000 to \$500,000. This represented a 25.7 percent reduction from the \$673,000 level but it represented a 32.4 percent reduction from the funding level of \$740,000 in 1983-84, which was the level needed for an adequate program. It remains unclear, at the time of this status report, how the funding level of \$500,000 for this program was determined.

The defense of this budget was done by Superintendent Robert Deming of the State School for the Deaf and Blind and it was reviewed at or about the same time that the inhouse budget for the school was being considered. The school budget was reduced .6

percent. This program budget was reduced 25.7 percent from \$673,000 or 32.4 percent from the \$740,000 level of 1983-84.* Superintendent Deming's defense of the budgets contained assurances that the program would "survive" at the \$500,000 level of funding.

The legislative appropriations and finance committees indicated that an administrator should be employed to oversee the program, investigate the status of the program, and report that status to the 1987 session. The State Board of Public Education chose an administrator. This report, hereafter, reflects the current status of the program and it is drafted by that administrator. Site visits were made to each center and contract area. The status and needs of the program are reported with the input of numerous people involved in the program and the current operating managers of the program. The budget analysis and projections are made with the current economic climate in mind. A global statewide view is used with certain "per head" amounts calculated within the bounds of reason. However, the needs of each individual area are taken into account as well. It is apparent that the child in Medicine Lake cannot receive service by the same delivery pattern as the child in downtown Missoula.

*At the time of this writing, the Governor has effected a further 2% reduction. This represents a 27.7% reduction and the remaining amount is \$490,000.

DESCRIPTION AND STATUS
OF PROGRAM
CURRENTLY

With a total budget amount of \$500,000, and the additional request for a program administrator, the bid for contract process was reentered. The true process of free bidding had to be aborted, however, as the actual dollar amounts available for each of the 14 audiological areas was too small to interest several of the original bidders. All of the original bids that had been received before the special sessions had to be rejected because they totaled more than the expected \$640,000 and were far above the \$500,000 available. A "per head" formula was devised for the number of children in each audiological area. It was intended to compensate for the greater expense required to serve children where greater distances were concerned. Numbers of children in each area were determined and the amount per child allocated was as follows:

- 1) Rural - \$3.35 per child
- 2) Semi-Rural - \$3.00 per child
- 3) City - \$2.66 per child

Specifically, how these amounts per child were determined is not known, however, it is clear they were not chosen by careful statistical analysis or detailed projections of need. Most likely, the total dollar amount appropriated was divided by the total number of children to be served. That amount could then be adjusted up or down, depending on whether the area was rural, semi-rural or city. This method of calculating budgets to match funds appropriated is exactly the opposite of historical and traditional methods of budget

requests with funding following. Certainly, it may have been the only alternative given the size of the reduction and the lateness of the hour, just prior to the opening of school.

The number of children in each area (0-21 years) who would actually receive the service was determined to be approximately one-half (1/2) of the total child population. The total population of children in each area was divided in half and that number was multiplied by the amount per child allocated for that area. Bidders for each area were then contacted and requested to submit a last, best, and final bid (if they were still interested), however, they were advised of the total amount available for the area and that their bid could not exceed that amount.

This process and formula greatly affected the dollar amount for those areas with greater distances and fewer children. A comparison of "last year" funding and "this year" funding is reflected on the following page. It can be easily noted that the percent of difference varies for each area with certain areas suffering a higher percent of loss or gain than others. However, the most striking reductions are in those areas where the final resulting dollar amount was so low that it could not support a program at all. (Areas 1-3-5-6-7-9 and 10 do not have enough funding to support programs for their populations alone.) The funding for Area 2 is marginal for an independent program. Also, if the Great Falls school district and the Billings school district were not underwriting the programs in their areas they could not stand alone in areas 8 and 12. This underwriting will be noted later in the individual reports. It soon became obvious that areas had to be bid

CONTRACTED SERVICES

<u>AREA</u>	<u>FY '86</u>	<u>80 POPULATION</u>	<u>1/2 80 POPULATION</u>	<u>FY '87</u>
1	44,750	12,928	6,464	19,630
2	53,566	12,873	6,436	23,718
3	47,327	11,283	5,642	18,899
4	55,600	30,177	15,089	45,267
5	52,000	11,619	5,810	21,592
6	36,850	12,344	6,172	20,571
7	42,746	8,356	4,178	14,400
8	39,610	30,196	15,098	42,237
9	21,262	20,490	10,245	22,334
10	25,820	25,017	12,509	27,269
11	96,840	43,320	21,660	71,478
12	37,500	10,702	5,351	18,200
13	61,205	39,890	19,945	67,900 (32,200 Bil. Sch.)
14	44,688	22,278	11,139	33,417
Browning Res.	<u> </u>	<u> </u>	<u> </u>	<u>3,700</u>
TOTAL	659,764			450,612

in combinations in order to achieve a dollar amount to support a program. Combined areas, described later herein, are 1-5-6, 7-12-13-14, 9-10, and 3-4. Area 14 (Bozeman) may have minimally adequate funding to stand alone, however, no contractor would risk the thin margin and it was left without a bid. The bidder for area 12 and 13 ultimately agreed to add that area to those already bid. Area 2 (Havre) was not bid until "final hour" negotiation resulted in some coverage. A small amount (\$3700) was allocated to the special education cooperative in Browning for service on the Indian reservation there. The bidder for Area 4 (Kalispell) agreed to combine Area 3 (Conrad) with Area 4, excluding the reservation. Individual area ramifications are noted later in this report.

Because of the timing of the special session (July) this re-bidding, formula, and allocation process had to be hurried if the programs were to be on-line by the beginning of school in early September. Indeed, in some cases, the final agreements could not be made until mid or late August with the opening of school only a week or two away. It was with considerable confusion, frustration, quickly formed linkages, and many people "bending over backward" that the program actually survived in many areas. Also, anger in the legislative process was voiced in all areas. While many hours and much effort had been spent in working and reworking budgets, it appeared that the legislature had accepted an "out of thin air" approach for funding the program (The Moore Amendment). Indeed, specific impact studies cannot be found, projections for center closures and terminations are absent, redrawn service deliver patterns were apparently not done, calculations of which areas might

suffer most from the reductions are lacking, and a review of how the reduction might affect the "most appropriate, least restrictive" model of service is not in existence. Suffice it to say that there is NO CLEAR RATIONALE OR DEFENDABLE ANALYSIS FOR THE \$500,000 FUNDING LEVEL FOR THIS HEARING CONSERVATION PROGRAM.

It should be noted, again, that while the budget amount was greatly reduced, there was not time to revamp or reduce the guidelines for the service expected for the money allocated. The guidelines were revamped for a \$640,000 figure while the actual budget was \$500,000. This was frustrating and controversial. Many contractors were fearful of the high standards required for the low dollars offered. It appeared that a "Cadillac standard was expected on a Model-A budget." Special education administrators voiced the same concern regarding P.L. 94-142. While the standard remains high, the dollar amount to support it is continually shrinking.

The major impacts of the budget reduction are reflected in the closure of regionally based centers and the termination of employees manning those centers. Obviously, the termination of employees (both professional staff and support staff) has the "domino effect" of service reductions or eliminations throughout the entire service delivery system. Also, while not obvious by cursory review, the breakdown of long established linkages between the centers and school administrators and physicians in the surrounding areas, has caused considerable confusion as well as a serious loss of credibility and confidence in the program. Impacts of the budget reduction are noted hereafter in the order of seriousness.

CENTER CLOSURES AND TERMINATIONS
AND OTHER IMPACT

The following centers have been closed and the personnel from those centers have been terminated.

	<u>FTE TERMINATION</u>
1) Area 1 (Glasgow) Center Closed	1.6
2) Area 5 (Glendive) Center Closed	2.0
3) Area 2 (Havre) Center Closed	3.3
4) Area 7 (Lewistown) Center Closed	1.8
5) Area 14 (Bozeman) Center Closed	2.1
6) Area 10 (Butte)* Center Closed	2.0
7) Area 3 (Conrad) Center Closed	1.8
8) Area 13 (Billings) Center Closed	3.25
TOTAL FTE TERMINATED	17.85

These center closures, noted above, are in addition to the closure of the Helena center noted earlier. That center closed a year earlier as a result of the \$70,000 reduction at that time.

Perhaps the greatest consequence of a center's closure is the loss of immediacy of service. When a center is open and operating, the service is readily available to the children in the surrounding 5-6 county area. When the center closes, the service must be provided by the next nearest center or program, which may be many miles and days/weeks away. Where there was once 1 or 2 FTE available in the area there is now a .25 or .3 FTE available from many miles away. This small percent of FTE may get into the area served on a 3-4 day a month basis only. The reduction in immediately available service is most serious for the moderately or severely

*The Butte Program lost the bid in 1984 but remained open for outpatient service. Without the audio funding (bid lost again) it closed in 1986.

impaired child. The needs of this child may require services often and regularly from the program. He may be marginally succeeding in his schooling, even with regular service available. As service at the local level is reduced and if he is required to wait days or weeks for the service, his chances of succeeding in his schooling, at the local level, is obviously reduced. These services may include immediate help for hearing aid maintenance, serial testing of the medically related hearing loss, new ear molds, auditory trainer repair, serial testing for aid modification, parent counseling, and school programming conferences.

The closure of a center destroys long established linkages between the center and the school personnel and physicians in the surrounding area. The full-time, readily available service is gone and new linkages must be formed with a new service delivery program miles away. This is particularly difficult when the service can be offered only on a part-time basis.

The reduction in audiologist FTE invades all aspects of the program. In the screening and rescreening efforts, the audiometric technician may be required to screen large numbers of children without the audiologist on-site for supervision or assistance. There are certain liability considerations in this area, as parts of the screening involve a probe tip being inserted into the ear canal (where older equipment is used). Program credibility is lost where the technician operates alone in areas where previously the technician and audiologist were viewed as a team. With reductions in personnel, the timeliness of screening is often delayed. When screenings were completed by October 1st or 15th they may not be

completed now until January or February.

The timeliness of the follow-up audiological evaluation for screening referrals is weakened by the absence of a full-time program. Children referred from screening have to wait for follow-up evaluation until the audiologist is available in their area. In many cases, this can be a 3-4 week wait. Three or four weeks can be 16 or 17% of the school year.

Audiologist time for teacher counseling and explanations regarding ramifications of hearing loss is diminished. Further, reports going back to the school regarding the results of screening or follow-up evaluations may be delayed as the .25 or .3 audiologist attempts to cover other areas where a 1.0 or 1.5 FTE existed before.

Pre-school screenings (where numbers justify) have required the presence of both the audiologist and the technician in order that very small children may be screened properly. Currently, in most cases, because of the budget reduction, the audiologist OR the technician may be serving alone.

Where services must be provided from long distances away, weather and road conditions in the state of Montana enter in for at least 3-4 months of operation. Where appointments or evaluations are missed due to road conditions, the effect ripples through the systems and households of all concerned. These problems were a rarity when the service was available locally under the fully funded program.

Audiometric technicians have, in the past, been employed for the full year of service. This full-time employment encourages the

technician to stay in a certain area and work with the program year after year. The training level and experience level of the technician was valuable to the program even though it also cost a little more money. A current practice of employing technicians only for the heavy screening effort in the fall is emerging. Less training, fewer work days, and less experience is cheaper, however, the overall cost benefit may be in question and program continuity lost.

Due to the budget reduction, service contracts are currently written on a 9 month school year rather than a 12 month basis. The needs of the hearing impaired child may go unanswered, in many areas, during the summer months.

Adult and geriatric services which have been offered on an "as time allows" basis (after school hours, evenings, or weekends) have been eliminated.

The practice of contracting audiological days rather than paying salaries and benefits for FTEs is gaining favor. While this practice may show promise in cost-benefit areas, it should be noted that contract audiologists who may be needed to work 50 days here or 60 days there are not readily available in Montana. Indeed, in certain areas of the state, it is difficult to employ a full-time person with full benefits. It may be impossible, in certain years, to employ a .25 or a .4 audiologist on a contract per day basis. Where funding levels fall below the amounts needed for salaries and benefits, the survival of the program in that area is threatened. Nonetheless the cost-benefit analysis of the "contract day" audiologist will be outlined later as a possible money saving innovation. Please see Appendix A.

Program ownership is noted as a concern in certain areas. While in some areas the special education director or the school superintendent may be happy that the "outside" contract bidder is handling the audio program for him, there are others who feel that the funds should be allocated to the school or special education program for their use in their program. These feelings have lessened as the funding has fallen below the FTE level in many areas. Where the total funding for a given area may be \$25,000 or less, hiring an FTE becomes difficult or impossible. The local school administrator and/or special education director may be well aware of the problems in finding a .6 audiologist or a .8 technician. This can best, or only, be done by joining or combining with an area nearby. The "outside" contractor will likely survive as he/she can visualize the needs and funds for combined areas and can hire or contract for full-time help to be shared between or among areas.

Program equipment is very old in many areas. Electronic repair companies are now refusing to guarantee their calibrations and repairs as it is obvious that obsolete equipment will not hold the repair or maintain a calibration. Several pieces of equipment purchased during 1973-76 are still on line. This is not realistic when the life expectancy is averaged at 6-7 years. Some funds in this year's administration budget (FY 87) were earmarked for new equipment. These were erased by the Governor's 2 percent budget reduction. Equipment amounts in the FY '88 and FY '89 budget are reasonable and critical for program operation.

The considerations noted in this section entitled:

Center Closures and Terminations
And Other Impact

contain a global view of the program and the general, overall impact of fund reduction and the decrease in service accordingly. Hereafter, this report will summarize the program operation in individual areas, the impact in that area, past funding, current funding, and proposed funding in that area.

For the convenience of the reader, maps have been included at appropriate junctures in the reporting for individual areas. The area under consideration will be outlined with a solid line (—). The combined areas are: 1-5-6 (eastern Montana with Glasgow (1), Glendive (5), and Miles City (6) seen as population centers); 7-12-13-14 (Lewistown (7), Billings (12), Yellowstone County (13), and Bozeman (14)); 9-10 (Helena (9), Butte (10)); 3-4 (Conrad (3), Kalispell (4)). Only contract areas 8 (Great Falls/Cascade County), 2 (Havre), and 11 (Missoula and west) are non-combined areas.

AREA 1

COUNTIES: Daniels, Phillips, Roosevelt, Sheriday, Valley

FY '86 - \$44,750	FY '87 - \$19,630	Proposed	<u>FY '88</u> \$21,800	<u>FY '89</u> \$21,800
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CONTRACTOR: L. E. Roberts, Inc.

CHILD COUNT: 6,464

PROGRAM HEADQUARTERS: Glendive

MAJOR IMPACTS (3):

- 1) Center Closed
- 2) 1.6 FTE Terminated
- 3) Area headquarters moved to Glendive

Currently Area 1 is one area of a three area combine (1-5-6). It is being served by a contract audiologist, an audio technician and a clerical staff person who resides in Glendive. Follow-up evaluations are done utilizing a van on loan from the Indian Health Service. Administration of the program, including scheduling and mailings, is done out of the headquarter office in Glendive. The amount apportioned for Area 1 is below full FTE funding and it could not stand alone with its own program. The contractor for Area 5 and 6 (Eastern Montana) agreed to add Area 1 to his overall contract in order that service could be maintained in that area. The loan of the IHS van is temporary. Routings of referrals to the clinic in Poplar is a possibility but that procedure is, as yet, undetermined. The nearest fully equipped program center is Glendive. However, audiologist time at that center is very limited as will be seen in the report of Area 5. The beginnings of a private center are reported to be at the Glasgow hospital. Innovative linkages have been done in this area and others are being considered. One of these involves a contracted audiologist serving Phillips and Valley Counties out of a Glasgow base and the current

contracted audiologist and technician serving Roosevelt, Daniels, and Sheridan counties out of a base in Poplar. Service to adults in this area has been terminated. Follow-up evaluation services and clinical services may not be available, pending agreements or lack of same with the IHS. The technician must operate with very little audiologist supervision. Most or all of the reductions and problems noted in the prior section (Center Closures....etc., pgs. 13-18) apply in Area 1.

It is this administrator's opinion that this area cannot justify a full-time program, with full-time personnel, and a fully equipped center (unless adult services are reinstated). However, a half-time (1/2) program is not unreasonable. A brief budget as follows could easily be defended. Equipment needs (\$2000) is prorated at \$1000 each year.

AUDIOLOGIST	-	\$ 9,000	(90 x \$100/day)
AUDIOMETRIC TECHNICIAN	-	4,500	(90 x \$50/day)
TRAVEL	-	2,000	
REPAIR & CALIBRATION	-	900	
EQUIPMENT	-	1,000	
MATERIAL/SUPPLIES	-	500	
ADMINISTRATION/SUPER- VISION/CLERICAL	-	3,000	
RENT/USE OF GLASGOW SUITE	-	900	
		<u>\$21,800</u>	

$\$21,800 \div 6464 = \3.37 per child.

AREA 5

COUNTIES: DAWSON, MCCONE, RICHLAND, PRAIRIE, WIBAUX

FY '86 - \$52,000	FY '87 - \$21,592	Proposed	FY '88 \$25,900	FY '89 \$25,900
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CONTRACTOR: L. E. Roberts, Inc.
CHILD COUNT: 5,810
PROGRAM HEADQUARTERS: Glendive

MAJOR IMPACTS (3): 1) Center Closed
2) 2 FTE Terminated
3) No full-time center/service available for all of eastern Montana

The audio center in Glendive had operated open and full-time for children and adults since 1973. It was one of the original centers opened as it was determined that there was a need for at least one center, full-time, in the 16 county area referred to as eastern Montana. This land area is referred to as "roughly the size of New York State." Many linkages were formed with this center from a wide area surrounding it. As the "hearing center" of eastern Montana the referral rate to it was quite high from many agencies and physicians and the service for adults and geriatric citizens, in addition to children, was standard and commonplace. This was the headquarters for 16 counties (for audio work) and the rent, utilities, clerical, administration, supervision, supplies, repair, and other needs were all charged to this center.

This center remains fully equipped and is the hub of operations for Areas 1-5-6. Schedules, mailings, and communications are handled here for the three areas. The area is being served by a contract audiologist from Billings, a part-time technician and clerical staff within the center. The audio service is provided by

contracting with a Billings firm, while the clerical support is in the Glendive center. Actual audiologist time in the center is about 2-3 days every three or four weeks. The technician is employed only in the fall. The immediate and readily available service which existed previously is lost. Service to adults and geriatric populations has been eliminated. Equipment sharing from this center and the Billings contractor indicates adequate equipment for the operation. (Note: no equipment in budget). Various other reductions and problems as noted in the prior section (pgs. 13-18) are apparent in this area.

If there were to be one full-time center and budget for eastern Montana it should support this center. In such case the prior year's budget amount of \$50,000 or \$52,000 could be justified. The following budget for half-time (1/2) service to the area can be defended based on the current fiscal restraints of the state of Montana. There is no equipment budgeted, however, the rent and utilities are significant due to this center being the hub for the three areas of 1-5-6.

AUDIOLOGIST	- \$ 9,000 (90 x \$100/day)
AUDIOMETRIC TECHNICIAN	- 4,500 (90 x \$50/day)
TRAVEL	- 2,000
REPAIR & CALIBRATION	- 900
MATERIALS & SUPPLIES	- 500
ADMINISTRATION/SUPER- VISION/CLERICAL	- 3,000
RENT/UTILITIES	- <u>6,000</u>
	<u>\$25,900</u>

$\$25,900 \div 5,810 = \4.45 per child.

Amount per child is higher here due to the proposed charging of all rent/utilities against this center.

AREA 6

COUNTIES: GARFIELD, ROSEBUD, CUSTER, POWDER RIVER, FALLON, CARTER

FY '86 - \$36,850	FY '87 - \$20,571	PROPOSED	<u>FY '88</u>	<u>FY '89</u>
			\$22,700	\$22,700

CONTRACTOR: L. E. Roberts, Inc.
 CHILD COUNT: 6,172
 PROGRAM HEADQUARTERS: Glendive

MAJOR IMPACTS (3): 1) .25 Audiometric Technician Terminated
 2) Reduction of Service Time
 3) Reduction in Garbeson Clinic Contract from \$2000 to \$300.

This area is currently being served by contracted services from a Billings firm. It is receiving approximately .35 technician time and .35 audiologist time. The multiple clerical tasks are done by clerical staff in the Billings firm. Actual audiological and technician days are being calculated and the .35 as noted above are considered very conservative. Screenings are done largely by the technician although certain days are scheduled for the audiologist to be on-site during screening (10-15 days). The technician is well trained and has four years experience. She is not employed full-time or year around. The screening referrals from this area can receive follow-up evaluations at the nearest of four programs. These are: the Glendive center (if they can be scheduled during the 2-3 days per month that the audiologist is there), the Garbeson Clinic in Miles City, the Center for Handicapped Children in Billings, or at the contractor's private center in Billings. With this regime in place, the travel distance for follow-up evaluation is not great (with the exception of people from the Broadus or

Ekalaka area). Certain pre-school screening programs in the Miles City area are also done by the audiologist from the Garbeson Clinic. Services for adults or the geriatric population cannot be provided as part of the program. While there has been no center closures or termination in this area, service time has been reduced. There is little audiologist time available for teacher counseling, inservice training in the schools, or child study team participation. Certain other reductions and problems noted in the prior section of this report are apparent in this area.

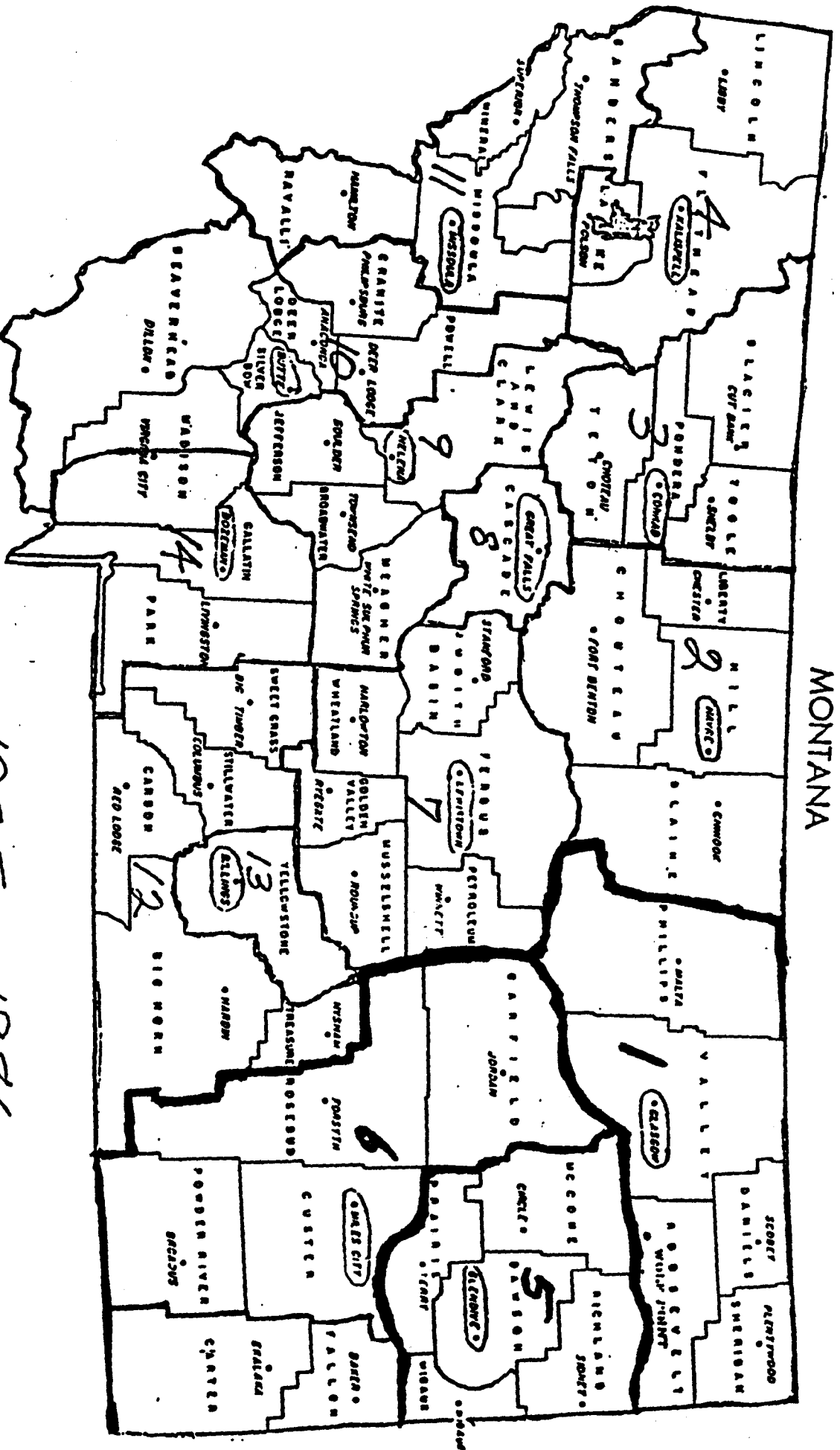
This area has never supported a full-time center or program. However, a one-half (1/2) time program is reasonable in this part of the state. Again, very little or no rent/utilities are noted as the program headquarters in Glendive administers the area. The contract with the Garbeson Clinic is necessary for adequate program operation. Also, equipment sharing between the Glendive center and the Billings contractor allows for adequate equipment in the area.

* AUDIOLOGIST	- \$ 9,000 (90 x \$100/day)
* AUDIOMETRIC TECHNICIAN	- 4,500 (90 x \$50/day)
TRAVEL	- 2,500
REPAIR & CALIBRATION	- 900
MATERIALS/SUPPLIES	- 500
ADMINISTRATION/SUPER- VISION/CLERICAL	- 3,500
GARBESON CLINIC	- <u>1,800</u>
	<u>\$22,700</u>

22,700 ÷ 6172 = \$3.67 per child.

*Of interest is the view in the area of the "contract audiologist" days work. It is viewed as a full eight (8) hours with the contractor traveling on his own time. Staying as late as necessary to finish all appointments and scheduling greater numbers of evaluations than may be considered "usual" is commonplace. Therefore, the cost-benefit of FTE in this area may exceed other areas. It is obvious that many new and innovative linkages have been formed in Areas 1-5-6 in order that service in the areas may continue. However, any further reduction in funding will jeopardize the survival of the program.

EDUCATIONAL HEARING CONSERVATION PROGRAM FOR MONTANA



MONTANA

1985-1986

SCHOOL YEAR

JULY 1, 1985 through June 30, 1986

No. 1092 - County Outline Map
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AREA 7

COUNTIES: FERGUS, GOLDEN VALLEY, JUDITH BASIN, MUSSELSHELL,
PETROLEUM, WHEATLAND

FY '86 - \$42,746	FY '87 - \$14,400	PROPOSED	<u>FY '88</u>	<u>FY '89</u>
			\$16,100	\$14,400

CONTRACTOR: Rocky Mountain Hearing and Speech Service (Doug Rehder)
 CHILD COUNT: 4,178
 PROGRAM HEADQUARTERS: Billings

MAJOR IMPACTS (3): 1) Center Closed
 2) 1.8 FTE Terminated
 3) Program Administration moved to Billings

No area was hurt more, financially, by the budget reduction than this area. A reduction to \$14,400 from \$42,746 would, by most people, be considered severe. The center closed, the FTE were terminated and had the contractor for Areas 12 and 13 not agreed to add Area 7 to his areas, the area would, quite likely, have gone without service. The contractor from Billings serves the area with .25 audiologist and .27 audiometric technician assistance. The adequately equipped center is still in Lewistown and the program is underwritten with rent, utilities, and janitorial service by the school district and special education funds. The above .25 and .27 FTE are conservative calculations and are considered the minimum for service time allocated. The technician in this area is well trained and experienced. The audiologist FTE is cost-beneficial. Each day spent is full, larger than "usual" numbers of children are seen, and travel to and from Billings is before and after the work day (leaves Billings 6:00 A.M. and arrives home in Billings 8:30 P.M.). The technician, who has a hard of hearing child, is sensitive to program

and parent needs. While the population in the area cannot justify a full-time program, there are many miles of travel. The small funding here dictates that this area be combined with others. Whether the contractor for other areas may be willing to continue this practice is undetermined. All record keeping, clerical support, and general program operations are done by the Billings contractor. Services from the prior years was full-time and readily available. This is obviously reduced in all areas. The audiologist can be on site on only a 2 or 3 day a month basis. Many or most ramifications of a center closure apply in this area (pgs. 13-18).

A one-third (1/3) time program can be supported and defended for this area. Rent, utilities, and janitorial costs are not included here as the school program will likely continue to underwrite these needs. This underwriting can be done only on a "space available" basis. Also, in the larger AA districts this is more easily accomplished and the tax base is more supportive of a local match. One new piece of equipment is needed to maintain program operation, even at a current level (screening tympanometer - \$2000).

AUDIOLOGIST	- \$ 6,000 (60 x \$100/day)
AUDIOMETRIC TECHNICIAN	- 3,000 (60 x \$50/day)
TRAVEL	- 2,000
REPAIR & CALIBRATION	- 700
EQUIPMENT	- 2,000
MATERIALS/SUPPLIES	- 400
ADMINISTRATION/SUPER- VISION/CLERICAL	- 2,000
	<hr/>
	\$16,100

\$16,100 ÷ 4178 = \$3.85 per child.

AREA 13

YELLOWSTONE COUNTY

FY '86 - \$61,205	FY '87 - \$67,900	PROPOSED	FY '88	FY '89
	\$32,200 Billings Schools)		<u>67,900</u>	<u>67,900</u>

CONTRACTOR: Rocky Mountain with Sub-contractor - Billings Schools
 CHILD COUNT: 19,945
 PROGRAM HEADQUARTERS: Billings

MAJOR IMPACTS (2): 1) Center Closed
 2) 2.25 FTE Terminated

As noted much earlier in this report, in those areas where there are high child counts in a small geographical area, the impact of the budget reduction was lessened. Of the total allocation for Area 13, Billings schools are sub-allocated \$32,200. It can be easily calculated that this amount would not fund a full program necessary for the large numbers involved. With a multitude of in-kind matches (clerical, rent, utilities, equipment, repair, and ancillary support staff) \$22,000-\$25,000 in district underwriting can be quickly and easily defended. The total program for the Billings schools is probably closer to \$52,000 to \$54,000*. There is a full-time audiologist and two full-time technicians in the Billings schools. There is adequate equipment and adequate support staff and space. The amount that the school may sub-contract for, from year to year, may vary, depending on the total amount bid for Area 13. Also, as needs for new equipment may change, the amount for the district may vary compared to the amount remaining for the outlying schools in Yellowstone County. While a center closed (Easter Seal), the school center is open and the FTE are equal to the number terminated. The outlying areas of Yellowstone County are served by the contractor.

The distances are not great and the service appears to have not been seriously disturbed from prior years. Audiologist and technician time appear adequate for the population. Rebudgeting does not appear necessary, however, due to the fluctuating possibilities in this contract/sub-contract arrangement, further reductions would certainly threaten the survival of the program. Indeed, any new equipment needs will necessitate some increase in funds.

*It is interesting to note that this figure agrees closely with the Great Falls School program. Cross comparison of the two large schools' budgets indicates good agreement.

Again, the district underwriting can be done on a "space available" basis. This, plus the tax base, is only available in the large districts.

$67,900 \div 19,945 = \$3.40$ per child.

AREA 14

COUNTIES: EASTERN HALF (1/2 MADISON, GALLATIN, PARK)

FY '86 - \$44,688	FY '87 - \$33,417	PROPOSED	<u>FY '88</u> \$37,250	<u>FY '89</u> \$37,250
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CONTRACTOR: Rocky Mountain Hearing and Speech Service
 CHILD COUNT: 11,139
 PROGRAM HEADQUARTERS: Billings

MAJOR IMPACTS (2): 1) Center Closure
 2) 2.1 FTE Terminated

This area is being served by a full-time, experienced technician and approximately .5 audiologist. Clerical support, record keeping, filing, and other program operations are in Bozeman. A private audiological center in Bozeman provides the follow-up evaluations needed. The time for these is included in the .5 FTE noted above. The technician is well acquainted with the area and it would appear that screening/rescreening efforts have not been seriously disturbed. New equipment is needed for continued program operation (tympanometer \$2000). An audiologist is contracted for program supervision, child study team participation, parent and teacher counseling and inservice, and all other professional needs of the program. While there was confusion and frustration in this area regarding the closure of a fully operational center, it appears that service delivery is being maintained. Whether the private center can continue to provide the follow-up evaluations next year is undetermined. Many of the same concerns noted earlier in this report (Center Closures) are existent in this area. Should the schools in this area decide to underwrite the program in terms of space, utilities, clerical support, and janitorial service (\$6000), a modest increase in this program's budget should allow for a full-

time program in this area.

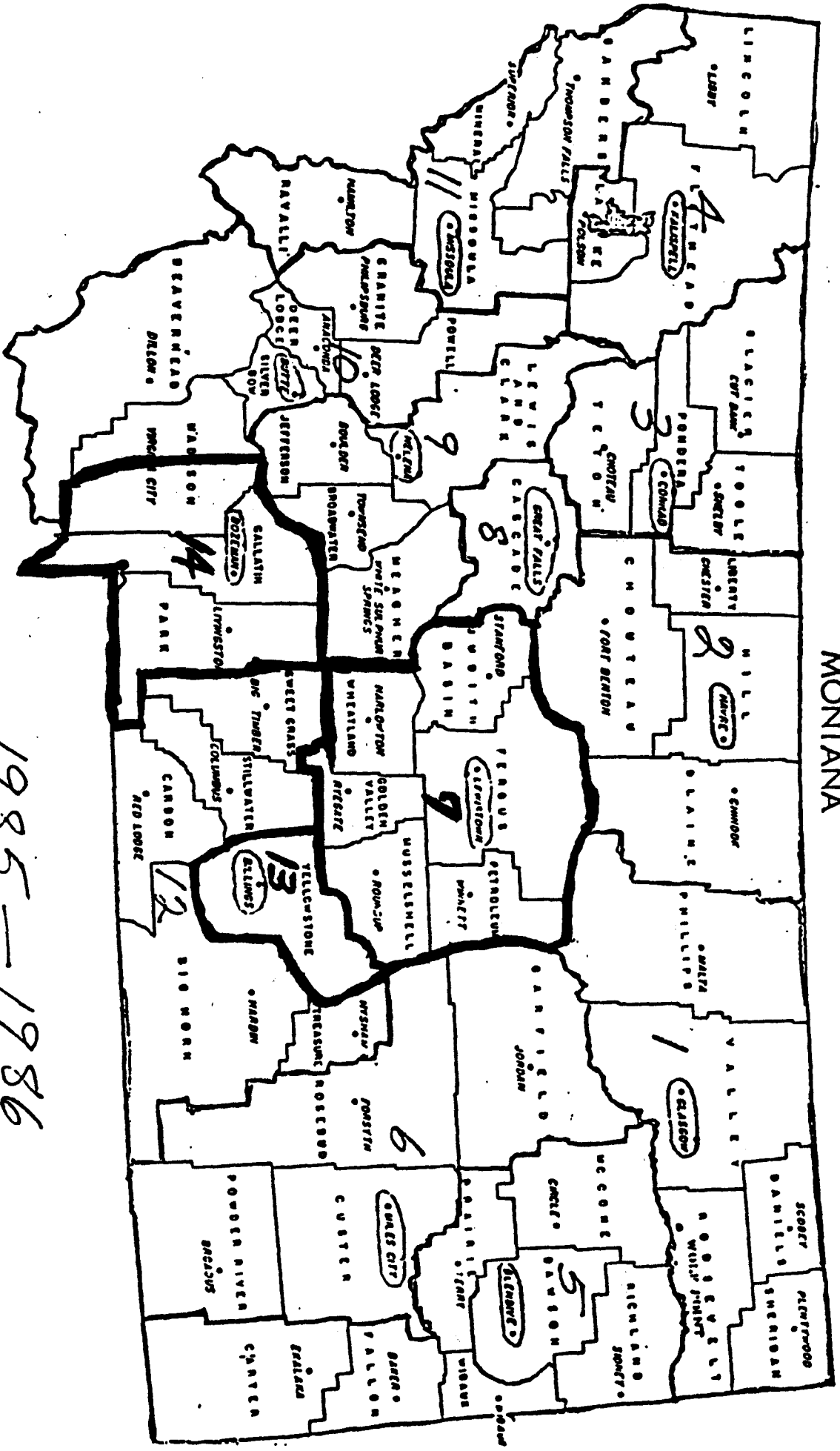
This area, with 11,139 children to be served, can defend a full-time program and budget. A general outline of same is noted below. A higher amount will be needed the first year for equipment (\$2000). The school participation is clearly noted but undetermined at this time.

AUDIOLOGIST	-	\$20,000	
AUDIOMETRIC TECHNICIAN	-	10,000	
TRAVEL	-	2,000	
REPAIR & CALIBRATION	-	250	
EQUIPMENT	-	2,000	
MATERIALS/SUPPLIES	-	500	
FOLLOW-UP EVALUATION	-	2,500	
CONTRACT			
		<u>\$37,250</u>	Program Funds
LOCAL MATCH FOR SPACE, UTILITIES, CLERICAL, ETC.		6,000	
		<u>\$43,250</u>	

The amount for the second year would be \$41,250 if no other equipment was needed.

\$37,250	÷	11,139	=	\$3.34	per child
\$43,250	÷	11,139	=	\$3.88	per child
\$41,250	÷	11,139	=	\$3.70	per child

BID LEAS
EDUCATIONAL HEARING CONSERVATION PROGRAM FOR
MONTANA



1985-1986

SCHOOL YEAR

July 1, 1985 through June 30, 1986

No. 1072 - County Outline Map
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AREA 8

GREAT FALLS SCHOOLS AND CASCADE COUNTY

FY '86 - \$39,610	FY '87 - \$42,237	PROPOSED	<u>FY '88</u> \$44,237	<u>FY '89</u> \$44,237
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CONTRACTOR: Great Falls Special Education Program (Ray Beck)
 CHILD COUNT: 15,098
 PROGRAM HEADQUARTERS: Great Falls

MAJOR IMPACTS (4):

- 1) All schools in county added to Great Falls schools
- 2) Reduction of service to pre-schools
- 3) Reduction in the number of grades screened
- 4) Delay in beginning services in Great Falls due to added county work

While this budget increased \$3420 over the past year, the number of children added to the responsibility area was 3749. The increase in allocation amounts to \$.91 per child. This is not a reasonable increase for the service expected. Also, the Great Falls schools are underwriting the program for approximately \$11,000. The services in Area 8 have been maintained much as before with the exception of timeliness of service for Great Falls schools. It was determined to serve all of the outlying schools first and then begin in the Great Falls schools. The program is well staffed and efficiently operated. The site visit at this program center was easily done as the record keeping was excellent and the data needed were quickly at hand. A modest budget increase for this area can easily be defended on the basis that \$.91 per child is beyond the bounds of reason for the child count in the outlying areas of Cascade County. Further, the modest increase should assure confidence in the program and help assure the local schools underwriting in the future.

$\$44,237 \div 15,098 = \2.92 per child.

AREA 2

COUNTIES: LIBERTY, HILL, BLAINE, CHOUTEAU

FY '86 - \$53,566	FY '87 - \$23,718	PROPOSED	<u>FY '88</u> \$31,500	<u>FY '89</u> \$29,500
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CONTRACTOR: Northern Rocky Mountain Easter Seals
 CHILD COUNT: 6,436
 PROGRAM HEADQUARTERS: Great Falls

MAJOR IMPACTS (3): 1) Center Closed
 2) 3.3 FTE Terminated
 3) No contractor or employee in the area

This area is currently being served by a part-time audiologist, a part-time technician and clerical support from the Easter Seal Center. The logistics are poor in that the audiologist resides in Great Falls and the technician resides in Lewistown. There is no contractor or program employee actually residing in Area 2. Availability of service is greatly reduced. The Easter Seal center that closed has reopened with quarters in the hospital in Havre. However, the audiologist is at the center only on an approximate two day a month basis. Most or all of the problems noted earlier in this report regarding center closures apply in this area. New equipment is also needed for adequate program operation (see pgs. 13-18) (tympanometer \$2000).

The needs in this area can support a half-time (1/2) program. Such a program can be defended. The first year costs will be slightly higher due to the equipment needs.

AUDIOLOGIST	- \$ 9,000	(90 x \$100/day)
AUDIOMETRIC TECHNICIAN	- 4,500	(90 x \$50/day)
TRAVEL	- 2,000	
REPAIR & CALIBRATION	- 500	
EQUIPMENT	- 2,000	
MATERIALS/SUPPLIES	- 500	
ADMINISTRATION/SUPER-	- 5,000	
VISION/CLERICAL		
CONTRACT FOR FOLLOW-UP	- 2,000	
EVALUATIONS		
RENT/UTILITIES	- 6,000	
	<u>31,500</u>	

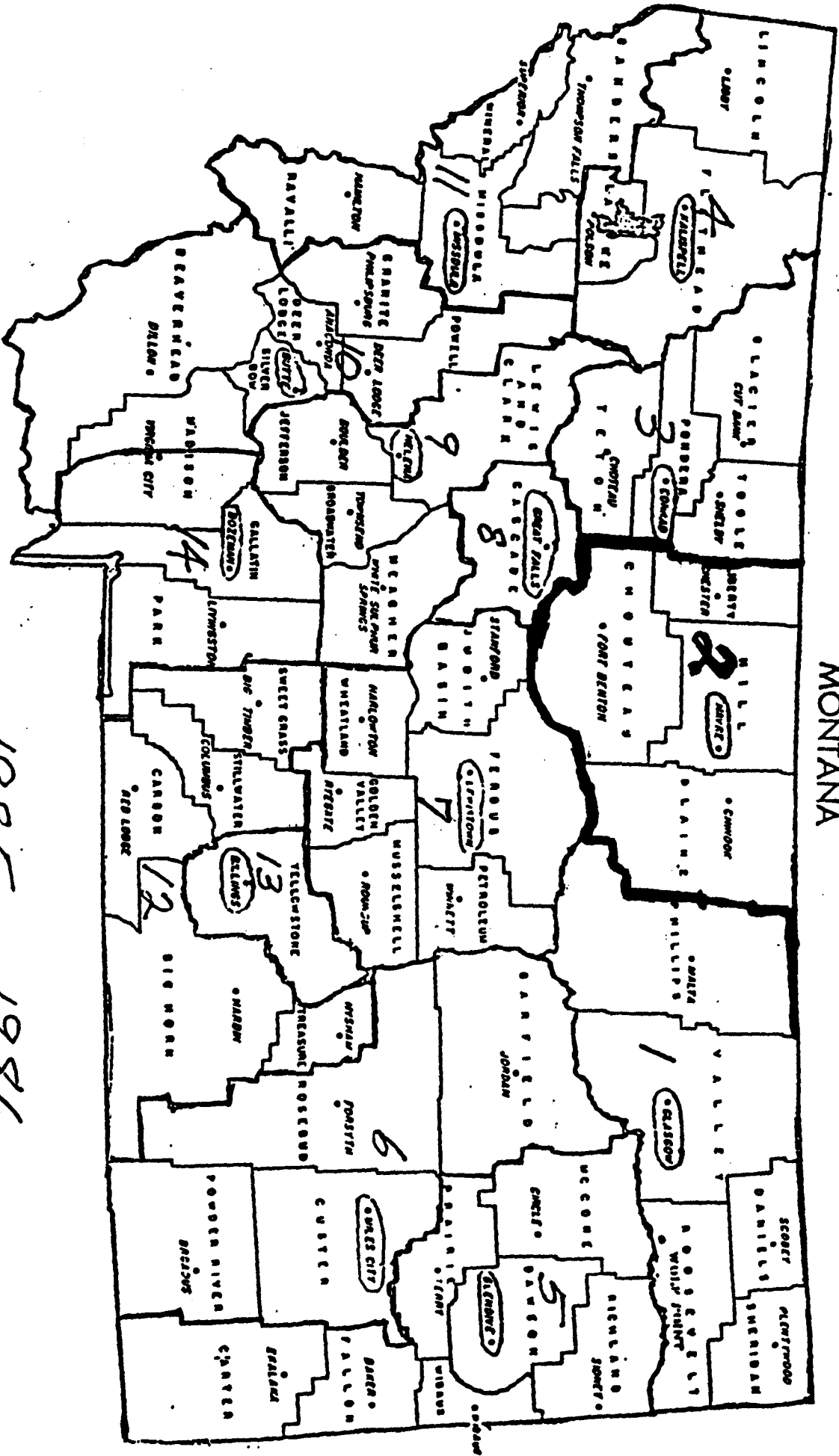
1st year - \$31,500 ÷ 6436 = \$4.89 per child

2nd year - \$29,500 ÷ 6436 = \$4.58 per child

If a school or program in the area could house the program, the cost and, therefore the cost per child, could be significantly reduced. Also, this area could reasonably combine with another half-time (1/2) area, and the shared costs would reduce the total funds needed.

EDUCATIONAL HEARING CONSERVATION PROGRAM FOR

MONTANA



1985-1986

SCHOOL YEAR

July 1, 1985 through June 30, 1986

No. 1022 - County Outline Map
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 Helena
 100 Peds.-Q-YA

AREA 12

COUNTIES: BIG HORN, CARBON, STILLWATER, SWEETGRASS, TREASURE

FY '86 - \$37,500	FY '87 - \$18,200	PROPOSED	<u>FY '88</u>	<u>FY '89</u>
			\$20,000	\$20,000

CONTRACTOR: Rocky Mountain Hearing and Speech Service (Doug Rehder)

CHILD COUNT: 5,351

PROGRAM HEADQUARTERS: Billings

MAJOR IMPACTS (1): 1) Can get to schools only once
(mileage + driving time)

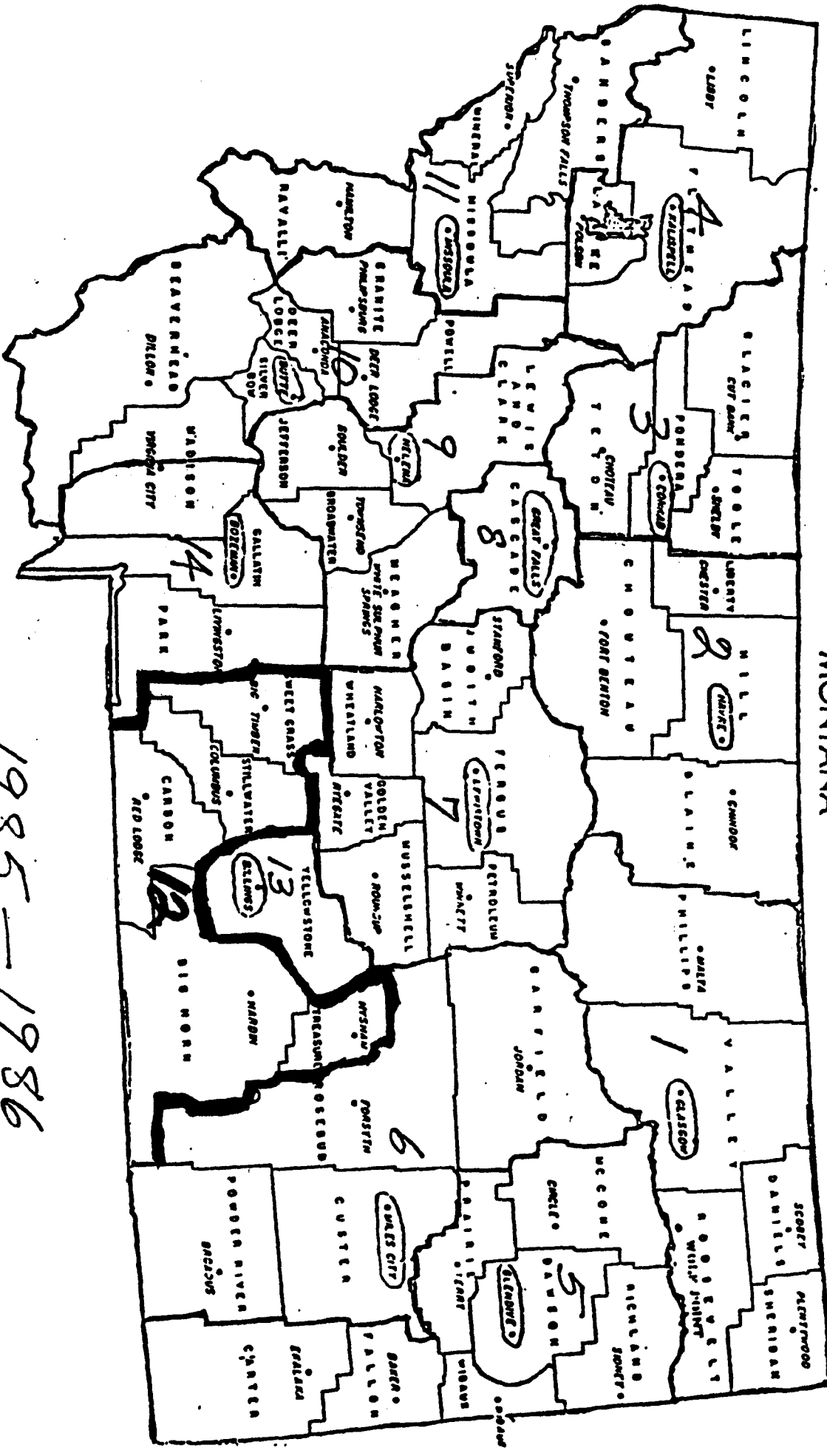
There is no program center in Area 12, however, follow-up evaluation centers are located in Billings and many people in this area use Billings often as their shopping center. There is a part-time audiometric technician and part-time audiologist serving this area. The clerical needs and bookkeeping are handled by personnel at the contractor's office. Some of the problems associated with reduction in staff are apparent in this area. Many of the schools may be visited only once for screening and adequate time for parent and teacher counseling or inservice training is lacking.

This area has a low child count and a full-time program cannot be supported. The area must be part of a combination to receive services. The equipment used is adequate for the present time. A half-time (1/2) program is reasonable for this area and the funds for same are defensible. The amount needed from year to year would vary as equipment purchases dictate.

AUDIOLOGIST	- \$ 9,000	(90 x \$100/day)
AUDIOMETRIC TECHNOLOGY	- 4,500	(90 x \$50/day)
TRAVEL	- 2,000	
REPAIRS & CALIBRATION	- 500	
MATERIALS/SUPPLY	- 500	
ADMINISTRATION/SUPER- VISION/CLERICAL	- 3,500	
	<u>\$20,000</u>	

20,000 + 5,351 = \$3.73 per child

BID LEAS
EDUCATIONAL HEARING CONSERVATION PROGRAM FOR
MONTANA



No. 1023 — County Outline Map
 STAFF PUBLISHING COMPANY
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 100 Pads-Q-YA

1985-1986
 SCHOOL YEAR
 July 1, 1985 through June 30, 1986

AREAS 3 AND 4

AREA 3 COUNTIES: GLACIER, TOOLE, PONDERA, TETON

AREA 4 COUNTIES: FLATHEAD, LINCOLN

Area 3

FY '86 - \$47,327	FY '87 - \$18,899	PROPOSED	FY '88 \$22,500	FY '89 \$20,500
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Area 4

FY '86 - \$55,600	FY '87 - \$45,267	PROPOSED	FY '88 \$52,370	FY '89 \$52,370
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CONTRACTOR: Flathead County Rural Special Education Cooperative
(John Copenhaver)

CHILD COUNT: Area 3 - 5,642

Area 4 - 15,089

PROGRAM HEADQUARTERS: Kalispell

MAJOR IMPACTS (3): 1) Center Closed Area 3
2) 1.8 FTE Terminated
3) Decrease service time

The area 3 center in Conrad closed. The small amount allocated to this area prevented a "stand alone" program and the contractor for Area 4 agreed to combine the area with his. The program is headquartered in Kalispell, however, the technician resides in Conrad. The audiologist spends .2 FTE time for Area 3 and .8 FTE time for Area 4. There is .9 FTE technician in Area 4 and .25 for Area 3. The .6 clerical help is divided with .5 for Area 4 and .1 for Area 3. Travel for the audiologist from Kalispell to Conrad is by Amtrak. He can get to the center approximately two days per month. Technicians cannot be employed on a year around basis and services are reduced according to the personnel available. The severity of the reduction in funds is most apparent in Area 3. Most problems noted earlier in this report (pgs. 13-18) are apparent in this area. The area can support a half-time (1/2) program but will

likely continue as a combine Area with 4 or 2. The two county area of 4 (Flathead and Lincoln) is served by the same audiologist and two part-time technicians. The center in Kalispell is open and operational except when the audiologist is in Conrad. With the child count and needs of Area 4, a full-time program is justified. FTE days in these areas are long and often run from 6:00 A.M. to 8:00 P.M. with travel. Equipment is needed in Area 3 for continued program operation (Tympanometer \$2000). Full-time and half-time (1/2) budgeting is noted below.

Area 4 (Full-time)

1 - AUDIOLOGIST	\$20,000
2 - AUDIO TECHNICIAN	20,000
TRAVEL	2,000
REPAIR/CALIBRATION	700
MATERIALS/SUPPLIES	600
ADMINISTRATION/	6,000
SUPERVISION/CLERICAL	
RENT/UTILITIES	3,000
	<u>\$52,370</u>

Area 3 (1/2 time)

1/2 AUDIOLOGIST	\$10,000
1/2 AUDIO TECHNICIAN	4,500
TRAVEL	2,000
REPAIR/CALIBRATION	500
MATERIALS/SUPPLIES	500
ADMINISTRATION/	3,000
SUPERVISION/CLERICAL	
RENT/UTILITIES	*
EQUIPMENT	2,000
1ST YEAR	<u>\$22,500</u>
2ND YEAR	\$20,500

Area 4 - $\$52,370 \div 15,089 = \3.47 per child

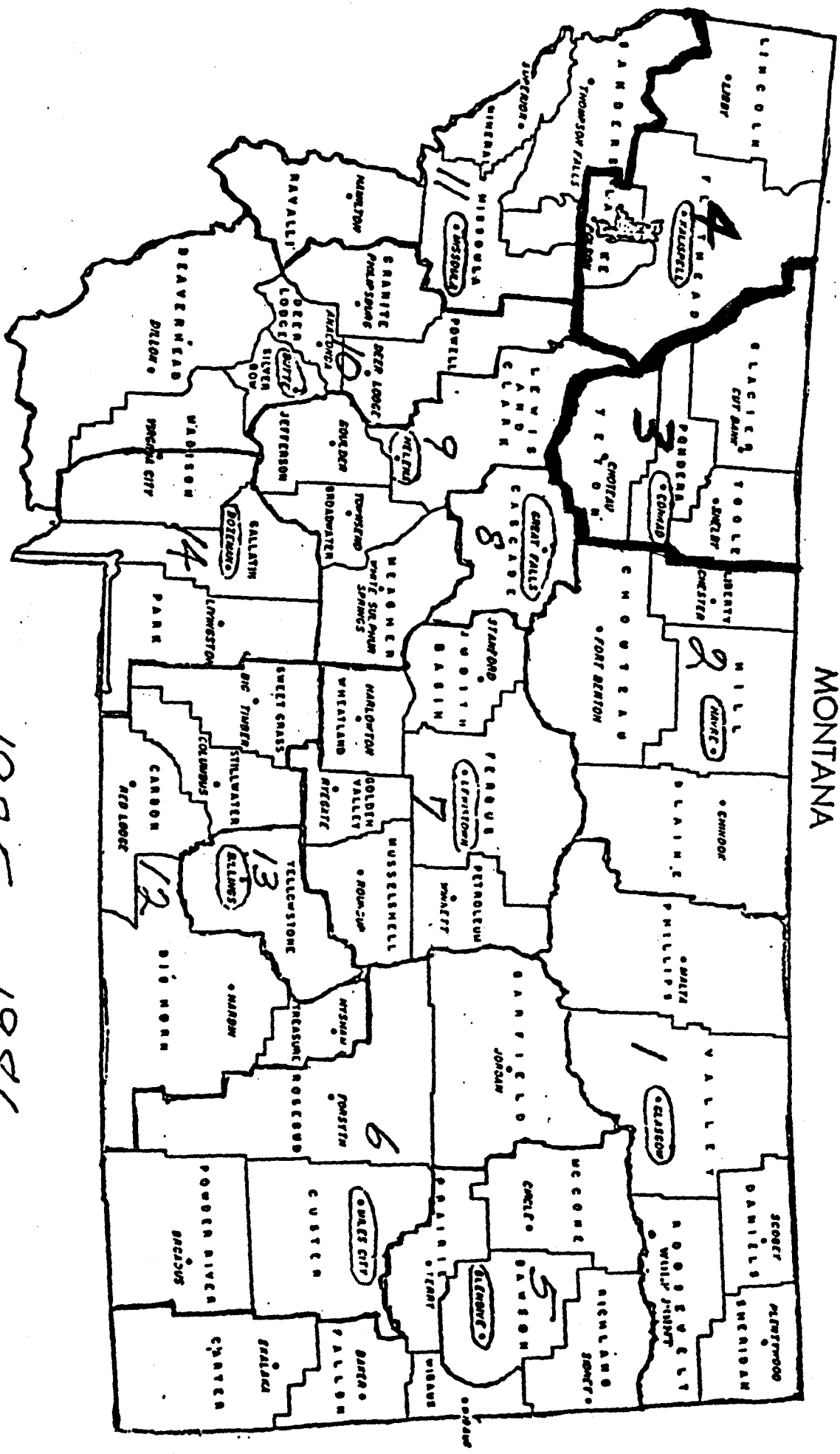
Area 3 - 1st Year: $\$22,500 \div 5642 = \3.98 per child

2nd Year: $\$20,500 \div 5642 = \3.63 per child

*The Conrad schools and the special education program there currently allow the use of space and most utilities for the audio program.

BID AREAS
EDUCATIONAL HEARING CONSERVATION PROGRAM FOR

MONTANA



1985-1986

SCHOOL YEAR
July 1, 1985 through June 30, 1986

No. 1072 - County Outline Map
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Helena
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AREAS 9 AND 10

AREA 9 COUNTIES: LEWIS AND CLARK, JEFFERSON, BROADWATER, MEAGHER

AREA 10 COUNTIES: SILVERBOW, DEER LODGE, POWELL, GRANITE, WEST HALF

(1/2) OF MADISON

Area 9

FY '86 - \$21,262 FY '87 - \$22,334

PROPOSED FY '88 FY '89
 \$58,609 \$54,600

Area 10

FY '86 - \$25,820 FY '87 - \$27,269

CONTRACTOR: Comprehensive Hearing Services (Chris Grover)

CHILD COUNT: Area 9 - 10,245

 Area 10 - 12,509

Areas 9 and 10 are provided service by the same contractor. He has private offices in Helena and Butte and a part-time center at the hospital in Dillon. He employs two audiologists and three .25 technicians. The FTE (audiologist) assigned to this program is 1.5 although a .5 of that FTE number may spend certain days or weeks doing almost entirely program work as the need demands. The contractor will provide service, at times, personally, which likely causes the 1.5 FTE audiologist to be a conservative calculation. Only by using his own centers and in two of the three centers his own equipment can the service be offered for the funds bid. The equipment in one center (Butte) is program equipment. Many of the costs of rent, utilities, clerical staff, telephone, supplies, materials, printing, etc. are absorbed into this private contractor's usual office operation for his own private practice. The cost per child in these areas CANNOT be used as a rule of thumb or a standard for any other area. Only because of the strategic locations of his centers and the capability to blend the program

with a private practice can the services be offered for the funds bid. The technicians are not employed full-time. New field equipment is badly needed in this area for program operation (Tympanometer \$2000 x 2 = \$4,000). The centers in Helena and Butte are open full-time and service is offered any child at any time on an "as needed" basis. Although this program received a slight increase in funding by the formula process used, it remains by far at the lowest "per head" cost in the entire program (\$2.18). This contractor has made it clear that cost per child probably cannot continue. Equipment in his areas is in terrible condition and certainly needs to be replaced. Also, while work in the program may have helped spread the name of his business it likely has not been of any real benefit to his cash register.

A cost per child in these areas of \$2.30 - \$2.50 per child is certainly within the bounds of reason

	<u>FY '86</u>	<u>FY '87</u>	PROJECTED	<u>FY '88</u>	<u>FY '89</u>
Area 9	\$21,262	\$22,334		\$58,609	\$54,609
Area 10	<u>25,820</u>	<u>27,269</u>			
	<u>\$47,082</u>	<u>\$49,603</u>			

\$47,082 ÷ 22,754 = \$2.07 per child - FY '86

\$49,603 ÷ 22,754 = \$2.18 per child - FY '87

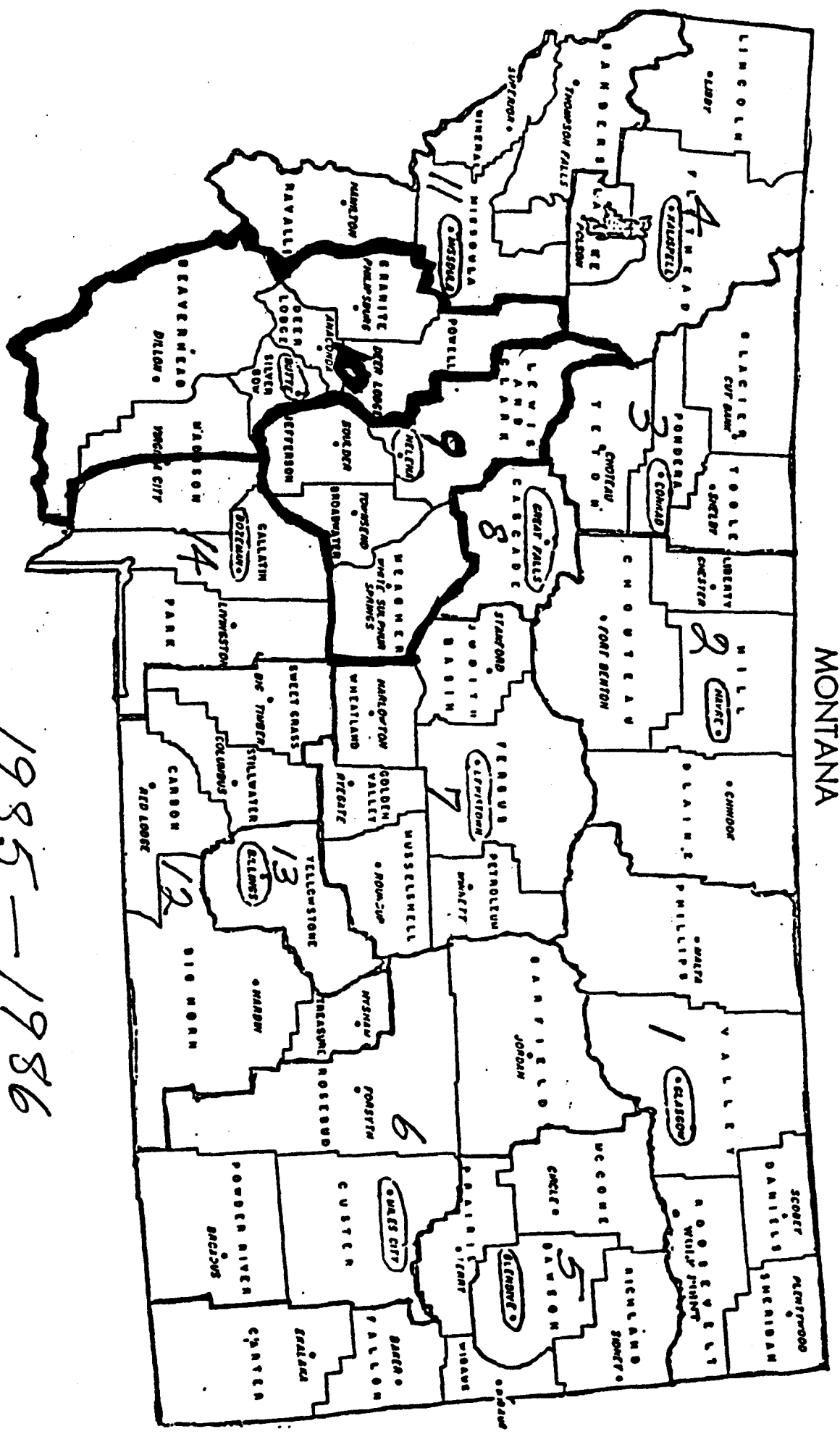
\$54,609* ÷ 22,754 = \$2.40 per child - Projected FY '88

*It is anticipated that \$4,000 will be needed to replace obsolete equipment in these areas. Therefore, the total budget for FY '88 would be \$58,609.

FOOTNOTE: This contractor has, at times, been requested to provide professional staff for indepth therapy and lesson planning for the hearing impaired. He has currently considered employing a consultant for the hearing impaired rather than a staff person specifically trained in the field of clinical audiology. While this person could help with screening and other technical aspects of the program, indepth therapy for children and great assistance to parents, speech therapists, and classroom teachers could also be provided.

BID AREAS
EDUCATIONAL HEARING CONSERVA ON PROGRAM FOR

MONTANA



1985-1986

SCHOOL YEAR

July 1, 1985 through June 30, 1986

AREA 11

COUNTIES: SANDERS, MINERAL, MISSOULA, RAVALLI

FY '86 - \$96,840	FY '87 - \$71,478	PROJECTED	<u>FY '88</u>	<u>FY '89</u>
			\$81,500	\$81,500

CONTRACTOR: Missoula Area Special Education Cooperative
(Fred Appleman)

CHILD COUNT: 21,660

PROGRAM HEADQUARTERS: Missoula

MAJOR IMPACTS (6):

- 1) 1.1 FTE Terminated (.5 audiologist, .6 audiometric technician)
- 2) Reduction or elimination of rescreens
- 3) Reduction or elimination of pre-school or pre-kindergarten screenings
- 4) Reduction in child study team participation
- 5) Breakdowns in timelines of service
- 6) Reduced consultation time for teachers/parents

Area 11 has the highest child count per area in the program. While many of the children are in Missoula, there are also many in rural schools, located far from the headquarters in Missoula. There is 1.5 audiologist FTE and 1.4 FTE technician in the program. Secretarial help has been achieved through a rent agreement with the University of Montana. This has been reduced and the audiologists or technician are absorbing some secretarial duties. Rescreenings have been reduced or eliminated. Pre-school screenings or pre-kindergarten screenings are being reduced or eliminated. Screening cannot be done in a timely fashion and there is little time left for indepth teacher inservice training or active participation in the child study team process. Many or most of the concerns or problems noted in the section of this report dealing with the impact of the budget reduction are apparent in this area (pgs. 13-18). The program is housed in the Speech and Hearing Clinic on the University

of Montana campus. The clinic's equipment is used for follow-up evaluations.

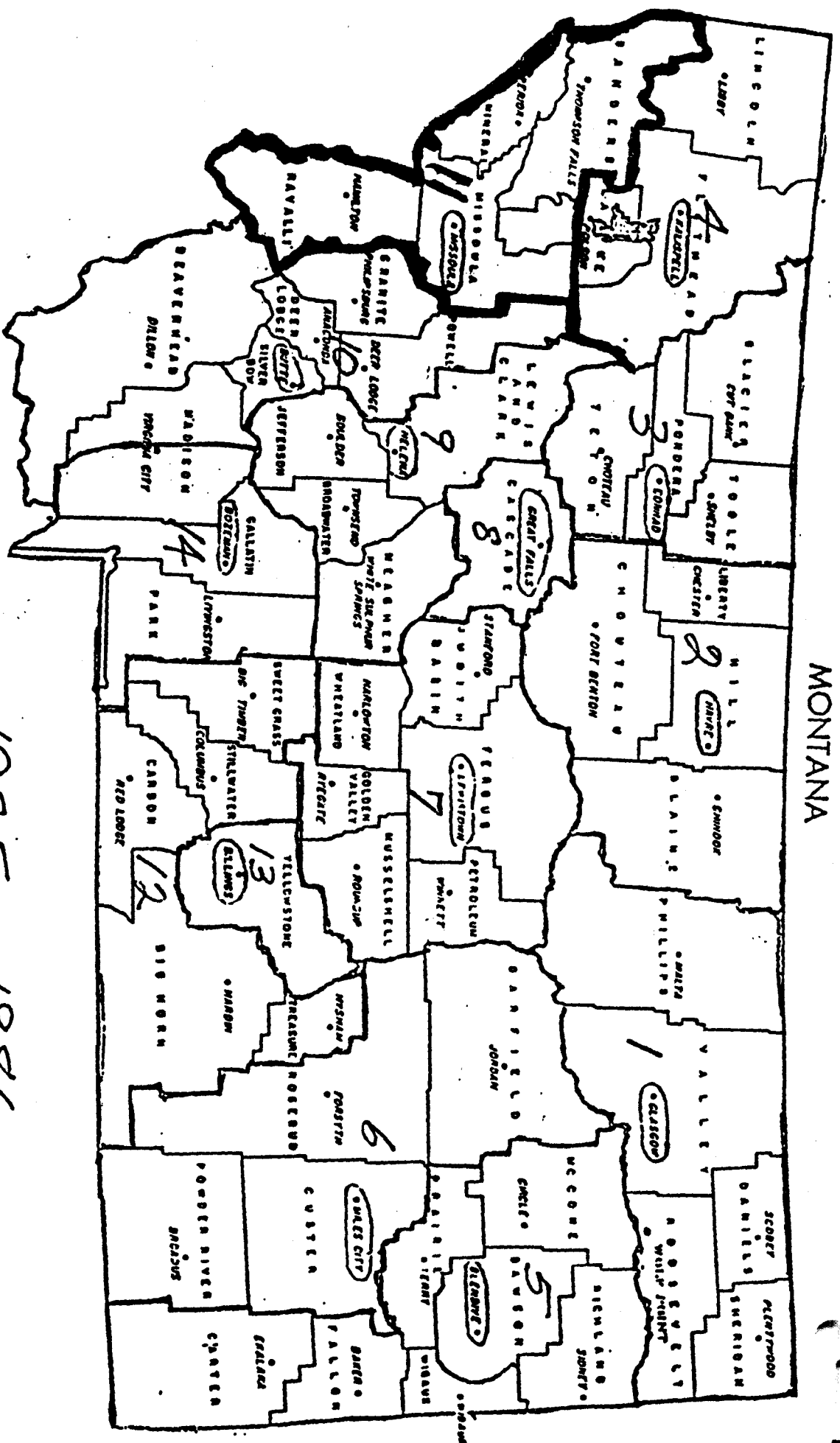
The high child count and extensive miles in this area justifies a fully operational program, with ample staff to meet the needs. The funds projected for the area are noted below.

2	AUDIOLOGISTS	-	\$40,000	
2.5	AUDIOMETRIC TECHNICIANS	-	23,000	(2 FTE + 1 on a .5 FTE Basis)
	TRAVEL	-	4,000	
	REPAIR & CALIBRATIONS	-	800	
	MATERIALS/SUPPLIES	-	700	
	CLERICAL	-	4,000	
	RENT/UTILITIES	-	7,000	
	ADMINISTRATION/SUPER- VISION	-	2,000	
			<u>\$81,500</u>	

$\$81,500 + 21,660 = \3.76 per child

BID AREAS
EDUCATIONAL HEARING CONSERVA ON PROGRAM FOR

MONTANA



No. 1023 — County Outline Map
STATI PUBLISHING COMPANY
Helena

100 Pds - Q - YA

1985 — 1986

SCHOOL YEAR

July 1, 1985 through June 30, 1986

BROWNING RESERVATION

FY '87 - \$3,700	PROPOSED	<u>FY '88</u>	<u>FY '89</u>
		\$3,700	\$3,700

The Area 3 and 4 combination bid was finalized without service being included for the Browning area. This was done with the knowledge that there was already adequate staff and equipment in Browning to handle a separate small contract for the area. The contract for \$3700 was then negotiated with the Special Education director in Browning. There are approximately 2000 children in the service area. Due to the high incidence of hearing problems in the Indian population, the amount and type of service will exceed those outlined in the guidelines. Also, the number to be served or possibly requiring service may exceed the formula of one-half (1/2) of the population. There is follow-up evaluation capability in the school center and at the Indian Health Service audiological center. Adequate staff and equipment are maintained. A population of 1200 is projected and rebudgeting is not necessary.

$1200 + \$3700 = \3.08 per child.

ADMINISTRATION

FY '87
\$49,388

FY '88
\$59,328

FY '89
\$47,328

The administration of this program has been assigned to two agencies during the years of the special appropriation (Office of Public Instruction, 1979-1982, and The School for the Deaf and Blind, 1982-1986). Until this year, no FTE was funded to specifically oversee or coordinate the program. An administrator for the program was requested, on many occasions, by both the providers of service and the recipient agencies. Quality control reviews and accountability site visitations could not be done in any regular or systematic way. Specific needs to support bid amounts could not be evaluated for each area and inequities in the bidding process could not be dealt with effectively. Staffing patterns for areas of need could not be reviewed carefully and there were no funds for travel to accurately assess the programs at the area and local level. Equipment needs for adequate program operation were not evaluated on a regular basis and careful scrutiny regarding amounts and types of service rendered for the dollars spent could not be effected. In general, the "pulse" of the program could not be taken on a regular basis. As a result, the many questions and concerns, regarding the program, from many quarters (providers, recipient agencies, legislature, State Board of Public Education, etc.) could not be addressed adequately. An administrator was selected by the State Board of Public Education in September 1986 and he began working in October 1986. Goals for the administrator

were reviewed by the Board in October 1986. These include:

- 1) maintain program operation reviews for regular reporting to the Board and the Legislature
- 2) review budget impacts and report to the Board and Legislature
- 3) develop public information for the recipient programs and the public
- 4) maintain an equipment inventory and assess equipment needs
- 5) maintain a public relations effort and serve as a liaison between providers and recipients of service
- 6) review programs in surrounding states
- 7) explore the need for an advisory committee
- 8) review the program for change according to budget amounts.

The program has existed as a type of "orphan child" for the agencies involved in its administration largely due to the fact that no FTE was funded for coordination.

The program is currently reeling from the severe budget reduction. Extensive efforts and innovative changes are noted in all quarters to help assure its survival. It is slowly regaining equilibrium, balance, and a semblance of operation maintenance with the funds available. Supervision, program guidance, careful planning, cost-benefit analysis, on-site visitation, equipment reviews, impact reporting, contingencies for program change depending on budget and liaison efforts are needed if the program is to survive.

The budget for administration was established at \$49,388. Within this budget an amount for equipment was \$7,388 so the actual amount for administration was \$42,000. The Governor mandated a 2% reduction for all programs and the 2% reduction for the total

program (\$10,000) was taken from the administrative budget in order that no contracts would be broken. The remaining, final amount is \$32,000.

The projected budget for administration for FY '88 and '89 is outlined below. It should be noted that equipment needs for all audio areas are reported here. This amount should be subtracted if actual cost of administration is to be determined.

FY '87 - \$49,388	<u>FY '88</u>	<u>FY '89</u>
Salary & Benefits	\$32,000	\$32,000
Travel	4,000	4,000
Equipment (statewide)	20,000	8,000
Telephone	600	600
Space/Utilities	228	228
Material/Supplies	300	300
Postage	300	300
Clerical Support	300	300
Contractor Conference	1,600	1,600
	<u>\$59,328</u>	<u>\$47,328</u>

BUDGET DEFENSE

SUMMARY AND CONCLUSIONS

The FY '88 projected total budget of \$554,685 for this program represents an increase of \$54,685 over the \$500,000 appropriated by the special session of the legislature in July 1986. However, it represents a reduction of \$118,315 from the \$673,000 originally appropriated for FY '87. It further represents a reduction of \$185,315 from \$740,000 which was appropriated for FY '84-85. The percent (%) of reduction from \$673,000 is 17.6% and the percent (%) reduction from \$740,000 is 25%. Within this FY '88 projection there is \$20,000 for badly needed equipment. The FY '89 projected total budget is \$542,685. This amount represents an increase of \$42,685 over the \$500,000 appropriated by the special session in July 1986. However, it represents a reduction of \$130,315 from the \$673,000 originally appropriated for FY '87. It further represents a reduction of \$197,315 from the \$740,000 which was appropriated for FY '84-85. The percent (%) reduction from \$673,000 is 19.4% and the percent reduction from \$740,000 is 26%. These figures speak for themselves. The funding cut accomplished at the special session (25.7%) had severe impact on the program. This impact has been described in the main part of this report. The centers that were funded fully by this program have closed. While the sound rooms and equipment at some of these centers remain intact, the centers are staffed only part-time and the clinical machinery is idle much of the time. Full-time service has been reduced to part-time and many

services have had to be eliminated altogether. While new linkages have been formed or are being formed, the survival of the program has been accomplished only by people "bending over backward" to assure it. Contractors have absorbed areas other than their own, at the last minute, and are serving areas previously unknown to them. It is doubtful whether this will continue. Program credibility has been severely weakened as technician time has been increased and audiologist time decreased. Parents of the hearing impaired children are being heard from in many areas. Service from the audiologist, which may have been a mainstay for their child's success at a local level of schooling, is significantly reduced. The reductions in the program have severely threatened the "most appropriate, least restrictive" model for the hard of hearing child. Audiologist time for follow-up services after identification has been severely reduced and there is little time for child study team participation, teacher inservices, hearing loss prevention programs, serial testing efforts, amplification modification, direct therapy programs, or physician referrals. Further, the procurement of hearing aids for children, whose parents cannot afford them, is in question. This was often an audiologist's function, as well as many other public relation functions, where the full-time center was operational.

The program is staggering from the impacts of the funding level set at the special session. It can likely regain balance and continue at the projected level of funding for FY '88 and '89. Most or all of the program's components, noted above, can be salvaged at the level noted for FY '88 and '89. Further reductions or elimination

of components would occur if further reduction is effected.

Funding cuts by the 49th session of the Legislature were noticeable and a deep cut by the special session threatened the program's survival. The impact of any further reductions by the 50th session of the Legislature can be calculated by compounding the impacts already reported herein. Further reductions are not warranted and if same occur, this program administrator will not give his assurance of program survival.

CONTRACTED SERVICES

<u>AREA</u>	<u>FY '86</u>	<u>80 POPULATION</u>	<u>1/2 80 POPULATION</u>	<u>FY '87</u>	<u>FY '88</u>	<u>FY '89</u>
1	44,750	12,928	6,464	19,630	20,800	20,800
2	53,566	12,873	6,436	23,718	29,500	29,500
3	47,327	11,283	5,642	18,899	20,500	20,500
4	55,600	30,177	15,089	45,267	52,370	52,370
5	52,000	11,619	5,810	21,592	25,900	25,900
6	36,850	12,344	6,172	20,571	22,700	22,700
7	42,746	8,356	4,178	14,400	14,400	14,400
8	39,610	30,196	15,098	42,237	44,237	44,237
9	21,262	20,490	10,245	22,334	24,600	24,600
10	25,820	25,017	12,509	27,269	30,000	30,000
11	96,840	43,320	21,660	71,478	81,500	81,500
12	37,500	10,702	5,351	18,200	20,000	20,000
13	61,205	39,890	19,945	67,900 (32,200 Bil. Sch.)	67,900	67,900
14	44,688	22,278	11,139	33,417	37,250	37,250
Browning Res.				<u>3,700</u>	<u>3,700</u>	<u>3,700</u>
TOTAL	659,764			450,612	495,357	495,357

ADMINISTRATION

FY '87 - \$49,388

	<u>FY '88</u>	<u>FY '89</u>
SALARY/BENEFITS	32,000	32,000
TRAVEL	4,000	4,000
EQUIPMENT (statewide)	20,000	8,000
TELEPHONE	600	600
SPACE/UTILITIES	228	228
MATERIALS/SUPPLIES	300	300
POSTAGE	300	300
CLERICAL SUPPORT	300	300
CONTRACTOR CONFERENCE	1,600	1,600
	<u>\$59,328</u>	<u>\$47,328</u>

TOTAL PROGRAM BUDGET \$554,685 \$542,685

APPENDIX ADEFENSE FOR THE CONTRACTED EMPLOYEE

Where funding levels fall below that amount necessary for salary and benefit FTE levels, the contract method of funding staff needs is reasonable. This method allows for a part-time staffing pattern where areas of need may not support an FTE (.4, .7 or .8). Actual days of service required can be determined and those actual days can be contracted on a per day basis. The added expense necessary to maintain records regarding insurance, retirement, taxes, and other payroll deduction benefits can be eliminated. Travel to and from a site may not be included in the contract and a full work day, on site, is purchased. The administrator of the contract may demand more or less in the contract than from regular salaried employees because he is not bound by salary schedules, personnel policies, or other regulations which apply to full time, salaried employees. The contracted employee is often more mobile and may be already operating a program of some sort near the area requiring service. He/she may already be traveling through or in the area needing service. Certain of these people may also be operating on a half-time (1/2) or three quarter (3/4) time income level. They are willing to accept a 30 day or 40 day contract to achieve full income.

In a program such as this where needs may not support full-time employment and as funds may be uncertain from year to year, the contract employee is a consideration worthy of exploration. It should be noted, however, that a program cannot survive entirely on contract employees. Judicial use is necessary and funding at FTE levels of funding is necessary at most levels for program survival.

BIG SKY SPECIAL EDUCATION COOPERATIVE

Learning Resource Center
Conrad, Mt. 59425
(406) 278-7558

Administrative Office
215 S. Maryland
Conrad, Mt. 59425
(406) 278-7559



January 5, 1987

Merle DeVoe, Program Administrator
State of Montana Hearing Conservation Program
State of Montana Board of Public Education
33 South Last Chance Gulch
Helena, MT 59620

Dear Merle,

Thank you very much for the information concerning the Hearing Conservation Program and its current status. This information was very beneficial to me as a new director of the Big Sky Special Education Cooperative.

We feel that the current status of our region is under funded. The students, schools, and people of the community are receiving inadequate services under the current hearing conservation program. The technician and audiologists times should increase to provide adequate services to this region.

We look forward to continued service, hopefully, with increases to our area. Your information has been helpful and we would appreciate this continued service in the future.

If there is anything I can do to help or support this program feel free to call on me.

Sincerely,

Stephen D. Hoppes
Special Needs Director
Big Sky Special Education Cooperative

SDH:jk

cc: Honorable Dennis Iverson
Capitol Station
Helena, MT 59601

EVERGREEN SCHOOL DISTRICT NO. 50

DISTRICT ADMINISTRATIVE OFFICE • 18 WEST EVERGREEN DRIVE, KALISPELL, MT 59901 • TELEPHONE (406) 752-0101

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LYN DUPONT
ADMINISTRATIVE SECRETARY

January 6, 1987

Mr. Merle DeVoe
Public Board of Education
State of Montana
33 South Last Chance Gulch
Helena, MT 59620

Dear Mr. DeVoe:

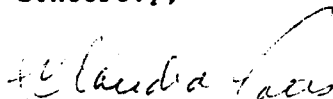
The scope of the Hearing Conservation Program for my cooperative is screening of five grades in three school districts, participation in Child Find, follow-up on questionable results, and complete evaluation with CST and IEP participation.

These services are competently performed by the County Audiologist and scheduled fairly. The Audiologist is skilled and always willing to assist or answer any question.

Without these services, the hearing screening would only be done on those youngsters referred to Special Education. The level of expertise and the valued participation of an Audiologist on a CST/IEP team would be gone.

It is our belief that the funding for this program be at least maintained at current levels. It is our hope to maintain current viability of the Special Education programs and services--without this current level of funding, some Special Education evaluations, programs and services would not be in complete compliance with the existing State and federal laws.

Sincerely,



Claudia Potts
Director of Special Services
Evergreen-Helena Flats-Bigfork Schools--Cooperative

CP/d

cc: John Copenhaver
Carl Clark
Bob Aumaugher
Jean Hagan
Clint Collins



MONTANA COUNCIL OF
ADMINISTRATORS OF
SPECIAL EDUCATION

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
AN AFFILIATE OF SCHOOL ADMINISTRATORS OF MONTANA

January 6, 1987

Merle DeVoe
% State Board of Public Education
33 South Last Chance Gulch
Helena, Montana 59620

Dear Mr. DeVoe:

Thank you for sending me the status report on the Hearing Conservation Program.

The report appears thorough and the information is specific and well detailed. It appears your budget is conservative and reflects the number of decreased dollars available in these tough financial times.

Please feel free to contact me should you need any help or support in defending this proposal.

Sincerely,

Mike Ainsworth by K.M.
Mike Ainsworth,
President MCASE

MA:km

TRI-RIVERS AUDIOLOGY
634 Eddy Avenue
Missoula, MT 59812
(406)243-5763

January 5, 1987

Merle DeVoe
C/D Board of Public Education
33 South Last Chance Gulch
Helena, Montana 59601

Dear Mr. DeVoe,

We received the document regarding the status and future recommendations for the state-wide Hearing Conservation Program. We were impressed by your thorough analysis and want to thank you for keeping us informed of your findings.

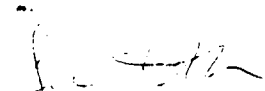
As providers of audiological services for the largest population of children in the state, we are especially concerned that our rural/city status and distances to travel are considered when funds are allocated. Your report addressed these concerns as well as considering the impact and realities of funding cuts. While we would prefer to provide services at an optimal level with optimal funding, we see your report as a fiscally responsible alternative in these hard economic times.

In the past, critical decisions regarding the hearing conservation program have been made without input from the providers. We feel this has resulted in budget cuts incompatible with program guidelines. The addition of a qualified administrator was needed. Again, we thank you for considering the many aspects crucial to appropriate funding for the Hearing Conservation Program. Please feel free to contact us as further information is needed.

Sincerely,



Carol Scott, M.A., CCC-A



Sue Toth, M.A., CCC-A/Sp



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

December 31, 1986

Merle DeVoe
Board of Public Education
33 South Last Chance Gulch
Helena, Montana 59601

Dear Mr. DeVoe:

We have reviewed with interest your report on the status of the hearing conservation program in our state. Thank you for keeping our office informed. The report appears to be complete and accurate representation of the history of the program including the consequences of the severe budget reductions of the past few years. We support the requested appropriation in light of the economic hard times our state is experiencing. The need for an administrator will continue to exist for this program and we encourage the continued employment of such a person.

Please contact us if we can be of assistance in support of this program.

Sincerely,

A handwritten signature in cursive script that reads "Gail Gray".

GAIL GRAY
Director, Special Education
Department of Educational Services

A handwritten signature in cursive script that reads "Marilyn Pearson".

MARILYN PEARSON
EHA/B Specialist
Department of Educational Services

cc: Marilyn Pearson
files

GG/cb



Easter Seal Society

Goodwill Industries

January 5, 1987

Merle DeVoe
Board of Public Education
33 South Last Chance Gulch
Helena, MT 59620

Dear Merle:

Thank you for sharing your recent report regarding the "rise and fall" of Montana's hearing conservation program.

As a provider of that service, I found your report to be accurate and your recommendation appropriate, given the fiscal restraints of our state.

As we discussed, I would encourage you to make use of the private sector as much as possible and to consider a fee for service approach for the audiological evaluation portion of the hearing conservation program.

Congratulations again on an excellent report. Please feel free to call upon us if we can be of assistance to you in developing an affordable hearing conservation program that will serve children and adults with hearing disabilities.

Sincerely,

William N. Sirak
President

WNS:lh

Comprehensive Hearing Services

A RESOURCE CENTER FOR THE HEARING IMPAIRED

1124 Helena Avenue
Helena, Montana 59601
406/443-6361

Christian D. Grover, M.S.
Audiologist

January 5, 1987

Merle DeVoe, Program Director
Hearing Conservation Program
Board of Public Education
33 S. Last Chance Gulch
Helena, MT 59601

Dear Merle:

I received your report on the status of the Hearing Conservation Program and compliment you on a job well done, especially under the time constraints.

I appreciate your mentioning the deplorable condition of screening equipment. As you know, the Butte and Helena Areas have been operating for most of the year with tympanometers borrowed from other programs in Glendive and Billings. Thus, the governors 2% cut in November which cut your equipment budget couldn't have come at a worse time. It's pretty obvious that the program's going to need some of it's lost money in order to maintain even the present level of services.

Please feel free to call me if you need any support or testimony during the upcoming legislative session.

Sincerely,



Christian D. Grover, M.S.
Audiologist
Provider Areas #9 & #10

cc: Senator Judy Jacobson



Hearing Testing



Hearing Aids

Professional Services



Southeastern Hearing Conservation Program

Larry Roberts — Director
365-5446

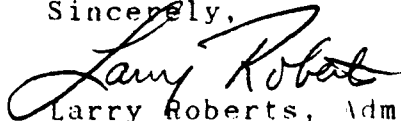
January 5, 1987

Merle DeVoe, Administrator
Montana Hearing Conservation Program
Montana Board of Public Education
33 South, Last Chance Gulch
Helena, MT 59620

Dear Mr. DeVoe,

Your efforts to provide current information to audiological contractors concerning the "plight" of the audiological program has been most helpful. It is my belief that this program can operate with the level of funding suggested in your presentation to the Board of Public Education. During this time of fiscal constraints, responsible "money management" is of the essence. If I can be of assistance in your efforts to represent the Hearing Program, please do not hesitate to give me a call.

Sincerely,



Larry Roberts, Administrator
Eastern Montana Hearing Services

• Audiologists •

• Douglas Rehder
1537 Avenue D, Suite 360
Billings, MT 59102
245-6893

• Tina Hoagland
1537 Avenue D, Suite 360
Billings, MT 59102
245-6893

• Glendive Medical Arts Center
Glendive MT 59330
365-6033



Rocky Mountain Hearing & Speech Services

Audiologist

Hearing Aid Dispenser

Speech Pathologist

Suite 360 Avenue D

245-6893

Billings, MT 59102

-Douglas E. Rehder, M.A., CCC-A/SP ————— Tina L. Hoagland, M.A., CCC-A

January 2, 1987

Merle DeVoe
3504 Gold Dust Dr. #41
Helena, MT 59601

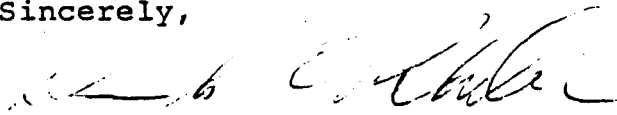
Dear Merle:

I wanted to take this opportunity to thank you for sharing with me a copy of your report to the Board of Public Education in regard to your evaluation of the Montana Hearing Conservation Program. I certainly want to commend you on the very thorough and exhaustive nature of your report. I believe you accurately described the reduction in services that have resulted from the continued cutback in funding for the Hearing Conservation Program.

I would like to state that I personally support your recommendations for an increase in the budget for the Hearing Conservation Program. My only criticism is that I feel you might have been somewhat too conservative in estimating the actual cost of putting a stop to the trend of continually decreasing services to the hearing impaired children in the state of Montana. I feel your budget requests are certainly conservative and should be viewed as being very physically responsible by the Legislature.

In closing, I would like to state that I do not want you to hesitate in contacting me if there is anything that I can do to assist you in supporting the Hearing Conservation Program and in insuring its future existence at a level of funding that allows us to provide appropriate audiological services to the children of the state of Montana.

Sincerely,


Douglas E. Rehder
M.A., CCC

DER:dc

SPECIAL SERVICES CENTER

Helena School District No. 1
55 South Rodney
Helena, MT
59601



Gerald W. Roth
Director
Kenneth E. Kohl
Assist. Director
Shirley DeVoe
CO-OP Coordinator

Phones: 442-6440
442-6442

January 5, 1987

TO WHOM IT MAY CONCERN:

We have read the status report of the State of Montana Hearing Conservation Program and appreciate the opportunity to do so.

We find the report conservative and fiscally responsible. It is well prepared and specific and contains a great deal of information pertinent to the Hearing Conservation Program.

Please be advised that we support this report in its entirety. If future assistance is required, please do not hesitate to contact us.

Sincerely,

A handwritten signature in cursive script that reads "Gerald W. Roth".

Gerald W. Roth
Director of Special Services

A handwritten signature in cursive script that reads "Shirley DeVoe".

Shirley DeVoe
Co-Op Coordinator

k1



Montana Speech - Language - Hearing Association

13 No. Wyoming St
Butte, MT 59701
December 31, 1986

Merle DeVoe
Board of Public Education
33 Last Chance Gulch
Helena, MT 59620

Dear Merle:

Thank you for sending me a copy of "The Status Report of the State of Montana Conservation Program". I appreciate your keeping the Montana Speech, Language and Hearing Association informed about the status of this program since many of our members are directly involved with it.

After reviewing your report I feel your proposal is fiscally responsible in these financially difficult times. Please contact me if you feel MSHA can be of any assistance in providing support for this program during the upcoming legislative session.

Sincerely yours,

Patricia M. Ingalls, M.S.
President

PMI/tsa



GREAT FALLS PUBLIC SCHOOLS

1100 4th Street South
P.O. Box 2428
Great Falls, Montana 59403

RECEIVED
JAN 5
BOARD OF
PUBLIC EDUCATION

December, 30, 1986

Merle DeVoe
33 South Last Chance Gulch
Helena, Montana 59620-0601

Dear Merle:

Ray and I have both read your status report and you should be commended for "a job well done".

We also appreciate the positive comments about the Great Falls Program.

If there is anything I can do to promote your findings and/or recommendations please contact me.

Sincerely,

Christie Deck, Coordinator
Speech and Hearing Services

CD:dv

Mr. Chairman and Members of the Committee:

My name is Diane Kielblock and I am a parent of a 11 year old deaf girl that now attends the Montana School for the Deaf and Blind.

Up until this year my daughter Stacey had been mainstreamed in public schools. I worked very hard to keep her at home and in public schools. However, by the middle of last year it was apparent that her academic needs were not being met. My concerns were many and therefore a child study team meeting was held to discuss Stacey's progress. Because she was the only deaf child in her school it was difficult to determine where she stood academically with her class. At the suggestion of the public school, Stacey attended the School for the Deaf and Blind for a two-week evaluation to determine where she stood academically.

I found out that she was not learning in public schools, not because she couldn't, but because there was not enough money to hire a trained professional deaf educator for just one child, and no one was qualified to teach her.

It was the most difficult decision I've ever made to send Stacey to the school in Great Falls, but it would have been a crime to have her sit in a classroom and not learn. My greatest concern about sending her to Great Falls, except of course that she would be away from home, was that I felt there was a lack of speech therapy given to the children.

In the meeting where final placement was determined for Stacey, I expressed my concern as to the lack of services of speech therapy, and unfortunately the answer was the same as I had received in the public schools, about education -- lack of money. But because it was the best academic placement for her, I decided to let her attend school in Great Falls inspite of the fact I felt they lacked the speech therapy services she needed.

My daughter is a bright child and with the proper education there isn't anything she can't do. Since she started there in September her progress has been tremendous, but without the proper services, including speech therapy she will not be able to reach her full potential, not only in school but in life.

I urge you to support funding for the Montana School for the Deaf and Blind so that my daughter and many other children like her will have the opportunity to learn and live a normal life.

Thank you.

Sincerely,

Diane Kielblock
Diane Kielblock

Exhibit

1-8-87

January 8, 1987 - Testimony to the Education Subcommittee Members regarding the proposed budget reduction to the School for the Deaf & Blind.

My name is Debbie Olson. I am the parent of a 16 year old deaf/blind multi-handicapped son named Bradley.

Bradley has attended the Multi-Handicapped Program at the School for the Deaf & Blind for the past five years. He receives training there 5 days a week for approximately 6 hours each day. Bradley has made tremendous progress while attending this program. When Bradley started the program he was not toilet trained, could not feed himself without assistance, had no communication skills and was non-ambulatory. Today, Bradley is toilet trained, feeds himself independently, knows and uses approximately 20 signs to communicate and walks with assistance. With minimal assistance he has learned to wash his hands and brush his teeth. He is also receiving prevocational training and doing very good. With continued training, I feel confident that Bradley will have the skills necessary for him to attend the Easter Seal Day Activity Center in Great Falls or a program similar to that one when he is an adult. This is quite a transformation for a child who at two years old was considered by many physicians to be a "hopeless case that should be institutionalized". My husband and I have the dedicated and competent staff at the School for the Deaf & Blind to thank for Bradley's incredible progress.

It is my understanding that further reductions in the budget for the School for the Deaf & Blind would mean the elimination of programs. There is no more fat in this budget to trim. The Multi-Handicapped Program could easily be one of the programs eliminated. Elimination of this program or any one of the other fine programs at the school would be a tragedy. The kids in these programs do not have choices for their education. These programs are not extra-curricular activities for these kids. The training that Bradley and the other students receive at the school is vital to their well-being and their future. They would be condemned to a very bleak destiny as productive citizens in our society without the specialized training they receive at the School for the Deaf & Blind.

Public Schools do not have the resources to educate deaf/blind children, particularly deaf/blind multi-handicapped children. I speak from experience. Bradley attended a public school program for one year previous to attending the School for the Deaf & Blind. During that period he lost skills that had taken him nearly 3 years to learn.

On behalf of Bradley, his fellow students and their families I urge you to give your most careful and thoughtful consideration against any further budget reductions for the School for the Deaf & Blind.

1-8-57



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

To: Representative Dennis Nathe, Chairman
Education and Cultural Resources Committee

From: Gail Gray
Director of Special Education
Office of Public Instruction

Re: Testimony on Funding for the Hearing Conservation Program

The Office of Public Instruction is in support of continued funding of the Hearing Conservation Program and the employment of a program administrator placed under the Board of Public Education.

Federal requirements and Montana Code Annotated (MCA 10.16.1201) require that all school districts in Montana have an established child find procedure. The Hearing Conservation Program assists the districts in meeting this requirement. Because the program is statewide and multifaceted in its provision of services, a program administrator is required to help provide a coordinated and cost-effective program.

It is recognized that the current program may require some modification; however, the Office of Public Instruction strongly supports the integrity of the funding of the program as a separate entity.

PARENT, TEACHER, HOUSEPARENT ASSOCIATION, INC.

Montana School for the Deaf and the Blind

3911 Central Avenue

Great Falls, Montana 59401

Testimony before the Education Subcommittee of the 50th legislature on January 8, 1987.

Mr. Chairman, Members of the committee:

My name is Steve Gettel and I am the President of the Parent, Teacher, Houseparent Association at the Montana School for the Deaf and the Blind.

From the testimony I have heard this morning and from the testimony of numerous parents which I have heard at previous hearings, it is overwhelmingly evident that these parents have chosen MSDB as the school for their children. They have in the past, and continue today, to trust that MSDB can and will provide the best educational opportunity for their children.

I have been associated with MSDB long enough to have known students who graduated from the school in 1979, 1980 and 1981. I have heard of and know of successful college graduates who came out of MSDB's programs during those years. They are successful, productive citizens. MSDB continues to graduate successful, young people who are ambitious and are now realizing their full potential. For many of them this was a potential that was first cultivated at 3 or 4 years of age when they first attended MSDB.

My concern and the concern of every member of the organization I represent, whether they are parents, teachers or staff is this: Can we provide futures as bright for the students to come as we have been able to provide for the students of the past? Can we continue to meet the needs of our children at MSDB and continue to help shape them into productive adults? As parents or teachers this is our only true measure of merit or success.

Since 1981 three classroom teaching positions, a career education position, a speech therapist position and several maintenance and support service positions, as well as three administrative positions have been eliminated through the use of vacancy savings, yet the number of students served on campus continued relatively unchanged during this period. Reorganization of staff, to deal with these reductions, has not been easy and it has not been completed without sacrifices of programming and the levels of service provided to the children across the state.

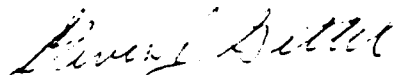
So why then, do parents and public school districts continue to request that their students be placed at MSDB to receive their educations?

I believe it is because, inspite of cuts and increased work loads, everyone at MSDB, and I mean EVERYONE, is dedicated to giving their very best to our children. When duties and responsibilities have been increased the people at MSDB have assumed them without a grudge but with love and care for the children. But with continued vacancy savings and with a budget that does not include appropriations for textbooks, basic equipment, or a budget for transportation of children to and from school or to classes at the public schools can we realistically expect that our children entering MSDB today will have as good a chance as those children who entered the programs 10 or 15 years ago? And who will we address the needs of a child if the program serving that child is eliminated? How can we continue to provide bright futures for these children, children for whom the second best choice is not good enough?

On behalf of the PTHA of MSDB I am requesting that when you, as members of this committee, consider the budget for MSDB you remember the inevitable effects that continued vacancy savings will have on the programming at MSDB. I also ask you to recognize the inadequacies of the budget proposed by the LFA and the needs that such a budget would leave unmet.

Remember the successful lives that MSDB has helped shape in the past and the many lives yet to be shaped, each with their own needs and their own hopes for the future.

I Thank you all for your time and your attention,



Steven J. Gettel
President, PTHA

VISITORS' REGISTER

Ed. Sub. Committee (Approved) COMMITTEE

BILL NO. _____

DATE 5/1/67

SPONSOR _____

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Ross	FSTS Adm.	✓	
Lyle, H.	MSL		
W. O. D.	W. Sch. for ...	✓	
Tom ...	R.P. ...		
...	...	✓	
Gene ...	711 State - Gen. ...	-	
Michael ...	MSL ...	✓	
...	...	✓	
Bill ...	711 S.D. ... Great Falls		
...	MSDB ...	✓	
Mark ...	S.P. ...		

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.