

MINUTES OF THE MEETING  
EDUCATION AND CULTURAL RESOURCES COMMITTEE  
MONTANA STATE SENATE

March 25, 1987

The twenty-sixth meeting of the Senate Education and Cultural Resources Committee was called to order by the chairman, Senator Bob Brown, at 1:06 p.m. in Room 402 of the State Capitol.

ROLL CALL: All committee members were present.

CONSIDERATION OF HOUSE BILL 819: REP. NATHE, District 19, sponsor of the bill, said this is a committee bill of the Education Subcommittee of the House Appropriations Committee, which allows the Superintendent of Public Instruction discretion in hiring certain supervisors and professional staff. He said by changing "shall" to "may" on page 1, line 25, the Office of Public Instruction is given some flexibility in hiring for the positions of physical education supervisor, state vocational education supervisor, and special education supervisor. The Office of Public Instruction is reorganizing and streamlining; for example, special services and basic skills have combined into an educational services department.

PROPOSERS: JUDY JOHNSON, Assistant Superintendent of Public Instruction, spoke in support of the bill saying OPI appreciates having the flexibility in their reorganizational efforts.

OPPONENTS: DR. GARY GRAY, Assistant Professor of Health, Physical Education and Recreation, Eastern Montana College, presented his written testimony in opposition to the bill. (Exhibit 1).

EMILY DEKAM, Helena Middle School physical education teacher presented her testimony in opposition to the bill. (Exhibit 2). She also presented a letter in opposition from the Montana Public Health Association. (Exhibit 3).

STEVE WILCOX, Vocational Agriculture Instructor, Flathead High School, Kalispell, presented his testimony in opposition to the bill. (Exhibit 4).

LARRY SCHULTZ, School District 5, Kalispell, Head of Federal Projects, presented testimony in opposition to the bill. (Exhibit 5).

DISCUSSION BY THE COMMITTEE: SENATOR REGAN said vocational education and special education are both set aside in a section of the budget, so it seems the only position on shaky ground is the physical education supervisor.

SENATOR HAMMOND felt the supervisor positions aren't as necessary as the opponents would like people to believe.

MR. GRAY responded by pointing out the supervisor provides training, curriculum updates, is a source of current status of programs, state and nationwide, as well as legislative information.

REP. NATHE closed by saying OPI has reduced staff from 180 to 124. These are the only positions mandated by law, and he felt they all should be under control of the superintendent and he should have the flexibility to reorganize his staff in the most efficient and beneficial way.

CONSIDERATION OF HOUSE BILL 725: REPRESENTATIVE STRIZICH, District 41, sponsor of the bill, said this bill provides for improving the procedure for locating missing children by requiring a school district to request proof of identity and school records for children enrolling in a school district.

PROPOSERS: BILL ERWIN, Department of Justice, Identification Bureau, said his bureau is in charge of all missing and unidentified persons. This has evolved into dealing mostly with cases of missing children. He presented written testimony in support of the bill, which is attached as Exhibit 6.

JULIE BURK, representing the Montana Education Association, said parents are the largest group of child abductors and this bill would preclude them from transferring their children from school to school because of the built-in checks.

JESS LONG, School Administrators of Montana, expressed support for the bill.

OPPOSERS: There were none.

DISCUSSION BY COMMITTEE MEMBERS: SENATOR BLAYLOCK asked if every transfer of students will be checked.

MR. ERWIN replied only those students whose records have been flagged.

SENATOR MAZUREK wondered if there would be any problem with private and church schools.

MARILYN MILLER, OPI, said they of course must obey the law, and felt sure they would want to do everything they could to assist in this area.

There being no further discussion, Rep. Strizich closed.

CONSIDERATION OF HOUSE JOINT RESOLUTION 34: REP. WINSLOW, District 89, sponsor of the resolution, said it is an endorsement of a Montana artist and sculptor, Jim Dolan of Bozeman, and his "MT. PRIDE" project, which will play a part in the future of tourism in Montana. He is establishing a foundation which will fund his production of roadside historical sculptures and markers in such areas as the Madison Buffalo Jump and Custer Battlefield. He anticipates over 200 pieces of sculpture will be erected along Montana highways in an effort to represent the heritage of Montana for everyone to enjoy. There are no state funds involved.

There were no proponents or opponents.

DISCUSSION BY COMMITTEE MEMBERS: SENATOR REGAN asked if hunters wouldn't find these sculptures handy for target practice.

REP. WINSLOW replied they are made from scrap metal and probably can't be harmed too much.

SENATOR HAMMOND felt they should be erected within city limits for protection.

REP. WINSLOW closed by saying he had seen Mr. Dolan's work and he is a fine artist and historian. He said it would be nice for tourists to view the sculptures and understand the historical offerings of the State as well as the recreational offerings.

CONSIDERATION OF HOUSE JOINT RESOLUTION 40: REP. ASAY, District 27, sponsor of the resolution, said it establishes the second week of October as Business-Education Partnership week in Montana schools. He said businesses

have a lot to offer education in terms of support programs, equipment, and personnel services. To encourage cooperation between schools and business and industry, the resolution encourages establishment of a time to recognize those partnerships.

PROPOSERS: JULIE BURK, Montana Education Association expressed support for the bill.

There were no opponents, and Rep. Asay closed.

EXECUTIVE SESSION:

ACTION ON HOUSE JOINT RESOLUTION 40: SENATOR HAMMOND moved HJR 40 BE CONCURRED IN. The motion CARRIED unanimously.

ACTION ON HOUSE JOINT RESOLUTION 34: SENATOR MAZUREK moved HJR 34 BE CONCURRED IN. The motion CARRIED unanimously.

ACTION ON HOUSE BILL 725: SENATOR REGAN moved House Bill 725 BE CONCURRED IN. The motion CARRIED unanimously.

ACTION ON HOUSE BILL 819: SENATOR MAZUREK moved House Bill 819 BE NOT CONCURRED IN.

SENATOR HAMMOND made a substitute motion that House Bill 819 BE CONCURRED IN. He felt supervisors are not as important as the teachers and what they really contribute to local education is very minimal. He said all these areas have support groups where they can update information and curriculum. He felt the positions would not be eliminated by OPI anyway.

SENATOR MAZUREK said he had received a great deal of mail in opposition to the bill and asking for the protection of the positions.

SENATOR BROWN asked why these three positions are in statute and no others.

SENATOR HAMMOND said the Vocational Agriculture people can work with the University System.

SENATOR BLAYLOCK agreed with Senator Regan in feeling the physical education superintendent was the only position potentially on the chopping block as the

other two are set in the budget.

SENATOR MAZUREK feels this is suspicious. He got the feeling from OPI that "we don't want to do anything, but give us the authority to do it." He felt it should be straightforward and out on the table.

SENATOR SMITH felt a lot of positions are going to be eliminated before the session is over. Granting this flexibility is no problem.

The motion CARRIED on a roll call vote with Senator Neuman absent. (Exhibit 7).

ACTION ON HOUSE BILL 839: BETSY GRIFFING, Committee Attorney, presented proposed amendments to the committee. (Exhibit 8).

SENATOR MAZUREK asked if it is right to give this responsibility to a school board. He felt it was delegating a state responsibility to a local board.

SENATOR MCCALLUM voiced a concern that we are forcing school boards in some areas into electing single member districts like cities do now.

SENATOR MAZUREK replied not all cities do now, but it looks like it is coming.

SENATOR BLAYLOCK said Mr. Bartos of OPI said if we don't have this legislation we will be into another lawsuit. This bill is supposed to cover it all.

SENATOR BROWN asked if we limit the provision for single trustee districts just to Indians, or broaden it to include minorities.

SENATOR REGAN said if we're going to deal with the question of basic civil rights and the Windy Boy lawsuit, we better pass it this way. She expressed concern for a Chicano population of 5,000 in Billings.

SENATOR REGAN moved the adoption of the proposed amendments in Exhibit 8.

RICK BARTOS explained he was inclined to go with the proposed amendments as it keeps things in line with the Voting Rights Act.

The motion CARRIED unanimously.

SENATOR BLAYLOCK moved House Bill 839 BE CONCURRED IN AS AMENDED.

Senator Mazurek asked Mr. Bartos if this is going to cover everything.

MR. BARTOS felt the Boards are responsible and able to respond to either a court challenge or a complaint from the public. He said they are constitutionally recognized and represent the people.

SENATOR MAZUREK pointed out the Boards don't represent the people fairly, which is the whole problem.

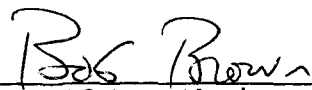
MR. BARTOS said the people can come to the Board. The Board doesn't have to admit there is a problem; they just respond with a study and a decision based on that information. This gives them authority for resolution without admission of guilt (admission of guilt being a violation of the Voting Rights Act).

SENATOR BLAYLOCK said this all resulted from a non-responsive school board and the Indians were rightfully upset. He wondered if it should be amended on page 2, line 16, to say "in the best interest of students."

MR. BARTOS said it has to be left open to those who are constitutionally able to vote, which excludes minors.

The motion BE CONCURRED IN AS AMENDED CARRIED with Senators McCallum and Pinsoneault voting no.

There being no further business to come before the committee, the meeting adjourned.

  
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SENATOR BOB BROWN, Chairman

jdr

ROLL CALL

SENATE EDUCATION AND CULTURAL RESOURCES COMMITTEE

50th LEGISLATIVE SESSION -- 1987

Date 3/25/87

NAME	PRESENT	ABSENT	EXCUSED
SENATOR BOB BROWN	✓		
SENATOR CHET BLAYLOCK	✓		
SENATOR GEORGE McCALLUM	✓		
SENATOR ED SMITH	✓		
SENATOR PAT REGAN	✓		
SENATOR JOE MAZUREK	✓		
SENATOR BILL FARRELL	✓		
SENATOR TED NEUMAN	✓		
SENATOR DICK PINSONEAULT	✓		
SENATOR SWEDE HAMMOND	✓		

Each day attach to minutes.

DATE 3/25/87

COMMITTEE ON Education

## VISITORS' REGISTER

NAME	REPRESENTING	BILL #	Check One	
			Support	Oppose
Judie Burk	MEA	H <del>B</del> 725	✓	
Judie Burk	MEA	HJ40	✓	
Jaquelyn Fultz	MHEA	HB819		✓
Rene Christmanien	OPI	HJ40	✓	
Judy Johnson	OPI	HB819	✓	
Steve Wilcox	MVA	AB819		✓
Larry Schulz	MV.A.	"		✓
Bill Erwin	Dept of Justice	H <del>B</del> 725	✓	
Emilee DeKam	Education - Teachers	819		✓
Bob Moon	Mont. Public Health Assoc	819		✓
Gary Gray ( Leo Thomas )	MT. Assoc. of HPERD. Senator Dist 21	819		✓
Bill Myers	Self	HJR34	—	

(Please leave prepared statement with Secretary)





1500 North 30th Street, Billings, MT 59101-0298

Division of Health, Physical Education and Recreation

406/657-2370

SENATE EDUCATION

EXHIBIT NO. 7

DATE 3/25/87

BILL NO. HB 819

March 20, 1987

Mr. Robert Brown, Chairperson  
Senate Education and Cultural Resources Committee  
Capitol Building  
Helena, MT 59620

Dear Sir:

This letter is to strongly urge you and your committee to vote NO on HB 819. This bill would change the State Supervisor's position in Health and Physical Education from its current status of being mandated by the legislature.

It is my fear that this position would be terminated before long in an effort to allow the Superintendent of Public Instruction "flexibility" in organizing his staff. We cannot leave such an important task to chance. The health and well-being of our population is no small matter. At this critical time in Montana education, we need more firm direction, not less. In fact, we need more mandated positions in order to prevent the further erosion of our educational system.

The Health and Physical Education Supervisor is the only individual in a position to oversee, coordinate, and administer educational efforts within our discipline in the state of Montana. In fact, this person is the only person who can touch all levels from kindergarten through graduate studies. This administration and communication link is more vital now than ever before. The AIDS epidemic is upon us. Our state supervisor could be instrumental in orchestrating Montana's educational effort in regard to this dreaded disease.

In 1972, Montanans clearly stated their desire for fitness, mental health, and recreation to be integral components and goals of our educational system. The state supervisor was instrumental in completing health and physical education state curriculum guides. I understand that there are none in the other subject areas.

In summary, the health and well-being of our students is so important that it should not be left to a political decision. I urge you to vote NO on HB 819 so that the State Supervisor's position in Health and Physical Education will remain mandated by the legislature. Thank you for your consideration.

Sincerely

Gary R. Gray, Ed. D.  
Assistant Professor of HPER  
Board Member, Montana Association for HPERD

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

*Education*  
Senate State Administrative  
Commission

Helena, Montana 59620

Catherine Hatch  
Margaret Leary School  
Butte, Montana 59701

Dear Sir:

It has come to my attention that the position of Health, Physical Education, and Recreation Director could be eliminated through H.B. 819. Please continue this position. It has been very helpful, co-operative, and encouraging to me as an elementary teacher.

Sincerely,

*Catherine Hatch*

Catherine Hatch



# MONTANA

## ASSOCIATION FOR HEALTH - PHYSICAL EDUCATION - RECREATION AND DANCE

March 2, 1987

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

TO: Senate State Administration Committee

FROM: Dr. Curt Shirer

RE: H.B. 819

As the President of the Montana Association of Health, Physical Education, Recreation and Dance, I represent a group of 260 teachers and health professionals in the State. As a group, we strongly oppose the passage of H.B. 819. In order to maintain quality programs it is necessary to have a well informed permanent professional in place in the Office of Public Instruction. Thank you for your consideration.

CS/cs

M

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H

P

E

R

D



## American Heart Association

Montana Affiliate, Inc.

March 9, 1987

TO: SENATE EDUCATION COMMITTEE

RE: HOUSE BILL NO. 819

### SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

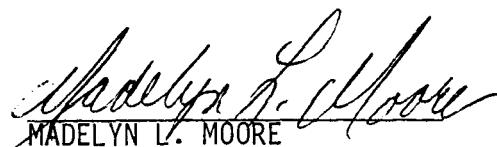
BILL NO. HB 819

As Executive Director of the Montana Heart Association, and on behalf of its 56 member board of directors, I request that Bill No. 819 not be passed.

Changing the word "shall" to "may" appears to be a forerunner of elimination of the positions listed in (a), (b), and (c).

- (a) Montana Heart has worked with the state physical education supervisor whose assistance has aided our school health education program. Heart's newly developed curriculum guides for teachers along with pamphlets and visual aids for grades kindergarten through high school are being utilized throughout Montana to guide our youth to a heart healthy lifestyle.
- (b) The Heart Association also works closely with schools of vocational education, especially with the licensed practical nurse training program. An annual cardiac conference is held for the licensed practical nurse as well as for LPN students at no charge to the participants.
- (c) Our organization is currently working with a local special education school by having students work a short time daily in routine office functions with the hope that these students will develop skills leading to profitable employment.

Because of our connection with the above groups, we feel it mandatory that each of the positions be maintained through the present system. The lack of leadership and quality of professional assistance now being provided by these departments would prove detrimental to Montana's efforts in providing the best possible administration to each of the the three areas.

  
MADELYN L. MOORE

Executive Director

WE'RE FIGHTING FOR  
YOUR LIFE



Montana State University  
Bozeman, Montana 59717

Department of Health, Physical Education and Recreation  
College of Education

Telephone (406) 994-4001

March 2, 1987

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

TO: Senate State Administration Committee

FROM: Professor C.M. Schwartz

RE: H.B. 819

This is written to strongly encourage you to vote NO on HB 819. The State Supervisor's positions are too important to the future of education in Montana to leave to chance. Past history demonstrates that when the positions are not mandated as permanent positions they are often non-existent. Without leadership at the state level the educational system suffers from a lack of accurate information which is especially important at this time. Please vote down HB 819. Thank you for your consideration.

Thank-you,

*Corene M. Schwartz*  
Corene M. Schwartz



Montana State University  
Bozeman, Montana 59717

SENATE EDUCATION

EXHIBIT NO. 7

DATE 3/25/87

BILL NO. HB 819

Department of Health, Physical Education and Recreation  
College of Education

Telephone (406) 994-4001

February 27, 1987

TO: Senate State Administration Committee

FROM: Greg Olson, Assistant Professor

A handwritten signature in dark ink, appearing to be 'G. Olson', is written over the name 'Greg Olson' in the 'FROM' line.

RE: H.B. 819

This is written to strongly encourage you to vote NO on HB 819. The State Supervisor's positions are too important to the future of education in Montana to leave to chance. Past history demonstrates that when the positions are not mandated as permanent positions they are often non-existent. Without leadership at the state level the educational system suffers from a lack of accurate information which is especially important at this time. Please vote down H.B. 819. Thank you for your consideration.



Montana State University  
Bozeman, Montana 59717

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

Telephone (406) 994-4001

Department of Health, Physical Education and Recreation  
College of Education

March 5, 1987

TO: Senate Education Committee

FROM: Ellen Kreighbaum, Ph.D. *Ellen Kreighbaum*

RE: H.B. 819

This is written to strongly encourage you to vote NO on HB 819. The State Supervisor's positions are too important to the future of education in Montana to leave to chance. Past history demonstrates that when the positions are not mandated as permanent positions they are often non-existent. Without leadership at the state level the educational system suffers from a lack of accurate information which is especially important at this time. Please vote down H.B. 819. Thank you for your consideration.



Montana State University  
Bozeman, Montana 59717

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

Department of Health, Physical Education and Recreation

College of Education

BILL NO. H.B. 819

Telephone (406) 994-4001

February 27, 1987

TO: Senate State Administration Committee

FROM: Dr. Craig Stewart, Professor of Adapted P.E., MSU

RE: H.B. 819

As a professional educator in the areas of physical education and special education and a parent of school age children, I am strongly opposed to H.B. 819, which would change permanent administrative positions of Physical Education and Special Education at OPI to "on demand" positions.

In the years I have worked with supervisors in these areas, I have found their responsibilities always in demand. Unfortunately Special Education and Physical Education are routinely viewed by many administrators as areas which are expendable in difficult economic periods. While dealing in separate areas, both are extremely important to the children of Montana. Special education deals with a unique group of children who need all of the assistance possible. Physical education deals with all children in all the schools in the State. One has only to examine the current data on health and fitness concerns affecting our public school children to realize that more support is needed in physical education, not less. Allowing these two positions to be filled "on demand" will allow administrators to judge a need, not on the welfare of school children, but on economic expediency and political issues.

I strongly request that you examine the political/economic issues behind the bill prior to your vote and keep the welfare of the children of Montana in mind when you defeat this bill.

Thank you.





Montana State University  
Bozeman, Montana 59717

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

Telephone (406) 994-4001

Department of Health, Physical Education and Recreation  
College of Education

February 25, 1987

TO: Senate State Administration Committee

FROM: Dr. Curt Shirer

A handwritten signature in cursive script, appearing to read 'Curt Shirer', is written over the printed name.

RE: H.B. 819

As a Professor in the Department of Health, Physical Education and Recreation, this is written to strongly encourage you to vote NO on HB 819. The State Supervisor's positions are too important to the future of education in Montana to leave to chance. Past history demonstrates that when the positions are not mandated as permanent positions they are often non-existent. Without leadership at the state level the educational system suffers from a lack of accurate information which is especially important at this time. Please vote down H.B. 819. Thank you for your consideration.

CS/mb

# montana public health association



SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

March 1, 1987

Mr. Ed Argenbright  
Superintendent of Public Instruction  
Room 106, State Capitol  
Helena, MT 59620

Dear Mr. Argenbright:

On behalf of an organization interested in the public health of the State of Montana, I am registering our disappointment with the intent of HB 819. Since the early 1970's, when we encouraged the position of a Health and Physical Education Supervisor, this Association has utilized this liaison to promote health and prevent disease. We have relied on this position to help facilitate health policy, health services, curriculum development, and a variety of other efforts in dealing with the schools. For instance, the Montana Department of Health and Environmental Sciences is embarking on an educational effort on AIDS, which will incorporate the school systems statewide. They will, no doubt, need the consult of someone understanding the disease process as well as educational methodology, with a grasp of how best to include the schools. The position of the Health and Physical Education Supervisor has this expertise.

Health promotion and education have emerged as important building blocks to a strong state strategy to meet current public health challenges. It is clear in reviewing our daily lives how integral health knowledge and skills are toward the maintenance of a quality life. They are used daily in our roles as citizens and parents. Thus, health and physical education are truly one of the "basics" of a quality education.

We would like to encourage the language in the present law to be maintained. We feel the requirement--shall employ--is essential to the continued efforts of health and physical education in the schools of this State.

Sincerely,

A handwritten signature in cursive script that reads "Robert W. Moon".

Robert W. Moon  
Executive Board, Montana Public Health Association

cc Spencer Sartorius

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/35/87

BILL NO. HB 819

TO: SENATE STATE ADMINISTRATION COMMITTEE

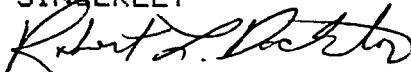
I AS A PHYSICAL EDUCATION INSTRUCTOR DO NOT WANT TO SEE THE POSITION OF THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION LOST BUT WANT THE POSITION TO BE MANDATED OR REQUIRED SO THERE IS NO CHANCE OF LOSING THE POSITION IN THE FUTURE.

PLEASE VOTE NO ON HB 819.

THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION IS NECESSARY AND IMPORTANT FOR THE STATE OF MONTANA. IT IS THROUGH THIS PERSON THAT MANY OF THE NEW IDEAS, BOTH IN HEALTH AND PHYSICAL EDUCATION, ARE DISSEMINATED THROUGH OUT THE STATE.

THANK YOU FOR YOUR TIME AND REMEMBER TO VOTE NO ON HB 819.

SINCERELY



ROBERT DOCKETT

S . . . EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

March ~~BILL NO~~ HB 819

Ralph Rogers  
Science Instructor  
Winifred Public Schools  
Winifred, MT 59489

*EDUCATION*  
Senate State Administration Committee  
Montana Senate  
Capitol Station  
Helena, MT. 59601

Dear Committee,

I have been a science teacher for the last thirteen years, the last 11 of which have been here in Montana. During that time I have returned to college and attended workshops for additional training and to meet recency requirements. While all of these educational experiences were of value, in a strictly pragmatic sense, some were of exceptional value resulting in ideas, techniques, and materials which I have implemented directly in my classroom and used for the betterment of my students.

By far the largest numbers of these exceptional programs have been the results of the efforts of the staff of OPI and specifically, the efforts of the Physical Education/Health supervisor. This position currently includes outdoor recreation/environmental education responsibilities and has been of tremendous value to me as a science teacher and my students.

In my opinion this position is cost effective and of great value to the educators/students of this state. I urge you not to threaten the security of this position. Please vote against HB 819.

Best regards,

  
Ralph Rogers

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

TO: SENATE STATE ADMINISTRATION COMMITTEE

I, AS A CONCERNED EDUCATOR, DO NOT WANT TO SEE THE POSITION OF THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION LOST BUT WANT THE POSITION TO BE MANDATED OR REQUIRED SO THERE IS NO CHANCE OF LOSING THE POSITION IN THE FUTURE.

PLEASE VOTE NO ON HB 819.

THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION IS NECESSARY AND IMPORTANT FOR THE STATE OF MONTANA. IT IS THROUGH THIS PERSON THAT MANY OF THE NEW IDEAS, BOTH IN HEALTH AND PHYSICAL EDUCATION, ARE DISSEMINATED THROUGH OUT THE STATE.

THANK YOU FOR YOUR TIME AND REMEMBER TO VOTE NO ON HB 819.

SINCERELY

*Rene Blixt*

RENE BLIXT

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 814

Sue Dolezal

Willson School

404 W. Main

Bozeman, Montana

To the Senate State Administrative Committee;

I have been a teacher in the Bozeman area for the past 11 years. During that time I've had the opportunity to use the expertise of the OPI Physical Education Specialist. The classes and lessons that have been available to me because of this position have helped me provide many meaningful lessons to my students.

I am asking that you maintain the Recreation and Physical Education Specialist Position at OPI and vote No. to House Bill 819.

Thank you very much for your consideration.

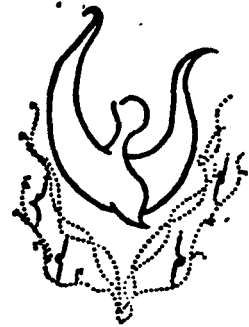
Sincerely,

*Sue Dolezal*  
Sue Dolezal

# GATE PROGRAM

## Bozeman Public Schools

404 W. Main • Bozeman, MT 59715



SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

Willson School  
404 W. Main  
Bozeman, MT 59715

State Senate Administrative Committee  
Capitol Building  
Helena, MT 59620

To Whom It May Concern:

It is my understanding that if passed, the proposed legislation contained in House Bill 819 will adversely affect the status of the HPER Specialist's position within the State Department. As a Montana educator who has benefitted greatly from the services that Mr. Sartorius has provided, it is disheartening to think that the passage of this bill could jeopardize the position of such a valuable resource person.

I have requested and received assistance from his department on numerous occasions over the past six years. Mr. Sartorius has not only supplied me with resource materials and equipment, he has also acted as a facilitator, sharing his expertise and providing enriching experiences for my students.

I have also had the opportunity to participate in a number of educational workshops organized by the HPER department. The first hand knowledge and stimulating lessons obtained from these classes have been passed along to the children I teach. As I hope you can see, the services provided by the HPER Specialist have had far reaching effects.

It is my sincere belief that you will be doing a great disservice if you pass this bill. Therefore, I urge you to vote NO to House Bill 819.

Thank you for your consideration of this matter.

Sincerely,  
*Cindy Becker*  
Cindy Becker  
GATE Resource Teacher

Gally Richter  
Program Coordinator  
585-1690

Cindy Becker  
Resource Teacher  
35-1500 ext. 275

Lori Harding  
Resource Teacher  
35-1500 ext. 275

Terry Baldus  
Enrichment Program  
Coordinator  
585-1690

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

TO: SENATE STATE ADMINISTRATION COMMITTEE

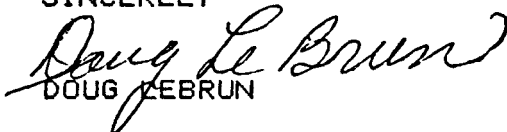
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PLEASE VOTE NO ON HB 819.

THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION IS NECESSARY AND IMPORTANT FOR THE STATE OF MONTANA. IT IS THROUGH THIS PERSON THAT MANY OF THE NEW IDEAS, BOTH IN HEALTH AND PHYSICAL EDUCATION, ARE DISSEMINATED THROUGH OUT THE STATE.

THANK YOU FOR YOUR TIME AND REMEMBER TO VOTE NO ON HB 819.

SINCERELY

  
DOUG LEBRUN



SENATE EDUCATION

Lori Harding

EXHIBIT NO. 1

Willson School 404 West Main

DATE 3/25/87

BILL NO. HB 519

Bozeman, Montana 59715

To the Senate State Administrative Committee;

My name is Lori Harding. I have taught school in Montana for the past 14 years. During many years of my teaching career, I have been in a position to benefit from the Physical Education Specialist Position at OPI. Because of the activities, lessons, and support services available to me I have been able to provide more meaningful experiences for my students throughout the years.

I am asking that you maintain the Recreation and Physical Education Specialist Position at OPI and vote **NO** to House Bill 519.

Thank you very much for your consideration.

Sincerely,

*Lori B. Harding*

Lori Harding



# PHYSICAL MANAGEMENT

Eileen Solberg, Project Director, P.O. Box 8914, Billings, Montana 59103, 406-252-4822

February 24, 1987

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/8/87

BILL NO. HB 819

Mr. Jack Haffey, Chairman  
Senate State Administration Committee  
State Capitol Building  
Helena, MT 59601

Dear Mr. Haffey:

I am concerned with the negative possibilities contained in HB 819, regarding the statement mandating the existence of a state supervisor of health and physical education curriculum.

Health and physical education are two areas of education that are essential to the well-being of our students, with an impact that reaches far beyond their school years. Unfortunately, health and physical education do not always receive the priority they deserve for their contribution to the overall curriculum in Montana schools, and for this reasons, it is very important that the position of state supervisor be maintained.

I urge you and your committee not to support HB 819 unless the language allowing the position to be optional is changed. Left as it is, this bill will definitely damage the quality of health and physical education programs within Montana. Thank you for your consideration.

Sincerely,

*Eileen Solberg*  
Eileen Solberg

GREAT FALLS HIGH SCHOOL  
1900 SECOND AVENUE SOUTH  
GREAT FALLS, MONTANA 59405-2799

WILLIAM L. SALONEN, Principal  
KAROL JOHNSON, Assistant Principal  
G.F. DAVIS, Dean of Students  
MENDE KLOPPEL, Assoc. Dean of Students

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

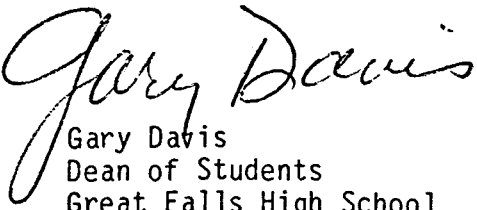
February 24, 1987

To: State Senate Administration Committee

As a school administrator, I believe very strongly in the importance of physical education and its carry over value to our youth of Montana. The position of the Physical Education Supervisor at the Office of Public Instruction is much too important to be left to chance. Over the years the teachers and students of Montana have benefited through the continued efforts and inovative programs initiated by this office.

I strongly urge you to vote NO on HB819.

Sincerely,

  
Gary Davis  
Dean of Students  
Great Falls High School

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 814

TO: SENATE STATE ADMINISTRATION COMMITTEE

I AS A PHYSICAL EDUCATION INSTRUCTOR DO NOT WANT TO SEE THE POSITION OF THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION LOST BUT WANT THE POSITION TO BE MANDATED OR REQUIRED SO THERE IS NO CHANCE OF LOSING THE POSITION IN THE FUTURE.

PLEASE VOTE NO ON HB 819.

THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION IS NECESSARY AND IMPORTANT FOR THE STATE OF MONTANA. IT IS THROUGH THIS PERSON THAT MANY OF THE NEW IDEAS, BOTH IN HEALTH AND PHYSICAL EDUCATION, ARE DISSEMINATED THROUGH OUT THE STATE.

THANK YOU FOR YOUR TIME AND REMEMBER TO VOTE NO ON HB 819.

SINCERELY

*Steve Keller*

STEVE KELLER

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/35/87

BILL NO. HB 819

TO: SENATE STATE ADMINISTRATION COMMITTEE

I, AS A CONCERNED EDUCATOR, DO NOT WANT TO SEE THE POSITION OF THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION LOST BUT WANT THE POSITION TO BE MANDATED OR REQUIRED SO THERE IS NO CHANCE OF LOSING THE POSITION IN THE FUTURE.

PLEASE VOTE NO ON HB 819.

THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION IS NECESSARY AND IMPORTANT FOR THE STATE OF MONTANA. IT IS THROUGH THIS PERSON THAT MANY OF THE NEW IDEAS, BOTH IN HEALTH AND PHYSICAL EDUCATION, ARE DISSEMINATED THROUGH OUT THE STATE.

THANK YOU FOR YOUR TIME AND REMEMBER TO VOTE NO ON HB 819.

SINCERELY

  
LARRY NEWELL

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

TO: SENATE STATE ADMINISTRATION COMMITTEE

I AS A PHYSICAL EDUCATION INSTRUCTOR DO NOT WANT TO SEE THE POSITION OF THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION LOST BUT WANT THE POSITION TO BE MANDATED OR REQUIRED SO THERE IS NO CHANCE OF LOSING THE POSITION IN THE FUTURE.

PLEASE VOTE NO ON HB 819.

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THANK YOU FOR YOUR TIME AND REMEMBER TO VOTE NO ON HB 819.

SINCERELY

  
GARY DALTON

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

TO: SENATE STATE ADMINISTRATION COMMITTEE

I, AS A CONCERNED EDUCATOR, DO NOT WANT TO SEE THE POSITION OF THE P.E. SPECIALIST IN THE OFFICE OF PUBLIC INSTRUCTION LOST BUT WANT THE POSITION TO BE MANDATED OR REQUIRED SO THERE IS NO CHANCE OF LOSING THE POSITION IN THE FUTURE.

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THANK YOU FOR YOUR TIME AND REMEMBER TO VOTE NO ON HB 819.

THANK YOU FOR YOUR TIME AND REMEMBER TO VOTE NO ON HB 819.

SINCERELY

*Dave Fine*

DAVE FINE

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

TO: SENATE STATE ADMINISTRATION COMMITTEE

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PLEASE VOTE NO ON HB 819.

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THANK YOU FOR YOUR TIME AND REMEMBER TO VOTE NO ON HB 819.

SINCERELY

  
GIGI MOY



TO: MONTANA STATE SENATE

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

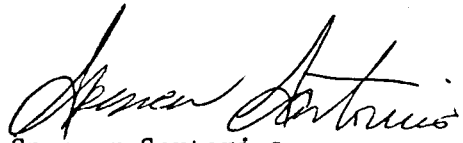
I am writing this letter in opposition to HB 819 which I believe the House passed in a rushed manner. This Bill looks very simple on the outside; merely changing one word from shall to may. It gives the state Superintendent of Public Instruction the authority to choose wheather or not the position would be filled. Actually, the 1972 state legislature changed they very same word; from may to shall. This was done because the people of Montana wanted a person in that position and felt it's importance was too crucial to leave to chance.

The physical well-being and fitness of our youth is an important part of the educational process and the state supervisor provides the catalyst necessary to start new programs, communicate information to teachers, work on problems with the university system and provide resources, materials and up to date information on health and physical education topics.

The state's health and physical education programs have come a long way since 1972, but they have a long ways to go. Goals and objectives have been established and methods to reach those goals have been identified. Programs in Montana now serve as National models for other schools and Montana Physical Educators serve as role models and instructors.

I encourage you to vote "NO" to HB 819 and please encourage your friends to do the same.

Sincerely,

  
Spencer Sartorius  
301 S. California  
Helena

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

Senate State Administration Committee  
Capitol Building  
Helena, Montana 59601

February 24, 1987

To Whom It May Concern,

The introduction of HB-819 concerns me a great deal. In line 25 of this bill, the word "shall" is changed to "may." As a result, this bill states that the superintendent of public instruction "may employ a supervisor of physical education." I encourage you to give this proposed change serious consideration. The supervisor of physical education for the State of Montana schools is responsible for many critical concerns with regard to the health and wellbeing of its students. Who in the state will address the issue of drugs in our schools? Who in the state will see that our children are informed about preventing the spread of AIDS? Who in our schools will help to promote activities designed to reduce the incidence of heart disease which is the number one cause of death in the United States and Montana? At present, the supervisor for physical education concerns himself with these issues. I am frightened that, without the commitment of one who is trained and knowledgeable about these issues, necessary programs will not be established. I am frightened that programs that have been established by the supervisor of physical education will not be continued. The wellbeing of our children is at stake.

At present, the greatest expense out of the gross national product goes for health care. The ever-increasing spiral of health care costs will continue to rise if we do nothing to protect our health. Dollar for dollar, the cost of prevention is less expensive than healing. Thousands of children can be educated for what it costs to perform one heart bypass surgery. Do not give the superintendent of public instruction the opportunity to eliminate the one position in the state office of education that is dedicated to promoting health and preventing disease. The temptation to eliminate this position might become too great in light of the budget cuts that are taking place in Montana at this time. The expense of assuring that the position of physical education supervisor be maintained is small when compared to the cost of curing the ills that will arise without it.

When HB-819 comes to a vote, please say no. Please do not allow HB-819 to pass.

Sincerely,

*DGH*

Dawn Graff-Haight  
Instructor, Division HPER



Montana State University  
Bozeman, Montana 59717

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

Telephone (406) 994-4001

Department of Health, Physical Education and Recreation  
College of Education

March 5, 1987

Senate Education Committee  
State Capital Building  
Helena, MT 59620

Dear Sirs:

I strongly encourage you to vote "NO" on House Bill 819. This bill is in direct conflict with the findings of the Governor's Health Care Cost Containment Advisory Council report of January 1987. In the health promotion section of this report (see page 26) the primary recommendation was as follows:

Design and implement an approved, comprehensive health education curriculum for kindergarten through twelfth grade. The curriculum might include, but not be restricted to: mental health, substance use and abuse; inter-personal relationships; physical health; disease control; aging, dying and death; consumer health; environmental health; and accident prevention.

Rationale: Developing health habits can never begin to early. In fact for some behaviors, early education is the only way to prevent that first cigarette, that first drink, that first experimentation with drugs. Teaching healthy habits to children may mean it won't be necessary for them to "unlearn" healthy habits as adults. Montana's schools are required to offer health education, but there is no standard definition of "health education", no required attendance and no enforcement of implementation at the state level. Individual school districts are free to decide whether they implement state requirements, without penalty for non-compliance. The unique potential the schools have for emphasizing health habits, through the school lunch program and physical education classes is not being used to its best advantage.

SENATE EDUCATION

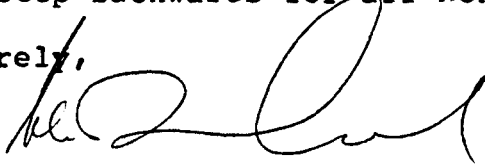
EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

By changing the language from the State shall have a coordinator of health and physical education to the State may have a coordinator for health and physical education we are not only perpetuating but enhancing the problem that exists now in our public schools systems. The cost of health care is a primary concern of all Montanans. It is our responsibility to take seriously the recommendations proposed by the Governor's Health Care Cost Containment Advisory Council. To enact this bill would be a step backwards for all Montana.

Sincerely,



Alex W. McNeill, Department Head  
Health, Physical Education and Recreation

AWM/mb

ENATE FROM  
 96  
 XHIBIT NO. 3/25/87  
 DATE  
 IL NO. HB 819

WITHIN THE OFFICE OF PUBLIC INSTRUCTION SHOULD REMAIN MANDATED BY STATE

LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

Roger D. Brito

Missoula MT

Joel Meier

Missoula, Mt

Cathy Fischer

Missoula, MT

Linda K. McClanahan

Hardin Mt.

Debra L. Wilcox

Billings, MT

Marie Haag

Billings MT

Joan M. Poirier

Col. Falls, mt.

Kathy Souhrada

Polson, MT.

Jenn R. Russell

Billings, MT.

Dor Kiedel

Ft. Harrison AK

Ellen Ludwig-

Coburg, MT

Bill Mead

Sidney MT

Dick Fancher

Billings MT.

Gary Dalton

Helena, MT

Harold Altman

Eastern Montana College

Joe Marotto

B. Hines, MT

Aron Graff-Haight

Billings, MT

WE BELIEVE THAT THE POSITION OF THE PHYSICAL EDUCATION SUPERVISOR

WITHIN THE OFFICE OF PUBLIC INSTRUCTION SHOULD REMAIN MANDATED BY STATE

LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

Bob Truening, Billings

Lachlan James, Billings

Hatty Springer, Livingston

Glen Wilson, Billings

Bob Williamson, Billings

Din Colla, Billings, MT.

Marian Colla, Billings, MT.

Sheila Christopherson, Billings, MT.

Nancy Downing, Billings, MT.

Carolyn Offara, Billings, MT.

WE BELIEVE THAT THE POSITION OF THE PHYSICAL EDUCATION SUPERVISOR

STATE EDUCATION

IBIT NO.

E

NO.

WITHIN THE OFFICE OF PUBLIC INSTRUCTION SHOULD REMAIN MANDATED BY STATE

3/25/87 LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

HB 819

Sherman B. Button ~~Sherman B. Button~~ Boise, Idaho

Debra C. Harris Nebraska ~~Debra C. Harris~~ Portland, Oregon

Jo Sundlund

Spokane, WA

Sharon Flood

Gresham, Oregon

Curt Stilet

Curt Stilet

Gilbert, Gateway, W.H.

SHEILA MAGEE

Sheila Magee

Tigard, Oregon

Deve Swaim

Deve Swaim

Canby, OR

Sue Wimmer

Sue Wimmer

Glendive, MT

Harry R. Gray

Billings, MT

EXHIBIT NO. 3125/87 WITHIN THE OFFICE OF PUBLIC INSTRUCTION SHOULD REMAIN MANDATED BY STATE  
DATE 17 B 8-19  
BILL NO. 17 B 8-19 LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

Calvin J. Fether Professor University of Idaho  
Martin Prohacek Unit Manager Idaho Youth Services  
Bob Miller Recreation Director Youth Service Bureau  
Dave Finnigan Educator Seattle WA  
Dick Jones Teacher Hardin MT.  
Paula Prescott Rexburg, Idaho  
Dino Wescott " "



WE BELIEVE THAT THE POSITION OF THE PHYSICAL EDUCATION SUPERVISOR

WITHIN THE OFFICE OF PUBLIC INSTRUCTION SHOULD REMAIN MANDATED BY STATE

LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

*Vicki Salma Kellinger, MT*  
*David Carathine, WY*  
*Paul F. Houck, Reston, VA*

SENATE EDUCATION 1

EXHIBIT NO. 3/25/87

DATE

BILL NO. HB 819

WE BELIEVE THAT THE POSITION OF THE PHYSICAL EDUCATION SUPERVISOR

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LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

Donald E. Kallen  
Maryon Kallen  
Jennifer Van Halckenburg  
Terry J. Grant  
Jude Grant  
Carol Siegle  
Dick Kaiser

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

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Theresa H. Tomczak  
Teresa H. Thompson  
Colleen Koeppe  
Joseph A. Jelen  
Sharon DiBrito  
Carol Conkell  
Dave Aberly

SENATE EDUCATION

EXHIBIT NO. 1

DATE

3/25/87

BILL NO.

HB 819

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LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

*Mr. Mc*  
*Rick K...*  
*John B. ...*  
*Hayden Thompson*  
*Ann. Fardew*  
*Eden Oster*

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

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LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

Deborah Jannet

Wendy Zaks

Ralph K. Schmitt

Scott Melville

Beard Carlson

Mike Doolin

Julie Simms

Joni Carter

Kellie Green

Jessica Gastad

WE BELIEVE THAT THE POSITION OF THE PHYSICAL EDUCATION SUPERVISOR

WITHIN THE OFFICE OF PUBLIC INSTRUCTION SHOULD REMAIN MANDATED BY STATE

LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

DATE EDUCATION

EXHIBIT NO. 1

DATE

3/25/87

BILL NO.

HB 819

*Melina R. Dyer*

*Laurie K. Austin*

*Marlyn Mawatt*

*Grace Goc Karp*

*Marsha D. Batta*

*Rhyllis Ford*

*Lyntha A. Christie*

*Betsy Van Clief*

*Dave Spier*

*C. Andrea F. Snow*

WE BELIEVE THAT THE POSITION OF THE PHYSICAL EDUCATION SUPERVISOR

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LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/25/87

BILL NO. HB 819

*[Handwritten signatures and names:]*  
Rick Ad  
Jerry Lou Lomax  
Emilee DeKam  
Douglas L. LeBrun  
Zandra Paul  
G. Stuart Chamm  
Higi B. May

WE BELIEVE THAT THE POSITION OF THE PHYSICAL EDUCATION SUPERVISOR

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LAW AND ENCOURAGE THE LEGISLATURE TO VOTE NO ON HB 819!

PHYSICAL EDUCATION

H.B. NO.

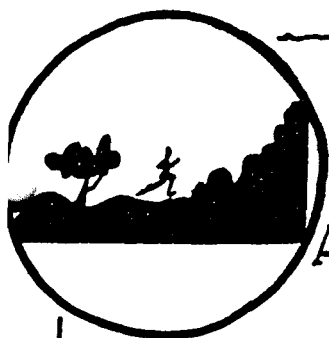
DATE

BILL NO.

3/25/87  
H 819

Ameri Rausch 2002 Levee Billings, MT.  
Mary Ann Sarge 1210 Main Billings, MT.





# MONTANA

## ASSOCIATION FOR HEALTH - PHYSICAL EDUCATION - RECREATION AND DANCE

Senator Bob Brown  
State of Montana Legislature  
State Capitol Building  
Helena, Montana 59601

March 17, 1987  
SENATE EDUCATION

EXHIBIT NO. 2

DATE 3/25/87

BILL NO. H.B. 819

Dear Senator Brown:

Thank you for changing the Hearing date of H.B. 819 to accommodate the members of MAHPERD and others who are vitally interested in this bill. The earlier date conflicted with our Northwest District Conference which is being held in Billings. We are a five State District and this is the first time in several years for Montana to host this Conference.

I have been teaching for 28 years and remember the process which enabled us to have a State Director for Health and Physical Education. It has been a very valuable position for the professionals and programs across the State of Montana. We need a person within the State Department of Public Instruction to coordinate instructional programs, provide in-service, and to give us a voice in State government. Within the past year this position has already been cut in half, that is reduced to a half time position. It would seem to me that the H.B. 819 would open the door for this position being the target for further cut-backs in a time of weak economy. In the past several years the educational areas of both health and physical education have come a long way in providing quality basic education for our youth. It would be a shame to lose the momentum and quality which we have worked so hard to gain.

Therefore, I urge you to vote NO on H.B. 819.

Our MAHPERD organization is one of over 300 professionals in the State of Montana. The leadership from the State Director has been a very valuable key in the strength of the organization. I have enclosed the past two programs of our State Conventions that you may see the value of the State educational programs. Montana educators are a voice that is heard and noticed across the Nation. Please allow us to continue to provide quality programs by encouraging your committee to give a DO NOT PASS recommendation to H.B. 819.

Thank you for your interest and consideration.

Sincerely,

*Emilee DeKam*

Emilee DeKam, Past President MAHPERD  
Health Education Instructor  
Helena Middle School, Helena MT

# montana public health association



SENATE EDUCATION

EXHIBIT NO. 3

DATE 3/25/87

BILL NO. HB 819

TESTIMONY - Senate Education & Cultural Resources Committee

March 25, 1987

HB 819

(An act to allow the Superintendent of Public Instruction the discretion to employ certain supervisors and professional staff within the Office of Public Instruction)

On behalf of an organization interested in the public health of children in the State of Montana, I am registering our disappointment with the intent of HB 819. Since the early 1970s', when we strongly supported the necessity of the position of Health & Physical Education Supervisor, this association has utilized this liaison to help promote health and prevent disease in the schools. The position requires someone with expertise in school health education and appropriate health services. We don't feel the generic educator, as seems to be proposed, can provide the educational methodology and consultation necessary for healthy behavior. The position of Health & Physical Education Supervisor presently has this expertise.

Health promotion and education have emerged as important building blocks to a strong state strategy to meet current public health challenges. It is clear in reviewing our daily lives how integral health knowledge and skills are toward the maintenance of a quality life. They are used daily in our roles as citizens and parents. Thus, health and physical education seem to be needed "basics" of a quality education.

We would like to encourage the language in the present law to be maintained. We feel the requirement--shall employ--is essential to the continued efforts of health and physical education in the schools of this State.

Sincerely,

*Robert W Moon*

Robert W. Moon  
Executive Board, Montana Public Health Association

SENATE EDUCATION

EXHIBIT NO. # 4

DATE 3/25/87

BILL NO. HB 819

March 24, 1987

Senator Bob Brown, Chairman  
Senate Education Committee  
50th Legislative Session  
State Capitol  
Helena, Montana 59601

Dear Mr. Chairman and Members of Committee:

My name is Steve Wilcox, and I am a Vocational Agriculture Instructor at Flathead High School. I am speaking today in behalf of the Montana Vocational Association and in behalf of Wayne Gilman, who is current President of this organization.

The Montana Vocational Association and its 200+ members are concerned with the amended section 20-3-103 of House Bill 819 which changes the wording from the Superintendent of Public Instruction "shall" employ ([b] a professional staff for the state supervision and administration of vocational education) to read "may" employ the same.

We have experienced over the past few years a continuous erosion of staff and fulltime personnel in the various vocational disciplines. This amendment if allowed will only enable this current trend to continue and further jeopardize our position. If we are to continue to adequately staff and administer vocational education in Montana it is imperative that we provide proper support in our legislative process. Therefore, I urge you to reinstate the word "shall" as it can make all the difference.

Thank you.

Respectfully,



Steve Wilcox  
Vocational Agriculture Instructor  
Flathead High School  
Kalispell, Montana

SW/tes

## Vocational Education in Montana

DATE 3/25/87BILL NO. HB 819How Voc. Ed. Contributes  
to Our State's Economic Future

Economic development has been widely recognized as being most effective when current businesses and industries are helped to grow and prosper. More jobs come from business and industry expansion than are generated by creation or relocation of new enterprises.

A well trained, frequently updated workforce allows business and industry to grow and prosper.

Montana's system of post-secondary and secondary vocational education is designed to provide a well trained workforce for our State's employers and to provide the means for technological updating.

Effective training boosts worker productivity, reduces overhead, and increases employee motivation.

Montana's vocational education system makes initial training and in-service technological updating of employees available to employers all across the State.

Vocational Technical Centers in Billings, Butte, Great Falls, Helena, and Missoula; Community Colleges in Kalispell-Libby, Glendive, and Miles City; and Northern Montana College in Havre provide post-secondary (adult) technical, business, and health training for businesses and industries in their respective areas.

Secondary vocational programs in high schools provide basic skills for youth who will enter the workforce. Most high school students in Montana (approximately 60%) never attend college. Of those that do enroll in college, only about 25% ever graduate.

Vocational education at the high school and post-secondary levels is designed to serve the approximately 90% of our citizens who will not graduate from a four-year college or university.

Vocational education programs and services make training available to people who live and work in the many communities across the expanse of our State.

Vocational education programs and services are available to any business or industry which needs to have its workforce updated.

Only through an effective system of vocational education can Montana provide the training necessary to keep its businesses and industries economically healthy and growing, training which must be delivered where, when, and how the employer needs it.

Only through an effective system of vocational education can Montana serve the needs of its adult citizens for initial and continuing training for technical, business, and health occupations; training which must be accessible within commuting distance of home and job.

Only through an effective system of vocational education can Montana prepare the vast majority of its high school youth for the job market they enter every year.

Vocational education is not part of Montana's economic problems. Vocational education is part of the solution to Montana's economic future.

The Montana Council of Local Administrators of the Montana Vocational Association is dedicated to providing high quality, accessible vocational and technical education and is committed to Montana's future

VOCATIONAL EDUCATION

EXHIBIT NO. 5

DATE 3/15/87

BILL NO. HB 819

THE FEDERAL RESPONSIBILITY

FOR VOCATIONAL EDUCATION

American Vocational Association  
1410 King Street  
Alexandria, VA 22314  
(703) 683-3111

March 1987

INTRODUCTION

Vocational education funding remains a top priority for the American public, the U.S. Congress and business. However, the Reagan administration has proposed to eliminate federal vocational education funding in 1988.

The administration is also requesting rescission of more than half of the 1987 vocational education appropriation of \$882 million that has already been approved.

The proposed cuts are a puzzling contrast to the administration's national priorities to improve U.S. competitiveness, build a highly-trained work force and enhance educational quality. Elimination of federal support would be disastrous to these goals -- affecting 20 million students, teachers and others who benefit annually from vocational education programs.

Only a third of all high school graduates complete a postsecondary education program of any type, and only 19 percent obtain a college degree. Yet, the national focus is to support an academic curriculum to the exclusion of alternatives such as vocational education. This approach could eliminate vocational programs for students who depend on their high school education the most -- particularly the 38 percent who enter the job market immediately after high school graduation.

In addition, a significant number of college graduates return to vocational education to train for other careers because of worker surpluses in many professional fields. As a result, postsecondary and adult vocational programs are showing healthy enrollment increases -- a 2.5 percent gain in students at community, technical and junior colleges in 1986.

As with any national resource, there must be a federal commitment to vocational education so America remains united in its educational, economic and social goals. Six of these major goals are directly linked to the success of vocational education. They are:

- Competitiveness
- Retraining America's work force
- Training special populations
- Basic skills development
- Improving educational quality
- Resolving social and educational problems

COMPETITIVENESS

The U.S. dominance in exports was first buffeted by cheap foreign labor. Technology, which America had counted on to offset the labor costs, is no longer an advantage since many of our major foreign competitors have access to the same equipment, knowledge and communications.

This dual blow to America's competitiveness has nearly doubled the amount of imported goods sold in the U.S. since 1971 -- from 6 percent to 11.4 percent in 1986. The trade deficit-- the amount of imports that exceed U.S. exports -- was nearly \$170 billion in 1986.

The U.S. Senate and House of Representatives are considering competitiveness bills which could supply nearly \$600 million to help train a work force that can meet the international competition. The established vocational education system -- more than 26,000 institutions which prepare two million workers for the marketplace annually -- is already working toward this goal.

The vocational education system works. Employers say that workers with relevant vocational education are 6.5 percent more productive during the first three years of being employed compared to those who had no vocational training. Employers add that these vocational students need less on-the-job training.

Perhaps the U.S. can learn a lesson about the importance of vocational education from its competitors, such as Japan and Germany, which have ten times as many technicians and craftsmen per capita as America.

Federal support for vocational education provides further strength for international competitiveness by encouraging:

- Development of highly-skilled new workers, and retraining of the existing work force to meet new technical demands.
- Research and innovation in vocational education programs which already prepare students for 26 of the 37 occupations that the U.S. Bureau of Labor Statistics predicts will create the largest number of new jobs by 1995.
- Entrepreneurship and small business, which now provides 75 percent of all new jobs. These smaller, innovative companies are highly competitive against foreign competition, and rely predominately on public vocational education programs to provide new workers.



- In-school "partnership" programs that leverage billions of dollars from corporations annually by using federal "seed" money.
- Training for the chronically unemployed, which "on-the-job" training programs in the private sector don't provide.

The emphasis on high-tech and advanced academic occupations in recent years contradicts the fact that 80 percent of U.S. jobs don't require a college diploma. Even still, vocational education provides training in 18 of these 20 fastest-growing occupations.

The concerns that proposed "competitiveness bills" attempt to address are valid. But rather than adopting additional legislation, the Perkins Act should be recognized -- and funded -- as the system to deliver the results Congress wants.

#### RETRAINING

Today's work force will constitute more than 85 percent of the work force in the year 2000. Half the current work force will be in new careers within five years. Obviously, a staggering retraining effort is required for America to remain competitive, and federal involvement in vocational education is critical to effectively meet the challenge.

The "baby bust" of the last two decades will reduce the employment pool of young workers by 22 percent by 1995. Retraining older workers -- 50 percent who say they want to continue working beyond retirement age -- will be critical to filling the void.

The number of Americans over age 55 has doubled since 1960, overwhelming the Social Security Program. In the past, there were contributions from 22 workers for every one person on Social Security. By 2025, there will only be two workers for every Social Security recipient. Obviously, the need to extend the careers of many workers will be essential for funding future Social Security recipients.

Future skill training and retraining of displaced workers often falls into federal hands because private sector and local programs only address immediate needs. The Carl Perkins Vocational Education Act acknowledges the importance of retraining by designating adults as a "special population" in need of vocational education funding. Other special populations are detailed in the following section.

TRAINING SPECIAL POPULATIONS

The Perkins Act was designed to assist six specific training populations or areas: Adults, disadvantaged, handicapped, displaced homemakers and single parents, criminal offenders and the elimination of sex bias and stereotyping. Fifty-seven percent of the basic state grants -- about \$465 million -- under the Perkins Act directly serves these special populations.

Funding is already inadequate to serve these populations, as the "workfare" programs proposed by the National Governors Association indicate. Vocational education, through the Perkins Act, is the appropriate, established system to effectively implement these programs.

The private sector and local agencies have been unable to capture a return on the training costs of these special populations because many workers in these groups are often transient. However, "leveraging" private-sector funding for additional training for special populations by using federal dollars will be increasingly important as fewer new workers enter the job market over the next decade.

Economically, the \$882 million in federal vocational education funding has been a bargain by generating nearly \$9 billion in matching state and local funding. The loss of vocational education funds cannot be replaced by other federal funds, such as the \$3.2 billion the Department of Labor spends on vocational training, because these programs generate no local dollars.

Three million secondary and postsecondary students in disadvantaged and handicapped vocational programs would perhaps be hit the hardest by funding cuts. On average, federal dollars contribute about 25 percent of the total funding for disadvantaged and handicapped programs. Some specific programs received as much as 50 percent of their funding from federal sources.

The practical application of basic skills in a vocational program allows many handicapped and disadvantaged students to succeed in subjects traditionally taught in an academic setting. As a result, 82 percent of the handicapped and disadvantaged who complete vocational programs are now employed or continuing their education.

Particularly sensitive to funding cuts are displaced homemaker, single parent and other training programs for women that are supported, in many cases, entirely by federal dollars.

While smaller in scope, state-based programs to eliminate sex bias and stereotyping also receive most of their funding from the federal level. This effort has provided extensive training, resource development and technical assistance to school districts for the elimination of sex discrimination in vocational education.

Training and sex equity programs are vital considering women will be the predominate element in the future labor force. Women already comprise more than half of the work force and will fill two-thirds of all new jobs through 1995.

As with many general vocational programs, training projects for the incarcerated have depended on federal "seed" money to institute innovative programs. Federal education funds provide 24 percent of all federal support for training of the incarcerated, or about \$7 million. Meanwhile, overall funding from state and local sources is dropping, according to recent studies.

Some innovative vocational programs have cut the prisoner recidivism rate in half. Yet, fewer than half of all correctional facilities offer any vocational training because of inadequate funding.

In addition to these specific populations, assistance for those with limited English proficiency has been heavily advocated at the federal level. A recent study by the National Center for Vocational Education Research found, however, that LEP programs are lacking and there is a "critical need for increased national, state and local commitment." LEP adults are more likely to be unemployed or underemployed than the national average -- a trend that is likely to increase as technology advances.

#### BASIC SKILLS DEVELOPMENT

Vocational education takes a "practical" approach to teaching basic academic skills. Learning studies have found that this "hands on" method is the most effective way of teaching at least 38 percent of all students. Specifically, students who have difficulty in the traditional academic setting often improve academically when basic skills are presented in real life terms in a vocational class.

The learning gain in basic skills for high school students remains roughly constant whether they are enrolled in academic, general and vocational programs. This fact is significant because vocational education attracts a disproportionate number of disadvantaged students. While these students often start out at a lower academic level, they keep pace with all other students in their learning gains.

Research has also found that three-fifths of vocational education graduates enter postsecondary programs -- a similar proportion as that of general curriculum graduates. And when statistical controls are introduced for such factors as differences in ability, socioeconomic status, grades and self-esteem, the net difference between vocational and academic graduates entering postsecondary programs shrinks from 30 to 8 percentage points.

Further studies have concluded that students give up study halls, music, art and physical education classes rather than academic courses in order to take additional vocational subjects.

### IMPROVING QUALITY

Quality improvement has always been a major vocational education priority. The Perkins Act supported vocational education's commitment to quality by devoting 43 percent of the basic state grants to program improvement and innovation.

The \$351 million in federal support helps leverage another \$10 billion in private sector funds for vocational training through "partnership" programs at the state and local level. The loss of this private funding, representing about 30 percent of what business and industry spends annually on training, would drastically reduce corporate-funded programs in the public school system.

Further, many of the highly-effective and innovative customized training programs now available to business and industry in 44 states are supported by federal vocational dollars.

Program quality must also be measured by economic and social success. Non-college-bound high school students who take at least four vocational courses during their last three years of high school are 23 percent more likely to be employed than their non-vocational peers. These same vocational students also receive an eight percent higher wage and earn 47 percent more income. These facts are crucial considering 38 percent of high school students enter the job market directly after graduation.

Vocational education has historically been supported by federal dollars, so it is difficult to determine what the overall effect the elimination of federal funds would have on program quality. What is known is the loss of federal funds will eliminate:

-- The major source of "seed" money at the state and local level to improve existing curricula and encourage

replacement of antiquated programs with innovative ones.

-- The major source of research data provided by the National Center for Research in Vocational Education. Without the data the National Center provides, it will be difficult to determine the path the U.S. should follow toward program improvement.

-- The major source of information on future job-training needs provided by the National Occupational Information Coordinating Committee and its state affiliates. Further, a national network of national and state advisory councils made up of business and industry leaders supplies information on job-training needs and trends.

-- The cost-effective method of sharing curriculum information and products through six regional Curriculum Coordinating Centers. The centers saved \$9.5 million in costs by providing technical assistance to states in 1985 -- a 12 to 1 return on the \$785,000 federal investment. Additionally, recently-instituted Technical Advisory Committees, which make recommendations about program curricula at the state level, would also be eliminated.

#### RESOLVING SOCIAL, EDUCATIONAL PROBLEMS

Nearly 30 percent -- about 1 million -- of America's students never complete high school. Without some type of intervention, such as a high quality vocational program, another 300,000 students are "at risk" of dropping out.

Dropouts will each add about \$26,000 over their worklives to future social costs. In total, dropouts will earn \$237 billion less in wages during their lifetimes compared to high school graduates. Those reduced salaries will cause a loss of \$71 billion in taxes to local and state governments. Meanwhile, dropouts raise the welfare and unemployment bill by \$3 billion annually and crime-related costs by another \$3 billion.

Urban areas, such as New York and Chicago where the dropout rates are 38 percent and 43 percent respectively, are hit the hardest. Chicago estimates the social costs of the dropout problem to be \$451 million per class.

The evidence that vocational education in itself will prevent students from dropping out is lacking. But the number of dropouts who were once in a high school vocational curriculum is significantly less than the number of drop-outs with similar backgrounds who were not involved in a vocational program. This fact is important because vocational education attracts a higher

percentage of "at risk" students, yet these students will more often stay in school if enrolled in a vocational program.

Studies show for every \$1 invested in vocational education, \$12.49 is saved in future social costs -- most of which can be linked to the relationship between graduation and employment. Less than a half-percent of the vocational graduates who don't seek postsecondary education remain jobless while nearly 17 percent of the dropouts suffer chronic unemployment.

Vocational education can also be a viable alternative to minorities -- particularly black and Hispanic males who suffer twice the dropout rate as whites. This fact will be increasingly important as minority students become the majority in four states and the 27 largest school districts by the year 2000.

Further, vocational education works to attack illiteracy, drug abuse, teen pregnancy and other national concerns by teaching basic skills, developing self-discipline and providing guidance in youth organizations. Vocational education also successfully delivers rehabilitation programs to the incarcerated and generally serves a wide range of populations who most need help.

#### CONCLUSION

Federal vocational funding has historically been tied to the nation's economic and educational priorities. Vocational education has also been called upon during times of crises, such as war or economic despair.

Today is no different. We now face unrelenting international competition, many in the work force who are inadequately trained for new technology and an economy that is being hedged by rising deficits.

Vocational education can be a major solution to our new "crisis." Federal funds will provide the opportunities to develop and expand new and existing programs that will meet international competition head-on by supplying highly-trained workers to the job market and re-training the current work force. The handicapped, disadvantaged, displaced homemakers and other special populations will be provided the skills necessary to work with dignity.

What is truly special about vocational education is it can influence and enhance every American student. Perhaps that's why 80 percent of all high school students take at least one vocational course.

Vocational education is an extremely important alternative

for those not seeking postsecondary education, or who don't conform to the traditional academic setting. Obviously, eliminating federal funding would hurt these students who need vocational education the most.

The federal role in vocational education as a catalyst for excellence and innovation is clear. Losing that federal influence will end the country's united drive to achieve the most highly-educated and best-skilled work force in the world.

The states have traditionally followed the federal lead in vocational program improvement. If the federal commitment is withdrawn, states will see this as a signal that vocational education is no longer a national priority.

Vocational education is a goal of the people. A 1985 Gallup Poll found that 75 percent of the public believe students who are not going to college should be required to have vocational education in high school. The same poll found that 27 percent believe even college-bound students should be required to take vocational courses.

Vocational education's place in achieving six national priorities is clear. And, as with any program that has a national responsibility, vocational education deserves the appropriate federal support and overview.

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National Center for Research in Vocational Education  
Social Security Administration  
U.S. Department of Commerce



**A Position  
Paper of the  
National  
Association  
of State Councils  
On Vocational  
Education**

# **Vocational Education: Transit into the Twenty-first Century**

STATE EDUCATION

EXHIBIT NO. 5

DATE 3/35/87

BILL NO. HB 819

*NASCOVE*

**NATIONAL  
ASSOCIATION OF  
STATE  
COUNCILS  
ON  
VOCATIONAL  
EDUCATION**

**May, 1986**

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## **RECOGNITION**

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#### **Distribution**

Courtesy of the New York State  
Council On Vocational Education  
Peter A. Huyler, President

## **EXECUTIVE SUMMARY**

State Councils have heeded the comments of their publics regarding the future of vocational education. We are concerned with the lack of attention given by educational communities to the needs for effective human resource development and the resultant decline in the nation's ability to compete in international and even domestic markets. America must maintain an ability to train people for the work force regardless of what specific "jobs" may evolve from current and future technology. The capacity of public vocational education is a valuable national resource.

To preserve the vitality of this resource, it is necessary to view vocational education in a new light. This paper provides a fresh perspective on vocational education and proposes changes which will enable vocational education to play its proper role in the education system and economy of the twenty-first century.

The changes which must guide vocational education's transit into the next century are embodied in the State Councils' sixteen recommendations:

1. Vocational education must move from being centered on the institution to being centered on the learner.
2. Programs of vocational education must be developed based upon specific competencies.
3. A new terminology and philosophy which reflect vocational education's primary mission of developing human potential must be utilized.
4. Program accountability for vocational education should not be limited to placement in jobs requiring less than a baccalaureate degree. Completion of technical and baccalaureate programs must be encouraged.
5. State information system/data bases must provide both qualitative and quantitative information needed by policy makers to provide support for vocational education.
6. State and local Boards of Education must establish policy and administrative guidelines which give equal priority and financing to academic and vocational programs.

7. Every student will acquire both academic and vocational skills.
8. Every student who enrolls in a vocational education program must have voluntary access to a vocational student organization with professional leadership.
9. Vocational education must make program adaptations to serve traditionally underserved populations including minorities, handicapped persons and those with limited English proficiency.
10. Vocational services must be immediately expanded to serve the age group over twenty-one.
11. Vocational education must utilize work experience, on-the-job-training, and its "brokering" capacity to train students in low-demand occupations and to provide capstone experiences.
12. All educational institutions must increase the number of vocationally informed counselors and upgrade both the availability and quality of counseling and guidance services.
13. Each state must enact statutes which require both public and private educational institutions to disclose the employment opportunities, the current supply of employees, and the potential annual income range for every secondary and postsecondary vocational program and every associate and baccalaureate degree program they offer.
14. A marketing strategy for vocational education must be developed and implemented immediately. Full-time personnel should be assigned in each region of each state to serve as marketing agents for vocational education.
15. Each state must develop a comprehensive policy and a master plan for vocational education which will move program commitment and leadership from Federal to state and local levels.

16. The vocational education programs in each state must be made broad enough in both scope and numbers to meet the needs of our citizens, without the necessity of running costly parallel programs outside of the educational system.

## INTRODUCTION

### Council Membership

The Carl D. Perkins Vocational Education Act (Public Law 98-524) has altered the composition of State Councils on Vocational Education which were initially established by Congress in 1968. By increasing the participation of private sector representatives, Congress greatly impacted the membership so that Councils more adequately reflect the thinking of the business, industry, labor, and agriculture communities in concert with vocational education representatives.

Across the nation some six-hundred and seventy-five individuals serve on State Councils concerned with the preparation of youth and adults for gainful employment through vocational education. State Council membership represents the largest network of citizens organized to provide policy advice and consultation to policy makers responsible for the public system of education and training for employment.

### Council Concerns - Facing the Future

State Councils have attempted to heed the comments of their publics regarding the future of vocational education. The concerns are many and the needs great. State Councils are primarily concerned with the lack of attention given by educational communities to the needs for effective human resource development and the resultant decline in the nation's ability to compete in international and even domestic markets.

America must maintain an ability to train people for the work force regardless of what specific "jobs" may evolve from current and future technology. State Councils believe that public vocational education as a national resource, exceeded in importance only by the human potential of its citizens.

To preserve the vitality of this resource, it is necessary to view vocational education in a new light. It is the purpose of this paper to provide a fresh perspective on vocational education and to propose changes which will enable vocational education to play its proper role in the education system and economy of the twenty-first century.

## Past Security

Moving boldly ahead will not be easy. Education clings vigorously to the past as the past holds security; the future is illusion shrouded by insecurity and danger. Each time education is faced with a new social or legislative mandate, it seeks transition, not to the new, but back to what currently exists. When the social, legislative and financial mandates overwhelm all other activities and ideals, the system begins to change slowly. It is to give direction to this process of inevitable, but reluctant transition that we now speak.

## RECOMMENDATIONS

For nearly two decades, State Councils have made numerous observations regarding the adequacy and effectiveness of the public system of vocational education. Many of their observations have significance to the discussion of vocational education's transit into the twenty-first century. The recommendations included in this section of the paper represent the collective experience and vision of State Councils, and are directed to Federal, state and local policy makers responsible for vocational education.

### Learner-Centered Education

State Councils concur with Harold L. Hodgkins' observation regarding the educational system. In his report, he stated, "People working in each of the institutions (nursery schools, kindergartens, elementary schools, junior high schools, senior high schools, two year colleges, four year undergraduate colleges, universities with graduate and post-graduate programs) have virtually no connection with all others and little awareness of educational activity provided by the total. Because of this, the school is defined as the unit, not the people who move through it. The only people who see these institutions as a system are the students -- because some of them see it all".

The State Councils, therefore, recommend that:

1. Education and specifically vocational education must immediately move from being centered on the institution to being centered on the learner.



## Competency-Based Considerations

Vocational education has been traditionally organized, in secondary schools, in the same blocked time frames and sequences developed for academic instruction. Programs and program completion have generally been defined in terms of hours of instruction and courses completed. An individual who completes only a portion of the courses prescribed as a program and terminates is considered a negative enrollment even though he or she may have gained sufficient skills to obtain meaningful employment. We must move from this "course-centered" to a "learner-centered" approach.

The State Councils, therefore, recommend that:

2. Programs of vocational education must be developed based upon specific competencies. Competencies obtained should be identifiable with an occupational career ladder which provides a smooth transition from one job level to another, beginning with the most basic entry level and advancing to as high as the student's ability and interest will allow.

## Unleash Potential -- A New Vision

Every student must be encouraged to progress as far as he or she can. Yet, vocational education has often been deemed successful only if it places students directly into employment. Higher education as an outcome of vocational education has been considered a negative outcome. The vocational student whose goal is a college degree has been viewed as somewhat less than "pure", and State Councils ask, "Why"? Many traditional vocational educators have sought to silence students in their programs with goals which go beyond immediate employment.

Students who enroll in vocational education are asked to limit their goals and dreams. State legislators who are members of State Councils attribute a significant part of their lack of support for vocational education to this single factor. Unlike other programs, vocational education (influenced by Federal law) strives to limit the potential of its students. Why then, when current information clearly demonstrates that each individual will change careers at least five times in his/her life, does vocational philosophy limit the outcome of the program?

State Councils believe that the current Federal definition for successful vocational education outcomes is limiting and should not be the guiding definition or philosophy of vocational education.

The State Councils, therefore, recommend that:

3. Vocational education, as both a term and as historically described, need to pass into history as the term manual arts training did. A more descriptive term and philosophy which reflect vocational education's primary mission of developing human potential should be utilized.

This basis change in terminology and philosophy should be reinforced in our systems of program accountability.

The State Councils, therefore, recommend that:

4. Program accountability for vocational education should not be limited exclusively to placement of program completers in jobs requiring less than a baccalaureate degree. In fact, entry into and completion of technical and baccalaureate programs should be encouraged.
5. State information system/data bases must be developed to provide both qualitative and quantitative information needed by policy makers to provide support for vocational education.

### Balance Needed

With this new emphasis on student-centered learning and the use of vocational education to unleash rather than limit human potential, a better balance will be needed between the "vocational" and the "academic" in our schools. In light of the needs for human resource development, schools can no longer afford to teach subject matter for subject matter's sake or to simply focus educational reform on increasing "seat time" in academic subject areas. There must be a relationship between classroom learning and the world of work, and a balance struck between academic and job skill development.

Vocational educators must give up the age old philosophy "You teach them to read and write, and we will teach them to build and sell". Academicians must also recognize that vocational education is a vehicle to enhance academic skill development and thought processes, and for some students, vocational education is a more effective way to acquire academic skills because of the direct application of theory.

Vocational educators, on the other hand, can not and should not accept the responsibility of teaching every student to read, to write, and to do basic mathematics. Preparing young people to function literately in reading, writing, and basic mathematics is the responsibility of elementary education. If elementary education can not accomplish these goals under the present system, change the system so it will. If the overall system refuses to change from the concept of units and credits, vocational educators should document those academic skills they teach or enhance in their programs, and demand the appropriate mathematics, science, and communications "credits" the students they teach are due.

The State Councils, therefore, recommend that:

6. State and local Boards of Education must establish policy and administrative guidelines which give equal priority to academic and vocational programs. Such policy must include both financial and program support.

Every discussion of vocational education in recent years has been conducted as though it were a matter of vocational versus academic education, of "either" "or". This discussion is perceived by State Councils as at best an erroneous oversimplification of student needs and at worst a smoke screen directed at keeping the status quo. We must stop turfmanship and start cooperating for the sake of the students. The twenty-first century will require both basic and vocational skills of anyone who wishes to partake in the world of gainful employment.

The State Councils, therefore, recommend that:

7. Every student will acquire both academic and vocational skills.

### Vocational Student Organizations

As good as our schools are, we know that learning can't stop at the classroom door.

Years of evaluation and observation have confirmed that vocational student organizations (VSO) are an important part of the vocational program. VSO's are a significant part, if not the central part, of the development of leadership, citizenship, and personal and interpersonal skills. They provide a valuable connection between class work, real work, and fun. VSO's must continue to be an integral part of future vocational programs.

The State Councils, therefore, recommend that:

8. Every student who enrolls in a vocational education program will have access to a vocational student organization with professional leadership. Membership should be at the option of the student.

#### **Serve the UnderServed and Unserved**

As recommendation #7 states, every student will need academic and developed vocational skills. Through the Education for All Handicapped Act (EAHA) and the Vocational Education Act (VEA), Congress has said to the educational institutions of this country: we place a priority on serving the disenfranchised and underserved populations including the disadvantaged, the handicapped, the limited-English proficient, single parents and homemakers, and incarcerated.

Serving the underserved is more than altruism. By the year 2000, America will be a nation in which one of every three individuals is nonwhite. These minorities will cover a broader socioeconomic range than ever before, making their education and training needs paramount. Many of these individuals have language barriers which currently prevent their being fully acculturated into society and the work force.

The State Councils, therefore, recommend that:

9. Vocational education must immediately make the following programs adaptations:
  - a. Language, physical, and cultural barriers must be eliminated from vocational education programs.
  - b. A flexible approach to linking language and occupational instruction must be implemented.
  - c. Complete delivery systems of instruction, program support, and administrative support must be provided.
  - d. Linkages of public and private sector resources as well as coordinated planning and implementation of programs must be developed.

## **Adults Important**

Secondary students are not the only citizens in need of vocational education.

With declining birth rates and the maturing of the "baby boom" group born between 1946 and 1964, a new emphasis on adult vocational education for both first employment and upgrading can not be ignored. Seventy million people born in the "baby boom" years have reached maturity and are now looking to the system of education to provide them vertical and horizontal occupational mobility.

The State Councils, therefore, recommend that:

10. The vocational services must be immediately expanded to serve the age group over twenty-one.

## **Provide Work Experience**

We have concluded that vocational education must be an integral part of the education system for secondary and adult students. But how do we continue to serve the needs of those who elect low-demand occupations in these times of fiscal constraints?

Vocational education can no longer deny training in low demand occupations on the basis of either low employment or student demand. We cannot afford the luxury of avoiding the fact that an extremely large number of jobs fall within the low-demand category. The solution to the problem already exists in a very inexpensive manner through work experience and on-the-job training.

The State Councils recommend that:

11. All educational institutions -
  - a. Train work experience specialists in the process of occupational task analysis and the specific occupational competencies necessary for employment prescribed within a training agreement.

- b. Become a brokering system to prepare individuals in low-demand occupations.
- c. Develop work experience and on-the-job training programs in an organized manner in order to assure quality.
- d. Maintain work experience as capstone for institutional programs (the final finishing of a student) as well as a viable way to train in low-demand subjects. Such program expansion will require a high level of training for the work experience coordinator.
- e. Maintain within the formal educational setting a full offering of educational services to support the on-site experience.

### Counsel

The vocational education system, as we have envisioned it, will offer a wide variety of job training and education opportunities to meet the differing needs of many people. Add to this the complexity of career choice, the difficulty of changes in high school graduation requirements in 43 states, and the growing number of providers in the adult sector. How can we ensure that students and programs are matched?

The answer is good counseling. We will need more counselors to assist secondary students in making proper career and curricular choices. We will need counselors who are better aware of the changing demands of the workplace and the new role of vocational education in preparing all students for it. Lastly, adults must have available to them community-based counseling services which offer thorough, objective advice.

The State Councils recommend that:

- 12. All educational institutions must undertake an immediate effort to increase the number of vocationally informed counselors and to upgrade both the availability and quality of counseling and guidance services.

## Disclosure Needed

State Councils feel strongly that counseling must be informative and non-biased. Students deserve no less. Yet educational programs, both public and private, continue to enroll students in major study areas without informing the student of employment potential upon completion. The Supreme Court will not allow a criminal arrest without the individual being informed of his or her civil rights. The law is without exception.

The State Councils, therefore, recommend that:

13. Each state enact statutes which require both public and private educational institutions to disclose the employment opportunities, the current supply of employees, and the potential annual income range for every secondary and postsecondary vocational program and every Associate and Baccalaureate degree program they offer.

## Market Strategies

As important as good counselors are, we can not rely on them alone to get the word out about vocational education. It is our job to tell the public about our successes.

Many people in America hold vocational education in low esteem because the success of vocational education is never heralded. Would IBM, Coca Cola, or Chrysler Corporation allow such treatment of their products? We individually fear our child may choose a blue collar position. Imagine what would happen if quality vocational education got one-half the local publicity of a winning football team. Vocational education is necessary for the vast majority of students; the production of goods and services demand a trained employee.

The State Councils, therefore, recommend that:

14. A marketing strategy for vocational education be developed and implemented immediately. Statewide and national economic stability depends on trained employees. Our national good is served through vocational education. Full-time personnel must be assigned in each region of each state to serve as marketing agents for vocational education. Until no longer necessary, such personnel must be financed in large part from public funds.

## State Commitment

We have laid out an agenda for change in vocational education. How can we start now to make that change happen? Planning for vocational education in many states has been largely driven by Federal law and regulation. We states have abrogated our responsibility and obligations to plan for our own future. The broad-based decline of Federal interest in regular vocational programs and the rapid changes in the economy force us to face reality. There must be a transition of leadership and decision making to each state. The primary source of funding for vocational education has for many years come from state and local sources. Each state should recognize this reality and plan a complete transition of vocational education to state program by the twenty-first century.

The State Councils, therefore, recommend that:

15. Each state should develop a comprehensive policy and a master plan for vocational education which will move program commitment and leadership from Federal to state and local levels. Such master planning should include all resources necessary to establish a comprehensive vocational education plan.

## Employment Training

The comprehensive state plan for vocational education must also include the vocational education system as the primary delivery system for employment training.

State Councils strongly believe there is a significant difference between training for employment within the context of education and training without the support of educational services. The cost factors alone are enough to justify use of the in-place, integrated education and training system over short-term job skills training its counterparts offer. The education system brings the requisite basic academic skills, a core of transferable skills, a broad base of job skills, and an understanding of education and training requirements to allow students to advance in career fields of their choosing.



The State Councils, therefore, recommend that:

16. The vocational education programs in each state be made broad enough in both scope and numbers to meet the needs of our citizens, without the necessity of running costly parallel programs outside of the educational system. Ancillary services which vocational education can not provide should be identified within comprehensive plans, and the necessary linkages with other agencies and providers must be set up.

### **Citizen Advice**

The best way to ensure appropriateness and accountability for vocational education is to directly involve employers and labor representatives. Vocational education has used and should continue to utilize program advisory committees in the development and on-going improvement of vocational education curricula. The strength of vocational education, a key element to ensuring its future, will be dependent upon effective public-private partnerships. These partnerships must go beyond the current advisory role for the public sector. The private sector must become a full partner in the planning, delivery, and accountability processes for vocational education.

The State Councils, therefore, recommend that:

17. Public-private partnerships must be expanded to move vocational education into the twenty-first century.

### **CONCLUSIONS**

The State Councils on Vocational Education have proposed a broad program for change to take vocational education into the twenty-first century. First and foremost, education including vocational education must be learner-centered. Education policy-making initiatives must be seized by the States, who should formulate comprehensive education plans which balance vocational and academic aspects. All education, must encourage students to achieve to their full potential and must serve adults and other traditionally underserved populations as well as the "regular" students. If we fortify and fund the vocational education system, it can and should serve as the main delivery system for manpower training, too. The State Councils urge the public and private sectors to join in this transit of vocational education into the twenty-first century.

FACT SHEET

SENATE EDUCATION

EXHIBIT NO. 6

DATE 3/25/87

BILL NO. HB 725

HB 725

AN ACT TO IMPROVE THE PROCEDURE FOR LOCATING MISSING CHILDREN BY REQUIRING A SCHOOL DISTRICT TO REQUEST PROOF OF IDENTITY AND SCHOOL RECORDS FOR A CHILD WHO ENROLLS IN A SCHOOL DISTRICT.

--Schools provide a unique setting for child protection efforts.

--School enrollment procedures are often inadequate to assist in the location of missing children. Not all school systems require that school records be transferred when a child withdraws or enrolls in a new school.

--Adequate school records are essential to continued quality education for every child. They are also a potentially significant control on the family the missing children problem, particularly in cases of family abductions.

--Many states have mandated by law or by regulation that any new student should have appropriate records from parents or previous schools.

--In 1986, 171 Montana children (17 and under) were reported missing to law enforcement agencies and entered into the National Crime Information Center Missing Person File. Monthly average was 18 in 1986. Nearly all (95% to 98%) of the missing children were runaways or abductions by non-custodial parent. The remaining percentages are stranger/foul play abductions or juvenile wants.

--Main points of this legislation:

1. Require proof of identity for first time enrollments.
2. Require appropriate school records for transferring students.
3. Require notification after 60 days if no proof of identity or school records. Notification is to the Montana Missing Children Program and a local law enforcement agency.
4. School records of missing children are flagged in case future requests are received from another school district.
5. Includes non-public private and religious schools.

ROLL CALL VOTE

EDUCATION

EXHIBIT NO. 7

DATE 3/25/87

SENATE COMMITTEE EDUCATION AND CULTURAL RESOURCES

BILL NO. HB 819

Date 3/25/87 Roll Call Bill No. 819 Time \_\_\_\_\_

NAME	YES	NO
SENATOR BOB BROWN, CHAIRMAN	✓	
SENATOR CHET BLAYLOCK, VICE CHAIRMAN		✓
SENATOR GEORGE McCALLUM	✓	
SENATOR ED SMITH	✓	
SENATOR PAT REGAN		✓
SENATOR JOE MAZUREK		✓
SENATOR BILL FARRELL	✓	
SENATOR TED NEUMAN		
SENATOR DICK PINSONEAULT		✓
SENATOR SWEDE HAMMOND	✓	

JILL ROHYANS  
Secretary

SENATOR BOB BROWN  
Chairman

Motion: By Senator Hammond That  
HB 819 Be Referred

3/25  
adapted

SENATE EDUCATION

EXHIBIT NO. 9

DATE 3/25/87

BILL NO. H/R 839

Amendments to House Bill 839  
Third reading copy (blue)  
Senate Education

1. Title, line 6.

Strike: "INDIAN"

2. Page 1, line 18.

Strike: "Indian"

3. Page 2.

Following: line 1.

Insert: "(3) "Minority, " as used in [sections 1 and 2],  
means a minority whose rights are protected under section 2  
of the Voting Rights Act, as amended, 42 U.S.C.1973, as  
amended."

4. Page 2, line 9.

Following: "compact"

Insert: "in area"

Following: "population"

Strike: "and area"

5. Page 2, line 11.

Strike: "Indian"

6. Page 2, line 13.

Strike: "such"

# STANDING COMMITTEE REPORT

MARCH 25, 1937

MR. PRESIDENT

We, your committee on **EDUCATION AND CULTURAL RESOURCES**

having had under consideration **HOUSE JOINT RESOLUTION** No. **40**

third reading copy ( blue )  
color

**JOINT RESOLUTION ON BUSINESS-EDUCATION PARTNERSHIPS**

**ASAY (BROWN)**

Respectfully report as follows: That **HOUSE JOINT RESOLUTION** No. **40**

BE CONCURRED IN

~~DO PASS~~

~~RENOI PASS~~

SENATOR BOB BROWN,

Chairman.

# STANDING COMMITTEE REPORT

MARCH 25, 1987

MR. PRESIDENT

We, your committee on **EDUCATION AND CULTURAL RESOURCES**

having had under consideration **HOUSE JOINT RESOLUTION** No. **34**

**third** reading copy ( **blue** )  
color

**JOINT RESOLUTION SUPPORTING JIM DOLAN'S "MT. PRIDE" PUBLIC  
SCULPTURE PROJECT**

**WINSLOW (ECK)**

Respectfully report as follows: That **HOUSE JOINT RESOLUTION** No. **34**

**BE CONCURRED IN**

~~**DO PASS**~~

~~**DO NOT PASS**~~

**SENATOR BOB BROWN,**

Chairman.

# STANDING COMMITTEE REPORT

MARCH 25, 1987

MR. PRESIDENT

We, your committee on **EDUCATION AND CULTURAL RESOURCES**

having had under consideration **HOUSE BILL** No. **725**

third reading copy ( blue )  
color

**IMPROVE LOCATING OF MISSING CHILDREN BY SCHOOL REQUEST  
FOR PROOF OF IDENTITY**

**STRIZICH (PINSONEAULT)**

Respectfully report as follows: That **HOUSE BILL** No. **725**

BE CONCURRED IN

~~DO PASS~~

~~DO NOT PASS~~

**SENATOR BOB BROWN,**

Chairman.

# STANDING COMMITTEE REPORT

MARCH 25, 1937

MR. PRESIDENT

We, your committee on.....**EDUCATION AND CULTURAL RESOURCES**.....

having had under consideration.....**HOUSE BILL**..... No. **319**.....

third reading copy ( blue )  
color

**ALLOW SUPERINTENDENT OF PUBLIC INSTRUCTION DISCRETION  
TO HIRE CERTAIN STAFF**

**NATHE (HAMMOND)**

Respectfully report as follows: That.....**HOUSE BILL**..... No. **319**.....

BE CONCURRED IN

~~DO PASS~~

~~DO NOT PASS~~

SENATOR BOB BROWN,

Chairman.



# STANDING COMMITTEE REPORT

MARCH 25, 1987

MR. PRESIDENT

We, your committee on **EDUCATION AND CULTURAL RESOURCES**

having had under consideration **HOUSE BILL** No. **839**

**third** reading copy ( **blue** )  
color

**ALLOW SCHOOL TRUSTEES THE OPTION TO CREATE SINGLE-MEMBER TRUSTEE DISTRICTS**

**SANDS (BLAYLOCK)**

Respectfully report as follows: That **HOUSE BILL** No. **839**

**Be amended as follows:**

1. Title, line 6.

Strike: "INDIAN"

2. Page 1, line 18.

Strike: "Indian"

3. Page 2.

Following: line 1.

Insert: "(3) "Minority", as used in [sections 1 and 2], means a minority whose rights are protected under section 2 of the Voting Rights Act of 1965, (42 U.S.C.1973), as amended."

4. Page 2, line 9.

Following: "compact"

Insert: "in area"

Following: "and"

Insert: "as"

Following: "population"

Strike: "and area"

5. Page 2, line 11.

Strike: "Indian"

6. Page 2, line 13.

Strike: "such"

**BE CONCURRED IN**

~~DO:RAGS~~

~~DO:NOTPASS~~

**SENATOR BOB BROWN,**

Chairman.

E:hb839.txt/hm