

MINUTES

MONTANA HOUSE OF REPRESENTATIVES
51st LEGISLATURE - REGULAR SESSION

SUBCOMMITTEE ON EDUCATION

Call to Order: By Chairman Peck, on January 16, 1989, at 8:00
a.m.

ROLL CALL

Members Present: All

Members Excused: None

Members Absent: None

Staff Present: Keith Wolcott, Senior Fiscal Analyst
Sandy Whitney, Associate Fiscal Analyst
Joe Williams, Budget Analyst, OBPP
Claudia Johnson, Committee Secretary

Announcements/Discussion: Rep. Peck announced to the Subcommittee that he and the LFA have been in a meeting since 7:00 a.m. this morning with Superintendent Nancy Keenan discussing how they were going to proceed with the budget for OPI. Rep. Peck stated that the Subcommittee and OPI is at a point where they will have to try to consider this budget along with the others. Rep. Peck stated that the request had been made to make one budget out of this agency, but felt it could create political and practical problems. Rep. Peck hoped to be able to do a standard format, but did not know how prepared the staff would be. Rep. Peck stated that OPI will need some initial reaction from the Subcommittee as to the levels of restoration of FTE's and other issues. Rep. Peck stated that it will probably be about a month before OPI could come back before the Subcommittee with a final budget and that the Subcommittee can go on ahead and take the budget as they normally do and try to reach some kind of resolution.

Sen. Nathe asked Rep. Peck if this means that the Subcommittee will have to postpone the executive action on this budget for a month? Rep. Peck replied that the Subcommittee will probably have to respond to some of those fundamental basic issues and stated that OPI and the staff will probably get together to define what issues need to be discussed at this time. Rep. Peck stated the final executive action would have to occur after Supt. Keenan comes back in with her design of the office.

Presentation and Opening Statement:

Gail Gray introduced Bob Ruthemeyer, Director of Adult Basic Education, who will speak to the proposed modifications which has been recommended to the budget by the Governor's office.

- Mr. Ruthemeyer stated that he wanted to clarify a few terms: 1) There is Adult Education which is a much broader term than Adult Basic Education. Adult Education provides vocational and avocational training which includes welding, computer instruction and other courses. 2) Adult Basic Education provides academic skills for non-english speaking adults as well as those seeking a high school equivalency certificate. Adult Basic Education modification was included in the executive budget to increase the state's special revenue funding to \$200,000 in FY 1990 and \$250,000 in FY 1991. Over the past four years the state has provided \$147,502 each year. OPI requests an increase to \$200,000 and \$250,000. In FY 1988 the 24 Adult Basic Education Centers provided educational services to 5,793 adults. Approximately 3,000 were preparing for a high school equivalency, primarily the GED certificate. There has been a significant change in the population that is now served. This is attributed to changing labor market demands and the Montana population demographics. Increased funding is needed to: 1) provide Montanans with educational qualifications that employers are demanding. 2) Serve adults needing Adult Basic Education services required by the new welfare reform legislation, mainly, the Family Support Act of 1988, and 3) to counteract the 20 percent GED certificate limitation on use of Federal ABE funds. Additional funds essential for a literate and flexible work force are necessary if Montana is to be economically competitive. Without increased funding they will be unable to serve 50 percent of Montanans seeking GED certificates. See Exhibit 1.
- Rep. Peck asked Mr. Ruthemeyer if the funding source of this was the 10 percent interest off the Educational Trust Fund? Mr. Ruthemeyer stated that it is from the Coal Tax Fund.
- Rep. Peck asked Mr. Ruthemeyer if they are in a position to say there is a greater need for more general funds because the Education Trust Fund is being depleted? Mr. Ruthemeyer replied that it is not depleted. He understood through the LFA that those funds will be there for this biennium and will be divided between the Vo-Tech Centers and Adult Basic Education.
- Rep. Peck commented to Mr. Ruthemeyer that in the LFA budget book, page E-33, it states that the executive budget approves \$43,190 of general fund supports to Adult Basic Education to replace the Education Trust Fund interest.

Mr. Williams stated that the estimated amounts of Coal Tax interest that would be available were \$125,000 in FY 1990 and \$124,000 in FY 1991. In order to keep current level services in the ABE program, the executive budget provided \$22,000 of general fund in FY 1990 and \$23,000 in FY 1991.

Rep. Peck asked Mr. Ruthemeyer if the school districts that have the ABE programs are allowed one mill or a mill and one half? Mr. Ruthemeyer replied that it is one mill, and that includes both elementary and secondary districts. Mr. Ruthemeyer stated that because of I-105, the school districts have been very limited in starting new programs.

Rep. Marks asked Mr. Ruthemeyer if there are any FTE attached to this modification? Mr. Ruthemeyer stated that there are no FTE's involved.

Rep. Peck asked Mr. Ruthemeyer if this is the money that is distributed out to the programs? Mr. Ruthemeyer replied that it is both federal and state money, and stated he also has the responsibility for the adult homeless.

(126)

Sen. Hammond asked Mr. Ruthemeyer if the 24 centers are listed any place? Mr. Ruthemeyer replied that he had those back at the office but they are primarily in the high school districts as well as the three Community College districts. The Community College districts are also allowed to have a mill levy to support Adult Education and Adult Basic Education. There are approximately 90 legal entities that do assess a mill levy, and last year 24 were serving the ABE programs.

(210)

Sen. Nathe asked Mr. Ruthemeyer if handicaps are referred to workman's compensation? Mr. Ruthemeyer stated that they are, and that is how they are classified. Sen. Nathe asked if they receive any money from this? Mr. Ruthemeyer replied that they receive \$75,000, and all but \$4,788 of this goes directly to the outreach component that must be addressed. Mr. Ruthemeyer stated that the ABE program has taken over the Billings Hotel downtown. They have an itinerant teacher there and a computer that is available at all times.

Supt. Keenan indicated that they had a summary sheet, but there were three areas that are still in the process of verification. Supt. Keenan stated that they will be able to present it tomorrow.

(227)

Jim Whealon, OPI, addressed the \$900,000 annual modification request which would partially fund the additional cost of the Vocational Education program. Compared to those of the average high school program, the costs of vocational

education are above and beyond other course costs. Secondary vocational programs provide knowledge, skills and attitudes necessary for employment or additional training beyond high school. In Montana, the secondary vocational programs serve approximately 24,000 students of the 44,000 annually enrolled. When they graduate, about 96 percent of all seniors have participated in vocational education. Vocational programs utilize a "hands-on" instructional process, often in a lab or work-site setting, e.g. equipment, supplies and teacher intensive. It often involves leadership training such as that provided by FHA and DECCA. As a result, vocational instruction is more expensive. The modification request funding is for 30 percent of that additional cost. The Legislation that set up this funding mechanism was passed in 1979 and that Legislature designated 7 additional cost areas and charged OPI with flowing 100 percent of those funds to local districts. A recent survey of 28 states conducted by the state of Nevada, found that 18 of those states were using this additional cost concept similar to the one passed in the 1979 Legislature. It was found that the average additional cost provided in those 18 states was about \$320 per student. Presently, Montana does not have the funds appropriated for the additional cost of Vocational Education. The requested modification is only about \$36 per student. The \$900,000 annually would restore the state's contribution to that 30 percent rate for additional costs that the 1979 Legislature established. Without this appropriation, schools are finding it difficult to provide the funds necessary to operate a modern vocational program.

(315)

Mr. Whealon read written testimony from Linda Cotton, who is a teacher from Cascade. To summarize, she states that her school has not purchased any equipment or done anything to maintain the roof, etc, so they could continue their programs. Many schools have been forced to drop their programs. More often, what happens is the school districts will reduce the number of programs before they lay a teacher off. See Exhibit 2.

Rep. Peck asked Mr. Whealon if under this program, were there limitations as to what the money could be expended for? Mr. Whealon stated it is limited to seven areas and deals with equipment and supplies which are two very large areas.

(332)

Rep. Peck asked Mr. Whealon if the extended program salary was something that is done outside of school hours? Mr. Whealon replied that was correct, and gave an example in the agricultural programs where students are required to have occupational experience and operate the summer programs. During that period of time the Agriculture teacher who is on contract may visit the family on the ranch and oversee the projects.

(345)

Rep. Peck asked Mr. Whealon if the match for Carl Perkins funds would be a new idea in that sense, saying a school district might get \$5,000 to match that Perkins grant? Mr. Whealon stated that the Carl Perkins funds are competitive monies, there are numerous categories and the majority of them require a 50/50 cash match. Many school districts are able to use this money and then pursue additional monies through the Carl Perkins Vocational Education Act.

(355)

Rep. Peck asked Mr. Whealon if the state is losing any money out of the Perkins grant because the school districts cannot come up with the match? Mr. Whealon stated that is difficult to say, the Perkins amount of money for the state of Montana is allocated to the state on a formula basis. Part of the monies are used in the post-secondary setting and part are used by vocational programs in the secondary settings. If one assumes that they do not put in competitive grants because they could not meet the match, then he assumed the answer would be "yes", but they do not have any hard data on it at this time.

(407)

Mr. Jack Copps, Deputy Superintendent, OPI. Mr. Copps stated that until January 2 of this year he was a practicing administrator in the state of Montana for 23 years and superintendent of schools for Helena. Mr. Copps addressed the Subcommittee from that perspective. He stated that it is very clear that vocational education classes cost more to operate and to run than the regular classes such as english, math and social sciences. The struggle that school districts are facing right now is because of the loss of state money from I-105. Without taking money from other sources in the general fund, and with I-105 in place, the alternative revenue sources are simply not available. That causes a loss of the ability to purchase equipment that was previously there, and that certainly causes the loss of ability to maintain equipment. Mr. Copps provided data from the Helena school district. The Helena school district was realizing \$55,000 in FY 1984, in FY 1985 that dropped to \$34,000, and in FY 1986 it dropped to \$28,000. In 1987 and 1988 there were no monies, and to be able to maintain quality Vocational Education programs in the state, there has to be a source of funds to accommodate those excess costs. With I-105 in place and the loss of state monies, those resources are simply not there unless they are taken from strained budgets in other areas. Mr. Copps urged the Subcommittee's careful deliberation in this matter.

(493)

Rep. Marks asked Mr. Copps if under the I-105, if the Vocational Education programs are the ones to fall out first? Mr. Copps stated that the result was a charge to participate in

extracurricular activities and a change in the alignment of priorities. Vocational education remained a high priority. This past year, the Helena school district had to reduce its budget by \$1.3 million and all programs were affected.

Tape L\2:042

Jess Long, representing Administrators of Montana, spoke in behalf of the appropriations for the vocational educational programs. Mr. Long stated that the one thing that has not been mentioned is the impact the Board of Regent's admission standards have on the school programs. The schools have been forced into a much more academic program. Mr. Long stated that the Vocational Education program at this point needs some reinforcement to provide high school programs for approximately 50 percent of the kids that do not attend college. Mr. Long stated that it is an important feature that the state show priority for vocational education. It should be a part of the high school program even though our programs are leaning toward an academic program.

(062)

Mr. Jim Fitzpatrick, Executive Director Mt. Council on Vocational Education, presented the position of the State Council on Vocational Education as it relates to the secondary Vo-Ed appropriations. Mr. Fitzpatrick stated his testimony conveys that the Council strongly feels that Montana should establish an equitable and stable funding system for Montana secondary vocational education programs. Mr. Fitzpatrick summarized the Council's position by stating that appropriations is one way to go. A more logical and timely approach would be to look at a weighted foundation program for financing secondary Vo-Ed. The emphasis on academic education has overshadowed the real importance of secondary vocational education programs. Mr. Fitzpatrick stated that as reflected in previous testimony, 83 percent of the available jobs by the year 2000 will not require a college degree, and 14 of the fastest growing occupations in this country do not require a 4 year degree. Approximately 95 percent of all high school graduates will take one vocational education course. Mr. Fitzpatrick stated they are currently looking at a drop-out rate of 1 million students nation-wide at an estimated cost of \$240 billion. From the perspective of an administrator in secondary vocational education for 15 years, he stated that Vo-Ed is important to those young people. Mr. Fitzpatrick recommended that consideration be given to an equitable and stable funding system for Vocational Education programs. In closing, Mr. Fitzpatrick stated that his concern over the years is that the vocational education appropriation is the one that is always dabbled with. Mr. Fitzpatrick stated he recognizes as much as any one, the difficulty of our economy in Montana. Vocational education makes a very strong commitment and a very strong contribution to economic

development in this state. There is no question about the value of learning some skills. See Exhibit 3.

(330)

Supt. Keenan stated that OPI would come back before the Subcommittee to outline specific programs later.

(334)

Rep. Peck ruled that the Subcommittee would take executive action on OPI at a later date when OPI could come back when their programs are better outlined.

(445)

Mr. Wolcott stated that tomorrow's schedule will be a work session on the Fire Service's Training School and the School for the Deaf and Blind.

There being no further business the Subcommittee was adjourned.

ADJOURNMENT

Adjournment At: 9:20 a.m.



REP. Ray Peck, Chairman

RP/cj

1321.min

DAILY ROLL CALL

EDUCATION

SUBCOMMITTEE

DATE

Jan 16, 1989

NAME	PRESENT	ABSENT	EXCUSED
REP. RAY PECK, CHAIRMAN	✓		
SEN. SWEDE HAMMOND, VICE CHAIRMAN	✓		
SEN. PAUL BOYLAN	✓		
SEN. JUDY JACOBSON	✓		
REP. MIKE KADAS	✓		
REP. BOB MARKS	✓		
SEN. DENNIS NATHE	✓		

OFFICE OF PUBLIC INSTRUCTION
January 16, 1989

EXHIBIT # 1
DATE Jan 16, 1989
HR

Adult Education provides vocational and avocational training including welding, computer instruction and more. Adult Basic Education provides academic skills for non-English speaking adults as well as for those seeking a high school equivalency certificate.

Adult Basic Education (ABE) modification was accepted in the Governor's Executive Budget to increase the state's special revenue funding to \$200,000. in fiscal year 1990 and \$250,000. in fiscal year 1991.

Over the past four years the state has provided \$147,502. each year. The Office of Public Instruction requests an increase to \$200,000. and \$250,000.

In fiscal year 1988 the 24 Adult Basic Education Centers provided educational services to 5,793 adults. Approximately 3,000 were preparing for a high school equivalency, primarily the GED (General Educational Development) certificate. There has been a significant change in the population we are now serving compared with past years. This is attributed to changing labor market demands and Montana population demographics.

Increased funding is needed to:

1. Provide Montanans with educational qualifications employers are demanding.
2. Serve adults needing Adult Basic Education services required by the new welfare reform legislation - Family Support Act of 1988.
3. Counteract the 20 percent GED certificate limitation on use of federal ABE funds.

Additional funds are essential:

1. A literate and flexible work force is necessary if Montana is to be economically competitive.
2. Without increased funding we will be unable to serve 50 percent of Montanans seeking the GED certificate that citizens and employers are demanding.

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE:

MY NAME IS LINDA COTTON. I HAVE BEEN A BUSINESS AND OFFICE INSTRUCTOR AT CASCADE HIGH SCHOOL FOR 13 YEARS. WE HAVE A TRADITION OF A VERY STRONG AND SUCCESSFUL VOCATIONAL EDUCATION PROGRAM AT CASCADE. OUR STUDENTS DO VERY WELL WHILE IN THE HIGH SCHOOL AND CONTINUE THEIR EXCELLENCE UPON GRADUATION. IN ORDER TO CONTINUE THIS SUCCESS WE VERY MUCH NEED YOUR HELP.

VOCATIONAL EDUCATION PROGRAMS REQUIRE MORE MONEY TO TRAIN A STUDENT THAN AN ENGLISH OR MATH CLASS. A MATH CLASS CAN MANAGE WITH ONE SIX YEAR OLD TEXT BOOK PER STUDENT. A WELDING CLASS MUST HAVE ONE WELDER PER STUDENT AND ALSO PURCHASE THE FUEL TO RUN THE MACHINE. A STUDENT WILL RARELY ENCOUNTER SIMPLY A TYPEWRITER IN AN OFFICE SETTING. A KNOWLEDGE OF BUSINESS COMPUTERS AND COMPETANCEY ON EVER CHANGING PROGRAMS ARE NO LONGER AN EXTRA - THEY ARE A TOOL FOR SUCCESS AND EMPLOYMENT. OUR SCHOOLS ARE ALREADY TEN YEARS BEHIND BUSINESS AND INDUSTRY AND WE ARE NOW REQUIRED TO TRAIN OUR STUDENTS ON OBSOLETE EQUIPMENT.

OUR EQUIPMENT ROTATIONS ARE CURRENTLY ON HOLD. WHILE NEW INOVATIONS ARE APPEARING DAILY IN THE WORLD OF BUSINESS, OUR STUDENTS ARE BEING TRAINED ON OLD EQUIPMENT. WE CAN'T DELAY MUCH LONGER AND STILL EXPECT OUR STUDENTS TO BE REMOTELY EMPLOYABLE. WE MUST BECOME MORE CURRENT IF OUR STUDENTS ARE TO BE AFFORDED THE OPPORTUNITIES THEY DESERVE.

THE OVERALL AFFECT OF REDUCED FUNDING AT OUR SCHOOL HAS BEEN A REDUCTION IN STAFF, A REDUCTION OF THE RESERVE, A STRETCHED REPLACEMENT SCHEDULE, AND DEFERRED REPAIR WORK. THE SCHEDULE FOR ROOFING HAS BEEN SCRAPPED. WE'RE NOT PUTTING OUT BUCKETS YET BUT WE'RE EXPERIENCING A DELAY OF THE INEVITABLE. THE COST FOR CHILDRENS' SCHOOL LUNCH HAS DOUBLED. AND WE'RE SEEING MORE AND MORE THE INCREASED COST FOR THE STUDENT FOR SERVICES SUCH AS DRIVER EDUCATION. MONEY THAT WAS SET ASIDE FOR THE PURCHASE OF SCHOOL LAND HAS BEEN MOVED INTO THE GENERAL FUND . . . THE LAND PURCHASE IS A DREAM OF THE PAST.

CASCADE AND MANY OTHER SCHOOLS HAVE USED GRANTS TO PROVIDE EQUIPMENT AND UPDATES. WITHOUT ADDITIONAL FUNDING, MANY SCHOOLS WILL NO LONGER HAVE THE MEANS TO MEET THE MATCHING FUNDS REQUIRED TO QUALIFY FOR GRANT MONIES. WE ARE CURRENTLY RELYING OF THE BENEVOLENCE AND GOOD WILL OF OUR SCHOOL BOARD TO KEEP OUR PROGRAM VIABLE. THERE MAY SOON COME A TIME WHEN THEY ARE FORCED TO CUT PROGRAMS BECAUSE THERE ARE SIMPLY NO FUNDS.

ADDITIONAL FUNDING FOR EDUCATION WOULD RESULT IN MONTANA STUDENTS CONTINUING A TRADITION OF EXCELLENCE. OUR STUDENTS HAVE UNBELIEVABLE POTENTIAL. HOW SAD IT WOULD BE TO SEE

THAT POTENTIAL UNTAPPED AND UNDERDEVELOPED. COMPETITION ON THE JOB MARKET IS A FACT OF LIFE - HAVING NO CHANCE TO COMPETE DOESN'T HAVE TO BE ANOTHER FACT OF LIFE FOR OUR KIDS. STUDENTS ARE NOT IGNORANT OF THE CHANGES IN THE WORLD INTO WHICH THEY WILL ENTER. LET US NOT BE GUILTY OF DISCOURAGING THEM - LET US INSTEAD PROVIDE THEM WITH EVERY OPPORTUNITY AND TOOL IT IS IN OUR POWER TO PROVIDE. WE ASK YOU TO APPROPRIATE THE ADDITIONAL FUNDING THAT IS NECESSARY TO EDUCATE OUR CHILDREN. .

MONTANA COUNCIL ON VOCATIONAL EDUCATION



EXECUTIVE MANAGEMENT BUILDING

1228 11TH AVENUE

STATE OF MONTANA

(406) 444-2964

HELENA, MONTANA 59620

JAMES W. FITZPATRICK
EXECUTIVE DIRECTOR

January 11, 1989

EXHIBIT # 3
DATE Jan 16, 1989
HE _____

TO: Rep. Ray Peck, Chairman and Committee

FROM: Jim Fitzpatrick, Executive director
Montana Council on Vocational Education

On behalf of the Montana Council on Vocational Education, may I present the following testimony in support of the appropriation for Montana's secondary vocational education.

The Montana Council, in its report to the Superintendent of Public Instruction and to the Governor for the planning period FY 85 - 87, included the following recommendation and rationale statement.

"Establish an equitable and stable funding system for Montana secondary vocational education programs."

Rational Statement: Montana's secondary vocational education programs have received funding from federal and state sources for many years. House Bill 618 passed by the Montana Legislature in 1981 provided a "method of allocating funding for secondary vocational and industrial arts programs based on the relative additional costs incurred by high school districts in providing such programs. The legislature appropriated funds for each biennium since 1981 except for the 1988 - 89 biennium. The State Superintendent submitted a budget request for the 1990 - 91 biennium but it was not included in the Governor's proposed Executive budget. In view of the instability in the current funding system, coupled with CI 105, and efforts to equalize school funding, the council recommends that funding for Montana's secondary vocational education programs be incorporated in the school foundation program. Programs should be assigned weighted factors in accordance with costs and on the basis of rules promulgated by the Office of Public Instruction.

Secondary vocational education offerings provide a multitude of benefits to students and to Montana's workforce as enumerated below:

1. contributes significantly to teaching "the basic skills";
2. provides the practical side of one's education;
3. prepares students for jobs and careers;
4. teaches problem solving and analytical skills;
5. reinforces basic communication and interpersonal skills;
6. motivates students;
7. promotes an understanding of the fundamentals of how business and our economic system operates; and
8. contributes to economic development.

Vocational education is for all students whether they plan to attend college, postsecondary centers, other institutions, choose the military, or go directly to work. Vocational education offerings must be expanded and adequately funded in order to provide realistic training commensurate with a changing workforce. The following statements verify this need:

- Based on U.S. Department of Labor statistics, by the year 2000, 83% of the available jobs will not require a four-year college education.
- Fourteen of the twenty fastest growing occupations require vocational technical training, not a four-year degree.
- Ninety-five percent of all high school graduates take at least one vocational education course in high school. Increased academic requirements will decrease opportunity for students to enroll in vocational education courses consistent with their vocational interests or future career plans.
- One million youth drop out of school each year at an estimated cost of \$240 billion in lost earnings and foregone taxes over a lifetime.

Further documentation concerning the need for vocational education is illustrated by the following statements:

According to a 1981 U.S. Department of Education report, 44 percent of those who graduated in 1980 did not enroll in any postsecondary institutions.

Vocational education is beneficial to the academically talented and college-bound students as it provides the means for these students to develop abilities, to apply concepts and principals, and thereby solve practical problems.

A report by the Association of Supervision and Curriculum

Development states: "If increased emphasis on core subjects causes vocational programs to be scaled down or eliminated, the effect will be negative for "third quartile" students, the roughly 24 percent of students who are likely to enter the workforce immediately upon graduation.

Other casualties of fewer vocational education electives are the at-risk-students who have one or more physical, mental, economic, or social disabilities. Vocational education integrates basic skills with job skills development in a meaningful way which is often the deciding factor that motivates disadvantaged students to stay in school.

School dropouts will increase by eliminating vocational education programs which will have a profound effect on the nation's economic and social well being.

In addition, major studies and projections, i.e. Workforce 2000, and Occupational Outlook Quarterly, indicate that a number of economic forces will reshape America's jobs and industries. The most important trends will be:

- Continued integration of the world economy.
- Further shifts of production from goods to services.
- The application of advanced technologies to most industries.
- Faster gains in productivity, particularly in services.
- Disinflation or deflation in world prices.
- Increased competition in product, service, and labor markets.

In view of these statistics and projected employment trends and training needs, vocational education must be offered and available to all students in accordance with individual aptitudes, interests, and abilities.

JWF:lcw

2 of 9

EXHIBIT # 4
DATE Jan 16, 1989
HB _____

TESTIMONY NOTES ON . . . EQUIPMENT

An equipment budget of \$190,493 requested by Superintendent Keenan for the 1990-1991 biennium is defensible. In order for the Office of Public Instruction to accomplish the mission of providing quality, timely educational services to Montana schools and address constitutional and statutory obligations, sufficient fiscal support is imperative.

Key areas in this element of the agency budget illuminate the need for support. One part of the budget concerns acquisition of computers, printers, and requisite software. This equipment is absolutely essential if the office is to be able to reach and maintain the technical capability necessary to fulfill goals and objectives. Such technical ability helps completion of tasks by a staff significantly reduced during the past eight years. Without the computer capabilities achieved in the last 4 years, we could not have absorbed personnel cuts even for a short time - worked smoother.

Another key area is the requested allocation for the AV Library. A part of this particular request is devoted to acquisition of VCR tapes. These tapes are replacing the obsolete 16mm motion picture films. Consequently, a modern library of video programs shall provide up-to-date service to Montana schools most of which have VCRs. Although numerous schools have video equipment, they do not have the means to stock an all encompassing library of video programs. Office service in this area, therefore, is important to local schools, and the more complete and up-to-date the OPI library becomes, the more one can reasonably anticipate increased utilization.

The office staff indeed is much smaller than in previous administrations. Yet, if this reduced staff is provided sufficient budget and logistic support, Montanans can expect the efficient educational services they deserve.

**Equipment Expenditure Estimates FY 90-91
Office of Public Instruction**

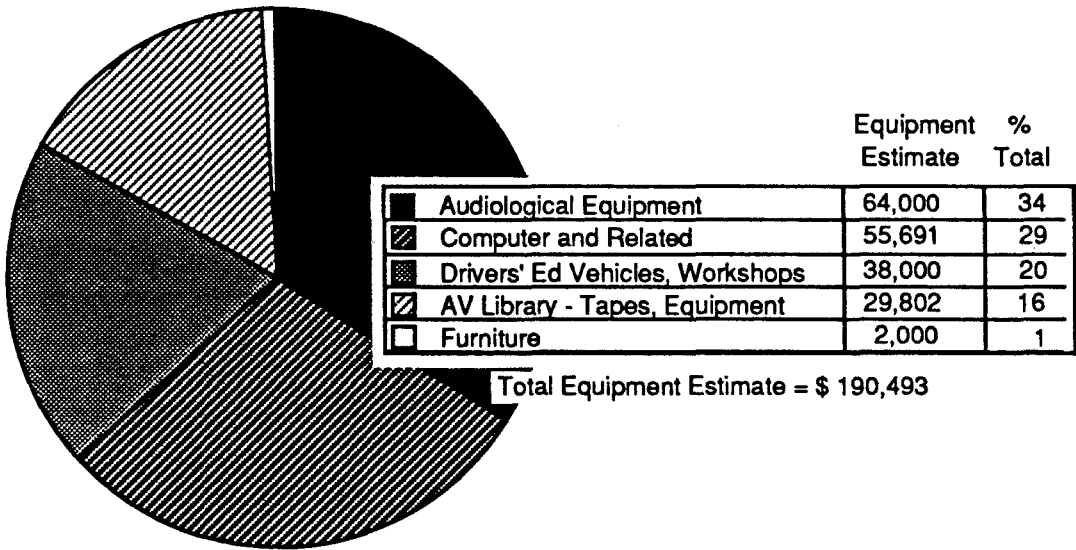




EXHIBIT #5
DATE Jan 16, 1989
HB _____

OFFICE OF PUBLIC INSTRUCTION

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

Nancy Keenan
Superintendent

January 12, 1989

To: Gail Gray
Assistant Superintendent

From: Roger Swearingen *RS*
JTPA Specialist

Re: Current JTPA Section 123 Funding and Uses

Section 123 of the federal Job Training Partnership Act (JTPA) requires that 8% of the JTPA Title II-A allocation to each state flow to the state education agency to provide direct training services to eligible participants and to facilitate coordination of education and training services. JTPA defines "state educational agency" as the "State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools". Since the Montana Board of Public Education generally is not authorized to conduct education programs, only the Montana Office of Public Instruction qualifies to receive funds under JTPA section 123.

This financial support is provided through a cooperative agreement between the Governor and the state education agency; the funds revert to the Governor if no cooperative agreement is reached. At least 80% of these funds must be used to provide direct training services to eligible participants. The amount currently provided to the Office of Public Instruction is approximately \$540,000 annually (\$470,000 for direct services, \$70,000 for facilitating coordination); the Department of Labor and Industry retains approximately \$37,000 for administration.

The Office of Public Instruction subgrants with educational institutions and community-based organizations to provide direct training services. Currently available training includes literacy training for youth and adults, dropout prevention and re-enrollment services, school-to-work transition assistance, remedial education and basic skills training, institutional skill training for high demand occupations, and pre-employment skills training. Approximately 650 youth and adults will benefit from training provided with these funds in FY1989.



EXHIBIT #5
DATE Jan 16, 1989
HB _____

OFFICE OF PUBLIC INSTRUCTION

Nancy Keenan
Superintendent

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

January 12, 1989

To: Education Appropriations Sub-Committee

From: Curt Hahn, Traffic Education Specialist, OPI

Re: The Montana Advanced Driver Education Program

Montana's Advanced Driver Education Program is in its tenth year of operation and is located on unused runways adjacent to the Lewistown/Fergus County Airport. The program provides training in crash-avoidance skills such as skid control, evasive steering, controlled braking, off-road recovery, and cornering techniques for school bus drivers, driver education teachers, city/county law enforcement personnel, emergency services personnel, fire fighters, state employees et al. The facility is leased from Fergus County by OPI and subsequently rented to other agencies and groups like the Montana Highway Patrol, the Montana Law Enforcement Academy and UPS.

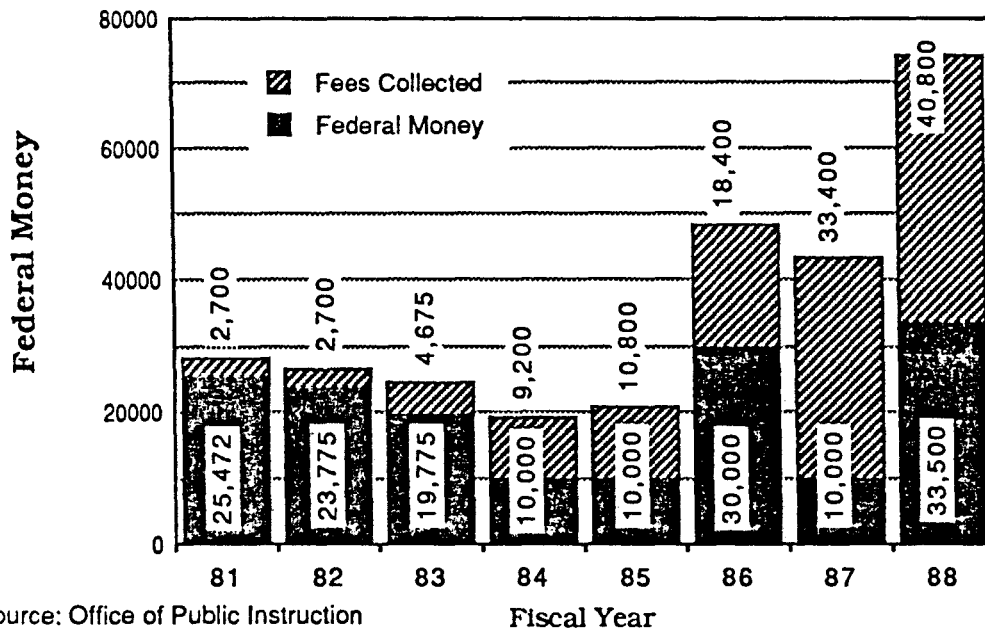
Revenue for this program comes from user fees and federal highway safety funds. No monies have ever been used or appropriated from Montana's general fund. We have been proud of the fact that we have not had to ask for state funding and are self-supporting.

We have tried to manage this program as a business by projecting identified needs and setting aside reserve funds for depreciated equipment and facility improvement. We have been able to accumulate approximately \$100,000 to date and have anticipated spending these monies over the next five years to upgrade our antiquated vehicles and improve the facility. We need to replace three ambulances, two passenger cars and three school buses with newer equipment. We need to bring in electrical power, construct a lighting system for our evasive exercise area, provide a watering system for our skid pad, and purchase a mobile classroom unit.

The fund balance, although apparently not restricted in use by statute, should be considered so. To utilize monies that have been generated specifically for this program by federal highway safety funds and user fees, for another program, would be inappropriate and would spell the demise of a program and service that are needed and not available elsewhere. The growth trends for this program are attached.

This is an important program that has been developed with the help of many dedicated people to provide a needed service at a reasonable cost without the use of state revenue. Please do not consider Option A of Issue 2. Thank you.

Lewistown Driver Education Program Revenue Trends FY 81-88

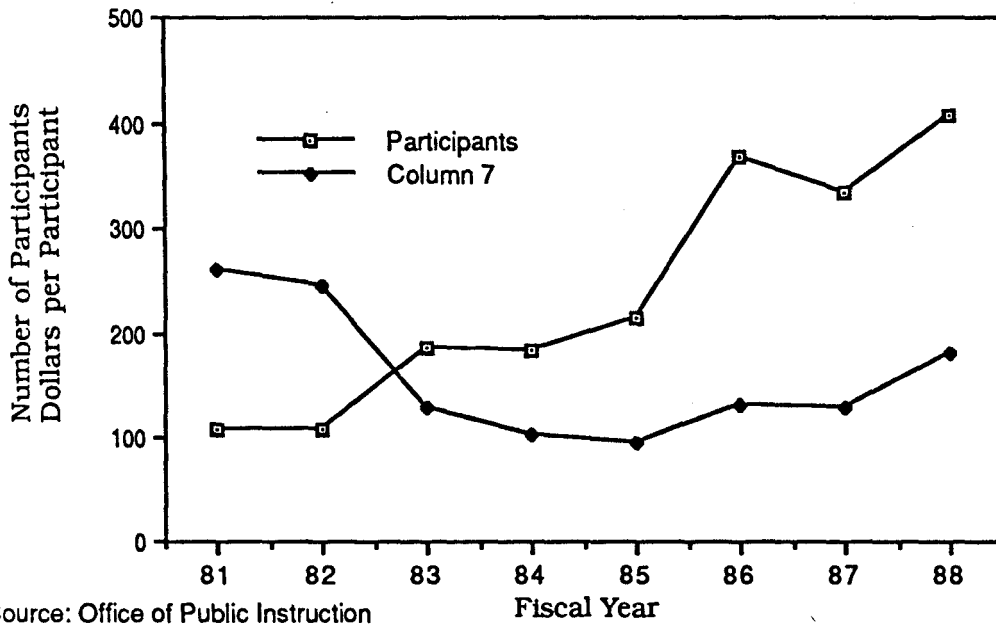


Source: Office of Public Instruction

Total Federal Highway Safety Revenue = \$162,522

Total User Fee Revenue = \$122,675

**Lewistown Driver Education Program
Number of Participants Compared to
Revenue per Participant**



Total Number of Participants = 1,913

AUDIOVISUAL LIBRARY

EXHIBIT #5
DATE Jan 16, 1989
HB

I. Purpose of AV Library

- A. Provide Curriculum resource materials to Montana schools and other educational institutions
 - 1. Kindergarten - 12th grade, adult
 - 2. Types of schools
 - a. Public
 - b. Private

II. Collection

- A. Number of titles: 2100
- B. Format
 - 1. Video: 20%
 - 2. 16mm: 80%
- C. Effect of AV Library move:
 - 1. Number of titles cut over 1/2
 - 2. Titles retained from highly selected "core" and high useage items
- D. Selection
 - 1. Professionally selected to meet specific curricular needs
 - 2. Items chosen which are not cost effective for schools to buy
- E. Examples of curricular materials
 - 1. 100 traffic education titles
 - 2. 60 drug and alcohol titles
 - 3. 40 titles specific to Montana
 - 4. 200 English/language arts titles

III. Relevance of Collection to districts

- A. Rural schools
 - 1. Small schools could in no other way access so large a collection
 - 2. Rural schools need access to curricular materials, not just "videos"
- B. Medium and large districts
 - 1. Declining educational dollars makes decreased purchasing power
 - 2. Have increasing need for support for specialized areas

IV. Advances in AV Library

- A. Computer System
 - 1. Booking, billing, circulation, stand-alone computer system installed
 - 2. Catalog is now in the computer data base
 - a. Allows for first time subject specific lists of titles to be generated
 - b. New catalog published, teachers updated through newsletters sent to schools
- B. Online Access Through Big Sky Telegraph
 - 1. Catalog now searchable through WMC's electronic system
 - 2. Gives access to rural schools
 - 3. Informal recommendations given online regularly

V. Financial Problems

- A. School budgets frozen
 - 1. Districts have less money to rent materials
- B. Other agency libraries
 - 1. Other agencies provide material free
- C. Loss of collection
 - 1. With loss of 3000 titles, approx. \$12,000 in revenue lost

VI. Cost Saving Measures

- A. Reduction of rent and utilities
- B. Reduction of 1 FTE
- C. Computerization - Stand-alone system
- D. Increasing use of video instead of 16mm:
 - 1. Reduction in postage used
 - 2. Reduction of labor
 - 3. Reduction in amount of storage area needed

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY(S) _____

DATE Jan 16, 1988

DEPARTMENT _____

NAME	REPRESENTING	SUP- PORT	OP- POSE
Robert Ruthemeyer	Office of Public Instruction		
Michael Hall	OPI		
Kathy Fabian	"		
Jack Copps	OPI		
Gail Soy	OPI		
Leonard Lombardi	OPI		
Ann Wheeler	OPI		
Jim Fitzpatrick	MCVE		
Sib Check	OCHE		

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT.
 IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.