

MINUTES

MONTANA HOUSE OF REPRESENTATIVES 54th LEGISLATURE - REGULAR SESSION

JOINT SUBCOMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By ROYAL C. JOHNSON, on January 11, 1995, at
8:00 AM

ROLL CALL

Members Present:

Rep. Royal C. Johnson, Chairman (R)
Sen. Daryl Toews, Vice Chairman (R)
Rep. Don Holland (R)
Sen. Greg Jergeson (D)
Rep. Mike Kadas (D)
Sen. Arnie A. Mohl (R)

Members Excused: None

Members Absent: None

Staff Present: Skip Culver, Legislative Fiscal Analyst
Curtis Nichols, Office of Budget & Program
Planning
Paula Clawson, Committee Secretary

Please Note: These are summary minutes. Testimony and
discussion are paraphrased and condensed.

Committee Business Summary:

Hearing: Office of Public Instruction and SIMMS
Project
Executive Action: None

HEARING ON OFFICE OF PUBLIC INSTRUCTION: SPECIAL EDUCATION

(Tape: 1; Side: A)

CHAIRMAN ROYAL JOHNSON informed the subcommittee that the Office of Public Instruction (OPI) had provided handouts from the overhead presentation of January 10, 1995. **EXHIBIT 1, 3 and 4**

Gail Gray, Assistant Superintendent, OPI, reported that OPI is requesting an additional \$3.6 million in FY96 and an additional \$5.1 million in FY97. OPI also asks that the state special education appropriation be biannual. **EXHIBIT 2**

{Tape: 1; Side: A; Approx. Counter: 70}

Robert Runkel, Director, Special Education, OPI, provided an explanation of OPI's 1997 allowable cost projections. **EXHIBIT 5**

In the breakdown of child count by disability, it was explained that the Child with Disability grouping is for all identified children between the ages of 3 years and 6 years regardless of type of disability. The largest growth in disability grouping from 1988/89 to 1992/93 is 55% in Emotional Disability.

Since 1990 an average 11.2% of Montana's children are identified as special education children. This percentage is expected to stay stable and is used for projections through 1997. A 2.8% funding increase has been projected through 1997, following historic funding growth patterns. School districts have been steadily picking up higher percentages of special education costs, in 1990 the state funded about 90% of these costs - in 1997 the state is projected to fund 61%. OPI has made its funding request so the local district contribution in special education will hold constant.

{Tape: 1; Side: A; Approx. Counter: 460}

Mary Fahrman, Member - State Special Education Advisory Panel, and Principal - Eastgate Elementary School, East Helena, spoke in support of the requested increase for Special Education. She said that in East Helena a growth spurt in enrollment has reduced per student spending by \$50.00 in the past year. Part of this decrease is contributed to the use of general funds to provide federally mandated special education services. East Helena did not pass a mill levy in 1994 which would have assisted in replacing general fund dollars.

{Tape: 1; Side: A; Approx. Counter: 658}

Pat Gunn, Member - Committee on Special Education Finance, and Director - Special Education, Billings Public Schools spoke in support of the requested increase for Special Education. During the past five years in Billings, special education funds from the state have increased 4%; in the past three years in Billings, special education costs have increased 4.1%. Billings has increased its general funds support to special education 196% in the past five years. Because most special education costs are mandated and controlled by Individualized Education Plan teams (IEP), school districts have no choice but to provide special education dollars from the general fund.

{Tape: 1; Side: A; Approx. Counter: 828}

Gail Cleveland, President - Montana Council of Administrators of Special Education, and Director - Special Education, Great Falls Schools, spoke in support of the requested increase for Special Education. **EXHIBIT 6** She commented that increased enrollment

in special education programs requires an increase in teacher's aides and in assistive technology. These increases are often paid for from general fund.

{Tape: 1; Side: A; Approx. Counter: 960}

Bob Anderson, Montana School Board Association, spoke in favor of the requested increase for Special Education. The Governor's proposal provides funding increases for enrollment increases, which will not help the many schools in Montana which will not have increased enrollment but will need additional funds for special education. The OPI proposal will assist these schools with special education funding.

{Tape: 1; Side: A; Approx. Counter: 1048}

Jeff Krogstad, 1994 Graduate - Bozeman High School, spoke in favor of the requested increase for Special Education. **Mr. Krogstad** was born with a profound hearing loss and his parents were advised to enroll him in the Montana School for the Deaf and Blind. Mr. Krogstad spent his entire educational years in the Bozeman Public School system, with 2-3 hours special education daily. He was able to successfully participate in school activities and maintain high grades.

{Tape: 1; Side: B}

Rick VandenPol, President, Montana Council for Exceptional Children, spoke in favor of the requested increase for Special Education. He commented that colleagues from throughout the country look to Montana as a model for efficient handling of special education cutbacks. The single most important factor in Montana's success at working through cutbacks is the collaborative team efforts of professionals and parents.

{Tape: 1; Side: B; Approx. Counter: 54}

Deidre Cranmer, Immediate Past President - Montana Speech-Language and Hearing Association, read testimony in favor of the requested increase for Special Education. **EXHIBIT 7**

{Tape: 1; Side: B; Approx. Counter: 102}

Larry D. Williams, Superintendent, Great Falls Public Schools, spoke in favor of the requested increase for Special Education. He affirmed that the previous testimony shows trends that are similar throughout Montana. Last year Great Falls had a net loss \$1.2 million from state funds.

{Tape: 1; Side: B; Approx. Counter: 161}

Lanny Steen, Special Education Specialist, Stillwater/Sweet Grass Cooperative, spoke in favor of the requested increase for Special Education. His co-op works with 13 school districts, some of

which provide more than 50% of special education funding from their general funds. Regular education does get cut so school districts can meet mandated special education services.

{Tape: 1; Side: B; Approx. Counter: 201}

Bill Johnson, Director, Special Services, Belgrade Public Schools and Director, Gallatin-Madison County Co-op, spoke in favor of the requested increase for Special Education. He testified that it can be very difficult for small, rural schools to fund training and assistive technology needs in special education.

{Tape: 1; Side: B; Approx. Counter: 310}

Loran Frazier, School Administrators of Montana, spoke in favor of the requested increase for Special Education.

{Tape: 1; Side: B; Approx. Counter: 325}

Jim Foster, Montana Rural Education Association (MREA), spoke in favor of the requested increase for Special Education. MREA represents 150 school districts.

{Tape: 1; Side: B; Approx. Counter: 346}

Vern Barkell, Special Education Director, Laurel, spoke in favor of the requested increase for Special Education. He serves 21 school districts, some of which have more children in special education classes during part of the day than in regular classes. Since 1981 he has never had a school district deny funding requests for special education, but thinks with current funding trends the school districts may start denying his requests.

{Tape: 1; Side: B; Approx. Counter: 435}

REP. DON HOLLAND asked **Mr. Krogstad** if he had used outreach services from the Montana School for the Deaf & Blind. **Mr. Krogstad** said he had not.

SEN. DARYL TOEWS asked how state special education standards compare to federal standards. **Mr. Runkel** answered that standards are virtually comparable except the state has more comprehensive evaluation of criteria for eligibility and requires parent approval of IEP's.

SEN. TOEWS asked if the State Special Education Advisory Panel is looking at pushing for a change in federal special education standards. **Ms. Fahrman** said that the panel is concerned about inclusion, particularly in that it is inappropriate for some emotionally disabled students. **Mr. Williams** said the state school boards are advocating a change in federal regulations. He said that Montana's 11.2% children in special education are identified through current federal standards, which may be less if standards are revised. If emotionally disabled children are

reclassified out of the special education enrollments, they will still be attending regular classrooms and still be disruptive.

CHAIRMAN JOHNSON asked **Mr. Williams** if Great Falls has a program from identifying and reporting emotionally disabled students. **Mr. Williams** responded that Great Falls works very closely with various juvenile authorities through a system of teams in the schools.

REP. MIKE KADAS asked how the changeover in funds distribution required in SB348 from 1993 was working. **Mr. Runkel** responded that the change had gone very smoothly. Since school districts had been used to funding shifts under previous rules, this change, which actually involved less shifts, was well received.

REP. KADAS asked **Mr. Runkel** to elaborate on the cost containment factors built into this system of funds distribution. **Mr. Runkel** explained that the block grant distribution worked on a four tier system: 1) Base block grant; 2) School district match of \$1:\$3 from state; 3) School district expenditure of an additional 10% of tiers 1 & 2; 4) Reimbursement to school districts on \$1:\$2 from state. Because school districts are fund based on total enrollment, (not total special education enrollment as in the past) the 10% expenditure requirement is an incentive for school districts to not add borderline students to the special education rolls.

REP. KADAS asked what happens if the legislature does not provide the additional funds requested for Special Education. **Mr. Runkel** answered that the block grant base; the school district \$1:\$3 match and the 10% requirement all get prorated. This in turn will increase the amount needed for reimbursements, which makes the grant more expensive.

REP. KADAS asked what impact the 1993 legislature's virtual eliminations of residential treatment programs for emotionally disabled had on public school special education programs. **Mr. Runkel** responded that many of these students were now in day care treatment with joint funding from OPI and the Department of Corrections and Human Services (through Mental Health Centers). The count of emotionally disabled children hasn't risen significantly in statistics because these children were counted as part of their resident district, even if they were in residential treatment elsewhere. When children are in residential treatment, the school district of residence gets federal funds but not state funds.

{Tape: 2; Side: A}

REP. KADAS asked how many children were in residential facilities. **Mr. Runkel** answered a rough estimate of 100-150 children who are back in public schools. He will check with the Department of Family Services to get the exact figure.

REP. KADAS asked what concerns were being raised from parents and teachers about having emotionally disabled children in the classroom. **Mr. Runkel** said the biggest concern is safety. While some emotionally disabled are deeply depressed and virtually non-responsive, others have no impulse control and act out physically.

REP. KADAS asked how OPI knows and projects what a district spends on special education. **Mr. Runkel** explained that OPI knows the amount of total general funds spent in special education through the trustees' financial summaries provided by the school districts. OPI projects figures using two assumptions - that total enrollment in special education stays steady at 11.2% and that the cost per student rises at 2.8%.

CHAIRMAN JOHNSON asked if there has been an assessment of the effectiveness of taking children out of the residential and in-patient hospital settings. **Mr. Runkel** answered that there has been no formal evaluation, but the feeling is that the day treatment programs have been effective.

CHAIRMAN JOHNSON asked what a high percentage school district local match and a low percentage match compared to state funds would be. **Mr. Runkel** answered that with the new funding model, there is a more even floor of about 25% with lows and highs ranging between 25% and 50%; the old model ranges from 3% to 60%.

HEARING ON OFFICE OF PUBLIC INSTRUCTION: SIMMS PROJECT

{Tape: 2; Side: A; Approx. Counter: 405}

Ms. Gray, reported that the Systemic Initiative in Montana Mathematics & Science (SIMMS) is currently operating in 100 of 180 Montana high schools. The legislature has a match for this \$10 million program. OPI agrees with the Governor's Budget recommendation for SIMMS.

{Tape: 2; Side: A; Approx. Counter: 458}

Clay Burkett, SIMMS teacher, Helena High School, and former SIMMS Project writer, explained that SIMMS classes teach math through practical, hands-on applications. SIMMS students use up-to-date technology such as graphing calculators and computers.

{Tape: 2; Side: A; Approx. Counter: 556}

REP. KADAS clarified that the state match for SIMMS was \$1,000,000 each year in FY92 & FY93, and \$500,000 each year in FY94 & FY95. **Ms. Gray** explained that the grant match is not 50:50 and is spread over 5 years. The state match is for technology and there is also matching funds from school districts and private industry. By the end of FY97 the federal grant for SIMMS will be \$10 million.

CHAIRMAN JOHNSON asked how SIMMS will be assessed. **Mr. Burkett** responded that currently SIMMS students are being compared with non-SIMMS students through scores on the standardized PSAT test and through an open-ended problem solving test administered to all students. At this point, SIMMS students have not scored significantly lower on the PSAT and have scored significantly higher on 6 of the 10 problem solving questions. SIMMS is too new to assess how well students are doing in college, but there are colleges doing similar reforms in their math curriculums - it is assumed SIMMS students will do well in these programs.

REP. KADAS asked how children are selected for SIMMS. **Mr. Burkett** said that parents are invited to an informational meeting, then the parents and students can decide if they want to participate in the class. In his classes there is a fairly even cross section of students who are high achievers and low achievers in traditional math classes.

HEARING ON OFFICE OF PUBLIC INSTRUCTION: VOCATIONAL EDUCATION

{Tape: 2; Side: A; Approx. Counter: 910}

Ms. Gray said OPI has no objections to the Governor's Budget recommendation on Vocational Education (Vo-Ed).

Bill Jimmerson, Representative of Montana Vocational Association, and Vo-Ed Teacher - Conrad High School, asked the subcommittee to continue funding Vo-Ed at the \$1.8 million request for the biennium. **EXHIBITS 8,9 and 10**

Mr. Jimmerson pointed out that enrollment in vo-ed programs had steadily increased since 1979, then sharply increased when vo-ed courses became a state requirement in 1991; however state funding has been declining since its high level of \$900,000 each year in 1989. School districts have taken on additional funding as state support declines, but school district funding has declined in recent years also. The state pays about 20% of vo-ed costs.

{Tape: 2; Side: A; Approx Counter: 1319; Comments: Continue on Tape 2; Side B}

Duane Gebhardt, Representative of Montana Vocational Association, and Agriculture Instructor - Cascade High School, said that vo-ed falls behind in technology very quickly. In his program, new computers from five years ago are now considered obsolete. Support of vo-ed through state funding sends a message to school districts that vo-ed is important. A recent study of students working there way through college shows that students with vo-ed training make approximately \$1.00 more per hour than others.

EXHIBIT 11

{Tape: 2; Side: B; Approx. Counter: 23}

Jim Fitzpatrick, Executive Director, State Council on Vocational Education, said that current vo-ed programs are focusing on preparing students for the work force, particularly in technical areas. Montana has funded secondary vo-ed from the state level since 1918. Almost all funding through OPI goes for equipment and instructional material, with a small amount used in teacher salaries. **Mr. Fitzpatrick** stressed the importance of keeping Montana students up-to-date in technical areas to prepare them to compete in the work force.

{Tape: 2; Side: B; Approx. Counter: 139}

REP. HOLLAND asked what extended salaries in vo-ed represent. **Mr. Jimmerson** answered these are for summer programs. Any amount that is not used in extended salaries are used for other needs, such as equipment.

SEN. ARNIE MOHL asked if most equipment is purchased or leased. **Mr. Jimmerson** said that computers are often leased, but other shop equipment is generally purchased.

OFFICE OF PUBLIC INSTRUCTION: GIFTED EDUCATION

{Tape: 2; Side: B; Approx. Counter: 260}

Ms. Gray said OPI has no objections to the Governor's Budget recommendation on Gifted Education.

Michael Hall, Gifted Education Specialist, said that state law recognizes gifted and talented students and funds from the state are used to offer complex, faster paced curriculum. With budget cuts, funding for gifted programs have dropped from a high of \$276,000 to the current level of \$149,250. This money is used in 79 grants to 94 school districts, serving 8,700 students. **EXHIBITS 12 and 13.**

{Tape: 2; Side: B; Approx. Counter: 530}

Ms. Cleveland said that her school district gets a lot out of their small gifted education grant from OPI. This grant is primarily used to assist students in purchasing materials for special projects. She asked the subcommittee to continue funding of gifted education.

{Tape: 2; Side: B; Approx. Counter: 580}

Larry Fasbender, Lobbyist for Montana Association of Gifted & Talented Educators, said that it is sometimes hard to get an emotional or intuitive feeling that the gifted need special help; but money spent in educating gifted and talented students will determine the competitiveness of the United States in the future.

{Tape: 2; Side: B; Approx. Counter: 747}

Mr. Williams said he supports gifted education and wants to help students foster creativity.

{Tape: 2; Side: B; Approx. Counter: 820}

CHAIRMAN JOHNSON asked when Montana would get the Schools-to-Work program and the size of the grant. **Ms. Gray** answered that there is not yet a firm schedule. In FY95 OPI had a grant to fund the study of the program and will be applying for an implementation grant. The grant request will be for \$10 million. Currently the Commissioner of Higher Education is studying the program. Many departments are working together, which is good for coordinator, but slows down the decision making process.

REP. KADAS asked what has happened and what is being proposed for residential treatment programs. **Mr. Culver** answered that the Department of Corrections and Human Services has a significant proposal which is being heard in subcommittee.

REP. KADAS asked for the basis of the \$1 million increase in present law adjustment. **Mr. Nichols** answered that most of this increase is because it is being recommended as a biennial appropriation. **Mr. Runkel** said that OPI pays for the education cost of children in residential treatment and psychiatric hospitals at a rate of about \$45 per day. Funds paid for Medicaid match are transferred to the Department of Family Services (DFS). The Public School Day Treatment program can get funds transferred from left over residential program money. Most of the Day Treatment funds were distributed in the second year of the biennium because the program was in transition during the first year. **EXHIBIT 14**

{Tape: 3; Side: A}

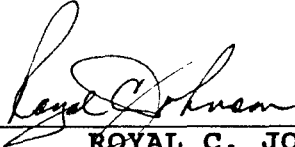
REP. KADAS asked how the \$45 per day is derived. **Mr. Runkel** answered it is the special education allowable costs with retirement and social security added. **REP. KADAS** asked why residential programs get the full \$45 per day, where public day school programs get about \$29 per day. **Mr. Runkel** answered that residential programs are private and can turn away children if they cannot provide full payment. Public schools must accept children regardless of the per day payment.

REP. KADAS asked how day treatment funds are distributed within the schools. **Mr. Runkel** answered that each local school district applies for funds to a regional distribution team. This team forwards its priority decisions to OPI, which then distributes funds directly to the school districts.

REP. KADAS asked what recommendations were made in the transportation study. **Ms. Gray** said there are safety recommendations and recommendations for a 6 mill state-wide levy.

ADJOURNMENT

Adjournment: This meeting adjourned at 11:20 AM.



ROYAL C. JOHNSON, CHAIRMAN



PAULA CLAWSON, SECRETARY

RJC/pc

[THIS MEETING WAS RECORDED ON 3 90-MINUTE TAPES]

EDUCATION

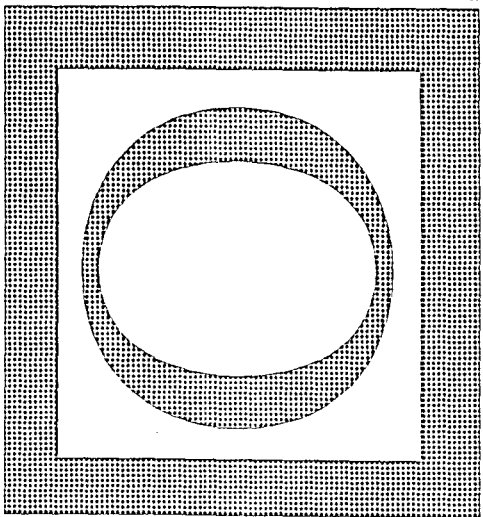
Joint Appropriations Subcommittee

ROLL CALL

DATE

4/11/95

NAME	PRESENT	ABSENT	EXCUSED
Rep. Royal Johnson, Chairman	✓		
Rep. Mike Kadas	✓		
Rep. Don Holland	✓		
Sen. Daryl Toews	✓		
Sen. Greg Jergeson	✓		
Sen. Arnie Mohl	✓		



OFFICE of PUBLIC INSTRUCTION

WHAT DO THEY DO?

EXHIBIT 1

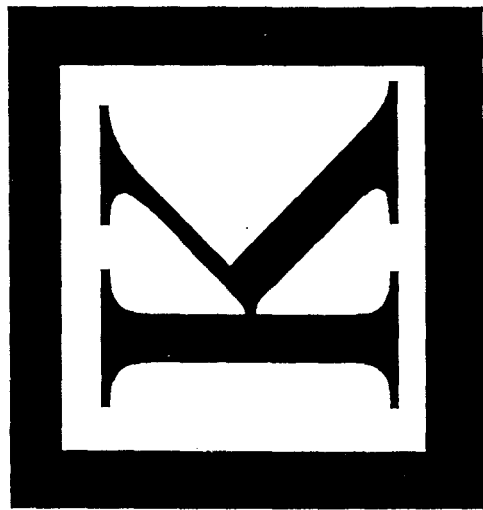
DATE 1-11-95

SB

SECRET

3

SECRET



kids

151,149
(1989-90)



164,218
(1994-95)

EXHIBIT 1
DATE 1-11-95

Services for Kids

■ Special Needs

- Title 1, Migrant, Limited English Proficient
- Gifted & Talented, Homeless, Disabilities

■ Driver Training & Bus Safety

■ Byrd Scholarships

■ Geography Bee

■ FFA; FHA/HERO; VICA; DECA; BPA

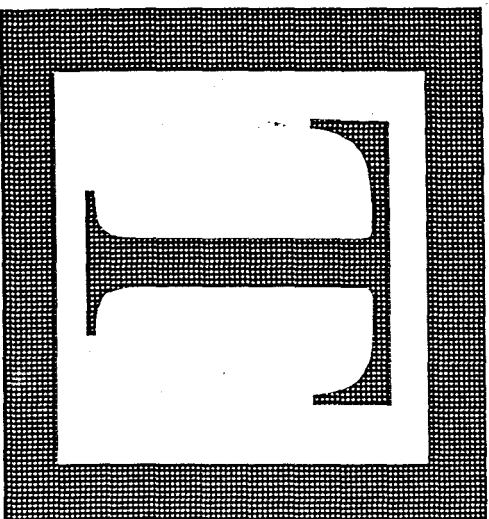
■ D.O.E. Honors Research

■ Audiology Services

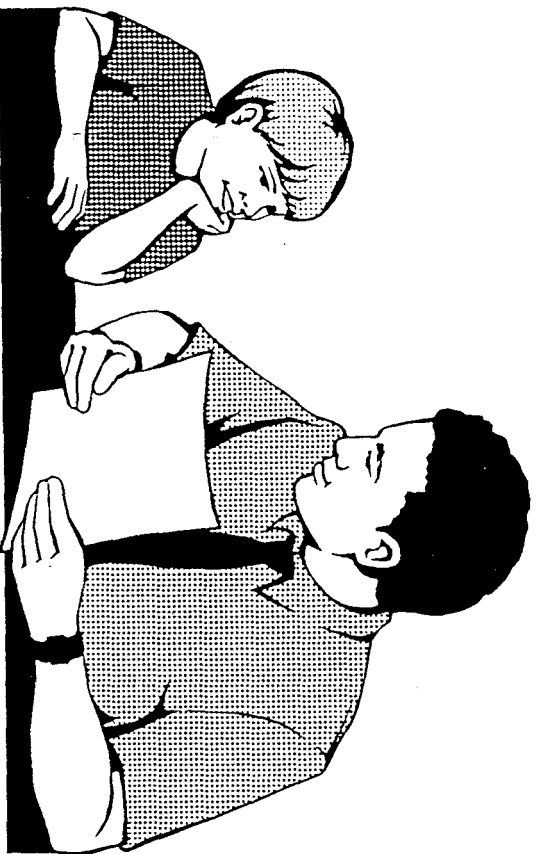
■ Bulletin Board (METNET)

■ Hot Lunch





teachers

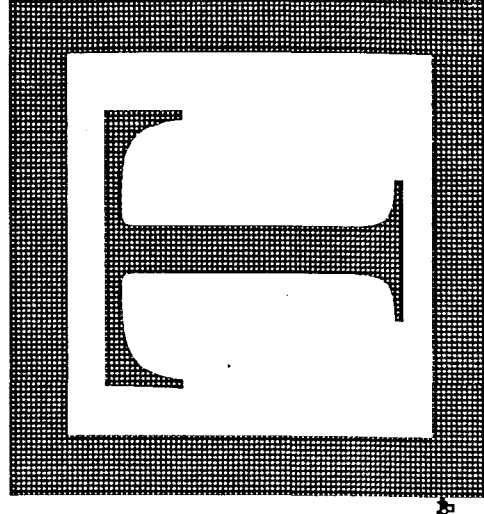


9,950
FULL TIME

EXHIBIT 1
DATE 1-11-95

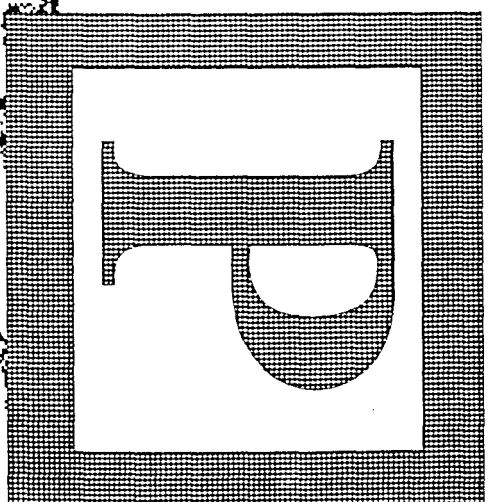
Teachers & Schools

- Certify Teachers
- Recommend School Accreditation
- Curriculum guides
 - Art, Language, Math, Science, Health
- Resource Materials
- Teacher training programs
- Teacher Recognition
 - Presidential Awards-Math & Science
 - Montana Teacher of the Year
 - Christa McAuliffe
- School Visitations
- Communications



Public

- Parents
- Taxpayers
- Legislators
- School Board Members



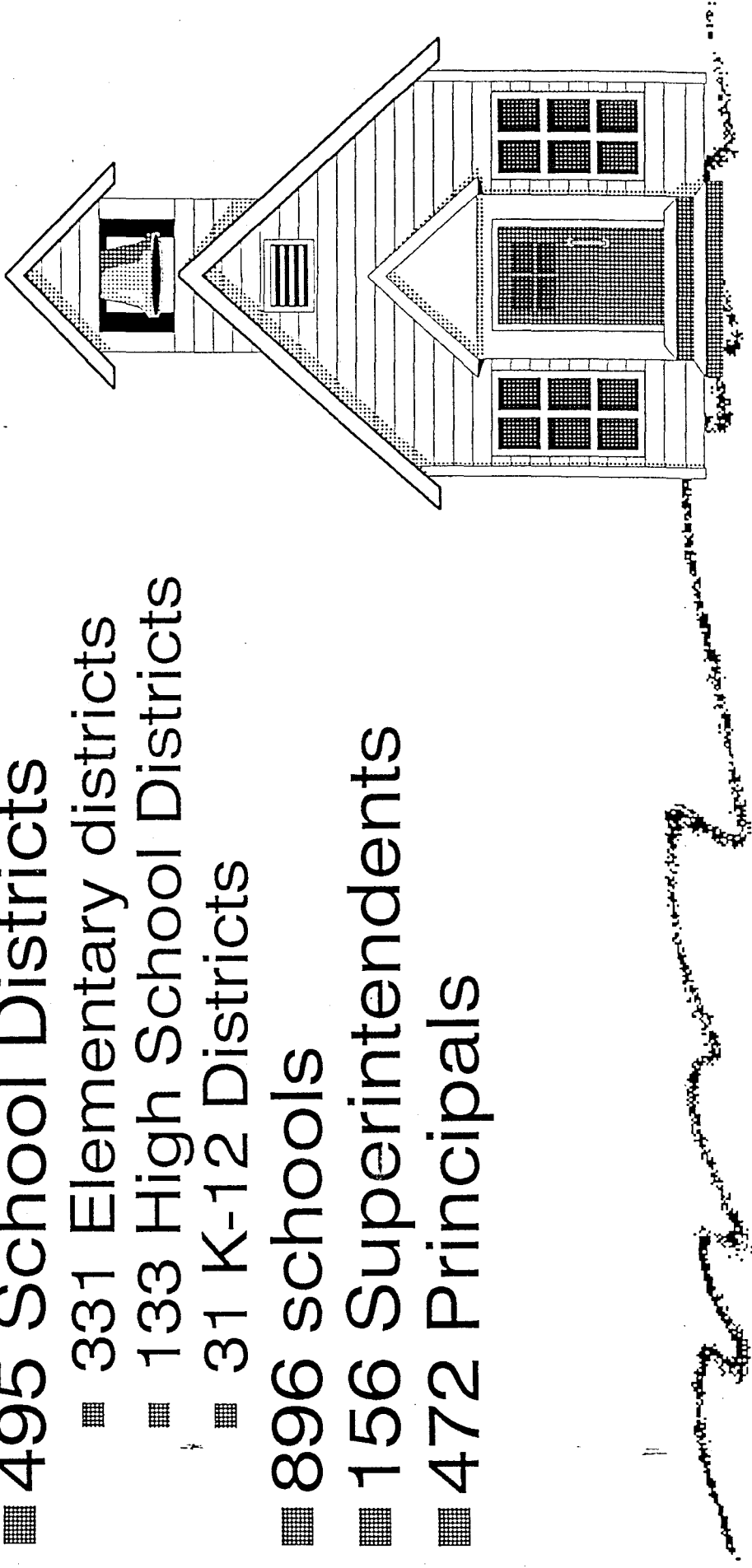
EXHIBIT

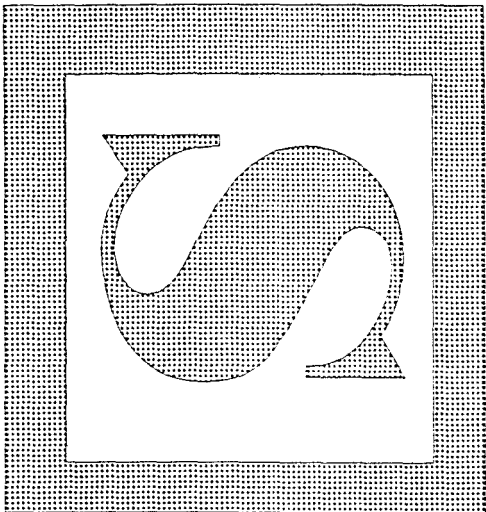
DATE

1-11-95

Montana School Districts

- 124 schools with less than 40 students
- 89 one teacher elementary schools
- 9,950 Teachers
- 495 School Districts
 - 331 Elementary districts
 - 133 High School Districts
 - 31 K-12 Districts
- 896 schools
- 156 Superintendents
- 472 Principals

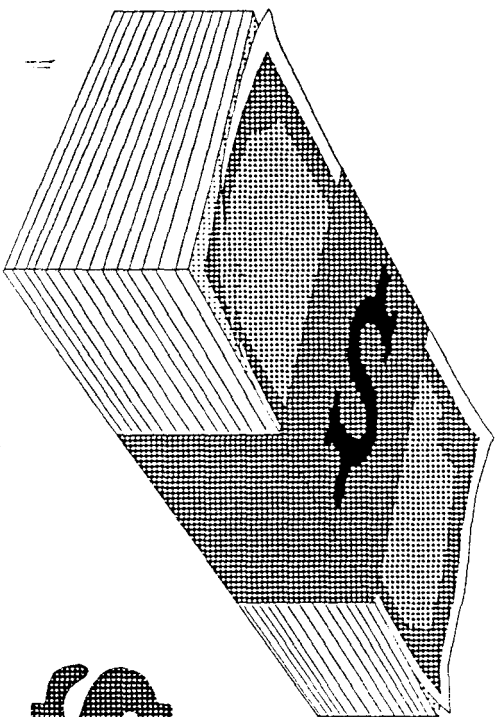




School Districts

State & Federal

Grants



\$57,627,268

EXHIBIT 1
DATE 1-11-95

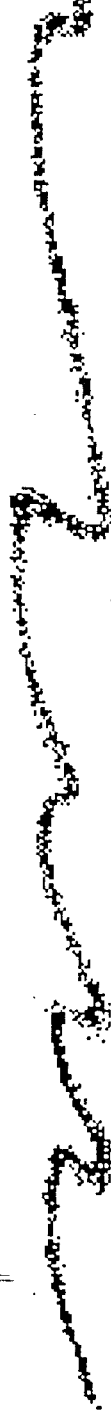
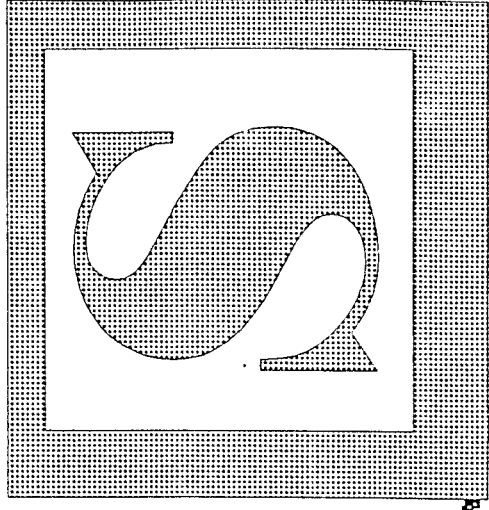
Federal Program Services

■ Distribute Federal Program Funds

- Special Ed, Title 1 & 6, Drug Free
- Homeless, Migrant, Early Childhood
- Eisenhower, Effective Schools, Equity
- IDEA-B, National Origins, Commodities
- NDN, School Food, Goals 2000, Bilingual
- School-to-Work, Carl Perkins, JTPA
- Special Education Pre-School

■ Train School Personnel on

- Program Requirements
- Financial Reporting

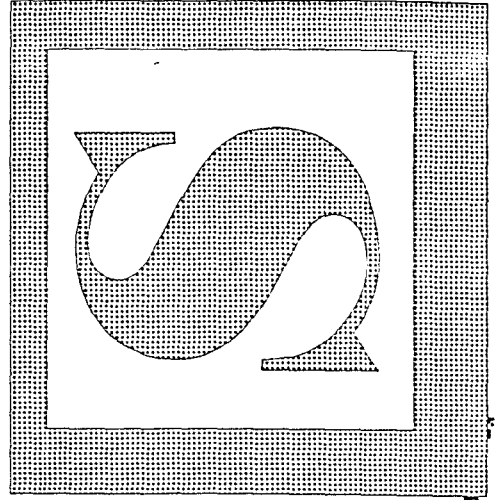


State Grant Programs

■ Distribute State Program Funds

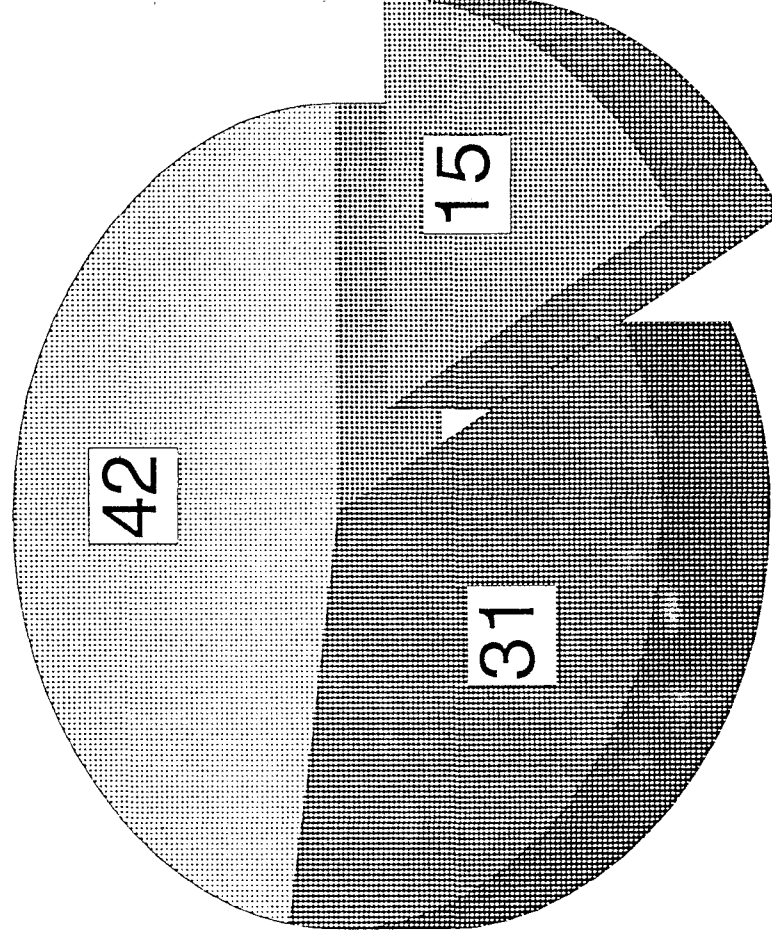
- Gifted and Talented
- Vocational Education
- In-State Residential Treatment
- Adult Basic Education
- Traffic Education
- School Lunch

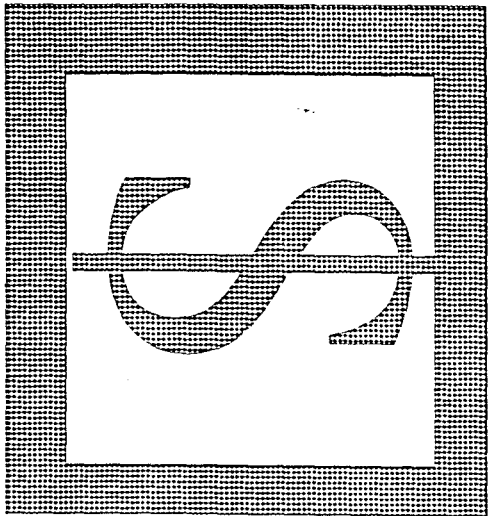
EXHIBIT 1
DATE 1-11-95



Program Staffing

Services to Kids, Teachers, & School Districts

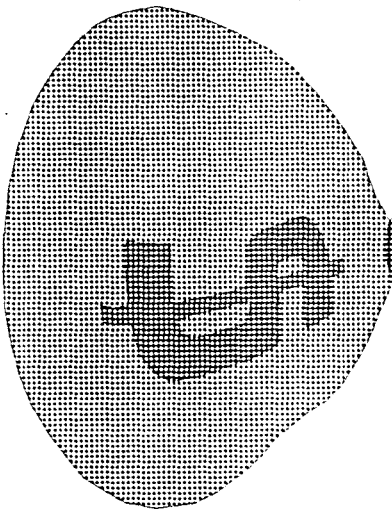




EQUALIZATION

&

STATE PROGRAMS



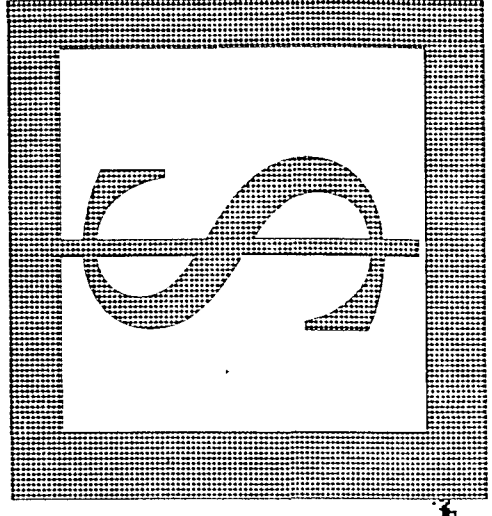
\$445,871,213

EXHIBIT

DATE 1-11-95

Equalization

- Direct State Aid
 - Per Student (ANB)
 - Basic Entitlement
- Special Education
 - Instructional Block Grant
 - Related Services Block Grant
 - Cooperative Funding
- Guaranteed Tax Base Aid (GTB)
 - General Fund
 - County Retirement GTB
 - Capitol Outlay GTB
- Payment Adjustments
- Budget Compliance & Caps



Pupil Transportation

■ District Information Required

- # of regular education routes
- # of route miles
- Special Education routes
- # of eligible riders
- Bus capacity
- # of individual contracts
- Bus driver certificates

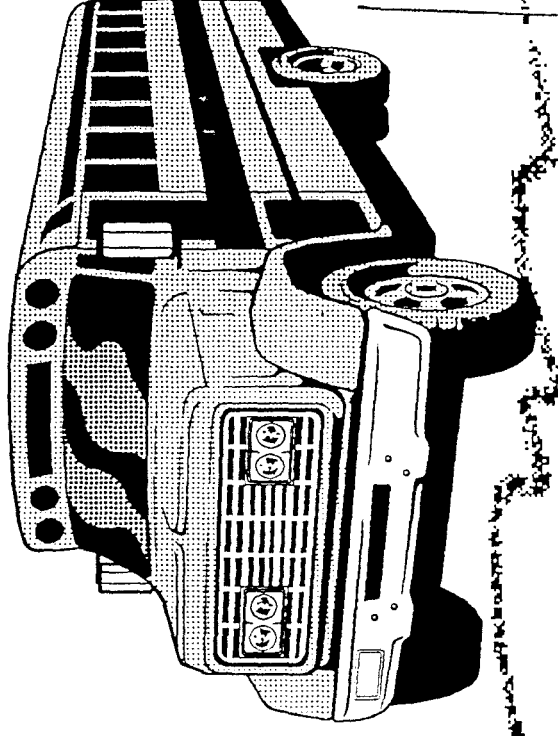


EXHIBIT 1
DATE 1-11-95

School District Services

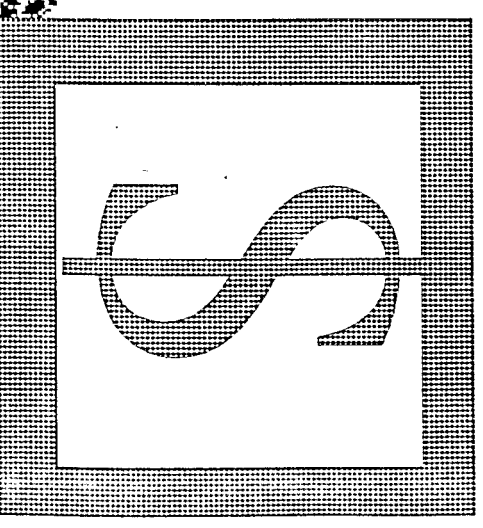
■ Help Schools Meet Federal Requirements

- Maintenance of Effort reporting
- Impact Aid eligibility
- Federal accounting and reporting
- Single Audit Act financial reviews
- Common Core Data (CCD) report
- District indirect cost rates

■ Budget Amendments

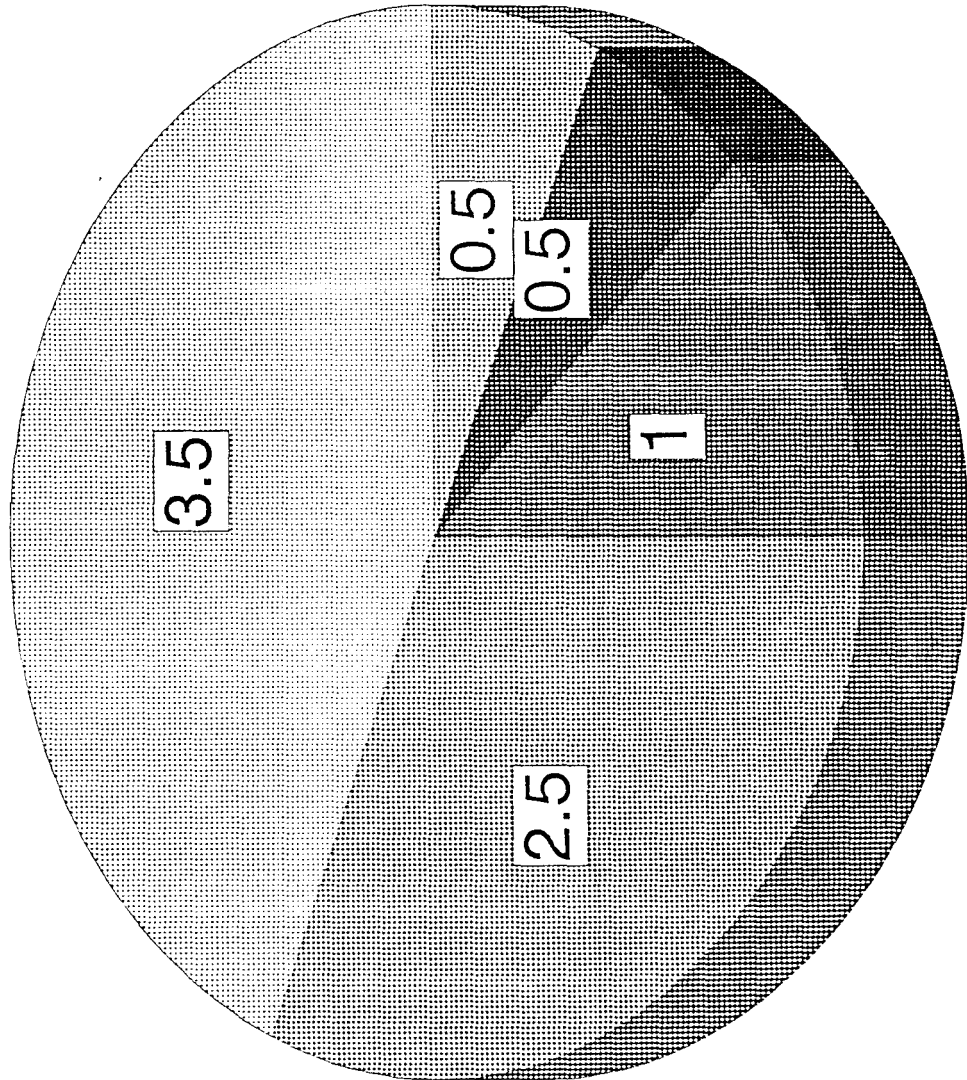
■ School Accounting Manual

■ Training and Assistance



Staffing Level

School District Budgeting & Accounting (GF)



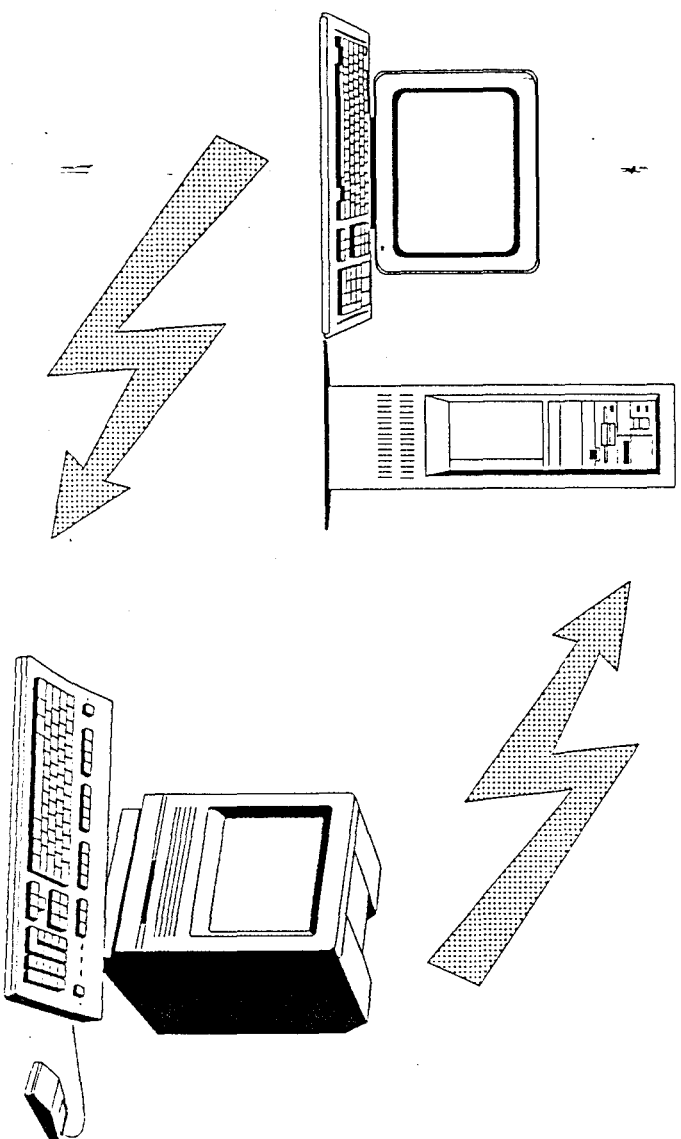
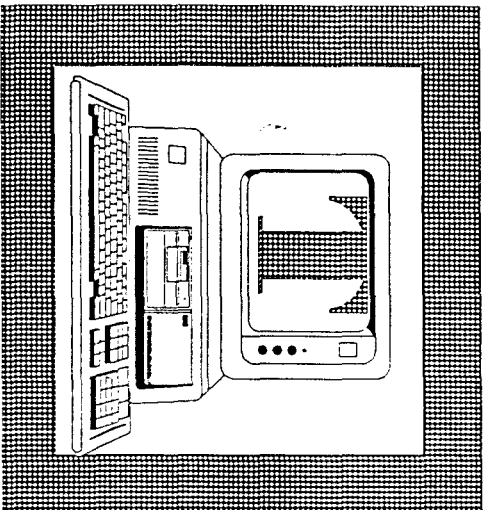
Legend

- Financial Reporting
- SEA Payments
- Transportation
- Impact Aid
- Single Audit Act

EXHIBIT 1

DATE 1-11-95

TECHNOLOGY

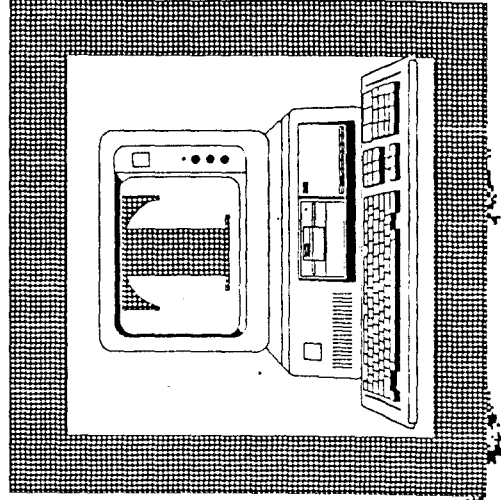


Technology

■ METNET

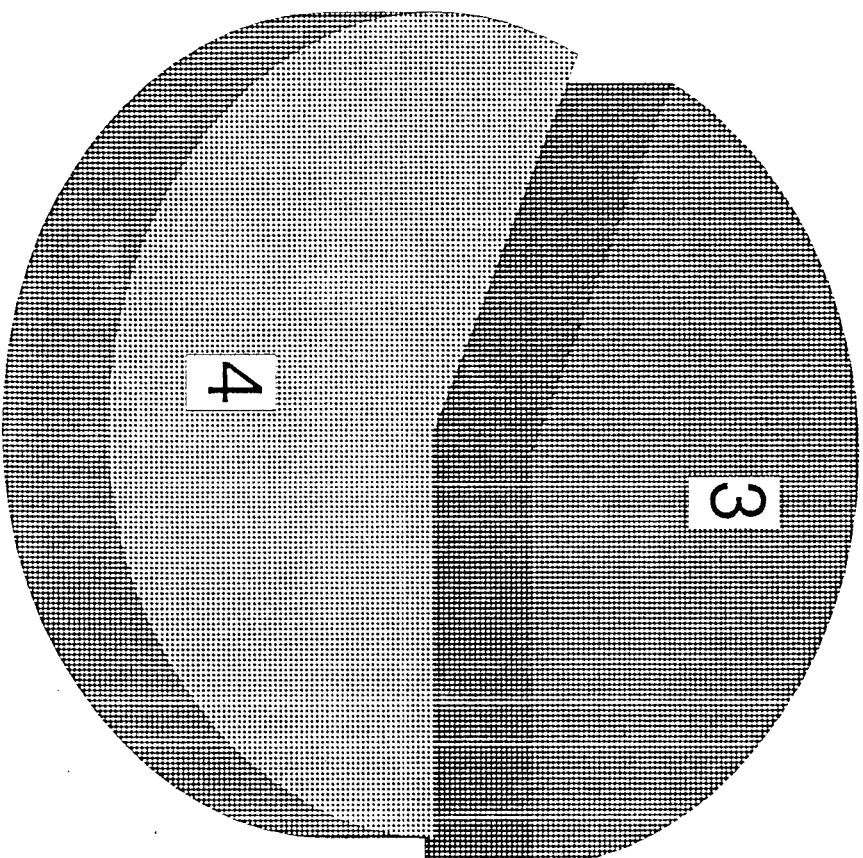
- Bulletin Board
 - Internet
 - E-Mail
 - Information sharing
- ## ■ MAE-FAIRS
- Electronic financial reports
 - Reduced workload
 - Money savings
 - Accurate mill levies

EXHIBIT 1
DATE 1-11-95



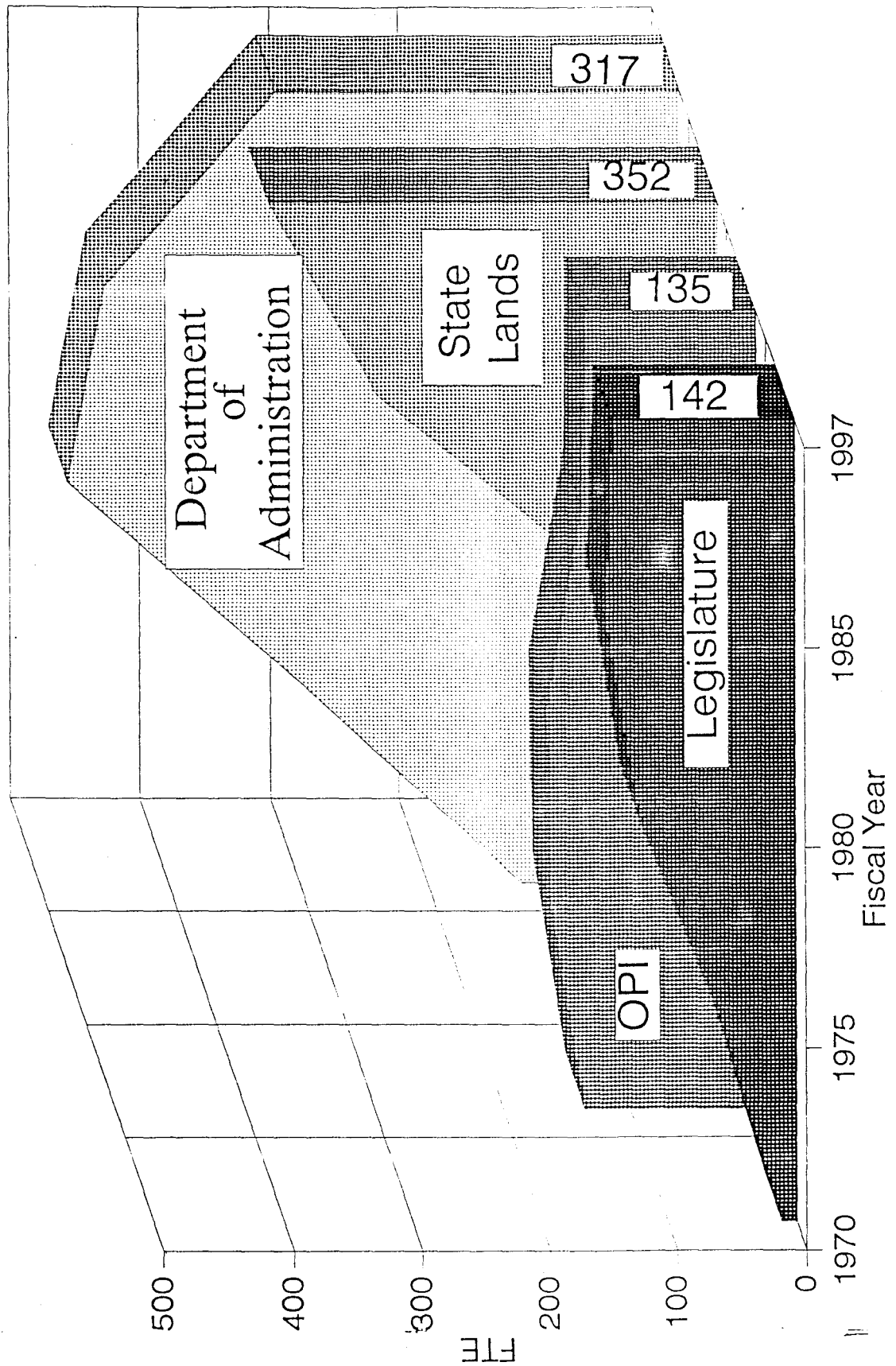
Staffing Level

Technology

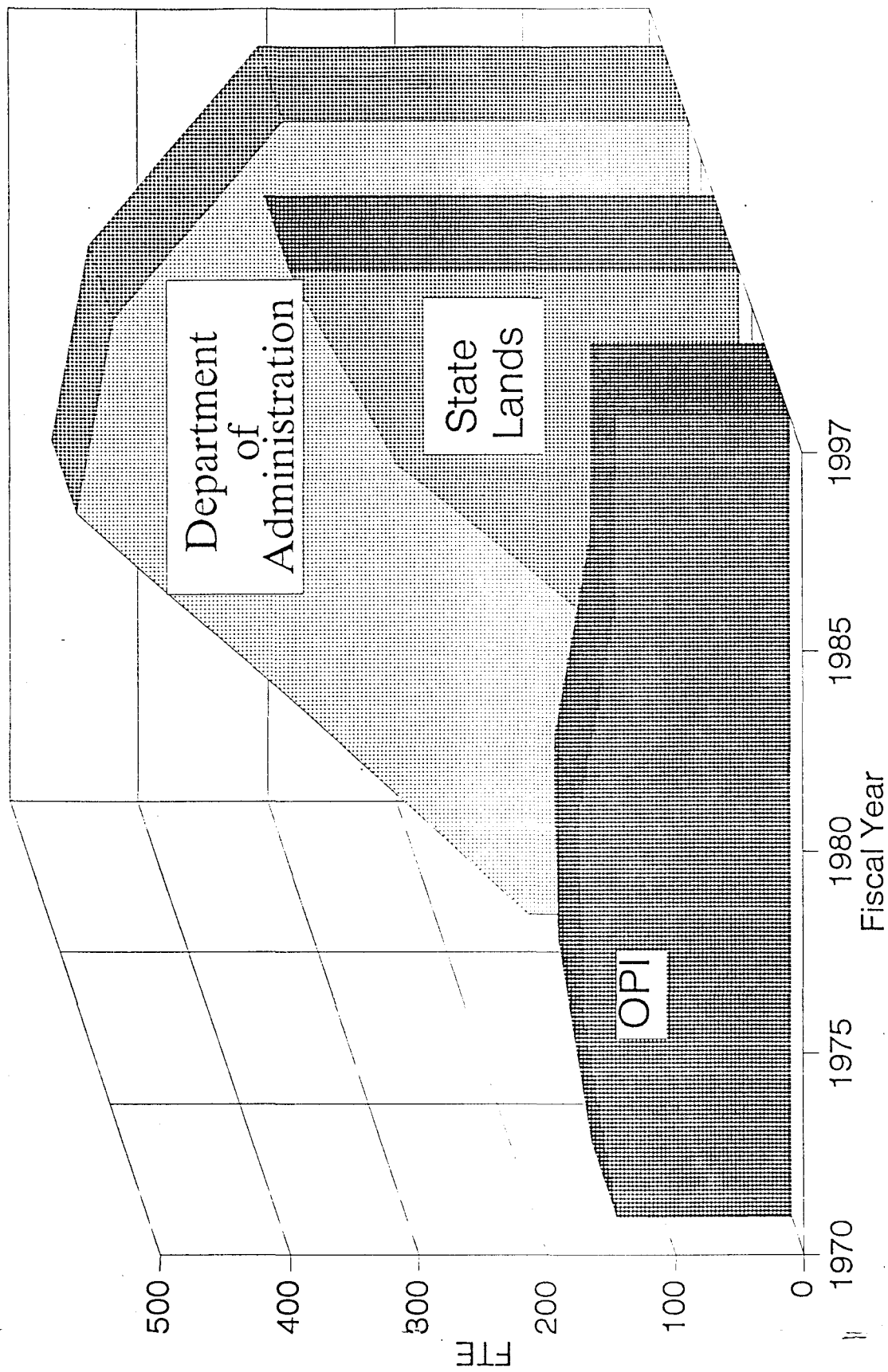


STAFFING FY70-FY90

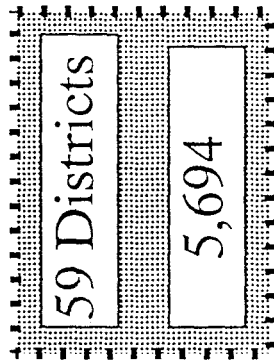
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DATE 1-11-95



STAFFING FY70-FY90



STATUS OF SCHOOL EQUALIZATION 1995



309 Districts
118,924 kids

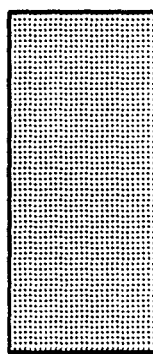
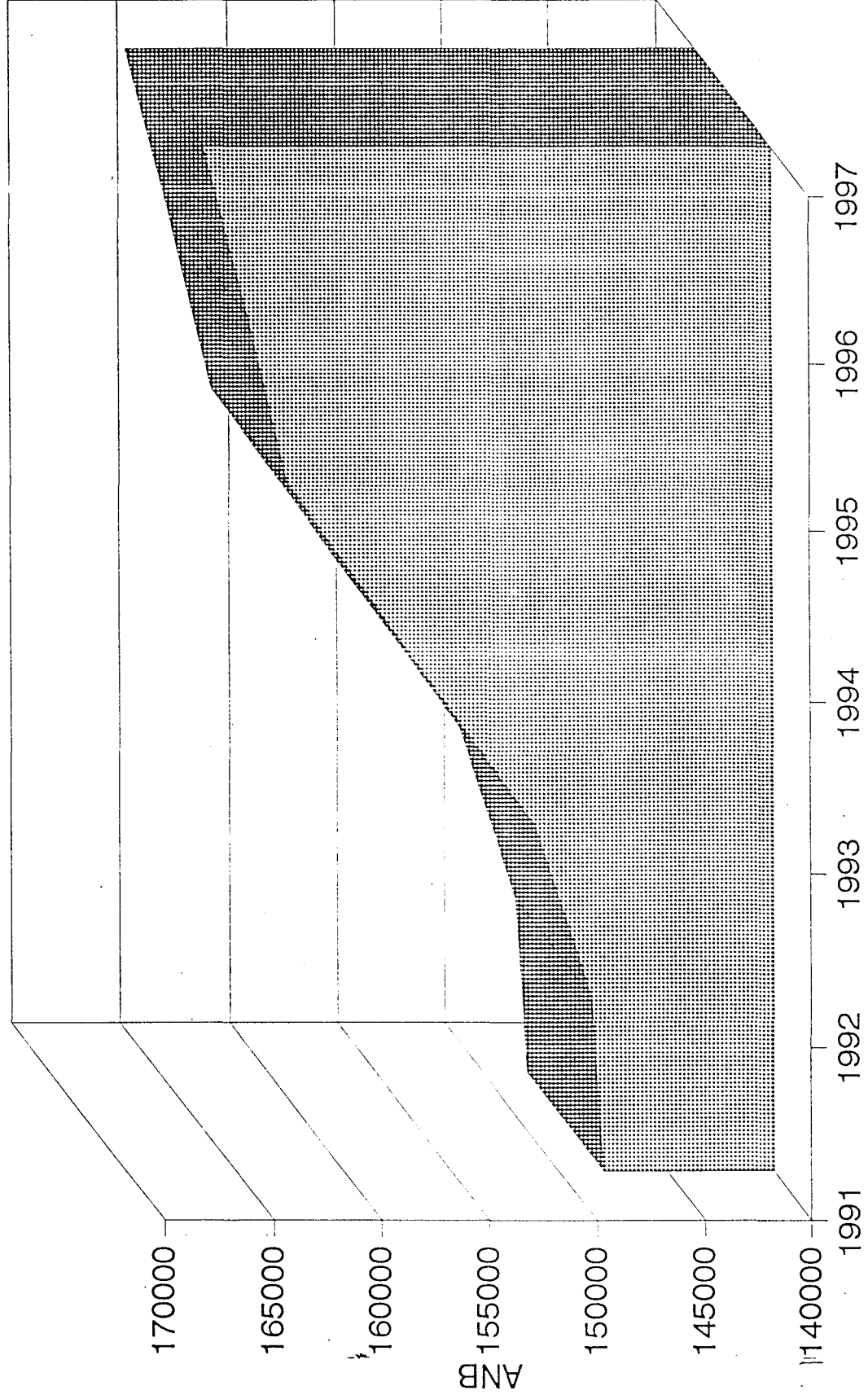


EXHIBIT 2
DATE 1-11-95
SB _____

STUDENT ENROLLMENT

MONTANA 1991-1997



STUDENT ENROLLMENT

MONTANA 1991-2000

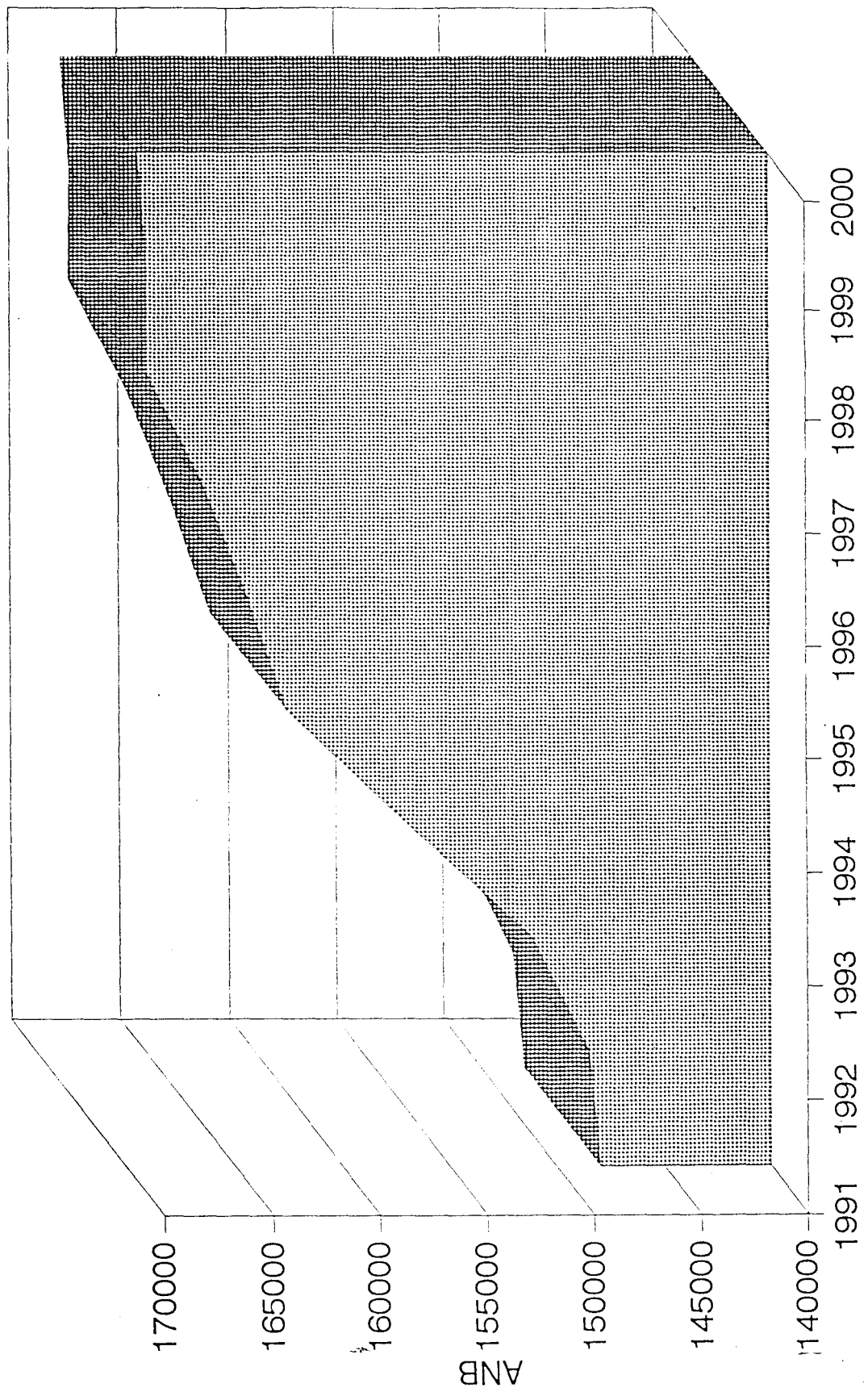
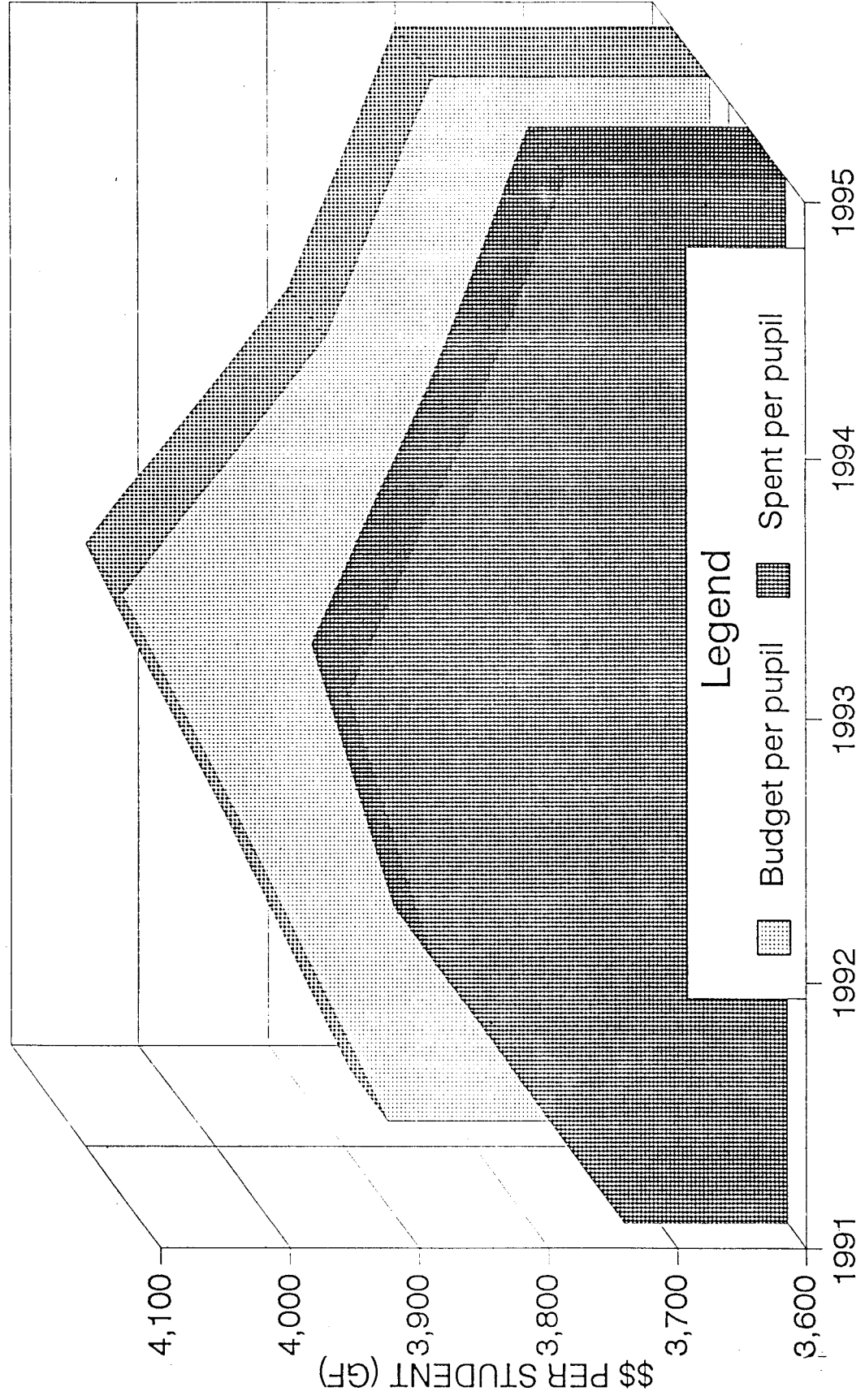


EXHIBIT 2

DATE 1-11-95

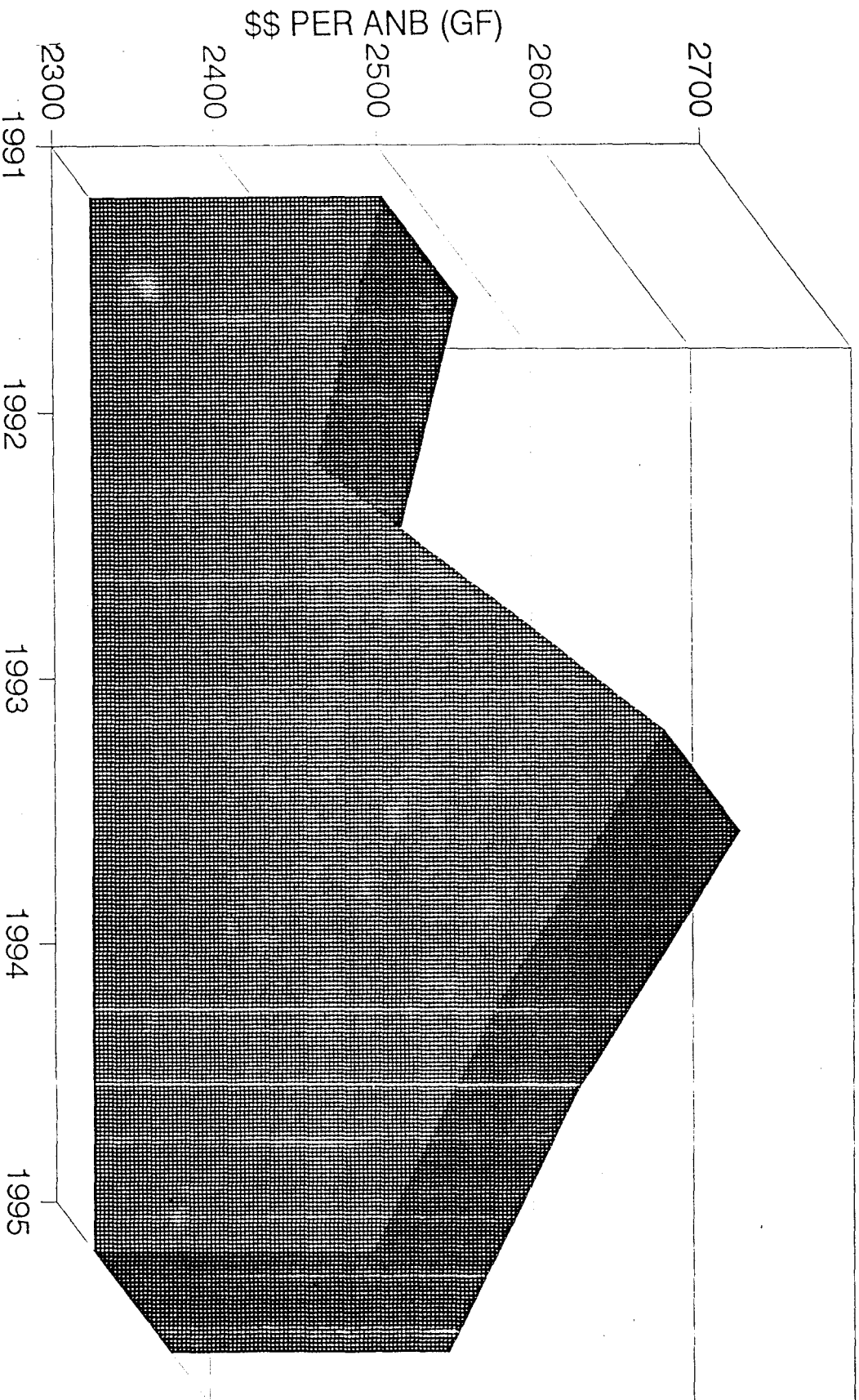
SPENDING TRENDS

Montana School Districts



State Support

for K-12 Education



EXHIBIT

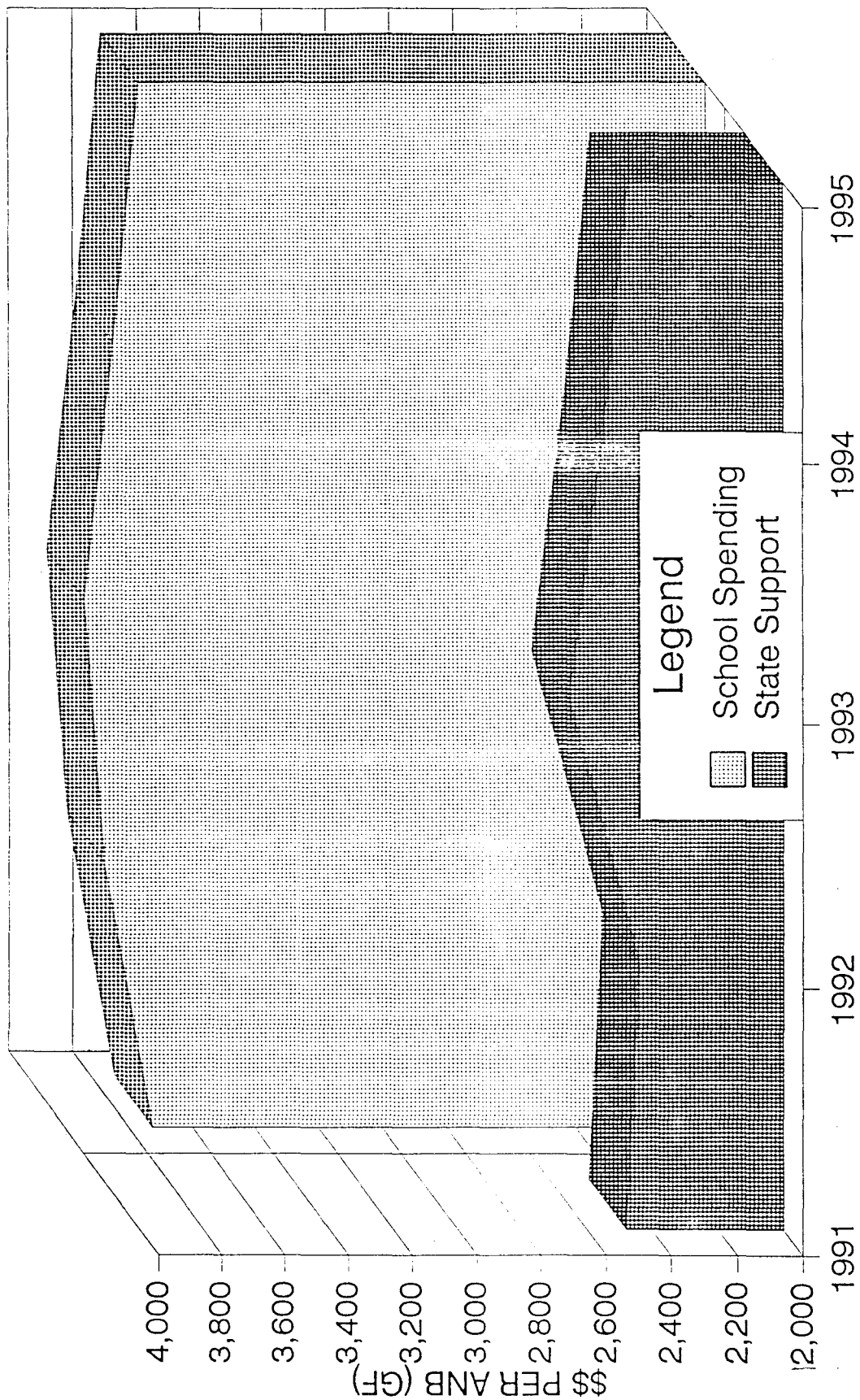
DATE

1-11-95

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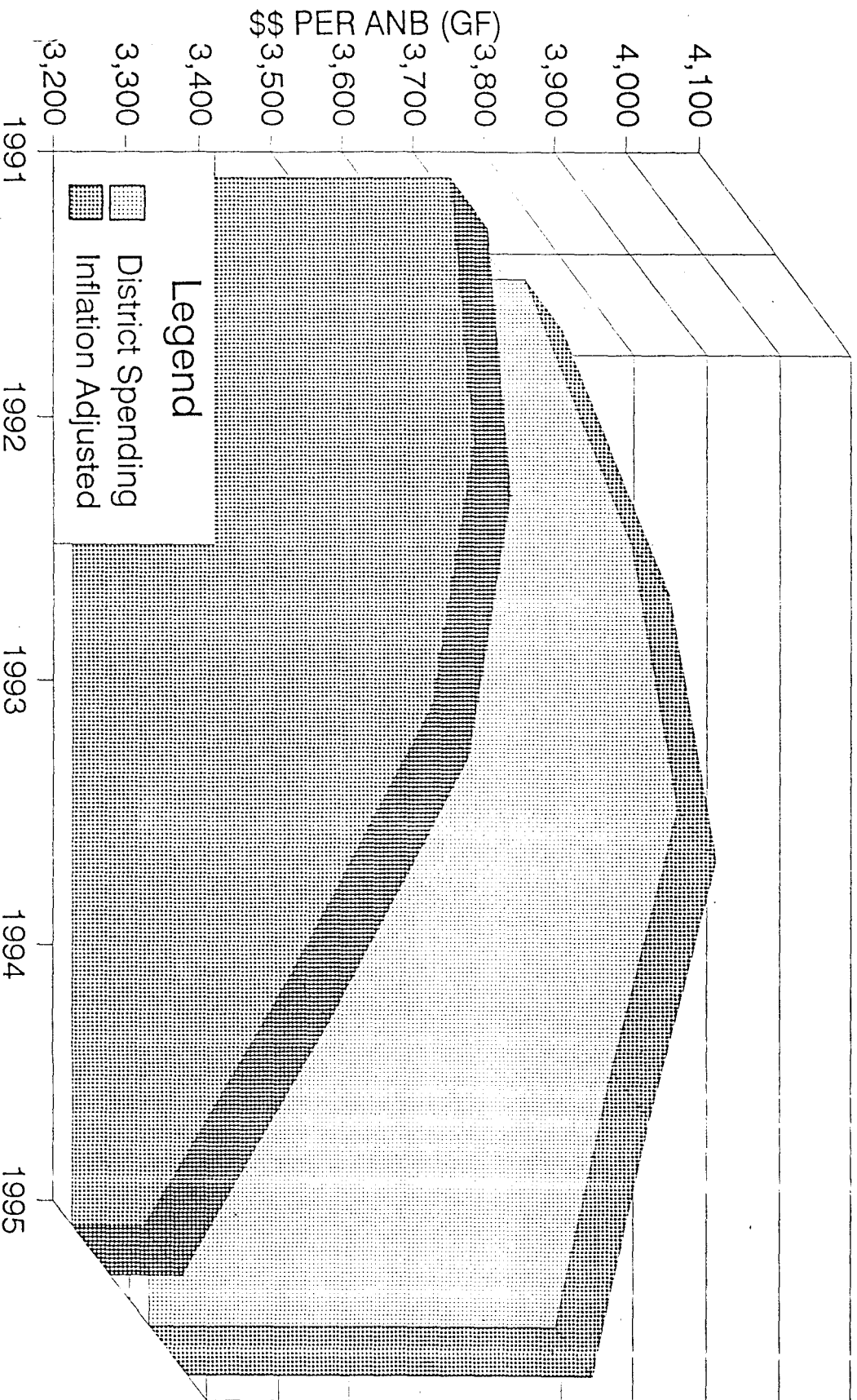
EDUCATION SPENDING

Districts vs State



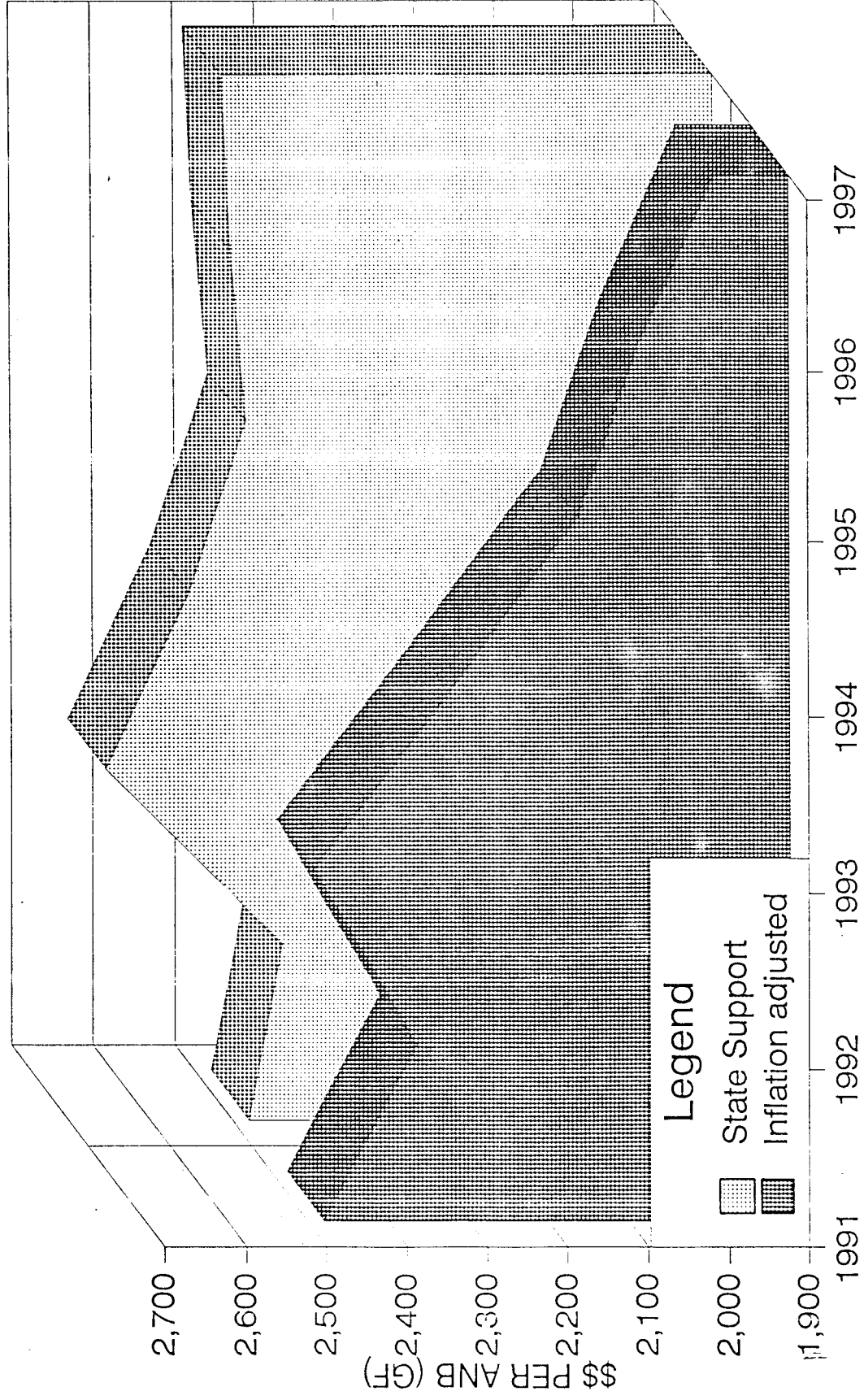
Spending Trends

Montana School Districts



State Support

for K-12 Education



April 1994

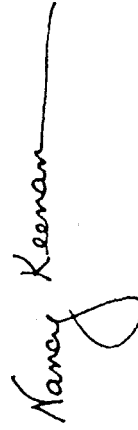
DEAR FRIENDS:

In Montana, we take great pride in our public schools—and it shows.

Montanans have a long-standing commitment to public education.

Parents, communities, and businesses get involved in their local schools. Our students take pride in working hard. We have dedicated, highly professional educators. These all add up to quality and educational excellence.

I am proud of Montana's public schools and pleased to present these "Facts About Montana Education."



Nancy Keenan
State Superintendent
Office of Public Instruction

ABOUT THE BIG SKY STATE

- Population: 822,347 (1992 estimate)
- Size: 147,046 square miles (fourth largest state)
- Population density: 5.6 per square mile
- 570 miles long, 315 miles wide
- Western one-third mountainous and timbered
- Eastern two-thirds plains with occasional mountains
- Elevation range: 1,820 to 12,799 feet above sea level
- Borders three Canadian provinces and four states
- Headwaters for two major rivers—Missouri and Columbia
- Annual water production: 28.4 million acre feet
- Seven Indian reservations
- Primary industries: services, government (including education), retail trade, agriculture
- Two national parks: Glacier and Yellowstone
- Recreation: 15 alpine ski areas, nordic skiing, hunting, fishing, backpacking, whitewater sports, windsurfing, sailing, canoeing, golfing

F A C T S A B O U T M O N T A N A E D U C A T I O N

OFFICE OF PUBLIC
INSTRUCTION

NANCY KEENAN
SUPERINTENDENT



EXHIBIT

DATE

SB

1-11-95

3

FACTS ABOUT MONTANA EDUCATION

PUBLIC SCHOOLS ELEMENTARY & HIGH SCHOOL

Supervision of Public Schools

Board of Public Education: Appointed by governor. General supervision and policy.
Superintendent of Public Instruction: Elected. General supervision and administrative duties.

Montana School Districts 1993-94

	<u>Number</u>
K-12 districts	31
Combined districts	128
Independent districts	189
Nonoperating districts	<u>9</u>
Total administrative districts	357

Elementary districts	331
K-12 districts	31
9-12 districts	<u>133</u>
Total budgeting districts	495

Montana Students 1993-94

	<u>Enrollment</u>
Elementary (PreK-8)	116,650
Secondary (9-12)	<u>43,370</u>
Total	163,020
Public school students per sq. mile	1.11

Educational Staff 1993-94

	<u>Full-Time Equivalent</u>
Elementary teachers	6,914
Secondary teachers	3,036
Administrators	862
Other certified staff	839

Student/Teacher Ratio 1992-93

Montana average	15.8 students/teacher
National average	17.4 students/teacher

Dropout Data (U.S. Census 1990)

Ages 16-19 not enrolled in school and without a high school diploma:

Montana	7.1%
U.S.	11.2%
Montana's national rank	8th lowest

High School Graduates 1993:

9,389

Test Scores 1993

	<u>Montana</u>	<u>National</u>
SAT*		
verbal	459	424
math	516	478
ACT**	21.6	20.7

*Scholastic Aptitude Test. 24% of Montana seniors take the SAT.

**American College Testing Program. 60% of Montana seniors take the ACT.

Other Testing

ASVAB* Highest scores nationwide
NAEP** Highest scores nationwide
*Armed Services Vocational Aptitude Battery, 1989-90
**National Assessment of Educational Progress 8th grade math testing, 1989-90

Per Pupil Expenditures FY 1993

U.S. Dept. of Education, NCES data	
Montana	\$4,850
National	\$5,193
Montana's national rank	29th highest

NON-PUBLIC SCHOOLS

Non-Public School Enrollment 1993-94

Private	8,181
Home school	<u>2,332</u>
	10,413

STATE-OPERATED SCHOOLS

	<u>1993-94 Enrollment</u>
School for the Deaf and Blind (K-12)	98
Pine Hills School (6-12)	71
Mountain View School (6-12)	<u>26</u>
	195

POSTSECONDARY EDUCATION

Supervision of Postsecondary Education

Board of Regents: Appointed by governor. Supervision and control of Montana University System and coordination of other assigned educational institutions.

Postsecondary Institutions

	<u>No. of Institutions</u>	<u>Fall 1993 Enrollment</u>
Higher Education		30,391
University System	6	
Private colleges	6	3,464
Community colleges		
Public	3	2,907
Tribally controlled	7	2,802
Vocational-technical centers	5	<u>2,669</u>
Total postsecondary enrollment		42,251

Degrees 1992-93

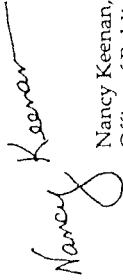
About 6,000 degrees are awarded annually by the various institutions of higher learning. Of those, about 71% are bachelors' degrees; 13% masters' degrees; 13% associate degrees; and 3% doctoral degrees, first professional degrees, and certificates.

For more information, contact the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501 (406-444-3095). Statistics in this brochure are the most current available.

Dear Friends:

In Montana, we take great pride in our public schools. Montanans have a long-standing commitment to public education. Parents, communities, and businesses get involved in their local schools. Our students take pride in working hard. We have dedicated, highly professional educators. These all add up to quality and educational excellence.

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Office of Public Instruction
October 1994

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- Elevation range: 1,820 to 12,799 feet above sea level
- Borders three Canadian provinces and four states
- Headwaters for two major rivers—Missouri and Columbia
- Seven Indian reservations
- Primary industries: services, government (including education), retail trade, agriculture

For More Information About Montana:
Contact the Montana Dept. of Commerce (406-444-3797)
or the Montana Chamber of Commerce (1-800-847-4868).

Montana Postsecondary Education

Supervision of Postsecondary Education

Board of Regents: Appointed by governor. Supervision and control of Montana University System and coordination of other assigned educational institutions.

Postsecondary Institutions	No. of Institutions	Fall 1993 Enrollment
<i>Higher Education</i>		
University System	6	30,391
Private colleges	6	3,464
Community colleges		
Public	3	2,907
Tribally controlled	7	2,802
Vocational-technical centers	5	2,662
Total postsecondary enrollment		42,251

Degrees 1992-93

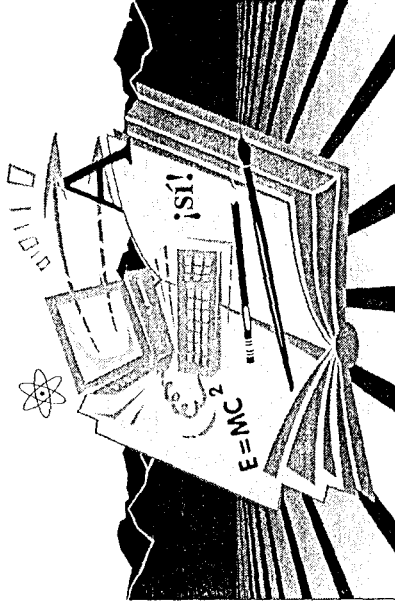
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Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

Prepared by the
Montana Office of Public Instruction
Nancy Keenan, State Superintendent

EXHIBIT 4
DATE 1-11-95
SB

FACTS ABOUT



MONTANA EDUCATION

Montana Public Schools: Elementary and High School

Supervision of Public Schools

Board of Public Education: Appointed by governor.
 General supervision and policy.
 Superintendent of Public Instruction: Elected. General supervision and administrative duties.

School Districts

	1989-90	1993-94	1994-95
Administrative Units			
K-12 districts		31	43
Combined districts(joint boards)	155	128	118
Independent districts	225	200	194
Nonoperating districts	10	8	8
Total Administrative Units	390	367	363

Certified Staff 1993-94

	(Full-Time Equivalent)
Elementary teachers (preK-8)	6,914
Secondary teachers (9-12)	3,036
Superintendents & Asst. Supts.	156
Principals and Asst. Principals	472
Other Administrators	144
Librarians	339
Guidance Counselors	393
Other Specialists	144

Student/Teacher Ratio 1993-94

Montana average	15.9 students/teacher
National average	17.2 students/teacher

Dropout Data (U.S. Census 1990)

Percentage of youth 16-19 years of age who are not enrolled in school and do not have a high school diploma:
 Montana: 7.1% National: 11.2%
 Montana's national dropout rank: 8th lowest

Montana Public Enrollment

	1989-90	1993-94	% change 1990-94
Elementary			
Prekindergarten	280	487	
Kindergarten	12,188	12,015	
Grades 1-6	73,142	77,340	
Grades 7-8	22,373	26,097	
Ungraded	1,587	634	
Total Elementary	109,570	116,573	+ 6.4%
High Schools			
Grades 9-12	40,737	45,994	
Ungraded	684	258	
Total High School	41,421	46,252	+11.7%

State-Funded Schools*

Elementary (PreK-8)	9	77
High Schools (9-12)	149	118
Total State-Funded Schools	158	195
Total Public School Enrollment	151,149	163,020

* State-Funded Schools: Mountain View School, Pine Hills School, and after 1991 the School for the Deaf and Blind

High School Graduates 1993:

High school graduates	9,389
GED* recipients (ages 16 to 19)	805
* General Educational Development	

Per Pupil Expenditures 1993-94

U.S. Dept. of Education, NCES data
 Montana: \$4,788 National: \$5,314
 Montana's national rank: 31st highest

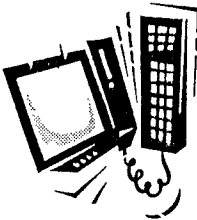
Test Scores

	1993	1994
SAT*		
verbal	459	424
math	516	478
ACT**	21.6	20.7

*Scholastic Aptitude Test. 21% of Montana seniors take the SAT.
 **American College Testing Program. 60% of Montana seniors take the ACT.

Other Testing 1989-90

NAEP* Highest scores nationwide
 *National Assessment of Educational Progress 8th grade math testing.



Non-public Schools K-12

Non-Public School Enrollment 1993-94

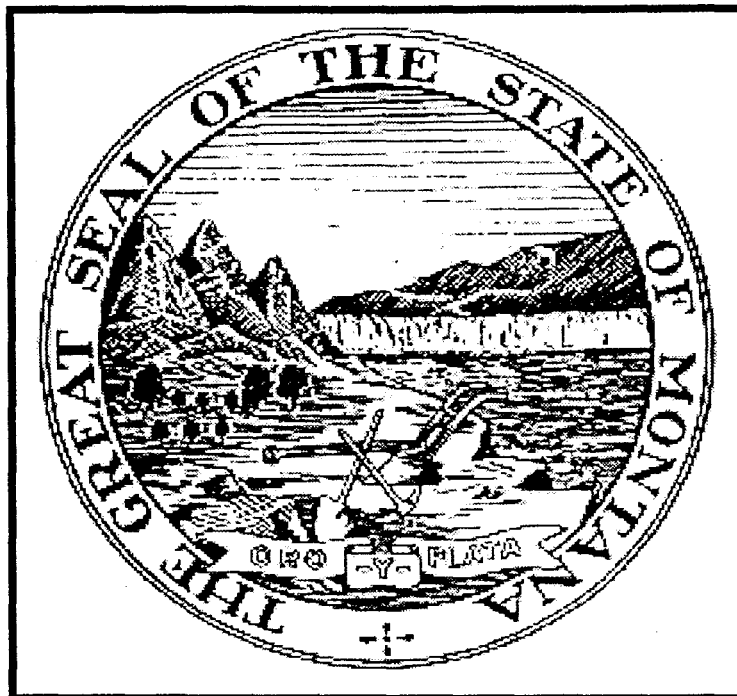
Private	8,181
Home school	2,334
Total	10,515

For more information about Montana education, contact the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501 (406-444-3095). Statistics in this brochure are the most current available.



EXHIBIT 5
DATE 1-11-95
SB _____

**1997 BIENNIUM
SPECIAL EDUCATION
ALLOWABLE COST PROJECTIONS**



**NANCY KEENAN
SUPERINTENDENT**

OFFICE OF PUBLIC INSTRUCTION

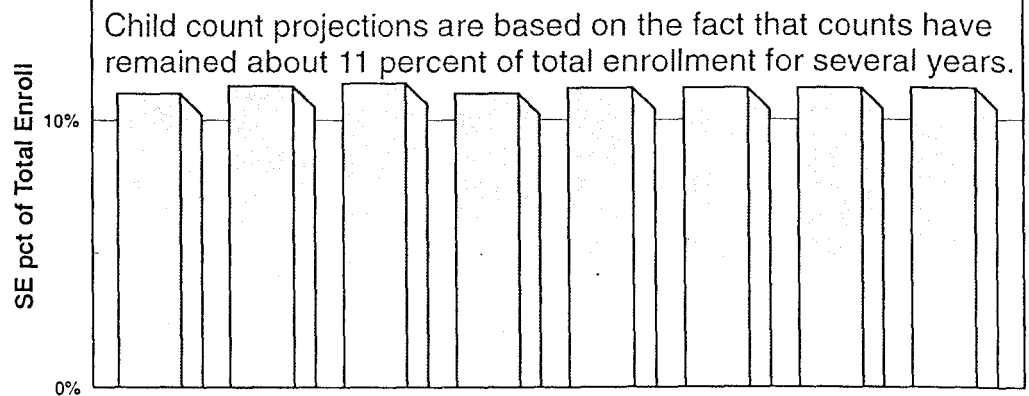
The Population

Special Ed Child Count as a function of total school enrollment



Enrollment projections provided by Dori Nielson, OPI.

School Year	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Total Enrollmt	152,898	155,779	159,991	163,020	164,295	166,145	167,632	168,487
SE Child Count	16,773	17,560	18,258	17,882	18,330	18,530	18,700	18,800



Child count projections are based on the fact that counts have remained about 11 percent of total enrollment for several years.

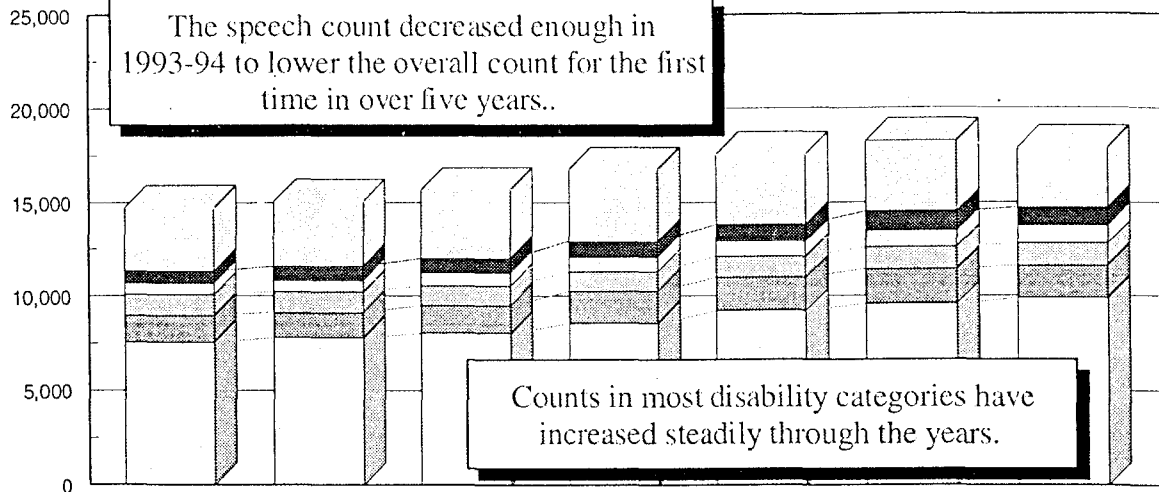
School Year	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
SE Count % Enroll	11.0%	11.3%	11.4%	11.0%	11.2%	11.2%	11.2%	11.2%

Student Identification

EXHIBIT 5

DATE 1-11-95

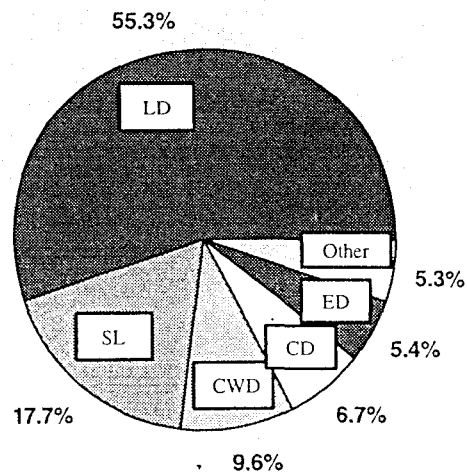
History of Child Count 1987-88 to 1993-94 By Disability Groupings



	87-88	88-89	89-90	90-91	91-92	92-93	93-94
LD	7,559	7,771	8,034	8,551	9,201	9,576	9,886
CW	1,420	1,358	1,461	1,720	1,782	1,852	1,722
CD	1,119	1,093	1,058	1,055	1,123	1,182	1,195
ED	609	622	682	772	808	875	966
OTH	644	759	784	842	921	1,028	954
SL	3,394	3,465	3,674	3,832	3,725	3,745	3,159
Total	14,745	15,068	15,693	16,772	17,560	18,258	17,882

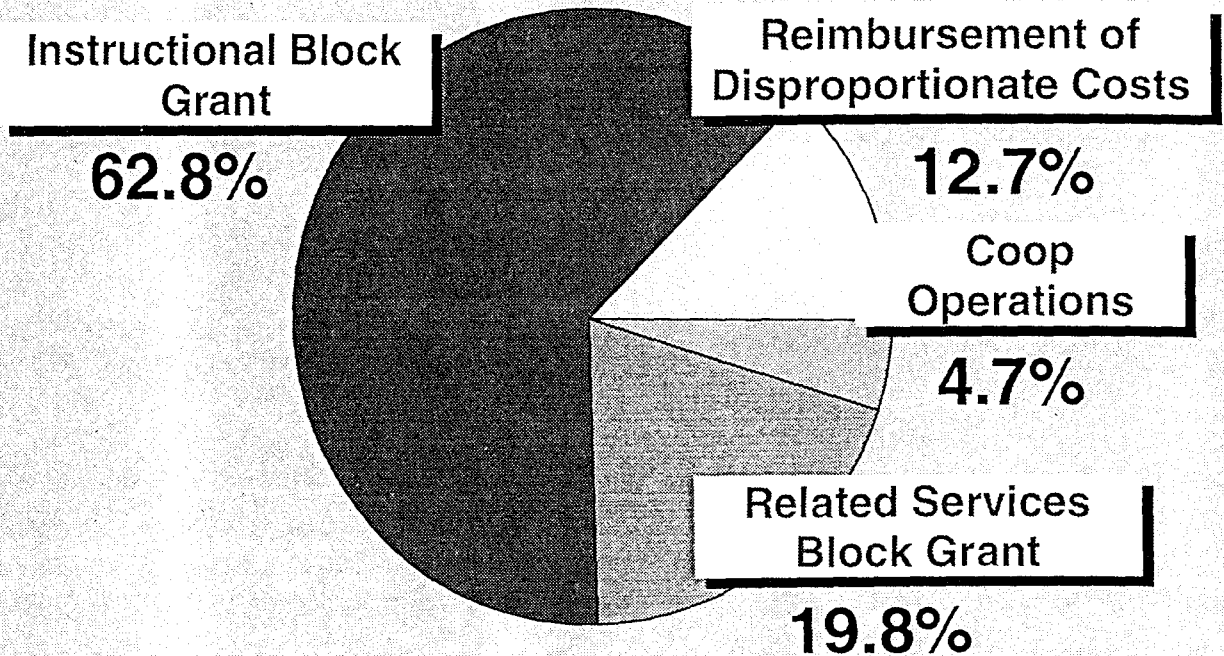
Special Education Child Count 12/01/93 By Disability

	Total Count
Learning Disability	9,886
Spch/Lang Impairmt	3,159
Child w/Disability	1,722
Cognitive Delay	1,195
Emotional Dist	966
Other	954



Funding Distribution

FY95 Distribution of Funds for Block Grants, Coop Operation, and Reimbursement



Inst Block Grant	20,964,847
Rel Svc Block Grant	6,608,854
Coop Operations	1,566,443
Reimburse Disp Costs	4,235,687
Total FY95	33,375,831

Budget and Funding at Current Levels

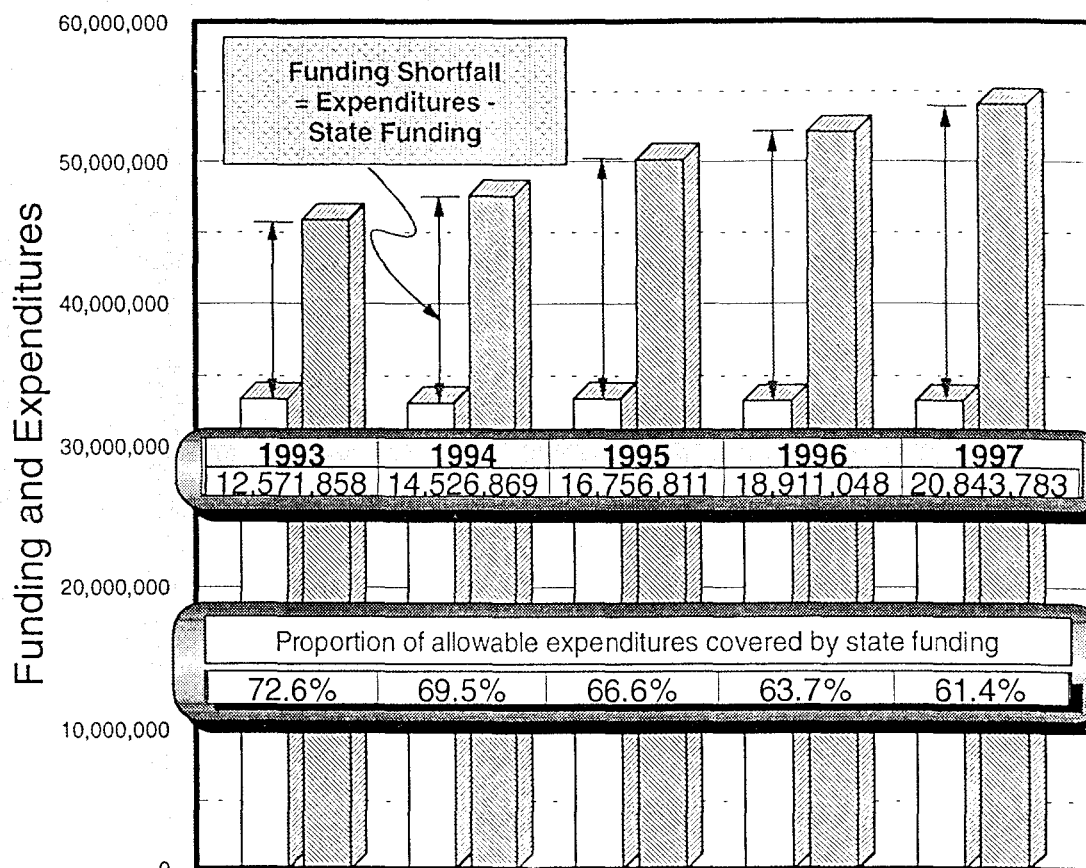
EXHIBIT

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DATE

1-11-95

Special Ed Funding and Expenditures School Year 1992-93 through 1996-97

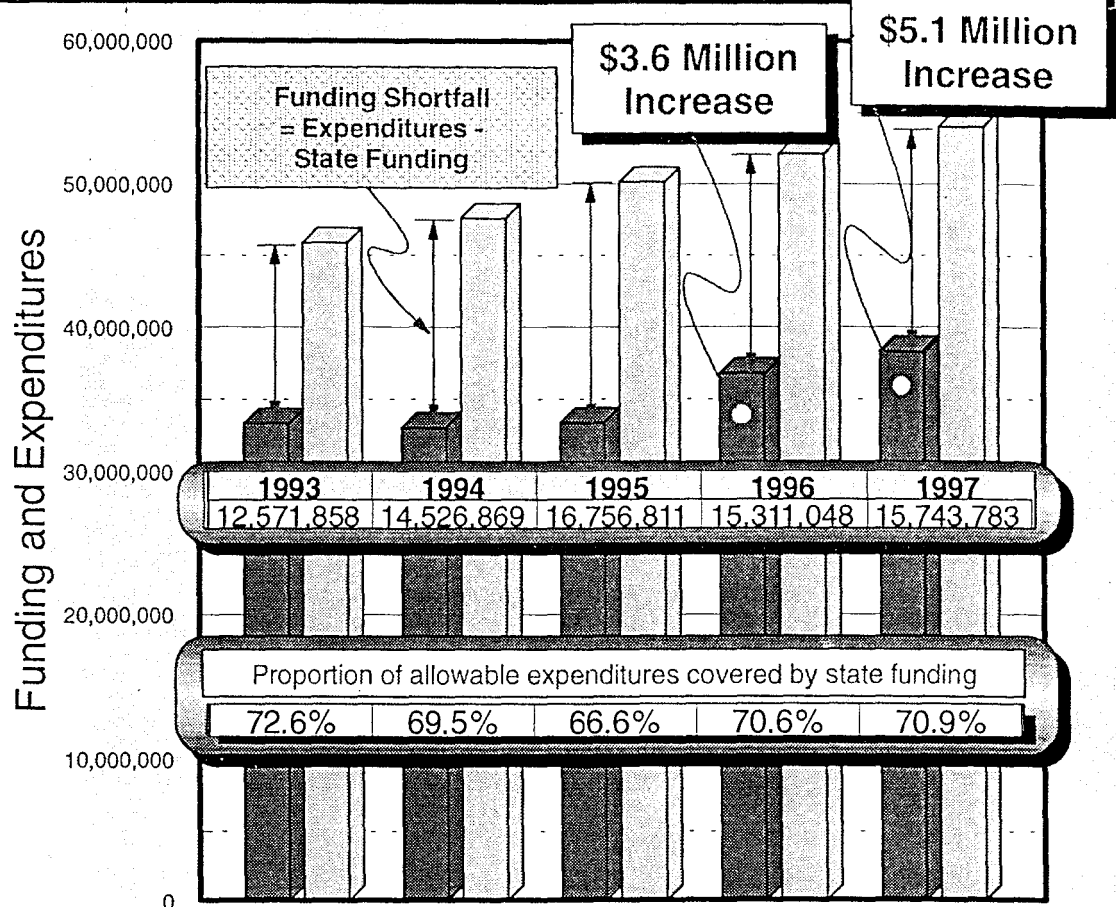


	Known		Projected*		
	1993	1994	1995	1996	1997
State Funding <input type="checkbox"/>	33,305,834	33,057,263	33,375,831	33,200,000	33,200,000
District Expendtr <input checked="" type="checkbox"/>	45,877,692	47,584,132	50,132,642	52,111,048	54,043,783

* Projections based on a 2.8 percent average growth in special education expenditures per pupil from FY89 through FY94.

Funding Increase for FY96 and 97

Special Ed Funding and Expenditures 1982-93 through 1996-97 Including Proposed Funding Increase for the 1997 Biennium



	Known		Projected*		
	1993	1994	1995	1996	1997
Funding w/Increase	33,305,834	33,057,263	33,375,831	36,800,000	38,300,000
District Expendtr	45,877,692	47,584,132	50,132,642	52,111,048	54,043,783

* Projections based on a 2.8 percent average growth in special education expenditures per pupil from FY89 through FY94.

**Great Falls Public Schools
Emotionally Disturbed Students
Enrollment History**

EXHIBIT 6
DATE 1-11-95
SB _____

December 1 Count	1989	1990	1991	1992	1993	1994
Elementary	9 (2)	15 (2)	20 (2)	13 (2)	16 (2)	17 (2)
Middle School	19 (2)	28 (2)	29 (3)	30 (3)	33 (3)	38 (3)
High School	24 (2)	34 (3)	38 (4)	39 (4)	51 (5)	69 (6)
TOTAL	52 (6)	77 (7)	87 (9)	82 (9)	100 (10)	124 (11)

() indicates number of teachers

Total Spec Ed Enrollment	1058	1190	1275	1213	1222	1235
---------------------------------	------	------	------	------	------	------

**History of Federal, State & Local
Contributions to Special Education Funding
Great Falls Public Schools
1989-1995**

	Federal	Local	State	Total
1988-89	\$282,510 (8%)	\$954,171 (29%)	\$2,118,582 (63%)	\$3,355,263
1989-90	\$346,011 (10%)	\$380,854 (11%)	\$2,736,916 (79%)	\$3,463,781
1990-91	\$336,030 (9%)	\$799,076 (21%)	\$2,721,608 (70%)	\$3,856,714
1991-92	\$432,242 (11%)	\$1,025,867 (25%)	\$2,589,651 (64%)	\$4,047,760
1992-93	\$500,409 (11%)	\$1,334,660 (31%)	\$2,509,460 (58%)	\$4,344,529
1993-94	\$538,733 (12%)	\$1,506,382 (34%)	\$2,449,144 (54%)	\$4,453,638
1994-95	\$510,896 (12%)	\$1,516,372 (34%)	\$2,383,998 (54%)	\$4,411,266



EXHIBIT 7
DATE 1-11-95
SB _____

MSHA

MONTANA SPEECH-LANGUAGE AND HEARING ASSOCIATION

January 11, 1995

My name is Diedre Cranmer and I'm a Montana public school Speech/Language Pathologist. I'm also the immediate past President of the Montana Speech-Language and Hearing Association. Approximately 65% of the members of my association are employed by our state's public schools and many of our non-school based members have professional relationships with special needs school-aged clients.

My association is most concerned that Special Education has not had a funding increase since 1989. It seems so inequitable, given that the special education population grows as our state grows. Additionally, the number of students with severe and multiple disabilities continues to increase. On behalf of the Montana Speech-Language and Hearing Association I passionately urge you to consider raising the funding level of Special Education. The current Special Education budget is not enough to meet the needs of the special needs children in our schools. And, it's simply not getting any better or any easier out there. It's not. The increase being requested for the next biennium is both reasonable and needed.

Thank you.

EXHIBIT 8
DATE 1-11-95
SB

Montana Vocational Association

Biennial Report to:

1995 Legislature

The Montana Vocational Association presents this overview to the 1995 Legislature to account for the utilization of the secondary vocational program funding. Information in this report was drawn from a survey of all secondary vocational instructors. Financial figures were provided by the Vocational Education Services personnel in the Office of Public Instruction. The instructional areas of Agriculture Education, Business Education, Family and Consumer Sciences, Cooperative Education, Health Occupations, Marketing, Technology Education, and Trades and Industries are represented in this report.

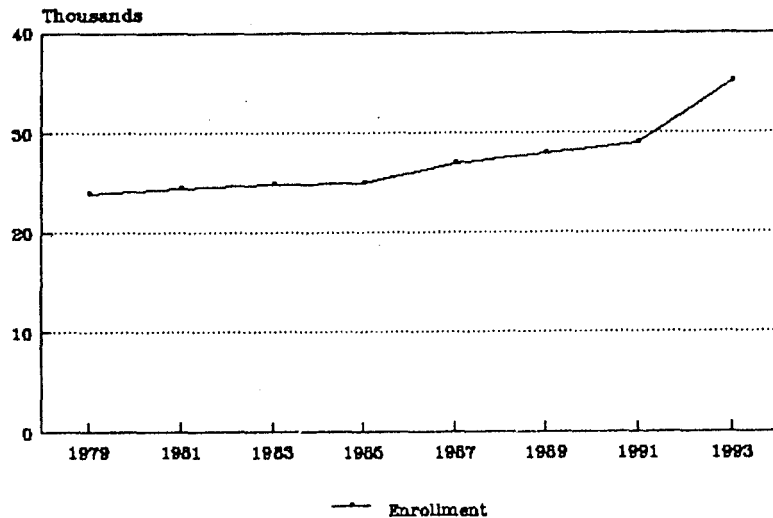
As the legislature is aware, vocational programs are designed to provide students with the skills necessary to enhance their transition from school-to-work and to develop career opportunities and life skills. Employers need highly trained individuals capable of using the latest technology. Vocational education classes provide these opportunities to all secondary students. Because vocational education classes cost more to run in the way of supplies, equipment, etc., the legislature has provided funds to assist local districts with these additional cost items.

Keeping up with current technology is one of the biggest challenges facing vocational education today. Through local school district budgets and the state funding authorized by each legislative session, secondary instructors do their best to keep their programs up-to-date.

Secondary VocEd Enrollment

DATE 1-11-95

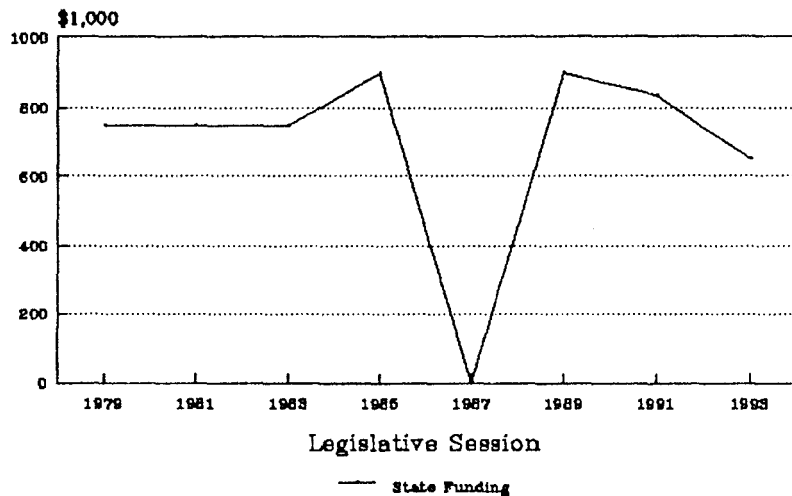
Montana High Schools



Graph 1

Montana is only one of only six states nationwide which has shown a consistent growth in vocational enrollment over the last six years. Graph 1 indicates that 35,488 high school students enrolled in a vocational education class in 1994, 83% of all students. Before graduating from high school, 100% all students will have enrolled in vocational education classes.

Secondary VocEd State Funding Level

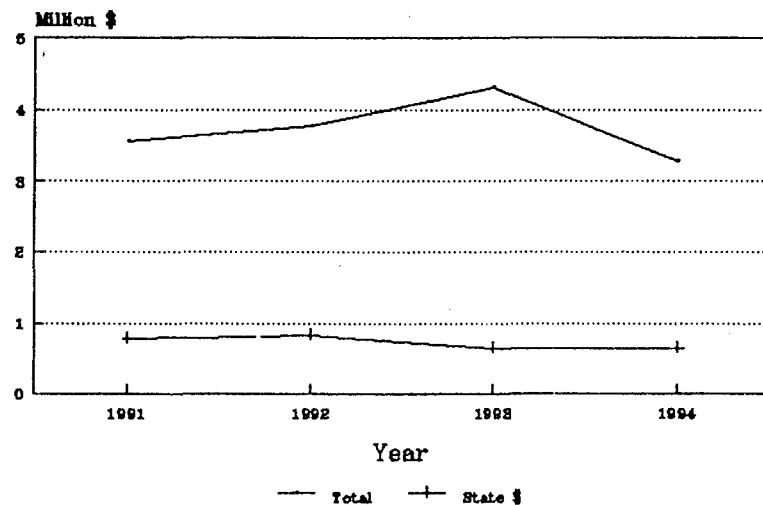


Graph 2

Although enrollment in our secondary schools continues

to increase, Graph 2 indicates that the state funding for vocational education programs continues to decrease.

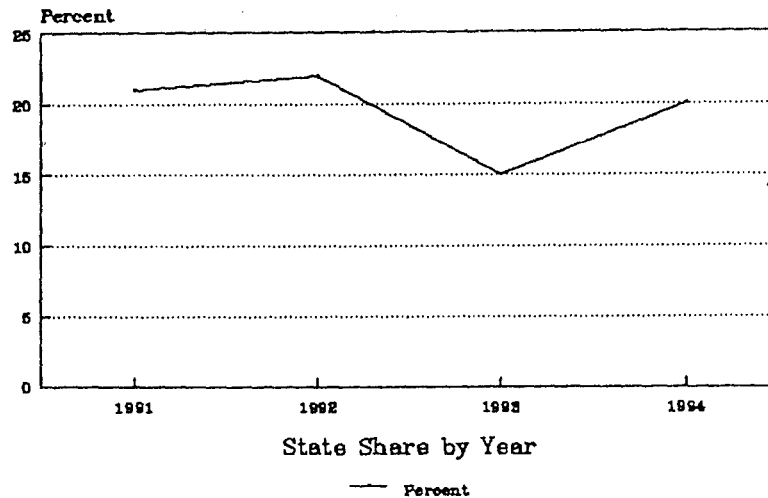
Montana Voc-Ed Additional Cost of Programs



OPH - Graph 3

Local school districts spent \$3.3 million on the additional costs associated with vocational education programs in 1994. As Graph 3 indicates, this figure was over \$4 million in 1993. This graph also shows the amount the state contributes through the special appropriation for vocational education by each legislative session (\$646,504 in 1994). Despite the low level of state support, the state support is critical to maintaining up-to-date vocational instruction for Montana's students.

State Share of VocEd Funding Compared to Local Districts

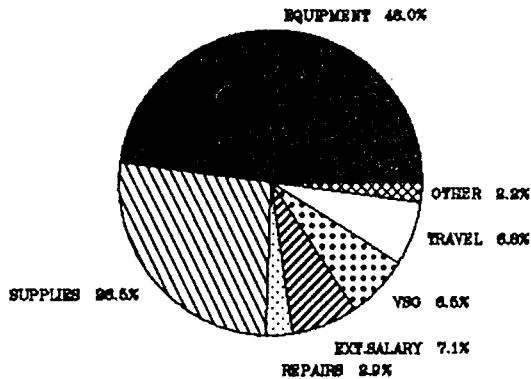


OPM - Graph 4

As Graph 4 indicates, the state of Montana has funded 20% of the additional costs of vocational education, with each district responsible for the other 80%.

The \$646,504 funding from the state of Montana is used only for helping to defray the additional costs that vocational education courses have that nonvocational courses do not. These costs include equipment, supplies, extended program salaries, vocational student organizations (FFA, FHA/HERO, VICA, BPA, DECA, TSA), instructor travel, and repairs.

Secondary Voc-Ed Funding 1993-94 School Term



Areas and Percentage of Spending

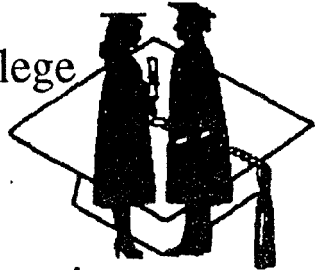
MVA - Graph 5

Nearly one-half of the state appropriation of \$650,000 is used for the purchase of equipment. This includes computer hardware and software, and other equipment related to clothing/textiles, construction/industry, agriculture and business occupations. About 1/4 of the state funding is used to purchase supplies and the remainder of the money is used in the other areas.

The teachers responding to the survey considered this state funding crucial to their programs. 87% of the respondents indicated that the level of funding is inadequate.

The Montana Vocational Association is pleased to present this information to you in order to account for and justify the funding received from the state in the past. We also ask for your continued support and consideration of restoring this funding to the original \$1.8 million level (\$900,000 per annum) this legislative session. Thank you.

SCHOOL - TO - WORK - TRANSITION

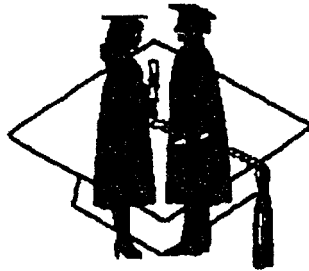


- * 50% of High School graduates DO NOT go to college
- * Only 50% of students entering college graduate
- * 70% of University graduates will not be in an occupation related to their major 5 years after graduation
- * 64% of workers say they would start over in a different career
- * Over 50% of workers admit they got their job by chance or through special circumstances

CHANGES REQUIRED

- * Expectations: high levels of performance must be expected
- * Attitudes: ideas about the quality and worth of vocational education and careers must be re-evaluated.
- * Teaching Styles: teachers must be more futuristic and relate instruction to career-based outcomes.
- * School-to-Work Opportunities Act must be connected to Goals 2000: Educate America Act and Vocational Education must be a dominant force in this union.

EDUCATION NEEDED FOR A CAREER



**16% of Careers Need a High School Diploma*
***10%*

**75% of Careers Need 1-2 Years of High-tech Training*
***70%*

**9% of Careers Need a College Degree*
***20%*

*Bureau of Labor Statistics

**Most common percentages

EXHIBIT 11
DATE 1-11-95
SB _____

To: Members of Joint Sub Committee on Education Appropriations
From: Duane A. Gebhardt, Agriculture Education Instructor, Cascade High School
Date: January 11, 1995
Re: Support for partial funding of State Vocational Education Programs

Chairman Johnson I would like to speak in favor of continued State funding support for Montana's vocational education programs. These funds are used to supplement the additional cost of operating vocational programs in Montana secondary schools. Many of these funds are used by local schools to purchase new equipment and technology to train students for technical jobs in today's business world. Technology is changing so rapidly that equipment that was the "state of the art" five years ago, is now obsolete in training students for today's world of work. Because of the high cost of providing high tech. equipment and technology to those students, it is extremely important to continue state funding for vo-ed.

Vocational education will continue to provide an important link in Montana's School to Work program. These students with technical training received in high school classrooms will become a natural transition into tomorrow's work force. Students developing vocational skills must continue to use these skills to provide career opportunities and life skills. Many students seeking college degrees will also use vocational skills to help work their way through college.

The fact that the Montana Legislature supports vocational education with additional cost funding sets a common goal for all Montana School Districts that vocational education is considered important to the education of Montana's youth. This message needs to remain strong. **I urge you to continue to support state funding of Montana Vocational Education Programs.**

QUESTION:

Based on contact with Montana schools, what do gifted education programs need to support and develop their programs further?

ANSWER:

- General funding to all school districts for gifted education programs
- Support for policy representing quality program standards
- Additional resources and support services

Dr. John Feldhusen of Purdue University compiled 20 years of research on gifted education in a March 1989 article for Educational Leadership. In that article he writes:

- **Identification.** "Multiple data sources should be used to identify alternate types of giftedness and to specify appropriate program services."
- **Acceleration.** "Acceleration motivates gifted students by providing them with instruction that challenges them to realize their potential. Accelerated students show superior achievement in school and beyond. Despite fears of some educators, acceleration does not damage the social-emotional adjustment of gifted youth."
- **General.** "Overall, to provide for the gifted, we must upgrade the level and pace of instruction to fit their abilities, achievement levels and interest. We must also provide them with highly competent teachers and with opportunities to work with other gifted and talented youth."

National Excellence: A Case for Developing America's Talent U.S. Department of Education, October 1993

- Most gifted and talented students spend their school days without attention paid to their special learning needs. Recent studies show that:
- Gifted and talented elementary school students have mastered from 35 to 50 percent of the curriculum to be offered to them in five basic subjects before they begin the school year.
- Most regular classroom teachers make few, if any, provisions for talented students.
- Most of the highest-achieving students in the nation included in Who's Who Among American High School Students reported that they studied less than an hour a day. This suggests they get top grades without having to work hard.
- *In the one national survey available, only 2 cents out of every \$100 spent on K-12 education in the United States in 1990 supported special opportunities for talented students.*

Office of Public Instruction
Nancy Keenan, Superintendent
Michael Hall, Gifted & Talented Specialist
PO Box 209501
Helena, Montana 59620-2501
(406) 444-4422

What's What

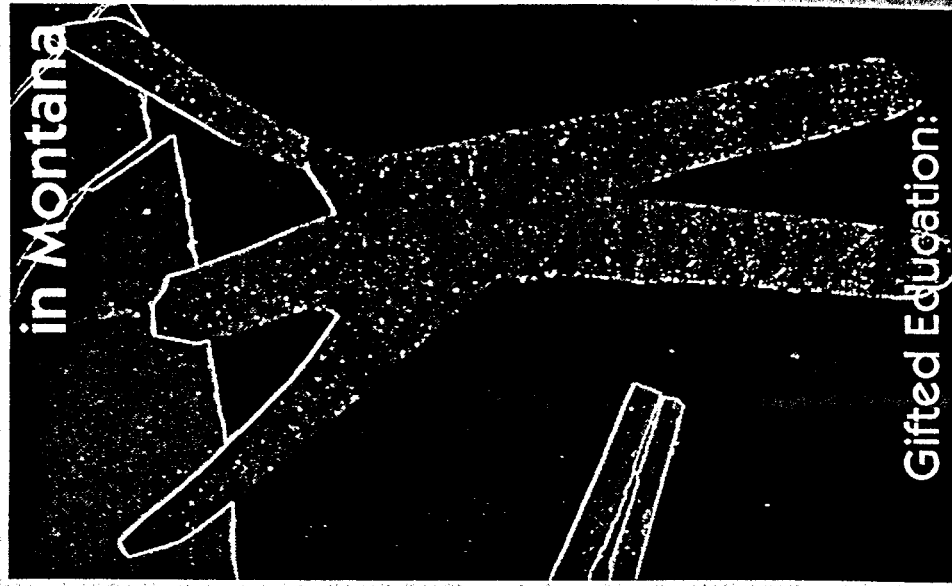
EXHIBIT

DATE

83

About Gifted Education

in Montana



Gifted Education:

Challenging bright minds to
reach new frontiers

The Challenge:

To provide high-ability/high-potential students with an appropriately challenging school curriculum.

Montana State Law MCA 20-7-901

"Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.

Standard 10.55.804, K-12

- (1) Beginning 7/1/92 the school shall make an identifiable effort to provide educational services to gifted and talented students which are commensurate with their needs and foster a positive self-image.
 - (2) Such services shall be outlined in a comprehensive district plan which includes:
 - (a) Identification of talent areas and student selection criteria according to a written program philosophy;
 - (b) A curriculum which reflects student needs;
 - (c) Teacher preparation;
 - (d) Criteria for formative and summative evaluation;
 - (e) Supportive services;
 - (f) Parent involvement.
- (Effective 7/1/92)

QUESTION: How many children may be considered to be gifted?

ANSWER: Research states that from 3 percent to 15 percent of the students in school may have high ability/high potential and be considered "gifted" in some area. For Montana, that means 4,500 to 23,000 students.

QUESTION: How does Montana compare to other states in the area of services required for gifted students?

ANSWER: Thirty-seven (37) states and Guam have required standards for services to gifted children (Pennsylvania since 1963). * Montana Accreditation Standard 10.55.804 requires schools to identify students and provide services commensurate with their needs and foster a positive self-image.

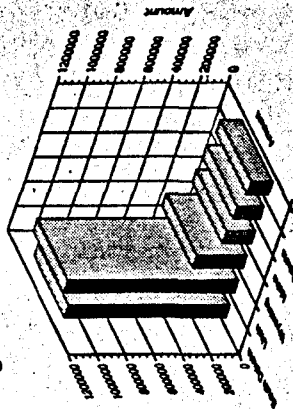
QUESTION: How much money is allocated per year for gifted education in Montana?

ANSWER: The 1993 Legislature appropriated \$149,250 annually for matching grants for school districts developing their gifted and talented programs. That provides partial funding to 15 percent of the local districts.

QUESTION: How do states around the region compare in expenditures for gifted and talented education?

State	FY '93 Funding*
South Dakota	\$1,135,000
Utah	\$1,200,000
Wyoming	\$350,000
Idaho	\$200,000
North Dakota	\$184,649
Montana	\$149,250

* Source: 1994 State of the States Gifted Education Report



QUESTION: Montana Accreditation Standard 10.55.804 requires school districts to identify students and provide a curriculum "commensurate with need," but how many school districts in Montana report that they have a program for gifted learners?

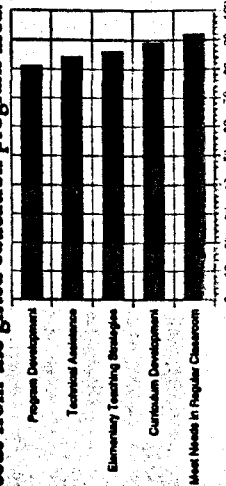
ANSWER: Results of a January 1993 OPI survey show that 40 percent of the districts responding identify gifted learners and provide educational programs for them.

QUESTION: How does this compare to the Western United States?

ANSWER: The U.S. Department of Education's National Education Longitudinal Study of 1988 (NELS) shows that 62.5 percent of the schools in the Western United States offer gifted and talented education programs.

QUESTION: From the OPI survey, what were the districts' greatest needs from the gifted education program area?

ANSWER:	HIGHEST PRIORITY NEEDS
Meeting G/T needs in the regular classroom	92%
Curriculum Development	89%
Elementary Teaching Strategies	86%
Technical Assistance	84%
Program Development	81%



Gifted Education Grant
Data Summary
FY 1993 and FY 1994

Fiscal Year	Number of Grants	Number of Districts Served	Number of Students Served
1993	82	89	11,238
1994	79	94	8,694
1993-1994 Fall Report shows 74 districts reporting a total of 92 teachers assigned to teach in gifted education			
1995	75	91	

The fact sheet that has been distributed covers many aspects of services for these high ability/high potential special needs students. I would like to point out just a few areas for your perusal at this time.

- On the inside, a listing of funding provided by other states in our region,
- On the back page, the support that local districts need to further develop the services for these students, and
- On the bottom of the last page, information from the national report on gifted education that was released from the federal department of education last October.

I ask that you support funding requests for education, especially ones for special needs students in the special education and gifted education programs.

Testimony Presented to the
Joint Appropriations Committee
January 11, 1995

Presented by: Michael Hall, Specialist
Gifted and Talented Education
Office of Public Instruction

"We came with vision, not with sight" Wendall Berry
We cannot yet see what the future will truly be like, but we have visions of the possibilities. Those possibilities are what we are dealing with when we support programs that will better prepare the students of today to meet the challenges of tomorrow. Funding for gifted education programs targets money to students who are recognized in State Law 20-7-901 as being "children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools..."

Gifted students, or students with high ability and high potential, are as different from the bulk of the students in our schools as are the special education students. These special needs children represent the extremes of the learning spectrums that our schools must cope with. Each have unique needs that must be addressed to develop the potential.

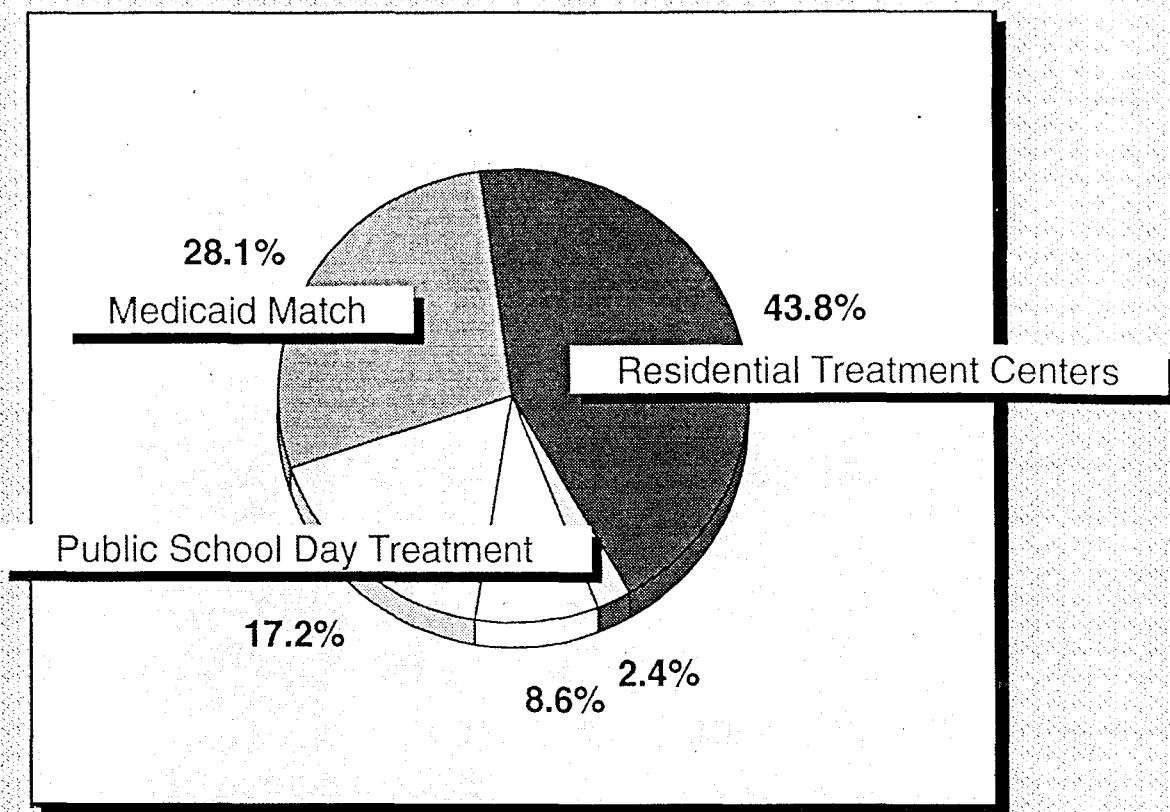
Funds for gifted education provide direct services that deliver curriculum at a much faster pace, a much higher level of complexity, and a much higher level of abstraction as appropriate to the students' needs.

For example, Joe, a five-year-old boy that I worked with could read and understand at the level of a junior in high school. However, he could not write, did not have the benefit of years of living life and was a normally developed five year old emotionally. Clearly, the ABCs and simple color and shape recognition portions of the kindergarten classroom were not appropriate. Special services were designed to meet his special needs.

The legislature has funded gifted education programs now for 14 years. The first ten years at \$100,000 per year, two years at \$276,000 and then after more budget cuts, the remaining two years at \$149,250. Shrinking funds in all areas of education are making the demands for funding to target these special needs students even more critical. For, in gifted education programs, we have a population of students with special needs that is approximately the same size as the population of special education students who fall at the other extreme of the spectrum.

SB

Biennial Distribution of State Funds for Education Costs for Residential Treatment



	Budgeted
Res Trtmt Ctrs	1,091,760
Medicaid Match	700,000
Day Trtmt - Salaries	428,302
Day Trtmt - Contract	213,588
Day Trtmt - Other	59,227
Total	2,492,877

* Figures shown are biennial and include projected distribution through the end of FY95.

HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education SUB-COMMITTEE DATE Jan 11, 1995
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NAME AND ADDRESS	REPRESENTING	Support	Oppose
<u>DIEDRE CRANHEK</u> 661 S. Mont. Helena	Montana Special Language Hearing Assoc.	✓	
<u>LARRY D. Williams</u> Supt SPEC ED	GREAT FALLS S.D. #14 H	✓	
<u>GAIL CLEVELAND</u> DIRECTOR	GREAT FALLS S.D. #14 H	✓	
<u>CHRISTIE DEER</u> Human Resources	GREAT FALLS S.D. #14 H	✓	
<u>Jim Foster</u>	MREA	✓	
<u>Clay Burkett</u> 414 N. Oakes Helena	SIMMS Project	✓	
<u>Michael Hall</u>	OPI	✓	
<u>Duane GEBHARDT</u>	MVA	✓	
<u>Pete Joseph</u>	MFT		
<u>Ueen Barkell</u>	Yellowstone-West Coop.	✓	
<u>Brian Deaver</u>	MEA	X	
<u>Lynda Keckler</u>	OPI	X	
<u>Don Fagan</u>	SAH SR	X	

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CS-14

Bob Anderson

MSTA

X

Bill Simmerman

MVA

HOUSE OF REPRESENTATIVES
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Education

SUB-COMMITTEE

DATE Jan 11, 1995

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NAME AND ADDRESS	REPRESENTING	Support	Oppose
JEFF KROGSTAD BZN INT	MYSELF & BEN SPEED	✓	
Mercy Fahrman Helena MT	State Special Ed Panel	✓	
Bill Johnson Bozeman MT	Bellevue Schools; Gallatin-Malheur Cooperative	✓	
Larry Stone Col. MT	Stillwater / Sweet Grass	✓	
Pat. Lunn	Bulding Public Schools Commissioner Spec Ed Finance	✓	
Shirley Kline	Helena Public S.	✓	
Rick Vanden Pol	MT. Council for Except. Child	✓	
Bill Jimmeron	MVA - Voc Ed	✓	
Jim Fitzpatrick	MCVE - Vo - ED		
Ed. Lunn	OPD	✓	
Dore Delp	OPD	✓	

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